

Study Guide

Chapter 4, Section 2



For use with textbook pages 108–113

GOVERNMENT, RELIGION, AND CULTURE

KEY TERMS

mercantilism	Theory that states that, when a nation's trade grows, its gold reserves increase, and the nation becomes more powerful (page 109)
export	To sell to another country (page 109)
import	To buy from a foreign market (page 109)
smuggling	To trade illegally (page 109)
charter colony	Colonies established by settlers who were given a grant of rights and privileges (page 110)
proprietary colony	Colonies governed by individuals or groups to whom the land had been given by England's king (page 111)
royal colony	Colonies ruled directly by Britain (page 111)
apprentice	Learning assistants to craft workers who taught them a trade (page 112)
literacy	Ability to read and write (page 113)

DRAWING FROM EXPERIENCE

What kinds of things do your parents teach you? What subjects are you taught at school? Do you practice a specific religion? How does your religion influence your daily life?

In the last section, you learned about different ways colonists earned a living. This section focuses on how religion and public education affected the colonies.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how different movements shaped American democracy and religious freedom in the colonies.

Cause	Effects
The Great Awakening →	<ol style="list-style-type: none"> 1. 2.
The Enlightenment →	<ol style="list-style-type: none"> 1. 2.

Study Guide



Chapter 4, Section 2 (continued)

READ TO LEARN

- **English Colonial Rule** (pages 108–109)

When James II became king after Charles II, he wanted greater control over England and the colonies. He tried to take away the powers Parliament had been granted during the English Civil War. Parliament replaced him with his daughter Mary and her Dutch husband, William of Orange. This change, called the Glorious Revolution, proved that elected representatives of Parliament had power over the monarch. William and Mary guaranteed all citizens basic rights under the English Bill of Rights in 1689.

Mercantilism made England a powerful country. The theory of mercantilism states that the more money a country has, the more powerful it becomes. The colonies provided England with raw materials that manufacturers used to make goods sold to the colonists. To increase profits, England had to **export**, or sell abroad, more goods than it **imported**, or bought from other countries. Between 1651 and 1673, England passed the Navigation Acts, a series of laws that controlled the trade of goods between England and the colonies. The colonists had to use British ships to export goods to England. They were prevented from sending certain goods anywhere but to England. These Acts made sure England profited from colonial trade.

1. Why did England pass the Navigation Acts?

- **Colonial Government** (pages 110–111)

By the 1760s, three types of colonies existed in America.

- A. Charter colonies** were established by groups of settlers who had been granted the right and privilege to establish a colony. Voters (white male land owners) elected their own governors and members of both houses of legislature. Britain had the right to approve the governors. The governors, however, were unable to veto or cancel the acts of the legislature.
- B. Proprietary colonies** were governed by individuals or groups that had been given land by the king. Proprietors had the power to appoint the governor and members of the upper house of the legislature. Members of the lower house were elected by the colonists.
- C. Royal colonies** were ruled by the king and the Parliament. The colonists elected an assembly that often disagreed with the governor and the council, especially over tax laws and trade restrictions.

Study Guide



Chapter 4, Section 2 (continued)

2. What determined how the colonies were governed?

- **An Emerging Culture** (pages 112–113)

Puritans formed their own Christian religion in America. Their towns and lifestyles were built around the church. They were required to attend services and could not play or laugh on Sundays. From the 1720s through the 1740s in New England and the Middle Colonies, there was a religious revival called the *Great Awakening*. Ministers preached about a return to the strong faith of earlier times. Many new churches were formed.

Colonial life centered around the family. Both parents cared for the children. All family members had work to do. In some areas, women worked in the fields alongside their husbands. Women did the cooking, made the clothes, and took care of the animals. Men built houses and fences and worked the fields. In most churches, women could attend church meetings but could not vote, speak, or serve as clergy. Men made the decisions on the farms, in the communities, and in the government. Boys often learned a trade by working as indentured servants or as learning assistants called *apprentices*. Some women in cities and towns had jobs. Young unmarried women would work for wealthy families as cooks, maids, and nurses. Widowed or single women could run businesses and own property. No women could vote.

Education was valued by most colonists. Children were taught to read and write at home by their parents. In 1647 the Puritans established public education in Massachusetts. The *literacy* rate, which is the number of people able to read and write, was very high. Many schools were run by unmarried or widowed women in their homes. Quakers and other religious groups ran schools in the Middle Colonies. Apprentices who worked during the day attended school at night.

The first colleges in the colonies were established to prepare ministers. In 1636 the Puritans established Harvard College in Cambridge, Massachusetts. In 1693 Anglicans founded the college of William and Mary in Virginia.

A movement called the *Enlightenment* began in Europe. This movement spread the idea that society could be improved through knowledge, reason, and science. The idea influenced many educated colonists by the mid-1700s. Some religious leaders were not in favor of the changes resulting from the Enlightenment movement. They were afraid of what might happen when people began to think independently.

3. What kinds of education and training were available in the colonies?
