**TEST RECAP ~ Unit 2: Colonization**

**PART 2: Short Answer – Briefly answer the questions in complete sentences. A thesis is not required.**

1. The Spanish, French, and English each laid claim to various parts of North America in the 17th century.
	1. **Explain a major difference between the colonial settlements of the Spanish, French, and British regarding one of the following**
		* Relations with Native Americans
		* Settlement Patterns
		* Economic Initiative
	2. **Explain ONE CAUSE and ONE EFFECT of the difference you identified in Part A. (Two questions and answers in one)**

***The relationship between Native Americans and the Spanish, French and British colonial settlers varied from that of enslavement, conquest, and removal to attempts at diplomacy and mutual trade and existence. While all three European powers enforced their way of life and power upon the Natives in some way, the French relationship was arguably the most positive.***

***These unique relationships were largely the result of the European’s particular goals and needs coupled with the distinct European populations that arrived in the New World. The Spanish, seeking the extraction of gold and other valuable minerals arrived with a conquering force that lacked the necessary labor to mine and harvest resources, enslaved Native Americans under the encomienda system. In similar fashion the English settlers along the Atlantic coast lacked an understanding of American agriculture and thus used Natives for knowledge and labor. Yet as more and more English settlers came to the colonies, overcrowding caused Natives to retreat or be forced to lands on the interior. The French, seeking to dominate the fur trade of northern America created systems of trade with Natives that fostered relationships that would prove somewhat supportive during the French-Indian War.***

***While French relationships can be argued to be supportive of the Native way of life, for the most part their treatment, along with the more direct confrontations of the Spanish and British were detrimental to Native Americans. The existence of Europeans in the Americas resulted in the decline of Native American populations and culture causing Natives to either convert to European customs, fight back for their land, or continue to flee away from European settlements.***

1. “… no goods or commodities whatsoever of the growth, production or manufacture of Asia, Africa or America, or of any part thereof; or of any islands belonging to them, or which are described or laid down in the usual maps or cards of those places, as well of the English plantations as others, shall be imported or brought into this Commonwealth of England, or into Ireland, or any other lands, islands, plantations, or territories to this Commonwealth belonging, or in their possession, in any other ship or ships, vessel or vessels whatsoever, but only in such as do truly and without fraud belong only to the people of this Commonwealth, or the plantations thereof….”

 - Navigation Ordinance of 1651

* 1. **Briefly explain how the restriction set forth in the passage quoted above is consistent with the policy of mercantilism.**

***The Navigation Acts sought to reduce colonial autonomy and centralize economic power in the “motherland.” The above Navigation Ordinance of 1651 explicitly restricted the transportation of “goods or commodities” to ships that belonged only to “this Commonwealth” more specifically, Great Britain. Since the economic idea of mercantilism stated that all the wealth in the world was limited to a certain amount and fluctuated as counties lost and gained wealth, the Navigation Acts sough to tie colonial wealth to England as to monopolize colonial economies.***

1. “The impact of the Great Awakening spread beyond purely spiritual matters. The newspaper and pamphlet wars it inspired greatly expanded the circulation of printed material in the colonies. The revivals encouraged many colonists to trust their own views rather than those of established elites. In listening to the sermons of self-educated preachers, forming Bible study groups, and engaging in intense religious discussions, ordinary colonists asserted the right to independent judgment…. The revivalists’ aim was spiritual salvation, not social or political revolution. But the independent frame of mind they encouraged would have significant political consequences.” - Eric Foner, *Give Me Liberty!* 2006
	1. **Explain the main point made in the passage quoted above.**

***Eric Foner’s main point is that the Great Awakening had unintended effects on the social and political structures of the colonies. Beyond the spiritual implications of increased religious participation and spread of new Christian sects, Foner claims that the Great Awakening resulted in an increase in educated and rhetorical discourse, as well as causing an increase in literature and communication throughout the colonies. Foner argues that this, in turn, increased the curiosity and critical nature of the colonists as a whole and caused a shift away from blind following of social norm and political power structures, a colonial characteristic that would prove vital to the Revolutionary spiris and idealism of the next century.***

**PART 3: Introduction and Thesis**

1. Write a concise introductory paragraph to answer one of the following prompts. (Your Choice!) Make sure you have an intro that clearly presents a thesis that accounts for all aspects of the question and lays a foundation for more detailed paragraphs.
	1. Compare and Contrast the development of two colonial regions (New England, Middle Colonies, the Chesapeake, or Southern Colonies) using at least two of the following categories:
		* Political Organization
		* Economic Activity
		* Social Structure.

***The unique environmental factors coupled with specific motivations for settlement in New England and the Chesapeake resulted in divergent economic activity and political organization within the colonies. While New England with its proximity and access to European markets and harsh winters developed early signs of commercial trade coupled with subsistence agriculture, the Chesapeake and its long growing season developed a plantation based economy reliant on cash crops. As a result of settlers seeking out religious freedom and arriving with their families, New England developed a more democratic political system focused on town meetings yet still strongly connected to the Anglican Church. As early settlers to Virginia and Maryland came seeking economic gain and often without families, a stratified society dominated a political system that supported this elite planter class. While the geographical distance between these two regions would not increase over the coming centuries, their economic and political differences would work to strain the relationship between the two.***

* 1. Analyze why freedom of religion was important in the founding of some of the English colonies while being denied others.

***For a nation founded upon the idealism of freedom of religion, the reality is that in the colonial period through to today religious tolerance has not always been practiced. Some of the earliest settlers, specifically the Pilgrims and Puritans of New England, arrived in the colonies for the opportunity to practice their faith free of discrimination. But as the population of the colonies grew and the demographics of settlers changed, colonial diversity began to cause conflict. As political power, physical space, and differing viewpoints and religious practices entangled the colonists, specific religious groups held on to their positions of power and thus grew increasingly intolerant of dissimilar groups. As colonies autonomy increased, new religions challenged the existing power structures and the developing nation had to face the reality of living up to the lofty ideals that would define the country’s identity. Thus while religious freedom provided a strong motivating factor in the development of the colonies, the reality and challenges of balancing the right to practice religion freely with tolerance, grew to define the nature of colonial identity into the 18th century.***