

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

# APUSH Guided Reading - Packet 3

## Chapter 3: Pages 45-55

### Period 2: 1607-1754

**First! Watch the Period 2 Review  
Videos on Heimler's History  
YouTube page (8 Videos):**

<https://www.youtube.com/watch?v=j5Y2SiZUtKY&list=PLEHRHjICEfDV5niFEbLmBnMkJ6r90Z9JS>

Then, complete the following  
pages...



#### SECTION 1 Guided Reading, pp 45-55

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

#### Population Growth pp 45-46

Key Concepts & Main Ideas	Notes	Analysis
<b>Regional differences developed in the British colonies due to many factors, often creating conflict.</b>	Population Growth...	<b>List 3 main reasons Europeans came to the New World.</b>
	European Immigrants...	1.
		2.
	English...	3.
<b>European colonization efforts in North America stimulated intercultural contact.</b>	German...	<b>List 3 main differences between the German and Scots-Irish immigrants.</b>
	Scots-Irish...	1.
		2.
	Other Europeans...	3.

## Colonial Slavery

**Directions:** Use your textbook and the information below to answer the questions about colonial slavery.

Although slavery existed in all of the English colonies in North America, most slaves lived in the South. The original black people brought to America were probably indentured servants. As such, they worked side by side with white servants in the fields, paying off their passage money. Eventually they could become free, buy land, vote, and testify in court. However, the economies of the South and the West Indies came to rely on single staple crops, such as tobacco, rice, and sugar cane. Such crops required a vast, cheap labor force. Gradually but steadily, servitude for some became slavery.

Most slaves did field work. Some slaves, however, became artisans in trades such as blacksmithing, barrel-making, and carpentry. Others were house slaves, performing various domestic tasks.

### Mastering Facts

1. What were four major differences between indentured servants and slaves?

---

---

---

2. What were the advantages to slaveholders in having black slaves rather than Indian slaves or indentured servants?

---

---

---

3. How did hostilities between African tribal units benefit European slave buyers?

---

---

---

### Comparing and Contrasting

4. Describe what might have been the life of a typical black slave. How was it different from that of an indentured servant?

---

---

5. Compare artisan slaves with field slaves.

6. What advantages did house slaves have? What were some of the disadvantages?

---

---

---

7. Why were there usually fewer artisan slaves in the rice country?

---

---

---

### Forming Generalizations

8. How might absolute power have affected a slaveholder's judgment about determining a fair amount of work for a slave?

---

---

---

9. Which groups of slaves do you think had the most independence? Explain your answer.

---

---

### Developing a Hypothesis

10. If there had been no slavery in colonial America, would race relations have remained the same or different? Explain your opinion.

---

---

---

## Bacon's Rebellion

**Directions:** Read the information below carefully. Then refer to it and to the information in your textbook to answer the questions that follow.

A prime example of political and economic developments in the American colonies is the rebellion in Virginia in 1676 led by Nathaniel Bacon. Tidewater planters had emerged as the economic, social, and political leaders of the colony by virtue of their larger landholdings and successful cash crops. New Virginians; poorer people, and ex-servants moved onto the Piedmont plateau, the western frontier of the colony. The Tidewater planters made laws favoring themselves at the expense of the poorer Piedmont farmers. In addition, Governor William Berkeley failed to support the frontier farmers, who provoked Indian uprisings by fighting for more land. When young Nathaniel Bacon requested the right to lead an attack against the Indians, Governor Berkeley refused to grant him permission. Bacon led some frontier farmers in an attack anyway. He denounced the governor in this "Declaration":

For having . . . raised great unjust taxes. . . for the advancement of private favorites . . . for having abused . . . the magistrates of justice, by advancing to [courts], scandalous and ignorant favorites . . . by assuming monopoly of the beaver trade . . . for having [sent back the] army of English [when they were] just upon the track of those Indians who now in all places burn, spoil, murder and when we might have with ease destroyed them. . . .

Of these aforesaid articles we accuse Sir William Berkeley as guilty of each and every one of the same, and as one who hath traitorously attempted, violated and injured his Majesty's interest here by a loss of a great part of this his colony and many of his faithful, loyal subjects, by him betrayed and in a barbarous and shameful fashion exposed to the incursions and murder of the heathen.

Governor William Berkeley responded to Bacon's "Declaration" in this way:

[In]the year 1660 . . . not only the assembly but the unanimous votes of all the country, concurred to make me governor. . . . Since that time . . . I do not know of anything relative to this country wherein I have acted unjustly, corruptly or negligently in distributing equal justice to all men and taking all possible care to preserve their proprieties and defend them from their barbarous enemies. Yet, further, it is declared by this Parliament that the taking up arms for the King and Parliament is treason, for the event showed that whatever the pretence was to seduce ignorant and well affected people, yet the end was

ruinous both to King and people, as this will be if not prevented. I do, therefore, again declare that Bacon, proceeding against all laws of all nations modern and ancient, is rebel to his sacred Majesty and this country.

### Mastering Facts

1. What five grievances did Bacon list in his "Declaration"?

---

---

---

---

---

2. What response did Governor Berkeley make to Bacon's grievances?

---

---

---

### Forming Generalizations

3. What opinion did Bacon appear to have of Indians? Explain.

---

---

4. What was the significance of Bacon's Rebellion?

---

---

---

### Evaluating Ideas

5. The ideas of Nathaniel Bacon and of Governor Berkeley differ sharply. Tell what is good and what is bad about each man's way of thinking.

---

---

---

---

## Conflicts with the Indians

**Directions:** Read the description of an outline and fill in the outline below. Then answer the questions that follow.

An outline offers an efficient method of organizing important information by identifying parts of the whole and distinguishing major and minor parts. Outlines can be written in all sentences or all phrases, whichever style is most useful for you. Sometimes headings in a textbook can become the major divisions of an outline. Use these heads from your text to fill in the outline.

- Pennsylvania Remains a Place of Peace
- Land
- Principle of brotherly love
- Metacom killed
- Slaughter of Pequots
- Formation of Wampanoag alliance against the English

### The Indians Fight for Their Land

#### I. Disputes Arise over Land and Religion

A. \_\_\_\_\_

1. Settler expansion
2. Contract misunderstandings

B. Christianity

1. Puritan efforts to change Indian life
2. Choice between medicine men and chief or Bible

#### II. The Indians Lose the Pequot War

A. Colonial alliance with Pequot enemy, the Narragansetts

B. \_\_\_\_\_

#### III. The Indians Lose King Philip's War

A. \_\_\_\_\_

1. Wampanoags
2. Narragansetts
3. Nipmucks

B. Indian and English war tactics

1. Indian guerrilla tactics
2. Indians outnumbered and ravaged by English

C. Other factors in the Puritan victory

1. Food shortage and disease
2. Winslow at Narragansett Bay

3. \_\_\_\_\_

#### IV. \_\_\_\_\_

A. Indians treated fairly by William Penn

B. Quaker beliefs

1. \_\_\_\_\_

2. Pacifism

### Explaining Written Information

1. What happened to the Pequots as a result of the Pequot War?

---



---

2. Who was King Philip? Who won King Philip's War?

---



---

3. What effect did King Philip's War have on the Puritans?

---



---

### Providing Examples

4. List two alliances that were formed during this time.

---



---

### Listing Consequences

5. What kind of relations did the Quaker settlers of Pennsylvania have with the Indians? What was the basis for these relations?

---



---

6. What resulted when the English used their war tactics against Metacom's people and property?

---



---

7. What often followed efforts to convert the Indians? Why?

---



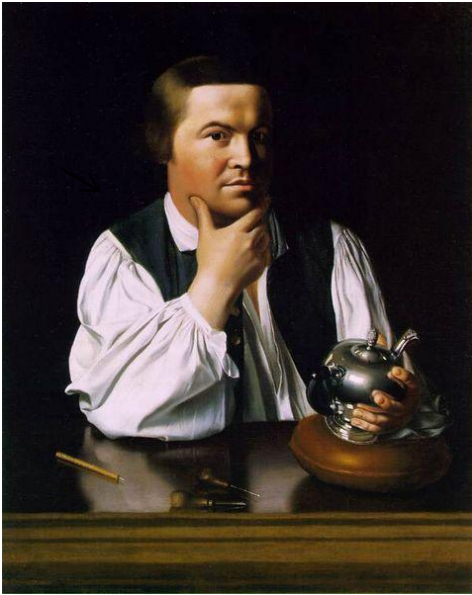
---



---



---



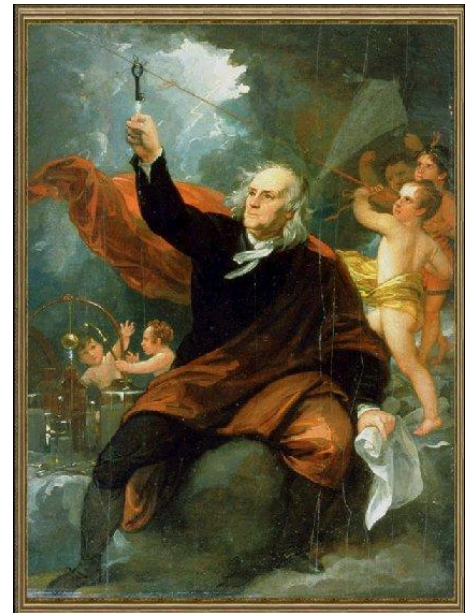
← **John Singleton Copley** was a very talented painter who went abroad to help develop his skills, like most painters had to do. One of his most famous paintings is this portrait of Paul Revere.

**John Trumbull** also studied in Europe, and he did paint many of our founders. The signing of the Declaration of Independence is one of his most famous pieces.



**Charles Wilson Peale** was one of the best-known American painters of the eighteenth century and one of the few to make his career in the United States rather than Europe. Originally apprenticed as a saddler, he was forced out of that trade because he joined the Sons of Liberty and most of his customers were Loyalists. He then became interested in art and studied under John Singleton Copley in Boston and **Benjamin West** in London. West painted *Franklin Drawing Lightning from the Sky* →

← Peale painted Washington seven times, including this portrait.



How would you characterize American art based on these examples? Think **HAPPY**!

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

"y" Why is it important?: