Name:

US History Reading Guide #2

*WBA* pages 63-88, 111-121, 130-145

DUE 8/24

Points: 25

1. (74-77) Who were the Chesapeake elite? How did they gain and maintain their power?
2. (77-80) What does Bacon’s Rebellion tell us about class relations during the period? I.e. why is there conflict and who is discontented with whom?
3. (80-82) Explain what factors contributed to the use of the slave system in Chesapeake.
4. (86-88) Explain the factors that led to the expansion and hardening of slavery in the Lower South.
5. (113-114) What factors led New England society to become established more quickly and more stably than the Chesapeake region?
6. (86-88) Explain the factors that led to the expansion and hardening of slavery in the Lower South.
7. (113-114) What factors led New England society to become established more quickly and more stably than the Chesapeake region?
8. (114-116) Puritan society was not entirely egalitarian. Explain to what extent people in New England were equal, whilst a strict hierarchy was also maintained.
9. (118-119) How did European and Native American understandings of land ownership and its purpose differ? What did these differences in perception ultimately lead to in the New England region?
10. (130-132) What were common circumstances shared by northern farm families in rural areas?
11. (135-137) Explain the economic functions and importance of established “cities by the sea” or port towns such as Boston and New York.

1. (137-144) *For each* of the class sets listed below, in two-three sentences summarize who is a member of the class set and describe the conditions they experience in the northern colonies. **There is no need to resort to listing here, just synthesize the general characteristics.**
   1. Urban elites:
   2. Artisans, Laborers, and Seamen:
   3. Servants and Slaves