

Use the diagram below to help you take notes. The Constitution created a federal system in which power was shared between the national and state governments. The national, or federal, government was divided into three branches. Identify and describe these three branches.

ORGANIZING YOUR THOUGHTS

What rights are guaranteed to all Americans by the Constitution? Which of these rights do you consider most important? Why? In the last two sections, you read about the impact of Enlightenment ideas on European life during the eighteenth century. The ideas of the Enlightenment also made a strong impact on the colonies in North America, which eventually led to the American Revolution. Many of these ideas were incorporated into the Declaration of Independence and the Constitution of the United States.

DRAWING FROM EXPERIENCE

KEY TERMS

federal system a system of government in which power is shared between the national, or federal, government and the state governments (page 540)

meztizo the offspring of Europeans and Native Americans (page 537)

mulatto the offspring of Africans and Europeans (page 537)

COLONIAL EMPIRES AND THE AMERICAN REVOLUTION

For use with textbook pages 536–540

Chapter 17, Section 4

Reading Essentials and Study Guide



Name _____

Date _____

Class _____

4. What role did the Catholic Church play in Latin America?

Spanish and Portuguese monarchs tried to oversee their empires, but the difficulties of communication and travel made this virtually impossible. As a result, colonial officials in Latin America had a great deal of freedom in carrying out imperial policies. Spanish and Portuguese rulers were determined to Christianize the native peoples. This policy gave the Catholic Church an important role in the Americas. Catholic missionaries went to different parts of the Spanish Empire. To make their efforts easier, the missionaries brought Native Americans together into villages, or missions, where the native peoples could be converted, taught trades, and encouraged to grow crops. The missions made it possible for the missionaries to control the lives of the Native Americans. The Catholic Church also built cathedrals, hospitals, orphanages, and schools in the colonies. The Catholic Church also allowed women who did not wish to marry to enter convents and become nuns. Many nuns worked outside their convents by running schools and hospitals.

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Latin American society.

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The Portuguese and Spanish both profited from their colonies in Latin America. The abundant supplies of gold and silver were one source of wealth. Other products that were shipped to Europe included sugar, tobacco, diamonds, and animal hides. Latin American agriculture was dominated by large landowners. Native Americans either worked on the estates of the large landowners or worked as poor farmers on marginal lands. This system of large landowners and dependent peasants has remained a lasting feature of Latin American society.

• Colonial Empires in Latin America (page 536)

Chapter 17, Section 4 (continued)



Reading Essentials and Study Guide

Name _____ Date _____ Class _____

After the Seven Years' War, British leaders wanted to get new revenues from the colonies. These revenues would be used to cover war costs, as well as to pay for the expenses of maintaining an army to defend the colonies. In 1765, the Parliament imposed the Stamp Act on the colonies. Certain printed materials, such as legal documents and newspapers, had to carry a stamp showing that a tax had been paid. Opposition was widespread and often violent. The act was repealed in 1766, but the crisis was not over.

To counteract British actions, the colonies organized the First Continental Congress. It met in Philadelphia in 1774. Fighting erupted between colonists and the British army in April 1775 in Lexington and Concord, Massachusetts. The Second Continental Congress met soon afterward and formed an army.

• The American Revolution (page 539)

5. Why did British heads of cabinet become more powerful in the eighteenth century?

The United Kingdom of Great Britain came into existence in 1707 when the governments of England and Scotland were united. The term *British* came to refer to both the English and the Scots. In eighteenth-century Britain, the monarch and the Parliament shared power, with the Parliament gradually gaining more power. In 1714, a new dynasty, the Hanoverians, was established when the last Stuart ruler, Queen Anne, died without an heir. The crown was offered to her nearest relatives, Protestant rulers of the German state of Hanover. The first two Hanoverian kings, George I and George II, did not know the British system very well and allowed their chief ministers to handle Parliament. Robert Walpole was the head of cabinet (later called prime minister) from 1721 to 1742. He pursued a peaceful foreign policy. The growing middle class favored expansion of trade and the British Empire. When William Pitt the Elder became head of cabinet in 1757, he expanded the British Empire by acquiring Canada and India in the Seven Years' War.

The British colonies in North America were thickly populated, containing more than one million people by 1750. The colonies were supposedly run by the British Board of Trade, the Royal Council, and Parliament. But the colonies had legislatures that tended to act independently. Merchants in many cities did not want the British government to run their affairs.

5. Why did British heads of cabinet become more powerful in the eighteenth century?

• Britain and British North America (page 538)

Chapter 17, Section 4 (continued)



Reading Essentials and Study Guide

Name _____ Date _____ Class _____

The proposed Constitution created a **federal system** in which power would be shared between the national government and the state governments. The national, or federal, government was given the power to levy taxes, raise an army, regulate trade, and create a national currency. The federal government was divided into three branches, each with some power to check the workings of the other branches. The first branch was the executive. A president served as the chief executive. The second branch was the legislative branch. It consisted of the Senate and the House of Representatives. The third branch was the judicial branch. It consisted of the Supreme Court and other courts.

The 13 American colonies had gained their independence. They were now states, but each one was primarily concerned about its own interests. At first, the states were not enthusiastic about creating a united nation with a strong central government. The Articles of Confederation were approved in 1781. This first American constitution did not provide for a strong central government. It soon became clear that the government under the Articles lacked the power to deal with the new nation's problems. In the summer of 1787, 55 delegates met in Philadelphia to revise the Articles. The delegates decided to write a plan for an entirely new national government.

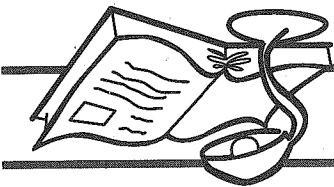
• **The Birth of a New Nation** (page 539)

6. What countries supported the American colonies in their war against the British?

The colonies had support from foreign countries. These countries wanted revenge for earlier defeats at the hands of the British. The French supplied arms and money to the rebels. French officers and soldiers also served in Washington's army. Spain and the Dutch Republic also entered the war against Great Britain. When the army of General Cornwallis was forced to surrender to American and French forces under Washington at Yorktown in 1781, the British decided to end the war. The Treaty of Paris, signed in 1783, recognized the independence of the American colonies. It also gave the Americans control of the western territory from the Appalachians to the Mississippi River.

called the Continental Army. They named George Washington as commander in chief. On July 4, 1776, the Second Continental Congress approved a declaration of independence written by Thomas Jefferson. The American Revolution had formally begun.

Chapter 17, Section 4 (continued)



Reading Essentials and Study Guide

_____ Name _____ Date _____ Class _____

7. How did the Articles of Confederation differ from the Constitution?

Important to the eventual adoption of the Constitution was a promise to add a bill of rights. In 1789, the new Congress proposed 12 amendments, and the 10 that were approved by the states became known as the Bill of Rights. These amendments guaranteed freedom of religion, speech, press, petition, and assembly. They gave Americans the right to bear arms and to be protected against unreasonable searches and arrests. They guaranteed trial by jury, due process of law, and the protection of property rights. Many of the rights were derived from the natural rights proposed by the eighteenth-century philosophers.

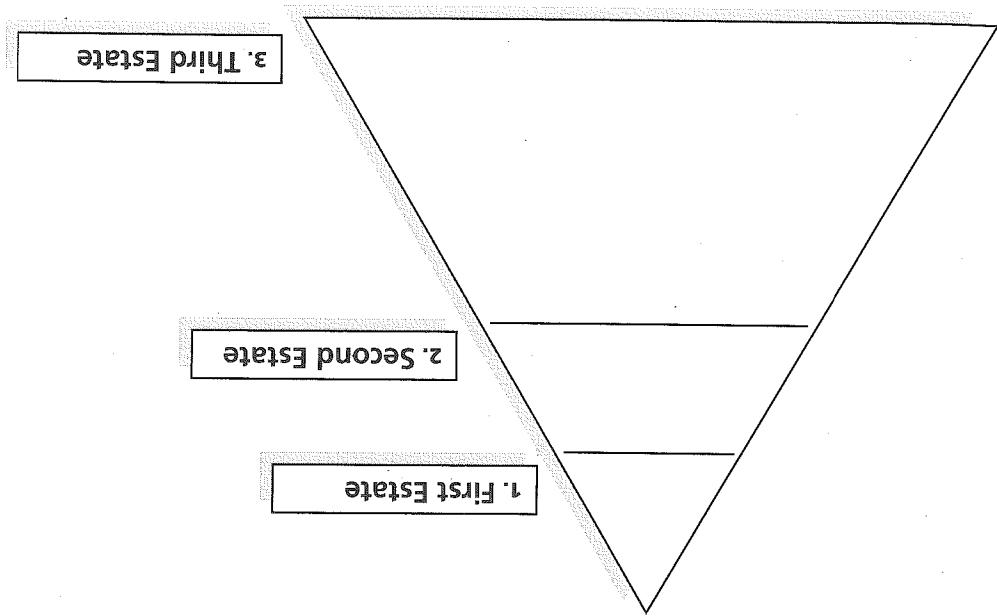
Chapter 17, Section 4 (continued)



Reading Essentials and Study Guide

 Name _____ Date _____ Class _____

Use the pyramid diagram below to help you take notes. French society was divided into three orders, or estates. Identify the groups that made up each estate. List some of the occupations of the people in the Third Estate.



ORGANIZING YOUR THOUGHTS

Do you think the United States is divided into social classes? If yes, what are the classes in U.S. society? If not, why not?
In this section, you will learn about the factors that contributed to the French Revolution. France's class system was one of those factors.

DRAWING FROM EXPERIENCE

KEY TERMS

estate each of the three divisions of French society (page 548)

relics of feudalism obligations that French peasants owed to their local landlords even though serfdom no longer existed (page 548)

bourgeoisie the middle class in France that included merchants, bankers, industrialists, and professional people (page 548)

sans-culottes ("without breeches") the name that members of the Paris Commune gave themselves (page 553)

THE FRENCH REVOLUTION BEGINS

For use with textbook pages 547–553

Chapter 18, Section 1

Reading Essentials and Study Guide



Name _____ Date _____ Class _____