

Section 1

Step-by-Step Instruction

Review and Preview

Students have learned about the growth of the English colonies in North America. Now they will learn about the ways that the colonies were governed.

Section Focus Question

How did English ideas about government and trade affect the colonies?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The colonists enjoyed the traditional political rights of English citizens, but under the theory of mercantilism trade policies were structured to benefit the parent country.*)

Prepare to Read

Build Background Knowledge

L2

Ask students to recall from earlier chapters what they have learned about Europeans' motives for exploring the Americas and establish colonies there. Use the Idea Wave participation strategy (TE, p. T24) to elicit responses and write students' answers on the board. Ask students to predict how these motives will influence the development of the colonies. Tell students that they will review their predictions and correct them as needed after they have read the section.

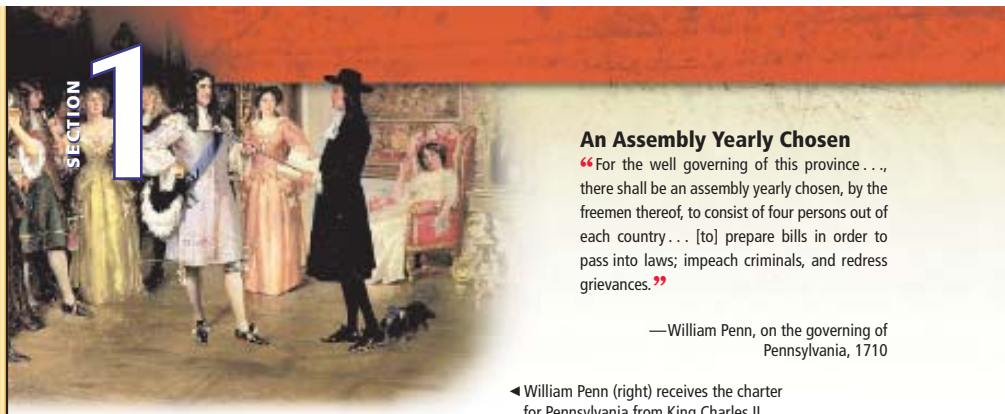
Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 106

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



An Assembly Yearly Chosen

“For the well governing of this province . . . there shall be an assembly yearly chosen, by the freemen thereof, to consist of four persons out of each country . . . [to] prepare bills in order to pass into laws; impeach criminals, and redress grievances.”

—William Penn, on the governing of Pennsylvania, 1710

◀ William Penn (right) receives the charter for Pennsylvania from King Charles II.

Governing the Colonies

Objectives

- Explain how English political traditions influenced the 13 colonies.
- Describe the responsibilities of early colonial governments.
- Identify John Peter Zenger's role in establishing freedom of the press.
- Understand how the Navigation Acts affected the colonies' economy.

Reading Skill

Use Word Clues to Analyze Meaning

When you encounter an unfamiliar word, look for clues within the word itself. For example, to understand the term *notable*, the familiar word *note* is helpful. If *note* means “to notice or remember,” then *notable* may mean “worth remembering or noticing.” Also, consider whether the word seems to be a verb, an adjective, or a noun.

Key Terms

legislature
bill of rights
habeas corpus

freedom of the press
libel

Why It Matters The New England, the Middle, and the Southern colonies developed in some unique ways. But they were all English colonies, and they therefore shared a common English heritage.

Section Focus Question: How did English ideas about government and trade affect the colonies?

The English Parliamentary Tradition

The English colonists brought with them the idea that they had political rights. This idea was rooted in English history.

Magna Carta In 1215, English nobles forced King John to sign the Magna Carta, the Latin name meaning “great charter.” The Magna Carta was the first document to place restrictions on an English ruler's power. It limited the monarch's right to levy taxes without consulting the nobles. It also protected the right to own private property and guaranteed the right to trial by jury:

“31. Neither we nor our [officials] shall take, for our castles or for any other work of ours, wood which is not ours, against the will of the owner of that wood. . . .

39. No free man shall be taken or imprisoned . . . except by the lawful judgment of his peers, or by the law of the land.”

—Magna Carta

The rights listed in the Magna Carta were at first limited to nobles. Over time, the rights were extended to all English citizens.

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Differentiated Instruction

L3 Advanced Readers

Read a Primary Source Have students complete the worksheet English Bill of Rights to understand how the power of the monarch was limited in England. Have

students share their findings with the class.

All in One Teaching Resources, Unit 1, English Bill of Rights, p. 110

Parliament Under the Magna Carta, nobles formed a Great Council to advise the king. This body developed into the English Parliament (PAHR luh mehnt). Parliament was a two-house legislature. A **legislature is a group of people who have the power to make laws.** The House of Lords was made up of nobles, most of whom inherited their titles. Members of the House of Commons were elected. Only a few rich men and landowners had the right to vote for the House of Commons.

Parliament's greatest power was the right to approve new taxes. No monarch could raise taxes without the consent of Parliament. This "power of the purse" gave Parliament a degree of control over the monarch.

In the 1640s, power struggles between King Charles I and Parliament led to the English Civil War. Parliamentary forces eventually won the war, executed the king, and briefly ruled England by itself. In 1660, the monarchy was restored. Still, Parliament **retained** its traditional rights.

Vocabulary Builder
retain (ree TAYN) **v.** to keep

English Bill of Rights An event in 1688 further boosted parliamentary power. Parliament removed King James II from the throne and invited his daughter Mary and her husband William to rule. This was called the Glorious Revolution. In 1689, King William and Queen Mary signed the English Bill of Rights. A **bill of rights is a written list of freedoms that a government promises to protect.**

English Bill of Rights

These selections from the English Bill of Rights deal with the powers of Parliament:

“That levying money for or to the use of the crown . . . without grant of Parliament . . . is illegal; . . .

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with the consent of Parliament, is against the law; . . .

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached [challenged] or questioned in any court or place out of Parliament.”

—English Bill of Rights



William and Mary

Reading Primary Sources

Skills Activity

The English Bill of Rights was issued under William and Mary in 1689. It guaranteed the powers of Parliament and the basic rights of English citizens.

- (a) **Interpret a Primary Source**
Summarize item 4 in your own words.
- (b) **Draw Conclusions** Why do you think Parliament included item 9 in the Bill of Rights?

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Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

retain, p. 103	<i>v.</i> to keep The British government retained final say in colonial affairs.
levy, p. 104	<i>v.</i> to impose (a tax, for example); to force to be paid In the federal government, Congress holds the power to levy taxes.

Teach

The English Parliamentary Tradition

p. 102

Instruction

L2

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **retain** and **levy**, using the strategy on TE p. T21.
- **Key Terms** Following the instruction on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.
- To help students better understand the concept of *rights*, use the Concept Lesson Rights. Provide students with copies of the Concept Organizer.

All in One Teaching Resources, Unit 1, Concept Organizer, p. 6; Concept Lesson, p. 114

- Read The English Parliamentary Tradition with students using the ReQuest participation strategy (TE, p. T23).
- Ask: **What did the Magna Carta do that had never been done before?** (*It set limits on the power of the king.*)
- Have students discuss the importance of the English Civil War and the Glorious Revolution. Display the transparency The English Bill of Rights.

Color Transparencies, The English Bill of Rights

Independent Practice

Have students begin to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 4, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the expansion of rights under the English parliamentary system. Provide assistance as needed.

Answers

Reading Primary Sources (a) Item 4 states that the king cannot raise taxes without Parliament's approval. (b) Parliament wanted to make sure it could criticize the king's actions without fear of royal punishment.

Colonial Self-Government

p. 104


Instruction

L2

- Have students read Colonial Self-Government. Remind students to look for details to answer the Section Focus Question.
- Ask: **How was lawmaking in Pennsylvania different from that in other colonies before 1701?** (*Before 1701, the governor and a council made all of the laws in Pennsylvania, while in the other colonies, legislatures of elected delegates made laws.*)
- Discuss with students how life might have been different if the colonists elected the governor and both legislative houses. (*Possible responses: Colonists would have had comprehensive control of the colonial government with less English interference.*)

Independent Practice

Have students continue to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 4, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of colonial self-government. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Vocabulary Builder

levy (LEHV ee) **v.** to impose (a tax, for example); to force to be paid

The English Bill of Rights restated many of the rights granted by the Magna Carta, such as trial by jury. It upheld **habeas corpus**, the principle that a person cannot be held in prison without being charged with a specific crime. Finally, the Bill of Rights required that Parliament meet regularly and declared that no monarch could **levy** taxes or raise an army without the consent of Parliament.

 **Checkpoint** How was the power of English monarchs limited?

Colonial Self-Government

The legal rights that Englishmen had won over the centuries led the colonists to expect a voice in their government. The ideas of limited monarchy and representative government were dear to them. In their new land, colonists wanted to take part in governing themselves.


Colonial Legislatures As you have read, from 1619 the Virginia Company allowed the House of Burgesses to make laws for the Jamestown Colony. The House of Burgesses became the first legislature in British North America. Massachusetts colonists also set up a legislature called the General Court in 1629. Five years later, Massachusetts colonists gained the right to elect delegates to the General Court.

On the other hand, the British government gave William Penn outright ownership of Pennsylvania. The governor and a large council made laws that an assembly could only approve or reject. But the Pennsylvania colonists wanted to draw up laws themselves. In 1701, they forced Penn to agree that only the General Assembly could make laws. The king could overturn laws passed by the General Assembly, but neither Penn nor his council had any part in lawmaking.

By 1760, every British colony in North America had a legislature of some kind. However, the legislatures still clashed at times with the colonial governors appointed by the king.

The Right to Vote In many ways, the colonies offered settlers greater political rights than they would have had in England. From 50 to 75 percent of white males in the American colonies could vote. This was a far greater percentage than in England.

Still, the right to vote did not extend to everyone in the colonies. English women—even those who owned property—could not vote in any colony. Neither could the Native Americans who still lived on land claimed by the colonists. Finally, no Africans, whether free or enslaved, could vote.

 **Checkpoint** Which groups of people were permitted to vote in colonial elections? Which were not permitted to vote?

Links Across Time

Making State Laws

1619 The House of Burgesses became the first colonial legislature. For the next 155 years, the Burgesses helped govern the affairs of the Virginia Colony.

1776 After the United States declared independence from Britain, Virginia replaced the House of Burgesses with the General Assembly. The other states also set up state legislatures to make laws.


Link to Today Online


State Legislatures Today There are 50 separate state legislatures operating in the United States. What issues do these lawmakers face?

For: State legislatures in the news
Visit: PHSchool.com
Web Code: mvc-1041

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Answers

 **Checkpoint** The monarch needed Parliament's permission to raise taxes or an army. Parliament was allowed to meet regularly.

 **Checkpoint** More than half of the white males were permitted to vote, but women, Native Americans, and African Americans could not vote.

104 Chapter 4

Differentiated Instruction

L1 Less Proficient Readers

L1 Special Needs

Study Aid To help students remember how the colonies were governed, help students create a graphic organizer showing the structure of a colonial government.

Students' graphic organizers should indicate whether the English rulers or the American colonists elected or appointed each part of the government.



There are two Sorts of Monarchies; an absolute and a limited one. In the first, the Liberty of the Press can never be maintained . . .

Penalty for Criticism

British authorities burned John Peter Zenger's *Journal* newspaper publications as a punishment for criticizing the governor. **Critical Thinking: Link Past and Present** How did the jury's verdict in Zenger's trial help to pave the way for freedom of the press in the United States?

Freedom of the Press

The colonists expected to enjoy the traditional rights of English subjects. A notable court case in 1735 helped establish another important right. This was **freedom of the press**, the right of journalists to **publish the truth without restriction or penalty**.

John Peter Zenger, publisher of the *New York Weekly Journal*, was arrested for printing a series of articles that criticized the governor. Zenger was charged with **libel**, or the publishing of statements that damage a person's reputation. Under modern American law, statements must be untrue in order to be considered libel. However, English law at the time punished writings that criticized the government—even if the statements were true.

At Zenger's trial, Zenger's lawyer, Andrew Hamilton, admitted that Zenger had printed the statements against the governor. However, Hamilton argued that the articles Zenger published were based on fact and, therefore, should not be considered libel. Hamilton told the jury:

“By your verdict, you will have laid a noble foundation for securing to ourselves, our descendants, and our neighbors, the liberty both of exposing and opposing tyrannical power by speaking and writing truth.”

—Andrew Hamilton, in *A Brief Narrative of the Case and Trial of John Peter Zenger*

The jurors agreed. They found that Zenger was not guilty of libel.

The Zenger case later helped establish a fundamental principle. A democracy depends on well-informed citizens. Therefore, the press has a right and responsibility to keep the public informed of the truth. Today, freedom of the press is recognized as a basic American liberty.

Checkpoint Why was the Zenger case important?

Use Word Clues to Analyze Meaning
Use the familiar base word part *tyrant* as a clue to the meaning of *tyrannical*.

Freedom of the Press Regulating Trade

pp. 105–106

Instruction

L2

- Have students read Freedom of the Press and Regulating Trade, using the Choral Reading Strategy (p. T22). Remind students to look for comparison and contrast.
- Ask: **Why was Zenger found not guilty of libel?** (*He was found not guilty because what he published was true.*)
- Discuss why Zenger was tried even though he did not write the controversial pieces. (*As the printer, he was responsible for the journal's contents and he refused to identify the writers.*)
- Review the Navigation Acts. Discuss why mercantilism was bound to lead to conflict between the parent country and its colonies. (*The theory that colonies exist to serve the parent country put colonists at an economic disadvantage.*)

Independent Practice

Have students complete the Study Guide for this section.

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of Freedom of the Press and the Navigation Acts. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 106

Answers

Link Past and Present It established the rights of people in the press to publish truthful information without fear of persecution.

Reading Skill Possible answer: A *tyrant* is an oppressive ruler, so *tyrannical* means oppressive or ruthless.

Checkpoint The trial established the principle that the press has both the right and the responsibility to inform the public of the truth.

History Background

The British Empire Britain's American colonies were just a few of the vast number of colonies Britain established all over the world from the 1600s through the 1900s. The empire reached its largest point in the late 1800s and early 1900s when Britain had colonies on every continent, totaling

about one quarter of the world's population and area. Most of the colonies were allowed to have some degree of self-government and many have since gained full independence. Some still have strong ties to Britain. For example, the British monarch is still officially Canada's head of state.

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 1, Section Quiz, p. 115

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies,

Chapter 4, Section 1

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 4, Section 1 (Adapted Version also available.)

Extend

L3

Explain that there have been a number of important court cases that have helped define freedom of the press since the Zenger case. Have students research one such case, *New York Times v. Sullivan*. Ask students to summarize the case in their own words and then write a few sentences explaining their reaction to the Supreme Court's decision.

Extend Online

For: Help in starting Extend activity
Visit: PHSchool.com
Web Code: mve-0125

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint The colonists believed the acts hurt them economically.

Section 1 Check Your Progress

- (a) By 1688, English citizens had won the rights to a trial by jury and to own private property. The king's power to raise taxes was also limited by Parliament.
(b) Possible answer: The colonists living in North America believed they were

Regulating Trade

As you have read, under the theory of mercantilism, colonies existed in order to serve the economic needs of their parent country. They were a source of raw materials and a place to sell the home country's goods.

In 1651, the English Parliament passed the first of several Navigation Acts to support mercantilism. By these laws: (1) Shipments from Europe to English colonies had to go through England first. (2) Any imports to England from the colonies had to come in ships built and owned by British subjects. (3) The colonies could sell key products, such as tobacco and sugar, only to England. This helped create jobs for English workers.

In many ways, the Navigation Acts benefited the colonies. Colonial traders had a sure market for their goods in England. Also, the law contributed to a booming shipbuilding industry in New England.

Still, as colonial trade expanded, many colonists came to resent the Navigation Acts. In their view, the laws favored English merchants. Colonists felt that they could make more money if they were free to sell to foreign markets themselves. Some colonists got around the Navigation Acts by smuggling—that is, by importing and exporting goods illegally.

Checkpoint Why did many colonists resent the Navigation Acts?

Looking Back and Ahead As the 13 colonies grew, colonists established lawmaking bodies and developed the economy. In the early days, England's monarchy and Parliament influenced the decisions the colonies made. Yet, the colonies were far from England, and colonists were developing their own ideas. In the next section, you will look at the structure of colonial society.



A Boston merchant counts up the profits from shipping.

Section 1 Check Your Progress

Comprehension and Critical Thinking

- (a) **Identify** What political rights had England's citizens won by 1688?
(b) **Apply Information** Why do you think those living in the 13 colonies believed they were entitled to those rights?
- (a) **Recall** What were the Navigation Acts?
(b) **Identify Economic Costs and Benefits** How did the Navigation Acts affect the colonial economy?

Reading Skill

- Use Word Clues to Analyze Meaning** Use its part of speech to help you analyze the meaning of *boomed* in this sentence: As a result of a law that allowed colonists to build their own ships, the shipbuilding industry in New England *boomed*.

Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

Progress Monitoring Online

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- Based on English traditions, colonial **legislatures** _____.
- The English Bill of Rights protected the rights of individuals, including **habeas corpus**, _____.
- John Peter Zenger was accused of **libel**, _____.

Writing

- List at least two examples from colonial society to support this main idea: English colonists believed they should have the same freedoms as English citizens.

- entitled to these rights because they were governed by the English government and were English citizens.
- (a) These were a series of acts that restricted colonial trade so that the colony would benefit the parent country.
(b) It ensured a market for goods shipped from North America and contributed to the growth of New England's shipbuilding industry.
- The word is used as a verb, and the context indicates it means *grew rapidly*.
- passed laws
- a procedure which protects people against unjust detention
- or printing statements that unjustly harm another person's reputation
- Colonists wanted the right to vote, input into lawmaking, and representation in the Parliament or a local legislature.