

AP United States' History (APUSH) Summer Reading Assignment 2018

Text: The American Pageant: A History of the American People, 15th Edition, AP Edition

ISBN-13: 978-1-111-83106-6

ISBN-10: 1-111-83106-8

- You should be able to find good used copies of this book on Amazon for a cheaper price. It may also be wise to try and buy a used copy from one of the students from this past year (if they are willing to sell).

Assignment: Read the first five chapters of the textbook American Pageant AP Edition 15th edition, and answer the questions in the guided reading summer packet that correspond with each chapter. This packet will be due on the **FIRST** day of class and will count as your first quiz grade. We will review in class the first week and have a TEST over chapters 1-5 during the second week of class. Because of the amount of material we have to cover in the school year, it is vital that we get a jump start on those chapters over the summer.

Have a wonderful summer and enjoy the reading!

- Mr. Davis

CHAPTER 1

New World Beginnings, 33,000 B.C.–A.D. 1769

PART I: REVIEWING THE CHAPTER

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to:

1. Describe the geological and geographical conditions that set the stage for North American history.
2. Describe the origin and development of the major Indian cultures of the Americas.
3. Explain the developments in Europe and Africa that led to Columbus's voyage to America.
4. Explain the changes and conflicts that occurred when the diverse worlds and peoples of Europe, Africa, and the Americas collided after 1492.
5. Describe the Spanish conquest of Mexico and South America, and of the later Spanish colonial expansion into North America.
6. Describe the major features of Spain's New World Empire, including relations with the native Indian populations.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **nation-state** The form of political society that combines centralized government with a high degree of ethnic and cultural unity. “. . . the complex, large-scale, centralized Aztec and Incan nation-states that eventually emerged.”
2. **matrilinear** The form of society in which family line, power, and wealth are passed primarily through the female side. “. . . many North American native peoples, including the Iroquois, developed matrilinear cultures. . . .”
3. **confederacy** An alliance or league of nations or peoples looser than a federation. “The Iroquois Confederacy developed the political and organizational skills. . . .”
4. **primeval** Concerning the earliest origin of things. “. . . the whispering, primeval forests. . . .”
5. **saga** A lengthy story or poem recounting the great deeds and adventures of a people and their heroes. “. . . their discovery was forgotten, except in Scandinavian saga and song.”
6. **middlemen** In trading systems, those dealers who operate between the original buyers and the retail merchants who sell to consumers. “Muslim middlemen exacted a heavy toll en route.”
7. **caravel** A small vessel with a high deck and three triangular sails. “. . . they developed the caravel, a ship that could sail more closely into the wind. . . .”

8. **plantation** A large-scale agricultural enterprise growing commercial crops and usually employing coerced or slave labor. “They built up their own systematic traffic in slaves to work the sugar plantations. . . .”
9. **ecosystem** A naturally evolved network of relations among organisms in a stable environment. “Two ecosystems . . . commingled and clashed when Columbus waded ashore.”
10. **demographic** Concerning the general characteristics of a given population, including such factors as numbers, age, gender, birth and death rates, and so on. “. . . a demographic catastrophe without parallel in human history.”
11. **conquistador(es)** A Spanish conqueror or adventurer in the Americas. “Spanish *conquistadores* (conquerors) fanned out across . . . American continents.”
12. **capitalism** An economic system characterized by private property, free trade, and open and accessible markets. “. . . the fuel that fed the growth of the economic system known as capitalism.”
13. **encomienda** The Spanish labor system in which persons were held to unpaid service under the permanent control of their masters, though not legally owned by them. “. . . the institution known as *encomienda*.”
14. **mestizo** A person of mixed Native American and European ancestry. “. . . the new race of *mestizos* formed a cultural and biological bridge. . . .”
15. **province** A medium-sized subunit of territory and governmental administration within a larger nation or empire. “They proclaimed the area to be the province of New Mexico. . . .”

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F The geography of the North American continent was fundamentally shaped by the advance and retreat of glaciers during the Great Ice Age.
2. T F Native peoples of northeast Asia continued to migrate across the land bridge from Siberia to Alaska until the time of Columbus.
3. T F The early Indian civilizations of Mexico and Peru were built on the economic foundations of cattle herding and wheat growing.
4. T F Most American Indians north of Mexico lived in small, seminomadic agricultural and hunting communities.
5. T F Many Indian cultures like the Iroquois traced descent and passed possessions through the female line.
6. T F No Europeans had ever set foot on the American continents prior to Columbus’s arrival in 1492.
7. T F A primary motive for the European voyages of discovery was the desire to find a less expensive route to Asian luxury goods and markets.

8. T F African slavery first developed in the aftermath of the Spanish conquest of the Americas.
9. T F Columbus immediately recognized in 1492 that he had come across vast new continents previously unknown to Europeans.
10. T F The greatest effect of the European intrusion into the Americas was to increase the Indian and *mestizo* population through intermarriage with the whites.
11. T F The primary cause of the massive population decline among native Americans after the European arrival was not warfare but disease.
12. T F The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
13. T F The Spanish were able to defeat the Aztecs because the Aztecs had no experience with a sophisticated, urban civilization.
14. T F Spain expanded its empire north into Florida and Texas partly to block French ambitions and protect their Caribbean Sea lanes.
15. T F The Spanish Empire in the New World was larger, richer, and longer-lasting than that later established by the English.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

1. The geologically oldest mountains in North America are the
 - a. Appalachians.
 - b. Rockies.
 - c. Cascades.
 - d. Sierra Nevada.
 - e. Ozarks.
2. The Indian peoples of the Americas
 - a. developed no advanced forms of civilization.
 - b. migrated by boat from the South Pacific region about 10,000 B.C.
 - c. were under the control of the two large empires of the Incas and the Aztecs.
 - d. relied primarily on nomadic hunting for their sustenance.
 - e. were divided into many diverse cultures speaking more than two thousand different languages.
3. Which of the following was *not* among the ancient Indian cultures established in North America prior to 1300 A.D.?
 - a. The Incas
 - b. The Pueblos
 - c. The Anasazis
 - d. The Mississippian culture (Cahokia)
 - e. The Mound Builders

4. One of the important factors that first stimulated European interest in trade and discovery was
 - a. the Christian crusaders who brought back a taste for the silks and spices of Asia.
 - b. the Arab slave traders on the east coast of Africa.
 - c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
 - d. the division of Spain into small kingdoms competing for wealth and power.
 - e. Copernicus's discovery that the earth revolved around the sun.
5. Among the most important American Indian products or discoveries to spread to the Old World were
 - a. animals such as buffalo and horses.
 - b. technologies such as the compass and the wheel.
 - c. clothing such as buckskin and beaver fur hats.
 - d. foodstuffs such as corn, beans, and tomatoes.
 - e. methods of calculating time such as the lunar calendar and the sundial.
6. The primary staples of Indian agriculture before the European arrival were
 - a. potatoes, beets, and sugar cane.
 - b. rice, sweet potatoes, and peanuts.
 - c. fruit, nuts, and honey.
 - d. wheat, oats, and barley.
 - e. corn, beans, and squash.
7. The number of Indians in North America at the time Columbus arrived was approximately
 - a. one million.
 - b. four million.
 - c. twenty million.
 - d. one hundred and fifty million.
 - e. three hundred million.
8. Before Columbus arrived, the only Europeans known to have visited North America, temporarily, were the
 - a. Greeks.
 - b. Irish.
 - c. Norse.
 - d. Italians.
 - e. Portuguese.
9. Even before the discovery of the Americas, Portugal became the first nation to enter the slave trade and establish large-scale plantations using slave labor in
 - a. West Africa.
 - b. the Mediterranean islands of Sardinia and Sicily.
 - c. the West Indies.
 - d. Brazil.
 - e. the sugar islands off the coast of Africa.

10. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500s came from Spain's recent
 - a. successful wars with England.
 - b. national unification and expulsion of the Muslim Moors.
 - c. voyages of discovery along the coast of Africa.
 - d. conversion to Roman Catholicism.
 - e. founding of the Jesuit order by the Spanish soldier Ignatius Loyola.
11. A crucial political development that paved the way for the European colonization of America was the
 - a. rise of Italian city-states like Venice and Genoa.
 - b. feudal nobles' political domination of the merchant class.
 - c. rise of the centralized national monarchies such as those of Spain, Portugal, and France.
 - d. political alliance between the Christian papacy and Muslim Arab traders.
 - e. decline of religious conflict between Roman Catholics and Protestants.
12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was the
 - a. rise of intertribal warfare.
 - b. destruction of major Indian cities and their dispersal into small, nomadic groups.
 - c. sharp decline in the Indian birthrate due to the killing of Indian males by the Europeans.
 - d. sudden introduction of the deadly disease syphilis to the New World.
 - e. Indians' lack of resistance to European diseases such as smallpox and malaria.
13. Cortés and his men were able to conquer the Aztec capital Tenochtitlán partly because
 - a. they had larger forces than the Aztecs.
 - b. the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
 - c. the Aztecs were a peaceful people with no experience of war or conquest.
 - d. the city of Tenochtitlán already had been devastated by a disease epidemic.
 - e. Cortes was able to bribe many Aztec warriors to betray their people.
14. The flood of gold and silver from Spain's New World Empire into Europe after 1500 played a large role in the
 - a. rise of capitalism and modern merchant banking.
 - b. Protestant Reformation.
 - c. development of an industrial working class.
 - d. expansion of the jewelry industry.
 - e. development of a modern system of precious metal currency.
15. The belief that the Spanish only killed, tortured, and stole in the Americas, while contributing nothing good, is called the
 - a. *encomienda*.
 - b. Inquisition.
 - c. Evil Empire.
 - d. *conquistadore* thesis.
 - e. Black Legend.

C. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|--|--|
| 1. ___ Ferdinand and Isabella | a. Female Indian slave who served as interpreter for Cortés |
| 2. ___ Hernan Cortés and Francisco Pizarro | b. Legendary founder of the powerful Iroquois Confederacy |
| 3. ___ Lake Bonneville | c. Wealthy capital of the Aztec empire |
| 4. ___ Días and da Gama | d. Financiers and beneficiaries of Columbus's voyages to the New World |
| 5. ___ Christopher Columbus | e. Portuguese navigators who sailed around the African coast |
| 6. ___ Malinche | f. Dominican friar who sympathized with Indians and protested cruel Spanish policies in the New World |
| 7. ___ Moctezuma | g. Founded in 1565, the oldest continually inhabited European settlement in United States territory |
| 8. ___ Hiawatha | h. Italian-born navigator sent by English to explore North American coast in 1498 |
| 9. ___ Tenochtitlán | i. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| 10. ___ St. Augustine | j. Powerful Aztec monarch who fell to Spanish conquerors |
| 11. ___ Giovanni Caboto (John Cabot) | k. Spanish conquerors of great Indian civilizations |
| 12. ___ Junipero Serra | l. Franciscan missionary who settled California |
| 13. ___ Bartolome de Las Casas | m. Inland sea left by melting glaciers whose remnant is the Great Salt Lake |

D. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

- | Cause | Effect |
|--|--|
| 1. ___ The Great Ice Age | a. Rapid expansion of global economic commerce and manufacturing |
| 2. ___ Cultivation of corn (maize) | b. European voyages around Africa |
| 3. ___ New sailing technology and desire | |

- | | | | |
|-----|--|----|---|
| | for spices | | and across the Atlantic attempting to reach Asia |
| 4. | ___ Portugal's creation of sugar plantations on Atlantic coastal islands | c. | Establishment of Spanish settlements in Florida and New Mexico |
| 5. | ___ Columbus's first encounter with the New World | d. | Exposure of a land bridge between Asia and North America |
| 6. | ___ Native Americans' lack of immunity to smallpox, malaria, and yellow fever | e. | Formation of a chain of mission settlements in California |
| 7. | ___ The Spanish conquest of large quantities of New World gold and silver | f. | A global exchange of animals, plants, and diseases |
| 8. | ___ Aztec legends of a returning god, Quetzalcoatl | g. | The formation of large, sophisticated civilizations in Mexico and South America |
| 9. | ___ The Spanish need to protect Mexico against French and English encroachment | h. | Cortés's relatively easy conquest of Tenochtitlán |
| 10. | ___ Franciscan friars' desire to convert Pacific coast Indians to Catholicism | i. | A decline of 90 percent in the New World Indian population |
| | | j. | The rapid expansion of the African slave trade |

CHAPTER 2

The Planting of English America, 1500–1733

PART I: REVIEWING THE CHAPTER

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to:

1. Explain why England was slow to enter the colonization race and what factors finally led it to launch colonies in the early seventeenth century.
2. Describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.
3. Describe the cultural and social interaction and exchange between English settlers and Indians in Virginia and the effects of the Virginians' policy of warfare and forced removal on Indians and whites.

4. Compare the tobacco-based economic development of Virginia and Maryland with South Carolina's reliance on large-plantation rice-growing and African slavery based on West Indian models.
5. Identify the major similarities and differences among the southern colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **nationalism** Fervent belief and loyalty given to the political unit of the nation-state. "Indeed England now had . . . a vibrant sense of nationalism and national destiny."
2. **primogeniture** The legal principle that the oldest son inherits all family property or land. ". . . laws of primogeniture decreed that only eldest sons were eligible to inherit landed estates."
3. **joint-stock companies** An economic arrangement by which a number of investors pool their capital for investment. "Joint-stock companies provided the financial means."
4. **charter** A legal document granted by a government to some group or agency to implement a stated purpose, and spelling out the attending rights and obligations. ". . . the Virginia Company of London received a charter from King James I of England. . . ."
5. **census** An official count of population, often also including other information about the population. "By 1669 an official census revealed that only about two thousand Indians remained in Virginia. . . ."
6. **feudal** Concerning the hierarchical, decentralized medieval social system of personal obligations between rulers and ruled. "Absentee proprietor Lord Baltimore hoped that . . . Maryland . . . would be the vanguard of a vast new feudal domain."
7. **indentured servant** A poor person obligated to a fixed term of unpaid labor, often in exchange for a benefit such as transportation, protection, or training. "Also like Virginia, it depended for labor in its early years mainly on white indentured servants. . . ."
8. **toleration** Originally, religious freedom granted by an established church to a religious minority. "Maryland's new religious statute guaranteed toleration to all Christians."
9. **squatter** A frontier farmer who illegally occupied land owned by others, or land not yet officially opened for settlement. "The newcomers, who frequently were 'squatters' without legal right to the soil"
10. **buffer** In politics, a small territory or state between two larger, antagonistic powers, established to minimize the possibility of conflict between them. "The English crown intended Georgia to serve chiefly as a buffer."
11. **melting pot** Popular American term for an ethnically diverse population that is presumed to be "melting" toward some common homogeneous national identity. "The hamlet of Savannah, like Charleston, was a melting-pot community."

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F England's politics and foreign policy in the sixteenth century were primarily shaped by its religious rivalry with Catholic Spain.
2. T F The earliest English colonization efforts experienced surprising success.
3. T F The defeat of the Spanish Armada was important to North American colonization because it enabled England to conquer Spain's New World empire.
4. T F Two groups eager to join colonization ventures were farmers driven off their lands by enclosure and disinherited younger sons of the upper-class gentry.
5. T F Originally, the primary purpose of the joint-stock Virginia Company was to guarantee the long-term welfare of the freeborn English settlers in the colony.
6. T F The survival rate of colonists in Jamestown's first two decades was very low, less than 20 percent.
7. T F Virginia's leaders promoted a policy of peaceful assimilation of the Indians, which resulted in frequent white-Indian intermarriage.
8. T F The Maryland colony was founded to establish a religious refuge for persecuted English Quakers.
9. T F From the time of its founding, South Carolina had close economic ties with the British West Indies.
10. T F The slave codes, eventually adopted throughout England's North American colonies, gradually developed from the model of Virginia's indentured servitude laws.
11. T F After considerable experimentation, South Carolina's plantation owners finally found in silk a successful product that they could export.
12. T F South Carolina prospered partly by selling African slaves in the West Indies.
13. T F Compared with its neighbors Virginia and South Carolina, North Carolina was more democratic and individualistic in social outlook.
14. T F Britain valued the Georgia colony primarily as a rich source of gold and timber.
15. T F All the southern colonies eventually came to rely on staple-crop plantation agriculture for their economic prosperity.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. After decades of religious turmoil, Protestantism finally gained permanent dominance in England after the succession to the throne of
 - a. King Edward VI.
 - b. Queen Mary I.
 - c. Queen Elizabeth I.
 - d. King James I.
 - e. King Charles I.
2. England's first two North American colonies, which completely failed, were launched in
 - a. Florida and Georgia.
 - b. Newfoundland and North Carolina.
 - c. Massachusetts and Maine.
 - d. Bermuda and Barbados.
 - e. New York and New Jersey.
3. Imperial England and English soldiers developed a contemptuous attitude toward natives partly through their earlier colonizing experiences in
 - a. Canada.
 - b. Spain.
 - c. India.
 - d. Ireland.
 - e. the West Indies.
4. England's victory over the Spanish Armada gave it
 - a. control of the Spanish colonies in the New World.
 - b. naval dominance of the Atlantic Ocean and a vibrant sense of nationalism.
 - c. a stable social order and economy.
 - d. effective control of the African slave trade.
 - e. the power to control and colonize Ireland.
5. At the time of its first colonization efforts, England was
 - a. struggling under the political domination of Spain.
 - b. enjoying a period of social and economic stability.
 - c. experiencing increasing ethnic and religious diversity.
 - d. undergoing sharp political conflicts between advocates of republicanism and the monarchy of Elizabeth I.
 - e. undergoing rapid and disruptive economic and social transformations.
6. Many of the early Puritan settlers of America were
 - a. displaced sailors from Liverpool and Bath.
 - b. merchants and shopkeepers from the Midlands.
 - c. urban laborers from Glasgow and Edinburgh.
 - d. displaced farmers from eastern and western England.
 - e. dissenting clergy from Canterbury and York.

7. England's first colony at Jamestown
 - a. was an immediate economic success.
 - b. was saved from failure by John Smith's leadership and by John Rolfe's introduction of tobacco.
 - c. enjoyed the strong and continual support of King James I.
 - d. depended on the introduction of African slave labor for its survival.
 - e. was saved from near-starvation by generous food contributions from the Powhatan Indians.
8. Representative government was first introduced to the Americas in the colony of
 - a. Bermuda.
 - b. Maryland.
 - c. North Carolina.
 - d. Georgia.
 - e. Virginia.
9. One important difference between the founding of the Virginia and Maryland colonies was that Virginia
 - a. colonists were willing to come only if they could acquire their own land, while Maryland colonists were willing to work as tenants for feudal landlords.
 - b. depended primarily on tobacco for its economy, while Maryland turned to rice cultivation.
 - c. depended on African slave labor, while Maryland relied mainly on white indentured servitude.
 - d. was founded as a strictly economic venture, while Maryland was intended partly to secure religious freedom for persecuted Roman Catholics.
 - e. struggled to find effective leadership for several decades, while Lord Baltimore personally governed Maryland's early colonists.
10. After the Act of Toleration in 1649, Maryland provided religious freedom for
 - a. Jews.
 - b. atheists.
 - c. Baptists and Quakers.
 - d. those who denied the divinity of Jesus.
 - e. Protestants and Catholics.
11. The primary reason that no new English colonies were founded between 1634 and 1670 was the
 - a. obvious economic unprofitability of Virginia and Maryland.
 - b. civil war in England.
 - c. continuous naval conflicts between Spain and England that disrupted sea-lanes.
 - d. English kings' increasing hostility to colonial ventures.
 - e. inability of English capitalists to gather funds for investment in North America.

12. The early conflicts between English settlers and the Indians near Jamestown laid the basis for the
 - a. intermarriage of white settlers and Indians.
 - b. incorporation of Indians into the melting-pot of American culture.
 - c. forced separation of the Indians into the separate territories of the reservation system.
 - d. use of Indians as a slave-labor force on white plantations.
 - e. romantic English image of Indians as noble savages.
13. After the defeat of the coastal Tuscarora and Yamasee Indians by North Carolinians in 1711–1715
 - a. there were almost no Indians left east of the Mississippi River.
 - b. the remaining southeastern Indian tribes formed an alliance to wage warfare against the whites.
 - c. the powerful Creeks, Cherokees, and Iroquois remained in the Appalachian Mountains as a barrier against white settlement.
 - d. the remaining coastal Indians migrated to the West Indies.
 - e. North and South Carolinians began enslaving Africans rather than Indians.
14. Most of the early white settlers in North Carolina were
 - a. religious dissenters and poor whites fleeing aristocratic Virginia.
 - b. wealthy planters from the West Indies.
 - c. the younger, ambitious sons of English gentry.
 - d. ex-convicts and debtors released from English prisons.
 - e. displaced English farmers who had been driven from their lands by enclosure.

C. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|--|--|
| 1. ___ Powhatan | a. Colony originally founded as a haven for Roman Catholics |
| 2. ___ Walter Raleigh and Humphrey Gilbert | b. Indian leader who ruled tribes in the James River area of Virginia |
| 3. ___ Roanoke | c. Harsh military governor of Virginia who employed Irish tactics against the Indians |
| 4. ___ John Smith | d. British founder of the Methodist Church who served for a time as a missionary in colonial Georgia |
| 5. ___ Virginia | e. Colony originally founded as a refuge for debtors by philanthropists |
| 6. ___ Maryland | f. Economically poorer colony that was called “a vale of humility between two mountains of conceit” |
| 7. ___ Lord De La Warr | g. The unmarried ruler who established English Protestantism and fought the |
| 8. ___ John Wesley | |
| 9. ___ Lord Baltimore | |
| 10. ___ South Carolina | |
| 11. ___ North Carolina | |
| 12. ___ Georgia | |
| 13. ___ James Oglethorpe | |

- | | |
|---------------------|--|
| 14. ___ Elizabeth I | Catholic Spanish |
| 15. ___ Jamestown | <ul style="list-style-type: none"> h. The Catholic aristocrat who sought to build a sanctuary for his fellow believers i. The failed lost colony founded by Sir Walter Raleigh j. Riverbank site where Virginia Company settlers planted the first permanent English colony k. Colony that established the House of Burgesses as first representative government in 1619 l. Virginia leader saved by Pocahontas, m. Elizabethan courtiers who failed in their attempts to found New World colonies n. Philanthropic soldier-statesman who founded the Georgia colony o. Colony that turned to disease-resistant African slaves for labor in its extensive rice plantations |

D. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

- | Cause | Effect |
|--|--|
| 1. ___ The English victory over the Spanish Armada | a. Led to the two Anglo-Powhatan wars that virtually exterminated Virginia's Indian population |
| 2. ___ The English law of primogeniture | b. Enabled England to gain control of the North Atlantic sea-lanes |
| 3. ___ The enclosing of English pastures and cropland | c. Forced gold-hungry colonists to work and saved them from total starvation |
| 4. ___ Lord De La Warr's use of brutal Irish tactics in Virginia | d. Led Lord Baltimore to establish the Maryland colony |
| 5. ___ The English government's persecution of Roman Catholics | e. Led to the founding of the independent-minded North Carolina colony |
| 6. ___ The slave codes of England's Barbados colony | f. Led many younger sons of the |
| 7. ___ John Smith's stern leadership in Virginia | |
| 8. ___ The English settlers' near- | |

- destruction of small Indian tribes
9. ___ The flight of poor farmers and religious dissenters from planter-run Virginia
 10. ___ Georgia's unhealthy climate, restrictions on slavery, and vulnerability to Spanish attacks
- g. Contributed to the formation of powerful Indian coalitions like the Iroquois and the Algonquians
 - h. Kept the buffer colony poor and largely unpopulated for a long time
 - i. Became the legal basis for slavery in North America
 - j. Forced numerous laborers off the land and sent them looking for opportunities elsewhere

CHAPTER 3

Settling the Northern Colonies, 1619–1700

PART I: REVIEWING THE CHAPTER

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to:

1. Describe the Puritans and their beliefs, and explain why they left England for the New World.
2. Explain how the Puritans' theology shaped the government and society of the Massachusetts Bay Colony.
3. Explain how Massachusetts Bay's conflict with religious dissenters, as well as new economic opportunities, led to the expansion of New England into Rhode Island, Connecticut, and elsewhere.
4. Describe the conflict between colonists and Indians in New England and the effects of King Philip's War.
5. Summarize early New England attempts at intercolonial unity and the consequences of England's Glorious Revolution in America.
6. Describe the founding of New York and Pennsylvania, and explain why these two settlements as well as the other middle colonies became so ethnically, religiously, and politically diverse.
7. Describe the central features of the middle colonies, and explain how they differed from New England and the southern colonies.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **predestination** The Calvinist doctrine that God has foreordained some people to be saved and some to be damned. “Good works could not save those whom ‘predestination’ had marked for the infernal fires.”
2. **elect** In Calvinist doctrine, those who have been chosen by God for salvation. “But neither could the elect count on their predetermined salvation. . . .”
3. **conversion** A religious turn to God, thought by Calvinists to involve an intense, identifiable personal experience of grace. “They constantly sought, in themselves and others, signs of ‘conversion.’ . . .”
4. **visible saints** In Calvinism, those who publicly proclaimed their experience of conversion and were expected to lead godly lives. “The most devout Puritans . . . believed that only ‘visible saints’ . . . should be admitted to church membership.”
5. **calling** In Protestantism, the belief that saved individuals have a religious obligation to engage in worldly work. “Like John Winthrop, [the Puritans] believed in the doctrine of a ‘calling’ to do God’s work on this earth.”
6. **heresy** Departure from correct or officially defined belief. “. . . she eventually boasted that she had come by her beliefs through a direct revelation from God. This was even higher heresy.”
7. **sedition** Concerning resistance to or rebellion against the government. “[His was] a seditious blow at the Puritan idea of government’s very purpose.”
8. **commonwealth** An organized civil government or social order united for a shared purpose. “They were allowed, in effect, to become semiautonomous commonwealths.”
9. **autocratic** Absolute or dictatorial rule. “An autocratic spirit survived, and the aristocratic element gained strength. . . .”
10. **passive resistance** Nonviolent action or opposition to authority, often in accord with religious or moral beliefs. “As advocates of passive resistance, [the Quakers] would turn the other cheek and rebuild their meetinghouse on the site where their enemies had torn it down.”
11. **asylum** A place of refuge and security, especially for the persecuted or unfortunate. “Eager to establish an asylum for his people. . . .”
12. **proprietary** Concerning exclusive legal ownership, as of colonies granted to individuals by the monarch. “Penn’s new proprietary regime was unusually liberal. . . .”
13. **naturalization** The granting of citizenship to foreigners or immigrants. “No restrictions were placed on immigration, and naturalization was made easy.”
14. **blue laws** Laws designed to restrict personal behavior in accord with a strict code of morality. “Even so, ‘blue laws’ prohibited ‘ungodly revelers,’ stage plays, playing cards, dice, games, and excessive hilarity.”
15. **ethnic** Concerning diverse peoples or cultures, specifically those of non-Anglo-Saxon background. “. . . Pennsylvania attracted a rich mix of ethnic groups.”

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F The dominant form of the Protestant faith among New England's early colonists was Calvinism, as developed by the Geneva reformer John Calvin.
2. T F The most fervent Puritans believed that the Church of England was corrupt because it did not restrict its membership to "visible saints" who had experienced conversion.
3. T F The large, separatist Plymouth Colony of Pilgrims strongly influenced smaller Puritan Massachusetts Bay.
4. T F Massachusetts Bay restricted the vote for elections to the General Court to adult male members of the Congregational Church.
5. T F Roger Williams and Anne Hutchinson were both banished for organizing political rebellions against the Massachusetts Bay authorities.
6. T F Rhode Island was the most religiously and politically tolerant of the New England colonies.
7. T F The Wampanoag Indians of New England initially befriended the English colonists.
8. T F After King Charles II was restored to the throne of England, the crown attempted to gain tighter control over its colonies, especially defiant Massachusetts.
9. T F King Philip's War enabled New England's Indians to recover their numbers and morale.
10. T F New York became the most democratic and economically equal of the middle colonies.
11. T F Dutch New Netherland was conquered in 1664 by military expedition from the colony of New Sweden in Delaware.
12. T F William Penn originally wanted his Pennsylvania colony to be settled exclusively by his fellow English Quakers.
13. T F Later non-Quaker immigrants to Pennsylvania like the Scots-Irish welcomed the peaceful relations with the Indians established by William Penn's policies.
14. T F The middle colonies' broad, fertile river valleys enabled them to develop a richer and more successful agricultural economy than that of New England.
15. T F The middle colonies were characterized by tightly knit, ethnically homogeneous communities that shared a common sense of religious purpose.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. The principal motivation shaping the earliest settlements in New England was
 - a. the desire for political freedom.
 - b. religious commitment and devotion.
 - c. economic opportunity and the chance for a better life.
 - d. a spirit of adventure and interest in exploring the New World.
 - e. a missionary zeal to convert the Indians to Calvinism.
2. Compared with the Plymouth Colony, the Massachusetts Bay Colony was
 - a. dedicated to complete separation from the Church of England.
 - b. afflicted with corrupt and incompetent leaders.
 - c. more focused on religious rather than political liberty.
 - d. larger and more prosperous economically.
 - e. afflicted with incompetent leadership.
3. One reason that the Massachusetts Bay Colony was *not* a true democracy is that
 - a. only church members could vote for the governor and the General Court.
 - b. political offices were dominated by the clergy.
 - c. people were not permitted to discuss issues freely in their own towns.
 - d. the governor and his assistants were appointed rather than elected.
 - e. the colony was ultimately under control of the English kings.
4. The essential heresy that caused Anne Hutchinson to be convicted and banished from Massachusetts Bay was her declared belief that
 - a. the government of John Winthrop was corrupt and tyrannical.
 - b. the Puritan elect were just as sinful and those who had been “predestined” to damnation.
 - c. she had received a direct revelation from God that the saved did not need to obey either human or divine law.
 - d. the Bible did not teach that a personal conversion experience was necessary for salvation.
 - e. Calvin’s doctrine that people were predestined to either heaven or hell violated fundamental human freedom.
5. Roger Williams based the religious freedom of his colony of Rhode Island on his belief that
 - a. it really did not matter what religious beliefs people held, because all were more or less equal.
 - b. the corrupt Massachusetts Bay Colony had proved that religious uniformity did not work.
 - c. political democracy inevitably required freedom of speech and religion.
 - d. God had created human beings fundamentally good and able to choose the right.
 - e. civil government had no right to regulate religious behavior or individual conscience.

6. Which of the following New England settlements did *not* become a separate colony, but remained under the direct control of Massachusetts?
 - a. Connecticut
 - b. New Hampshire
 - c. New Haven
 - d. Maine
 - e. Rhode Island
7. The Indian tribe that the Pilgrim colonists in New England first encountered were the
 - a. Iroquois.
 - b. Wampanoags.
 - c. Narragansetts.
 - d. Hurons.
 - e. Powhatans.
8. King Philip's War represented
 - a. the first serious military conflict between New England colonists and the English King.
 - b. an example of the disastrous divisions among the Wampanoags, Pequots, and Narragansetts.
 - c. the last major Indian effort to halt New Englanders' encroachment on their lands.
 - d. a relatively minor conflict in terms of actual fighting and casualties.
 - e. proof that the Puritans' missionary efforts among the Indians had been successful.
9. The primary value of the New England Confederation lay in
 - a. restoring harmony between Rhode Island and the other New England colonies.
 - b. promoting better relations between New England colonists and their Indian neighbors.
 - c. enabling the smaller New England colonies to obtain equality with Massachusetts.
 - d. providing the first small step on the road to intercolonial cooperation.
 - e. defending colonial rights against increasing pressure from the English monarchy.
10. The event that sparked the collapse of the Dominion of New England was
 - a. King Philip's War.
 - b. the revocation of the Massachusetts Bay Colony's charter.
 - c. Governor Andros's harsh attacks on colonial liberties.
 - d. the Glorious Revolution in England.
 - e. the Salem witch trials.
11. The Dutch Colony of New Netherland
 - a. was harshly and undemocratically governed.
 - b. contained little ethnic diversity.
 - c. was developed as a haven for persecuted Dutch Calvinists.
 - d. enjoyed prosperity and peace under the policies of the Dutch West India Company.
 - e. represented the most ambitious colonial enterprise of the Dutch government.
12. The short-lived colony conquered by Dutch New Netherland in 1655 was
 - a. New Jersey.
 - b. New France.
 - c. New England.
 - d. Newfoundland.
 - e. New Sweden.

13. William Penn's colony of Pennsylvania
- sought settlers primarily from England and Scotland.
 - experienced continuing warfare with neighboring Indian tribes.
 - actively sought settlers from Germany and other non-British countries.
 - set up the Quaker religion as its tax-supported established church.
 - made Penn himself a wealthy and powerful figure in the English government.

C. Matching People, Places, and Events

Match the person, place or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|---------------------------------|---|
| 1. ___ Martin Luther | a. Dominant religious group in Massachusetts Bay |
| 2. ___ John Calvin | b. Founder of the most tolerant and democratic of the middle colonies |
| 3. ___ Massasoit | c. Dissenting religious group first founded in Rhode Island by Roger Williams |
| 4. ___ Plymouth | d. Small colony that eventually merged into Massachusetts Bay |
| 5. ___ Massachusetts Bay Colony | e. Religious dissenter convicted of the heresy of antinomianism |
| 6. ___ John Winthrop | f. Indian leader who waged an unsuccessful war against New England's white colonists |
| 7. ___ Baptists | g. German monk who began Protestant Reformation |
| 8. ___ General Court | h. Religious group persecuted in Massachusetts and New York but not in Pennsylvania |
| 9. ___ Puritans | i. Representative assembly of Massachusetts Bay |
| 10. ___ Quakers | j. Promoter of Massachusetts Bay as a holy "city upon a hill" |
| 11. ___ Anne Hutchinson | k. Conqueror of New Sweden who later lost New Netherland to the English |
| 12. ___ Roger Williams | l. Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed |
| 13. ___ King Philip | m. Wampanoag chieftain who |
| 14. ___ Peter Stuyvesant | |
| 15. ___ William Penn | |

- befriended English colonists
- n. Colony whose government sought to enforce God's law on believers and unbelievers alike
- o. Radical founder of the most tolerant New England colony

D. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
1. ___ Charles I's persecution of the Puritans	a. Led to overthrow of Andros's Dominion of New England
2. ___ Puritans' belief that their government was based on a covenant with God	b. Encouraged development of Pennsylvania, New York, and New Jersey as rich, grain-growing bread colonies
3. ___ Puritan persecution of religious dissenters like Roger Williams	c. Secured political control of New York for a few aristocratic families
4. ___ The Glorious Revolution	d. Spurred formation of the Massachusetts Bay Company and mass migration to New England
5. ___ King Philip's War	e. Encouraged large-scale foreign immigration to Pennsylvania
6. ___ The Dutch West India Company's search for quick profits	f. Led to restriction of political participation in colonial Massachusetts to visible saints
7. ___ Dutch and English creation of vast Hudson Valley estates	g. Spurred William Penn's founding of Pennsylvania
8. ___ The English government's persecution of Quakers	h. Meant that New Netherland was run as an authoritarian fur trading venture
9. ___ William Penn's liberal religious and immigration policies	i. Ended New England Indians' attempts to halt white expansion
10. ___ The middle colonies' cultivation of broad, fertile river valleys	j. Led to the founding of Rhode Island as a haven for unorthodox faiths

CHAPTER 4

American Life in the Seventeenth Century, 1607–1692

PART I: REVIEWING THE CHAPTER

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to:

1. Describe the basic economy, demographics, and social structure and life of the seventeenth-century colonies.
2. Compare and contrast the different forms of society and ways of life of the southern colonies and New England.
3. Explain how the practice of indentured servitude failed to solve the colonial labor problem and why colonists then turned to African slavery.
4. Describe the character of slavery in the early English colonies and explain how a distinctive African American identity and culture emerged from the mingling of numerous African ethnic groups.
5. Summarize the unique New England way of life centered on family, town, and church, and describe the problems that afflicted this comfortable social order in the late seventeenth century.
6. Describe family life and the roles of women in both the southern and New England colonies, and indicate how these changed over the course of the seventeenth century.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **headright** The right to acquire a certain amount of land granted to the person who finances the passage of a laborer. “Masters—not servants themselves—thus reaped the benefits of landownership from the headright system.”
2. **disfranchise** To take away the right to vote. “The Virginia Assembly in 1670 disfranchised most of the landless knockabouts. . . .”
3. **civil war** Any conflict between the citizens or inhabitants of the same country. “As this civil war in Virginia ground on. . . .”
4. **indentured servant** A laborer bound to unpaid service to a master for a fixed term, in exchange for benefits such as transportation, tools, and clothes. “There they boarded ship for America as indentured servants. . . .”
5. **tidewater** The territory adjoining water affected by tides—that is, near the seacoast or coastal rivers. “Bacon . . . had pitted the hard scrabble backcountry frontiersmen against the haughty gentry of the tidewater plantations.”

6. **middle passage** That portion of a slave ship's journey in which slaves were carried from Africa to the Americas. "... the captives were herded aboard sweltering ships for the gruesome 'middle passage.'..."
7. **fertility** The ability to reproduce and bear abundant young. "The captive black population of the Chesapeake area soon began to grow not only through new imports but also through its own fertility. . . ."
8. **menial** Fit for servants; humble or low. "But chiefly they performed the sweaty toil of clearing swamps, grubbing out trees, and other menial tasks."
9. **militia** A voluntary, nonprofessional armed force of citizens, usually called to military service only in emergencies. "[They] tried to march to Spanish Florida, only to be stopped by the local militia."
10. **hierarchy** A social group arranged in ranks or classes. "The rough equality . . . was giving way to a hierarchy of wealth and status. . . ."
11. **corporation** A private group or institution to which the government grants legal rights to carry on certain specified activities. "... the Massachusetts Puritans established Harvard College, today the oldest corporation in America. . . ."
12. **jeremiad** A sermon or prophecy recounting wrongdoing, warning of doom, and calling for repentance. "Jeremiads continued to thunder from the pulpits. . . ."
13. **lynching** The illegal execution of an accused person by mob action, without due process of law. "A hysterical 'witch-hunt' ensued, leading to the legal lynching in 1692 of twenty individuals. . . ."
14. **hinterland** An inland region set back from a port, river, or seacoast. "... their accusers came largely from subsistence farming families in Salem's hinterland."
15. **social structure** The basic pattern of the distribution of status and wealth in a society. "... many settlers . . . tried to re-create on a modified scale the social structure they had known in the Old World."
16. **blue blood** Of noble or upper-class descent. "... would-be American blue bloods resented the pretensions of the 'meaner sort.' . . ."

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F Life expectancy among the seventeenth-century settlers of Maryland and Virginia was about sixty years.
2. T F Because men greatly outnumbered women in the Chesapeake region, a fierce competition arose among men for scarce females to marry.
3. T F Pregnancies among unmarried young women were common in the seventeenth-century colonial South.

4. T F Chesapeake Bay tobacco planters responded to falling prices by cutting back production.
5. T F The headright system of land grants to those who brought laborers to America primarily benefited wealthy planters rather than the poor indentured servants.
6. T F Most of the European immigrants who came to Virginia and Maryland in the seventeenth century were poor indentured servants.
7. T F Bacon's Rebellion involved an alliance of white indentured servants with Virginia's Indians in an attack on the elite planter class.
8. T F African slaves began to outnumber white indentured servants as the primary labor supply in the plantation colonies by the 1680s.
9. T F Slaves brought to North America developed a culture that mixed African and American speech, religion, and patterns of life.
10. T F Directly beneath the wealthy slaveowning planters, in the southern social structure, were the white indentured servants.
11. T F New Englanders' long lives contributed to the general stability and order of their childrearing and family life.
12. T F New England expansion was carried out primarily by independent pioneers and land speculators who bought up large plots and then sold them to individual farmers.
13. T F The development of the Half-Way Covenant, in the 1660s, reflected both a decline in Puritan religious fervor and a broadening of religious participation.
14. T F The Salem Witch Trials reflected the persecution of poor women by upper-class males and clergy.
15. T F New Englanders' Calvinist heritage and stern, self-reliant character created a legacy of high idealism and reform that greatly affected later American society.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. For most of their early history, the colonies of Maryland and Virginia
 - a. provided a healthy environment for child rearing.
 - b. contained far more men than women.
 - c. had harsh laws punishing premarital sexual relations.
 - d. encouraged the formation of stable and long-lasting marriages.
 - e. tolerated interracial sexual relations.
2. The primary beneficiaries of the headright system were
 - a. well-off planters who acquired land by paying the transatlantic passage for indentured servants.
 - b. widows who acquired new husbands from England.
 - c. indentured servants who were able to acquire their own land.
 - d. English ship owners who transported new laborers across the Atlantic.
 - e. backcountry settlers who gained reinforcements for their fights with the Indians.

3. The primary cause of Bacon's Rebellion was
 - a. Governor Berkeley's harsh treatment of the Indians.
 - b. the refusal of landlords to grant indentured servants their freedom.
 - c. white settlers' resentment against the growing use of African slave labor.
 - d. the persecution of the colonists by King Charles II.
 - e. the poverty and discontent of many single young men unable to acquire land.
4. African slavery became the prevalent form of labor in the 1680s when
 - a. Bacon's rebellion and rising wages in England made white indentured servants no longer a reliable labor force.
 - b. the first captives were brought from Africa to the New World.
 - c. blacks could be brought to the New World in safer and healthier condition.
 - d. the once-clear legal difference between a servant and a slave began to be blurred.
 - e. plantation owners discovered it was cheaper to buy slaves for life than replace white indentured servants every five years or so.
5. Most of the slaves who eventually reached North America were originally
 - a. from southern and eastern Africa.
 - b. free servants who worked as household labor in African royal families.
 - c. captured by West African coastal tribes and sold to European slave merchants.
 - d. sold as slaves in the West Indies and then reshipped to North America.
 - e. brought to the New World in family groups.
6. Political and economic power in the southern colonies was dominated by
 - a. urban professional classes such as lawyers and bankers.
 - b. small landowners.
 - c. the Anglican clergy
 - d. the English royal governors.
 - e. extended families of wealthy planters.
7. Because there were few urban centers in the colonial South
 - a. good roads between the isolated plantations had to be constructed early on.
 - b. most southerners traveled regularly to England or the West Indies to enjoy more sophisticated forms of culture.
 - c. the rural church became the central focus of southern social and economic life.
 - d. there were almost no people of wealth and culture in the region.
 - e. a professional class of lawyers and financiers was slow to develop.
8. The average colonial New England woman who did not die in childbirth could expect to
 - a. lose the majority of her children to death before adulthood.
 - b. outlive her husband by an average of fifteen years.
 - c. experience about ten pregnancies, occurring on average every two years from her twenties through menopause.
 - d. work regularly for pay outside the home besides care for her children.
 - e. be physically or mentally abused by her husband at some point in her life.

9. In New England, elementary education
 - a. was mandatory for any town with more than fifty families.
 - b. failed to provide even basic literacy to the large majority of citizens.
 - c. was less widespread than in the South.
 - d. was oriented to preparing students for entering college.
 - e. was completely in the hands of the Puritan clergy.
10. The Congregational Church of the Puritans contributed to
 - a. the development of basic ideas of democracy as expressed in the New England town meeting.
 - b. the extremely hierarchical character of New England life.
 - c. the increasing social harmony and unity displayed throughout the seventeenth century in New England towns.
 - d. the growing movement toward women's rights in New England.
 - e. a growing number of personal conversions among young New Englanders.
11. In contrast to the Chesapeake Bay colonists in the South, those in New England
 - a. had fewer women and more men in their population.
 - b. had shorter life expectancies.
 - c. practiced birth control as a means of preventing overpopulation.
 - d. provided no protections for women within the institution of marriage.
 - e. enjoyed longer lives and more stable families.
12. The focus of much of New England's politics, religion, and education was the institution of the
 - a. colonial legislature.
 - b. town.
 - c. militia company.
 - d. college.
 - e. commercial trading company.
13. The Half-Way Covenant provided
 - a. baptism, but not full communion, to people who had not had a conversion experience.
 - b. partial participation in politics to people who were not church members.
 - c. admission to communion, but not to voting membership in the church, for children aged twelve to seventeen.
 - d. partial participation in church affairs for women.
 - e. limited involvement in Massachusetts church councils to new frontier congregations.
14. Those people accused of being witches in Salem were generally
 - a. from the poorer and more uneducated segments of the town.
 - b. notorious for their deviation from the moral norms of the community.
 - c. outspoken opponents of the Puritan clergy.
 - d. from families associated with Salem's burgeoning market economy.
 - e. suspected of having Indian or African ancestry.

15. English settlers greatly altered the character of the New England environment by
- raising wheat and oats rather than the corn grown by Indians.
 - burning the forests that the Indians had rigorously protected against fires.
 - beating trails through the woods as they pursued seasonal hunting and fishing.
 - building an extensive system of roads and canals.
 - their extensive introduction of livestock.

C. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|--------------------------------|--|
| 1. ___ Chesapeake | a. Site of a 1739 South Carolina slave revolt |
| 2. ___ Indentured servants | b. Helped erase the earlier Puritan distinction between the converted elect and other members of society |
| 3. ___ Nathaniel Bacon | c. A bloody New York revolt of 1689–1691 that reflected class antagonism between rich landlords and aspiring merchants |
| 4. ___ William Berkeley | d. Primary form of labor in early southern colonies until the 1680s |
| 5. ___ Royal African Company | e. Term for the brutal slave journey from Africa to the Americas |
| 6. ___ Middle passage | f. Coastal African American language that blended elements of English with the African languages Yoruba, Ibo, and Hausa |
| 7. ___ Ringshout | g. West African religious rite, retained by African Americans, in which participants responded to the shouts of a preacher |
| 8. ___ Stono River | h. Phenomena started by adolescent girls' accusations that ended with the deaths of twenty people |
| 9. ___ Gullah | i. Virginia-Maryland bay area, site of the earliest colonial settlements |
| 10. ___ New England conscience | j. The legacy of Puritan religion that inspired idealism and reform among later generations of Americans |
| 11. ___ Harvard | k. Colonial Virginia official who crushed rebels and wreaked cruel |
| 12. ___ William and Mary | |
| 13. ___ Half-Way Covenant | |
| 14. ___ Salem witch trials | |
| 15. ___ Leisler's Rebellion | |

revenge

- l. The oldest college in the South, founded in 1693
- m. Organization whose loss of the slave trade monopoly in 1698 led to free-enterprise expansion of the business
- n. Agitator who led poor former indentured servants and frontiersmen on a rampage against Indians and colonial government
- o. The oldest college in America, originally based on the Puritan commitment to an educated ministry

D. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
1. ___ The severe shortage of females in southern colonies	a. Inspired passage of strict slave codes
2. ___ Poor white males' anger at their inability to acquire land or start families	b. Sparked Bacon's Rebellion
3. ___ Planters' fears of indentured servants' rebellion, coupled with rising wages in England	c. Produced large number of unattached males and weak family structure
4. ___ The dramatic increase in colonial slave population after 1680s	d. Thwarted success in agriculture but helped create the tough New England character
5. ___ The growing proportion of female slaves in the Chesapeake region after 1720	e. Inspired the Half-Way Covenant and jeremiad preaching
6. ___ New Englanders' introduction of livestock and intensive agriculture	f. Reduced forests and damaged the soil
7. ___ The healthier climate and more equal male-female ratio in New England	g. Produced high birthrates and a very stable family structure
8. ___ The decline of religious devotion and in number of conversions in New England	h. Fostered stronger slave families and growth of slave population through natural reproduction of children
	i. Underlay the Salem witchcraft persecutions
	j. Caused southern planters to switch from indentured-servant labor to

9. ____ Unsettled New England social conditions and anxieties about the decline of the Puritan religious heritage
10. ____ The rocky soil and harsh climate of New England
- African slavery

CHAPTER 5

Colonial Society on the Eve of Revolution, 1700–1775

PART I: REVIEWING THE CHAPTER

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to:

1. Describe the demographic, ethnic, and social character of Britain’s colonies in the eighteenth century, and indicate how colonial society had changed since the seventeenth century.
2. Explain how the economic development of the colonies altered the patterns of social prestige and wealth, and brought growing class distinctions and class conflict to British North America.
3. Identify the major religious denominations of the eighteenth-century colonies, and indicate their role in early American society.
4. Explain the causes of the Great Awakening, and describe its effects on American religion, education, and politics.
5. Describe the origins and development of education, culture, and journalism in the colonies.
6. Describe the basic features of colonial politics, including the role of various official and informal political institutions.
7. Indicate the key qualities of daily existence in eighteenth-century colonial America, including forms of socialization and recreation.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **sect** A small religious group that has broken away from some larger mainstream church, often claiming superior or exclusive possession of religious truth. (A **denomination** is a branch of the church—usually Protestant—but makes no such exclusive claims.) “They belonged to several different Protestant sects. . . .”
2. **agitators** Persons who seek to excite or persuade the public on some issue. “Already experienced colonizers and agitators in Ireland, the Scots-Irish proved to be superb frontiersmen. . . .”

3. **stratification** The visible arrangement of society into a hierarchical pattern, with distinct social groups layered one on top of the other. “. . . colonial society . . . was beginning to show signs of stratification. . . .”
4. **mobility** The capacity to pass readily from one social or economic condition to another. (Social mobility may be **upward**, from a lower status to higher, or **downward**, from higher status to lower.) “. . . barriers to mobility . . . raised worries about the ‘Europeanization’ of America.”
5. **elite** A small, identifiable group at the top of a society or particular institution, usually possessing wealth, power, or special privileges. “. . . these elites now feathered their nests more finely.”
6. **almshouse** In the premodern era, a home for the poor, supported by charity or public funds. “Both Philadelphia and New York built almshouses in the 1730s. . . .”
7. **gentry** Landowners of substantial property, social standing, and leisure, but not titled nobility. “Wealth was concentrated in the hands of the largest slaveowners, widening the gap between the prosperous gentry and the ‘poor whites’”
8. **tenant farmer** One who rents rather than owns land. “. . . the ‘poor whites’ . . . were increasingly forced to become tenant farmers.”
9. **penal code** The body of criminal laws specifying offenses and prescribing punishments. “But many convicts were the unfortunate victims . . . of a viciously unfair English penal code. . . .”
10. **veto** The executive power to prevent acts passed by the legislature from becoming law. “Thomas Jefferson, himself a slaveholder, assailed the British vetoes. . . .”
11. **profession** An occupation traditionally characterized by specialized skill, mastery of a body of knowledge, and publicly defined privileges and responsibilities. “Most honored of the professions was the Christian ministry.”
12. **apprentice** A person who works under a master to acquire instruction and skill in a trade or profession. “Aspiring young doctors served for a while as apprentices to older practitioners. . . .”
13. **speculation** Buying land or anything else in the hope of profiting by an expected rise in price. “Commercial ventures and land speculation . . . were the surest avenues to speedy wealth.”
14. **revival** In religion, a movement of renewed enthusiasm and commitment, often accompanied by special meetings or evangelical activity. “The stage was thus set for a rousing religious revival.”
15. **secular** Belonging to the worldly sphere, as distinct from the specifically sacred or churchly. “A more secular approach was evident late in the eighteenth century. . . .”

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F Most of the spectacular growth of the colonial population came from immigration rather than natural increase.
2. T F The Scots-Irish were uprooted Scottish Protestants who largely settled in the Appalachian frontier and back country.
3. T F Compared with the seventeenth-century colonies, the eighteenth-century colonies were becoming more socially equal and democratic.

4. T F The lowest class of whites in the colonies consisted of the paupers and convicted criminals involuntarily shipped to America by British authorities.
5. T F When some North American colonists attempted to curtail the transatlantic slave trade, their efforts were thwarted by British government vetoes.
6. T F The most highly regarded professionals in the colonies were doctors and lawyers.
7. T F Besides agriculture, the most important colonial economic activities were fishing, shipping, and ocean-going trade.
8. T F The British government's passage of the Molasses Act and other economic regulations effectively ended American merchants' lucrative trade with the French West Indies.
9. T F The clergy of the established Anglican Church in the South and New York had a reputation for serious theology and high ethical standards.
10. T F The Great Awakening was a revival of fervent religion after a period of religious decline caused by clerical dullness and overintellectualism and lay liberalism in doctrine.
11. T F Great Awakening revivalists like Jonathan Edwards and George Whitefield tried to replace the older Puritan ideas of conversion and salvation with more rational and less emotional beliefs.
12. T F The Great Awakening was the first mass movement across the thirteen colonies to create a strong sense of common American identity and shared destiny.
13. T F By the late eighteenth century, the nine American colleges were comparable to the best university education offered in Europe.
14. T F The conviction of newspaper printer John Peter Zenger for seditious libel of a colonial governor stirred Americans' opposition to British censorship of the press.
15. T F The central point of conflict in colonial politics was the relation between the democratically elected lower house of the assembly and the governors appointed by the king or colonial proprietor.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. The primary reason for the spectacular growth of America's population in the eighteenth century was
 - a. the conquering of new territories.
 - b. the natural fertility of the population.
 - c. the increased importation of white indentured servants and black slaves.
 - d. new immigration from Europe.
 - e. increased longevity due to better diet and health care.
2. German settlement in the colonies was especially heavy in
 - a. Massachusetts.
 - b. Maryland.
 - c. New York.
 - d. Pennsylvania.
 - e. North Carolina.

3. Which of the following is *not* true of the colonial Scots-Irish?
 - a. They were not really Irish, but Scottish Presbyterians who had temporarily migrated to Ireland.
 - b. They tended to settle in the Appalachian frontier, mountains, and valleys from Pennsylvania southward.
 - c. They hated the British government and frequently rebelled against colonial authorities.
 - d. Their hostility to Indians and encroachment on Indian land often sparked frontier warfare.
 - e. They fervently practiced their Calvinist religion, which forbade dancing, gambling, and liquor consumption.
4. The two largest non-English white ethnic groups in the colonies were the
 - a. French and the Dutch.
 - b. Germans and the Scots-Irish.
 - c. Arabs and the Jews.
 - d. Welsh and the Irish.
 - e. Swedes and the Germans.
5. One way in which Indians and Africans were similar to whites in eighteenth-century North America was they
 - a. were committed to the Christian religion as their basic belief system.
 - b. increasingly mingled and intermarried with people from beyond their original ethnic group or tribe.
 - c. fundamentally disliked violence and looked to government to establish law and order.
 - d. increasingly found greater opportunities for freedom and upward mobility.
 - e. tended to prefer stable, homogenous communities.
6. Compared to the seventeenth century, American colonial society in the eighteenth century showed
 - a. greater domination by small farmers and artisans.
 - b. greater equality of wealth and status.
 - c. greater gaps in wealth and status between rich and poor.
 - d. greater opportunity for convicts and indentured servants to climb to the top.
 - e. growing divisions by race and ethnicity rather than social class.
7. The most honored professional in colonial America was the
 - a. lawyer.
 - b. college professor.
 - c. doctor.
 - d. journalist.
 - e. clergyman.
8. The primary source of livelihood for most colonial Americans was
 - a. manufacturing.
 - b. agriculture.
 - c. lumbering.
 - d. commerce and trade.
 - e. fishing.
9. Which of the following was *not* among the generally small-scale manufacturing enterprises in colonial America?
 - a. Carriage manufacturing
 - b. Liquor distilling
 - c. Beaver hat making
 - d. Iron making
 - e. Spinning and weaving

10. An unfortunate group of involuntary immigrants who ranked even below indentured servants on the American social scale were
 - a. the younger sons of English gentry.
 - b. French-Canadians forcibly removed from Quebec.
 - c. convicts and paupers.
 - d. prostitutes.
 - e. impressed sailors and seamen.
11. The triangular trade involved the sale of rum, molasses, and slaves among the ports of
 - a. Virginia, Canada, and Britain.
 - b. the West Indies, France, and South America.
 - c. New England, Britain, and Spain.
 - d. New England, Africa, and the West Indies.
 - e. South Carolina, the Mediterranean, and the Black Sea.
12. The passage of increasing British restrictions on trade encouraged colonial merchants to
 - a. organize political resistance in the British Parliament.
 - b. find ways to smuggle and otherwise evade the law by trading with other countries.
 - c. turn to domestic trade within the colonies.
 - d. turn from trading to such other enterprises as fishing and manufacturing.
 - e. establish branch offices in London that were not covered by the restrictions.
13. Besides offering rest, refreshment, and entertainment, colonial taverns served an important function as centers of
 - a. news and political opinion.
 - b. trade and business.
 - c. medicine and law.
 - d. religious revival.
 - e. dating and social relations with the opposite sex.
14. The Anglican Church suffered in colonial America because of
 - a. its strict doctrines and hierarchical church order.
 - b. its poorly qualified clergy and close ties with British authorities.
 - c. its inability to adjust to conditions of life in New England.
 - d. its reputation for fostering fanatical revivalism.
 - e. the succession of corrupt and incompetent bishops who ran the church.
15. The two denominations that enjoyed the status of established churches in various colonies were the
 - a. Quakers and Dutch Reformed.
 - b. Baptists and Lutherans.
 - c. Mennonites and Church of the Brethren.
 - d. Roman Catholics and Presbyterians.
 - e. Anglicans and Congregationalists.
16. Among the many important results of the Great Awakening was that it
 - a. broke down sectional boundaries and created a greater sense of common American identity.
 - b. contributed to greater religious liberalism and toleration in the churches.
 - c. caused a decline in colonial concern for education.
 - d. moved Americans closer to a single religious outlook.
 - e. made Americans suspicious of eloquent preachers and traveling evangelists.

17. A primary weapon used by colonial legislatures in their conflicts with royal governors was
- extending the franchise to include almost all adult white citizens.
 - passing laws prohibiting the governors from owning land or industries.
 - voting them out of office.
 - using their power of the purse to withhold the governor's salary.
 - appealing over the heads of the governors to the British Parliament.

C. Identification

Supply the correct identification for each numbered description.

- _____ Corruption of a German word used as a term for German immigrants in Pennsylvania
- _____ Ethnic group that had already relocated once before immigrating to America and settling largely on the western frontier of the middle and southern colonies
- _____ Rebellious movement of North Carolina frontiersmen against eastern domination that included future President Andrew Jackson
- _____ Popular term for convicted criminals dumped on colonies by British authorities
- _____ Dread disease that afflicted one out of every five colonial Americans, including George Washington
- _____ Lucrative profession, especially prevalent in New England, that marketed its product to the Catholic nations of southern Europe
- _____ Small but profitable trade route that linked New England, Africa, and the West Indies
- _____ Popular colonial centers of recreation, gossip, and political debate
- _____ Term for tax-supported condition of Congregational and Anglican churches, but not of Baptists, Quakers, and Roman Catholics
- _____ Spectacular, emotional religious revival of the 1730s and 1740s
- _____ Ministers who supported the Great Awakening against the old light clergy who rejected it
- _____ Followers of a Dutch theologian who challenged traditional Calvinist doctrine by arguing for free will and the dispensation of divine grace beyond a few elect
- _____ The case that established the precedent that true statements about public officials could not be prosecuted as libel
- _____ The first American college not to be sponsored by a religious denomination, strongly supported by Benjamin Franklin
- _____ Benjamin Franklin's highly popular collection of information, parables, and advice

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|-----------------------------------|---|
| 1. ___ Philadelphia | a. Itinerant British evangelist who spread the Great Awakening throughout the colonies |
| 2. ___ African Americans | b. Colonial printer whose case helped begin freedom of the press |
| 3. ___ Scots-Irish | c. Colonial painter who studied and worked in Britain |
| 4. ___ Paxton Boys and Regulators | d. Leading city of the colonies; home of Benjamin Franklin |
| 5. ___ Patrick Henry | e. Largest non-English group in the colonies |
| 6. ___ Molasses Act | f. Dominant religious group in colonial Pennsylvania, criticized by others for their attitudes toward Indians |
| 7. ___ Anglican church | g. Former slave who became a poet at an early age |
| 8. ___ Jonathan Edwards | h. Scots-Irish frontiersmen who protested against colonial elites of Pennsylvania and North Carolina |
| 9. ___ George Whitefield | i. Attempt by British authorities to squelch colonial trade with French West Indies |
| 10. ___ Phillis Wheatley | j. Brilliant New England theologian who instigated the Great Awakening |
| 11. ___ Benjamin Franklin | k. Group that settled the frontier, made whiskey, and hated the British and other governmental authorities |
| 12. ___ John Peter Zenger | l. Nonestablished religious group that benefited from the Great Awakening |
| 13. ___ Quakers | m. Author, scientist, printer; “the first civilized American” |
| 14. ___ Baptists | n. Eloquent lawyer-orator who argued in defense of colonial rights |
| 15. ___ John Singleton Copley | o. Established religion in southern colonies and New York; weakened by lackadaisical clergy and too-close ties with British crown |