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# Guidebook: A Manual for Students

David M. Kennedy

Lizabeth Cohen

Thomas A. Bailey



Fourteenth Edition

MEL PIEHL

# Guidebook: A Manual For Students

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## The American Pageant

**FOURTEENTH EDITION**

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# 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. Identification

Supply the correct identification for each numbered description.

1. \_\_\_\_\_ Extended period when glaciers covered most of the North American continent
2. \_\_\_\_\_ Staple crop that formed the economic foundation of Indian civilizations
3. \_\_\_\_\_ Important ancient Anasazi Indian center in New Mexico that included a pueblo of six hundred interconnected rooms
4. \_\_\_\_\_ First European nation to send explorers around the west coast of Africa
5. \_\_\_\_\_ Flourishing West African kingdom that had a major Islamic university in the city of Timbuktu
6. \_\_\_\_\_ The two smaller kingdoms that were united by King Ferdinand and Queen Isabella to create the powerful nation of Spain
7. \_\_\_\_\_ Animal introduced to North America by Europeans that transformed the Indian way of life on the Great Plains
8. \_\_\_\_\_ Name *one* of the major European diseases that devastated Native American populations after 1492
9. \_\_\_\_\_ Sexually transmitted disease originating in the Americas that was transmitted and spread among Europeans after 1492
10. \_\_\_\_\_ Treaty of 1492 that aimed to divide all of the Americas between Spain and Portugal
11. \_\_\_\_\_ Wealthy and populous capital of the Aztec empire
12. \_\_\_\_\_ Term for a person of mixed European and Indian ancestry

13. \_\_\_\_\_ A major Pueblo uprising of 1680 caused by Spanish efforts to suppress the Indians' religious practices
14. \_\_\_\_\_ Spanish term for the night of June 30, 1520, when war began between Aztecs and Spanish, leading to Spanish conquest of Mexico
15. \_\_\_\_\_ Roman Catholic religious order of friars that organized a chain of missions in California

### 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. _____ 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                                      |

### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

1. \_\_\_\_\_ The wealthy Aztec civilization falls to Cortés.
2. \_\_\_\_\_ Portuguese navigators sail down the west coast of Africa.

3. \_\_\_\_\_ The first human inhabitants cross into North America from Siberia across a temporary land bridge.
4. \_\_\_\_\_ Coronado explores present-day American Southwest.
5. \_\_\_\_\_ Spanish conquerors move into the Rio Grande valley of New Mexico.

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

## G. Developing Historical Skills

### Connecting History with Geology and Geography

Because human history takes place across the surface of the earth, both the physical science of geology and the social science of geography are important to historians. Answer the following questions about the geological and geographical setting of North American history.

1. What are the two major mountain chains that border the great mid-continental basin drained by the Mississippi River system?

2. What great geological event explains the formation of the Great Lakes, the St. Lawrence River system, the Columbia-Snake River system, and Great Salt Lake?
3. How did this same geological event isolate the human population of the Americas from that of Asia?
4. Given the original geographical origins of the Indian populations, in which direction did their earliest migrations across North America occur: from southeast to north and west, from southwest to north and east, or from northwest to south and east?

## H. Map Mastery

### Map Discrimination

Using the maps and charts in Chapter 1, answer the following questions.

1. *Chronological Chart*: The American Declaration of Independence occurred exactly 169 years between what other two major events in American history?
2. *The First Discoverers of America*: When the first migrants crossed the Bering Land Bridge from Siberia to North America, approximately how many miles did they have to walk before they were south of the large ice caps to either side of the only open route?
  - a. 200 miles
  - b. 500 miles
  - c. 2000 miles
  - d. 3000 miles
3. *North American Indian Peoples at the Time of First Contact with Europeans*: List five Indian tribes that lived in each of the following regions of North America:
  - a. Southwest
  - b. Great Plains
  - c. Northeast
  - d. Southeast

4. *Trade Routes with the East:* In the early European trading routes with Asia and the East Indies, what one common destination could be reached by the Middle Route, the Southern route, and da Gama's ocean route?
- Constantinople
  - Persia
  - China
  - India
5. *Principal Early Spanish Explorations and Conquests:* Of the principal Spanish explorers—Columbus, Balboa, de León, Cortés, Pizarro, de Soto, and Coronado—which four *never* visited the territory or territorial waters of the land that eventually became part of the United States?
6. *Spain's North American Frontier, 1542–1823:*
- What were the two easternmost Spanish settlements on the northern frontier of Spanish Mexico?
  - About how many years was Mission San Antonio founded before the first Spanish settlements in California?
    - 10
    - 25
    - 50
    - 100
7. *Principal Voyages of Discovery:*
- Who was the first explorer of the Pacific Ocean?
  - According to the 1494 Treaty of Tordesillas, about how much of North America was allotted to the Portuguese?
    - one-half
    - one-third
    - one-tenth
    - none

**Map Challenge**

Using the text and the map on p. 9 of *North American Indian Peoples at the Time of First Contact with Europeans*, write a brief essay describing the geographical distributions of the more dense North American Indian populations at the time of European arrival. Include some discussion of why certain regions were densely populated and others less so.

**PART III: APPLYING WHAT YOU HAVE LEARNED\***

1. How did the geographic setting of North America—including its relation to Asia, Europe, and Africa—affect its subsequent history?
2. What were the common characteristics of all Indian cultures in the New World, and what were the important differences among them?
3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?
4. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds collided with one another?
5. What were the greatest achievements of Spain's New World Empire, and what were its greatest evils and disasters?
6. Should the European encounter with the Indian peoples of the Americas be understood primarily as a story of conquest and exploitation, or as one of mutual cultural encounter that brought beneficial as well as tragic results for both?

---

\* Space is provided at the end of each chapter for answering the essay questions. Students needing more room should answer on separate sheets of paper.



## 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.

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

### C. Identification

Supply the correct identification for each numbered description.

1. \_\_\_\_\_ Nation where English Protestant rulers employed brutal tactics against the local Catholic population
2. \_\_\_\_\_ Island colony founded by Sir Walter Raleigh that mysteriously disappeared in the 1580s
3. \_\_\_\_\_ Naval invaders defeated by English sea dogs in 1588
4. \_\_\_\_\_ Forerunner of the modern corporation that enabled investors to pool financial capital for colonial and commercial ventures
5. \_\_\_\_\_ Name of two wars, fought in 1614 and 1644, between the English in Jamestown and the nearby Indian leader
6. \_\_\_\_\_ The harsh system of laws governing African labor, first developed in Barbados and later officially adopted by South Carolina in 1696
7. \_\_\_\_\_ The Virginia assembly that first established local representative self-government for English settlers in North America
8. \_\_\_\_\_ Penniless people obligated to engage in unpaid labor for a fixed number of years, usually in exchange for passage to the New World or other benefits
9. \_\_\_\_\_ Persecuted English religious minority for whom colonial Maryland was intended to be a refuge
10. \_\_\_\_\_ Poor farmers in North Carolina and elsewhere who occupied land and raised crops without gaining legal title to the soil

11. \_\_\_\_\_ Spain’s North American colony from which Spanish intruders periodically threatened English settlers in Georgia and the Carolinas
12. \_\_\_\_\_ The primary staple crop of early Virginia, Maryland, and North Carolina
13. \_\_\_\_\_ The only southern colony with a slave majority
14. \_\_\_\_\_ The primary plantation crop of South Carolina
15. \_\_\_\_\_ A melting-pot town in early colonial Georgia

### 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. _____ 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 Catholic Spanish         |
| 8. _____ John Wesley                         | h. The Catholic aristocrat who sought to build a sanctuary for his fellow believers                  |
| 9. _____ Lord Baltimore                      | i. The failed lost colony founded by Sir Walter Raleigh  |
| 10. _____ South Carolina                     | j. Riverbank site where Virginia Company settlers planted the first permanent English colony         |
| 11. _____ North Carolina                     | k. Colony that established the House of Burgesses as first representative government in 1619         |
| 12. _____ Georgia                            | l. Virginia leader saved by Pocahontas,  |
| 13. _____ James Oglethorpe                   | m. Elizabethan courtiers who failed in their attempts to found New World colonies                    |
| 14. _____ Elizabeth I                        |  |
| 15. _____ Jamestown                          |  |

- 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

### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- 1. \_\_\_\_\_ A surprising naval victory by the English inspires a burst of national pride and paves the way for colonization.
- 2. \_\_\_\_\_ A Catholic aristocrat founds a colony as a haven for his fellow believers.
- 3. \_\_\_\_\_ Settlers from the West Indies found a colony on the North American mainland.
- 4. \_\_\_\_\_ An English colony is founded by philanthropists as a haven for imprisoned debtors.
- 5. \_\_\_\_\_ A company of investors launches a disaster-stricken but permanent English colony along a mosquito-infested river in Virginia.

### F. 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 gentry to seek their fortunes in exploration and colonization
7. _____ John Smith's stern leadership in Virginia	g. Contributed to the formation of powerful Indian coalitions like the Iroquois and the Algonquians
8. _____ The English settlers' near-destruction of small Indian tribes	h. Kept the buffer colony poor and largely unpopulated for a long time
9. _____ The flight of poor farmers and religious dissenters from planter-run Virginia	i. Became the legal basis for slavery in North America
10. _____ Georgia's unhealthy climate, restrictions on slavery, and vulnerability to Spanish attacks	



- j. Forced numerous laborers off the land and sent them looking for opportunities elsewhere

## G. Developing Historical Skills

### Understanding Historical Comparisons

To understand historical events, historians frequently compare one set of conditions with another so as to illuminate both similarities and differences. In this chapter, there are comparisons of English colonization in North America with (a) England's imperial activity in Ireland, (b) Spanish colonization, and (c) England's colonies in the West Indies. Examine these three comparisons, and then answer the following questions.

1. What similarities developed between the English attitude toward the Irish and the English attitude toward Native Americans, and why?
2. What characteristics of England after the victory over the Spanish Armada were similar to Spain's condition one century earlier?
3. How was the sugar economy of the West Indies different from the tobacco economy of the Chesapeake?

## H. Map Mastery

### Map Discrimination

Using the maps and charts in Chapter 2, answer the following questions.

1. *Sources of the Puritan "Great Migration" to New England, 1620–1650*: List any five of the English woolen district counties from which the Puritans came.
2. *Early Maryland and Virginia*:
  - a. The colony of Maryland was centered on what body of water?
  - b. The *eastern* boundary of Lord Baltimore's original Maryland land grant was formed by what river and bay of the same name?

3. *Early Carolina and Georgia Settlements:*
- Which southern colony bordered on foreign, non-English territory?
  - Which southern English colony had the smallest western frontier?
  - In which colony was each of the following cities located: Charleston, Savannah, Newbern, Jamestown?
  - It was exactly twice as many years between the formation of North Carolina and Georgia as between the formation of \_\_\_\_\_ and \_\_\_\_\_.

### Map Challenge

- Besides the James River, what shorter river defines the peninsula where Jamestown was located?
- What river marked the border between the Virginia and Maryland colonies?

### PART III: APPLYING WHAT YOU HAVE LEARNED

- What was the primary purpose of the English settlement of Jamestown, and how successful were the colonists in achieving that goal in the first twenty years?
- What features were common to all of England's southern colonies, and what features were peculiar to each one?
- In what ways did the relationship between whites and Indians (Powhatans) in Virginia establish the pattern for later white-Indian relations across North America.
- How did the search for a viable labor force affect the development of the southern colonies? Why did African slavery almost immediately become the dominant labor system in South Carolina, while only slowly taking firm hold in England's other southern colonies?
- Which was the most important factor shaping the development of England's southern colonies in the seventeenth century: Indian relations, the one-crop plantation economy, or slavery? Explain and support your answer.
- Compare and contrast the early colonial empires of Spain and England in terms of motives, economic foundations, and relations with Africans and Indians (see Chapter 1). What factors explain the similarities and differences in the two ventures?

## 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
  - a. sought settlers primarily from England and Scotland.
  - b. experienced continuing warfare with neighboring Indian tribes.
  - c. actively sought settlers from Germany and other non-British countries.
  - d. set up the Quaker religion as its tax-supported established church.
  - e. made Penn himself a wealthy and powerful figure in the English government.
14. Besides Pennsylvania, Quakers were also heavily involved in the early settlement of both
  - a. New Jersey and New York.
  - b. New Jersey and Delaware.
  - c. New Netherland and New York.
  - d. Maryland and Delaware.
  - e. Delaware and Rhode Island.
15. The middle colonies of New York, New Jersey, Pennsylvania, and Delaware
  - a. depended almost entirely on industry rather than agriculture for their prosperity.
  - b. had powerful established churches that suppressed religious dissenters.
  - c. relied heavily on slave labor for their agriculture.
  - d. fought frequent and bitter wars with the Indian tribes of the region.
  - e. had more ethnic diversity than either New England or the southern colonies.

### C. Identification

Supply the correct identification for each numbered description.

1. \_\_\_\_\_ Sixteenth-century religious reform movement begun by Martin Luther
2. \_\_\_\_\_ English Calvinists who sought a thorough cleansing of the Church of England while remaining officially within that church
3. \_\_\_\_\_ Radical Calvinists who considered the Church of England so corrupt that they broke with it and formed their own independent churches
4. \_\_\_\_\_ The shipboard agreement by the Pilgrim Fathers to establish a body politic and submit to majority rule
5. \_\_\_\_\_ The name eventually applied to the Puritans' established church in Massachusetts and several other New England colonies
6. \_\_\_\_\_ The elite English university where John Cotton and many other Puritan leaders of New England had been educated
7. \_\_\_\_\_ The two major nonfarming industries of Massachusetts Bay
8. \_\_\_\_\_ Anne Hutchinson's heretical belief that the truly saved need not obey human or divine law
9. \_\_\_\_\_ Common fate of Roger Williams and Anne Hutchinson after they were convicted of heresy in Massachusetts Bay



10. \_\_\_\_\_ Vicious war waged by English settlers and their Narragansett Indian allies that virtually annihilated a major Indian tribe in Connecticut
11. \_\_\_\_\_ A major pan-Indian uprising of 1675–1676 that destroyed many Puritan towns but ultimately represented a major defeat for New England’s Indians
12. \_\_\_\_\_ English revolt of 1688–1689 that overthrew the Catholic King James II and also led to the overthrow of the Dominion of New England in America
13. \_\_\_\_\_ Vast feudal estates in the rich Hudson River valley that created an aristocratic elite in the New Netherland and later New York colony
14. \_\_\_\_\_ Collective term for the Pennsylvania statutes that prohibited the theater, cards, dice, and other activities and games deemed immoral.
15. \_\_\_\_\_ William Penn’s “city of brotherly love” that became the most prosperous and tolerant urban center in England’s North American colonies

### 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. ___ 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          |  |
| 13. ___ King Philip             |  |
| 14. ___ Peter Stuyvesant        |  |
| 15. ___ William Penn            |  |

- l. Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed
- m. Wampanoag chieftain who 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

### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 10.

1. \_\_\_\_\_ New England Confederation achieves a notable military success.
2. \_\_\_\_\_ English separatists migrate from Holland to America.
3. \_\_\_\_\_ Swedish colony on Delaware River is conquered by Dutch neighbor.
4. \_\_\_\_\_ Manhattan Island is acquired by non-English settlers.
5. \_\_\_\_\_ Protestant Reformation begins in Europe and England.
6. \_\_\_\_\_ Quaker son of an English admiral obtains a royal charter for a colony.
7. \_\_\_\_\_ Puritans bring a thousand immigrants and a charter to America.
8. \_\_\_\_\_ England conquers a colony on the Hudson River.
9. \_\_\_\_\_ Convicted Massachusetts Bay heretic founds a colony as a haven for dissenters.
10. \_\_\_\_\_ James II is overthrown in England, and Edmund Andros is overthrown in America.

### F. 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	
5. ___ King Philip's War	

- |  |  |
|--|--|
| <p>6. ___ The Dutch West India Company's search for quick profits</p> <p>7. ___ Dutch and English creation of vast Hudson Valley estates</p> <p>8. ___ The English government's persecution of Quakers</p> <p>9. ___ William Penn's liberal religious and immigration policies</p> <p>10. ___ The middle colonies' cultivation of broad, fertile river valleys</p> | <p>d. Spurred formation of the Massachusetts Bay Company and mass migration to New England</p> <p>e. Encouraged large-scale foreign immigration to Pennsylvania</p> <p>f. Led to restriction of political participation in colonial Massachusetts to visible saints</p> <p>g. Spurred William Penn's founding of Pennsylvania</p> <p>h. Meant that New Netherland was run as an authoritarian fur trading venture</p> <p>i. Ended New England Indians' attempts to halt white expansion</p> <p>j. Led to the founding of Rhode Island as a haven for unorthodox faiths</p> |
|--|--|

## G. Developing Historical Skills

### Using Quantitative Maps

Some maps, like *The Great English Migration*, present quantitative as well as geographical information. By making a few simple calculations, additional information and conclusions can be derived. Adding the figures on the map indicates that about 68,000 English people came to North America and the West Indies from about 1630 to 1642. Study the map and answer the following questions.

- About what percentage of the total English migration went to New England? (Divide the figure for New England by the total number of immigrants.)
- How many more English settlers went to the West Indies than to New England?

## H. Map Mastery

### Map Discrimination

Using the maps and charts in Chapter 3, answer the following questions.

- Seventeenth-Century New England Settlements*: Which New England colony was largely centered on a single river valley?

2. *Seventeenth-Century New England Settlements*: Which New England colony was made part of Massachusetts Bay in 1641 but separated from the Bay Colony in 1679?
3. *Seventeenth-Century New England Settlements*: When Roger Williams fled Massachusetts to found a new colony, in which direction did he go?
4. *The Stuart Dynasty in England*: Which was the only New England colony founded during the Restoration regime of Charles II?
5. *The Stuart Dynasty in England*: Which New England colony was not founded during the reigns of Charles I or Charles II?
6. *Early Settlements in the Middle Colonies, with Founding Dates*: The territory that was once New Sweden became part of which three English colonies?

### Map Challenge

Using the map of *Seventeenth Century New England Settlements* and the related text, write an essay explaining why New England came to be politically and religiously dominated by Massachusetts Bay. Which one New England colony, even though founded by someone originally from the Bay Colony, most vigorously resisted Massachusetts' domination, and why?

### PART III: APPLYING WHAT YOU HAVE LEARNED

1. Compare and contrast the New England and middle colonies in terms of motives for founding, religious and social composition, economic foundations, and political development.
2. How did the Puritans' distinctive religious outlook and church organization shape the politics, society, and culture of Massachusetts Bay and most of the other New England colonies?
3. "The dissent from Puritanism was as important in the formation of New England as Puritanism itself." How valid is this statement? Defend your answer.
4. Contrast Puritan New England's policies toward the Indians with the initial policies of the Quaker settlers in Pennsylvania. Why was Pennsylvania's Indian policy ultimately unsuccessful?
5. Describe and analyze the English government's relationship with New England and the middle colonies during the course of the seventeenth century. Is the term *benign neglect* an accurate description of English colonial policy?

6. Discuss the development of religious and political freedom in Massachusetts, Rhode Island, New York, and Pennsylvania. How did the greater degree of such freedoms enjoyed by Rhode Island and Pennsylvania affect life in those colonies?
7. What economic, social, and ethnic conditions typical of the early southern colonies (see Chapter 2) were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

## 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
  - a. raising wheat and oats rather than the corn grown by Indians.
  - b. burning the forests that the Indians had rigorously protected against fires.
  - c. beating trails through the woods as they pursued seasonal hunting and fishing.
  - d. building an extensive system of roads and canals.
  - e. their extensive introduction of livestock.

### C. Identification

Supply the correct identification for each numbered description.

1. \_\_\_\_\_ Early Maryland and Virginia settlers had difficulty creating them and even more difficulty making them last
2. \_\_\_\_\_ The principal economic product of early Maryland and Virginia
3. \_\_\_\_\_ Immigrants who received passage to America in exchange for a fixed term of labor
4. \_\_\_\_\_ Maryland and Virginia's system of granting land to anyone who would pay trans-Atlantic passage for laborers
5. \_\_\_\_\_ Laws first passed in 1662 that made blacks and their children the lifelong property of their white masters
6. \_\_\_\_\_ New England colony that was home to most North American slave traders
7. \_\_\_\_\_ English company that lost its monopoly on the slave trade in 1698

8. \_\_\_\_\_ African American language that blended English with Yoruba, Ibo, and Hausa
9. \_\_\_\_\_ Site of northern slave revolt of 1712 that led to the deaths of nine whites and the execution of more than twenty blacks
10. \_\_\_\_\_ Shorthand term for the wealthy extended clans like the Fitzhughs, Lees, and Washingtons that dominated politics in the most populous colony
11. \_\_\_\_\_ Occupation of assisting in childbirth that was a virtual female monopoly in colonial New England
12. \_\_\_\_\_ The basic local political institution of New England, in which all freemen gathered to elect officials and debate local affairs
13. \_\_\_\_\_ Formula devised by Puritan ministers in 1662 to offer partial church membership to people who had not experienced conversion
14. \_\_\_\_\_ Late seventeenth-century judicial event that inflamed popular feelings, led to the deaths of twenty people, and weakened the Puritan clergy’s prestige
15. \_\_\_\_\_ A form of Puritan sermon that scolded parishioners for declining piety and urged repentance and reform

**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.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. ___ Chesapeake</li> <li>2. ___ Indentured servants</li> <li>3. ___ Nathaniel Bacon</li> <li>4. ___ William Berkeley</li> <li>5. ___ Royal African Company</li> <li>6. ___ Middle passage</li> <li>7. ___ Ringshout</li> <li>8. ___ Stono River</li> <li>9. ___ Gullah</li> <li>10. ___ New England conscience</li> <li>11. ___ Harvard</li> <li>12. ___ William and Mary</li> <li>13. ___ Half-Way Covenant</li> <li>14. ___ Salem witch trials</li> <li>15. ___ Leisler’s Rebellion</li> </ol> | <ol style="list-style-type: none"> <li>a. Site of a 1739 South Carolina slave revolt</li> <li>b. Helped erase the earlier Puritan distinction between the converted elect and other members of society</li> <li>c. A bloody New York revolt of 1689–1691 that reflected class antagonism between rich landlords and aspiring merchants</li> <li>d. Primary form of labor in early southern colonies until the 1680s</li> <li>e. Term for the brutal slave journey from Africa to the Americas</li> <li>f. Coastal African American language that blended elements of English with the African languages Yoruba, Ibo, and Hausa</li> <li>g. West African religious rite, retained by African Americans, in which participants responded to the shouts of a preacher</li> <li>h. Phenomena started by adolescent girls’ accusations that ended with the deaths of twenty people</li> <li>i. Virginia-Maryland bay area, site of the earliest colonial settlements</li> </ol> |
|---|--|

- j. The legacy of Puritan religion that inspired idealism and reform among later generations of Americans
- k. Colonial Virginia official who crushed rebels and wreaked cruel 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

### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 10.

1. \_\_\_\_\_ Legal lynching of twenty accused witches occurs.
2. \_\_\_\_\_ Royal slave trade monopoly ends.
3. \_\_\_\_\_ First colonial college is founded.
4. \_\_\_\_\_ Landless whites in Virginia lose the right to vote.
5. \_\_\_\_\_ Major rebellion by African Americans occurs in one of the middle colonies.
6. \_\_\_\_\_ Southern slaves in revolt try, but fail, to march to Spanish Florida.
7. \_\_\_\_\_ Partial church membership is opened to the unconverted.
8. \_\_\_\_\_ African slaves begin to replace white indentured labor on southern plantations.
9. \_\_\_\_\_ Poor Virginia whites revolt against governor and rich planters.
10. \_\_\_\_\_ First Africans arrive in Virginia.

### F. 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
	c. Produced large number of unattached males and weak family structure

- |   |  |
|---|--|
| <p>3. ___ Planters' fears of indentured servants' rebellion, coupled with rising wages in England</p> <p>4. ___ The dramatic increase in colonial slave population after 1680s</p> <p>5. ___ The growing proportion of female slaves in the Chesapeake region after 1720</p> <p>6. ___ New Englanders' introduction of livestock and intensive agriculture</p> <p>7. ___ The healthier climate and more equal male-female ratio in New England</p> <p>8. ___ The decline of religious devotion and in number of conversions in New England</p> <p>9. ___ Unsettled New England social conditions and anxieties about the decline of the Puritan religious heritage</p> <p>10. ___ The rocky soil and harsh climate of New England</p> | <p>d. Thwarted success in agriculture but helped create the tough New England character</p> <p>e. Inspired the Half-Way Covenant and jeremiad preaching</p> <p>f. Reduced forests and damaged the soil</p> <p>g. Produced high birthrates and a very stable family structure</p> <p>h. Fostered stronger slave families and growth of slave population through natural reproduction of children</p> <p>i. Underlay the Salem witchcraft persecutions</p> <p>j. Caused southern planters to switch from indentured-servant labor to African slavery</p> |
|---|--|

## G. Developing Historical Skills

### Learning from Historical Documents

The illustrations on pp. 71 and 82 reproduce parts of two colonial documents: excerpts from an indentured servant's contract and some pages from a children's schoolbook, *The New England Primer*. By carefully examining these documents, you can learn much about early colonial culture and ideas. Answering the following questions will illustrate the kind of information that historical documents can provide.

1. What principal goals are the master and the indentured servant each seeking in the contract?
2. What do the potential problems that each side anticipates reveal about the nature of the relationship between masters and indentured servants?
3. How does the *New England Primer* directly link religious obligation with obedience to political authority and to parents?
4. Besides reading and writing, what other skill does the *Primer* instruct the teacher to develop in the child through sentences like this?

### **PART III: APPLYING WHAT YOU HAVE LEARNED**

1. Why was the tobacco culture of early Maryland and Virginia so harsh and unstable. How did the environmental and demographic conditions of the Chesapeake region—especially rampant disease and the scarcity of women—affect the social and political life of the colonies?
2. What was the underlying cause of the expansion of African slavery in English North America?
3. Could the colonies' labor problem have been solved without slavery?
4. How did African Americans develop a culture that combined African and American elements? What were some of the features of that culture?
5. Compare and contrast the typical family conditions and ways of life of southern whites, African American slaves, and New Englanders in the seventeenth century.
6. How did the harsh climate and soil, stern religion, and tightly knit New England town shape the Yankee character?
7. In what ways were married colonial New England women second-class citizens, subjected to discrimination and control, and in what ways was their status and well-being protected by law and society. Is it fair to critically judge colonial gender relations by later standards of equality and rights?
8. How did the Salem witch episode reflect the tensions and changes in seventeenth-century New England life and thought?
9. In what ways was seventeenth-century colonial society already recognizably American in relation to issues of family life, social class, ethnicity, and religion, and in what ways did it still reflect Old World features—whether European or African?

## 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
  - a. extending the franchise to include almost all adult white citizens.
  - b. passing laws prohibiting the governors from owning land or industries.
  - c. voting them out of office.
  - d. using their power of the purse to withhold the governor's salary.
  - e. appealing over the heads of the governors to the British Parliament.

### C. Identification

Supply the correct identification for each numbered description.

1. \_\_\_\_\_ Corruption of a German word used as a term for German immigrants in Pennsylvania
2. \_\_\_\_\_ Ethnic group that had already relocated once before immigrating to America and settling largely on the western frontier of the middle and southern colonies
3. \_\_\_\_\_ Rebellious movement of North Carolina frontiersmen against eastern domination that included future President Andrew Jackson
4. \_\_\_\_\_ Popular term for convicted criminals dumped on colonies by British authorities
5. \_\_\_\_\_ Dread disease that afflicted one out of every five colonial Americans, including George Washington
6. \_\_\_\_\_ Lucrative profession, especially prevalent in New England, that marketed its product to the Catholic nations of southern Europe
7. \_\_\_\_\_ Small but profitable trade route that linked New England, Africa, and the West Indies
8. \_\_\_\_\_ Popular colonial centers of recreation, gossip, and political debate
9. \_\_\_\_\_ Term for tax-supported condition of Congregational and Anglican churches, but not of Baptists, Quakers, and Roman Catholics
10. \_\_\_\_\_ Spectacular, emotional religious revival of the 1730s and 1740s
11. \_\_\_\_\_ Ministers who supported the Great Awakening against the old light clergy who rejected it
12. \_\_\_\_\_ 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
13. \_\_\_\_\_ The case that established the precedent that true statements about public officials could not be prosecuted as libel
14. \_\_\_\_\_ The first American college not to be sponsored by a religious denomination, strongly supported by Benjamin Franklin
15. \_\_\_\_\_ 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.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. ___ Philadelphia</li> <li>2. ___ African Americans</li> <li>3. ___ Scots-Irish</li> <li>4. ___ Paxton Boys and Regulators</li> <li>5. ___ Patrick Henry</li> </ol> | <ol style="list-style-type: none"> <li>a. Itinerant British evangelist who spread the Great Awakening throughout the colonies</li> <li>b. Colonial printer whose case helped begin freedom of the press</li> </ol> |
|--|--|

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

### E. Putting Things in Order

Put the following events in correct order by numbering them 1 to 10.

- |   |   |
|---|---|
| <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> | <p>Epochal freedom of the press case is settled.</p> <p>First southern college to train Anglican clergy is founded.</p> <p>Britain vetoes colonial effort to halt slave importation.</p> <p>Scots-Irish protestors stage armed marches.</p> <p>First medical attempts are made to prevent dreaded disease epidemics.</p> <p>Parliament attempts to restrict colonial trade with French West Indies.</p> |
|---|---|

7. \_\_\_\_\_ Princeton College is founded to train new light ministers.
8. \_\_\_\_\_ An eloquent British preacher spreads evangelical religion through the colonies.
9. \_\_\_\_\_ Benjamin Franklin starts printing his most famous publication.
10. \_\_\_\_\_ A fiery, intellectual preacher sets off a powerful religious revival in New England.

### F. 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 high natural fertility of the colonial population	a. Prompted colonial assemblies to withhold royal governors' salaries
2. _____ The heavy immigration of Germans, Scots-Irish, Africans, and others into the colonies	b. Created the conditions for the Great Awakening to erupt in the early eighteenth century
3. _____ The large profits made by merchants as military suppliers for imperial wars	c. Resulted in the development of a colonial melting pot, only one-half English by 1775
4. _____ American merchants' search for non-British markets	d. Was met by British attempts to restrict colonial trade, such as the Molasses Act
5. _____ Dry overintellectualism and loss of religious commitment	e. Increased the wealth of the eighteenth-century colonial elite
6. _____ The Great Awakening	f. Led to the increase of American population to one-third of England's in 1775
7. _____ The Zenger case	g. Forced the migration of colonial artists to Britain to study and pursue artistic careers
8. _____ The appointment of unpopular or incompetent royal governors to colonies	h. Marked the beginnings of freedom of printed political expression in the colonies
9. _____ Upper-class fear of democratic excesses by poor whites	i. Reinforced colonial property qualifications for voting
10. _____ The lack of artistic concerns, cultural tradition, and leisure in the colonies	j. Stimulated a fervent, emotional style of religion, denominational divisions, and a greater sense of intercolonial American identity

## G. Developing Historical Skills

### Learning from Map Comparison

By comparing two similar maps dealing with the same historical period, you can derive additional information about the relations between the two topics the maps emphasize. The map on p. 89 shows immigrant groups in 1775, and the map on p. 94 shows the colonial economy. By examining both maps, you can learn about the likely economic activities of various immigrant groups. Answer the following questions.

1. To what extent were Scots-Irish immigrants involved in tobacco cultivation?
2. What agricultural activities were most of the Dutch immigrants involved in?
3. With what part of the agricultural economy were African American slaves most involved?
4. Which major immigrant group may have had some involvement in the colonial iron industry?

## H. Map Mastery

### Map Discrimination

Using the maps and charts in Chapter 5, answer the following questions.

1. Which section contained the fewest non-English minorities?
2. The Scots-Irish were concentrated most heavily on the frontiers of which four colonies?
3. In which colony were German and Swiss immigrants most heavily concentrated?
4. Which colony contained the largest concentration of French immigrants?



5. Which four colonies had the greatest concentration of tobacco growing?
6. Which was the larger minority in the colonies: all the non-English white ethnic groups together or the African Americans?
7. Which two social groups stood between the landowning farmers and the slaves in the colonial social pyramid?
8. Which of the following religious groups were most heavily concentrated in the middle colonies: Lutherans, Dutch Reformed, Quakers, Baptists, or Roman Catholics?
9. How many years after the Declaration of Independence in 1776 was the last church officially disestablished?
10. How many of the colonial colleges were originally founded by established denominations?

### Map Challenge

Using the map on p. 89, write a brief essay in which you compare the ethnic mix in each of the following colonies: North Carolina, Virginia, Pennsylvania, New York, and Massachusetts.

### PART III: APPLYING WHAT YOU HAVE LEARNED

1. What factors contributed to the growing numbers and wealth of the American colonists in the eighteenth century?
2. Describe the structure of colonial society in the eighteenth century. What developments tended to make society less equal and more hierarchical?
3. What attitudes toward government and authority did eighteenth-century Americans most commonly display. Cite specific developments or events that reflect these outlooks.
4. What were the causes and consequences of the Great Awakening? How was religious revival linked to the development of a sense of American uniqueness and identity?
5. What features of colonial politics contributed to the development of popular democracy, and what kept political life from being more truly democratic?

6. What were Americans' essential attitudes toward education, professional learning, and higher forms of culture and science. Why were colonial newspapers and publications like Benjamin Franklin's *Poor Richard's Almanack* so popular?
7. Some historians claim that eighteenth-century American society was actually becoming more European than it had been in the previous century, while others contend that developments like the Great Awakening and the rise of colonial assemblies made the colonies truly American for the first time. Which of these interpretations is more persuasive, and why?
8. Compare and contrast the social structure and culture of the eighteenth century with that of the seventeenth century (see Chapter 4). In what ways was eighteenth-century society more complex and in what ways did it clearly continue earlier ideas and practices?