

## **Chapter Self Test**

After you have read the chapter in the text and done the exercises in the Study Guide, take the following self test to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

### **MULTIPLE-CHOICE QUESTIONS**

Circle the letter of the response that best answers the question or completes the statement.

1. By the 1750s colonial legislatures had come to see themselves as:
  - a. little parliaments.
  - b. agents of the royal governor.
  - c. powerless.
  - d. agents for democratic reform.
2. A conference of colonial leaders gathered in Albany, New York, in 1754 to discuss a proposal by Benjamin Franklin to:
  - a. establish "one general government" for all of the colonies.
  - b. negotiate a treaty with the French.
  - c. expand a system of intercolonial roads.
  - d. extend the operation of the colonial postal service.
3. Both the French and the English were well aware that the battle for control of North America would be determined in part by:
  - a. who had the Dutch on their side.
  - b. whose king was the best military commander.
  - c. which group could win the allegiance of native tribes.
  - d. whose armies could best fight "Indian" fashion.
4. The British victory in the Great War for the empire:
  - a. expelled France and Spain from North America.
  - b. gave England control of the settled regions of North America, including Canada and Florida.
  - c. resulted in the defeat of all North American Indian tribes.
  - d. resulted in less contact between Britain and America.
5. Prior to the Great War for the empire, the Iroquois Confederacy:
  - a. traded exclusively with the English.
  - b. traded exclusively with the French.
  - c. maintained their autonomy by avoiding a close relationship with both French and the English.
  - d. traded only with the five tribes that made up the Confederacy.
6. Which of the following did not occur during the Great War for the empire?
  - a. Americans were reimbursed for supplies requisitioned in their British colonies.
  - b. Colonial assemblies were in charge of recruitment in their respective colonies.
  - c. The French lost the city of Quebec.
  - d. Most of the fighting was done by colonial militia.

7. For which of the following was the result of the Great War for the empire a disaster?
- English frontiersmen and traders.
  - Colonial merchants.
  - The Iroquois Confederacy.
  - The Royal Africa Company.
8. The English decision to reorganize the British Empire after 1763 was the result of:
- colonial demands for more efficient government.
  - problems in the merchant community and their desire for regulation.
  - colonial unrest, which the British government planned to put down before it became serious.
  - a need to administer an empire that was now twice as large as it had been.
9. In an effort to keep peace between frontiersmen and Indians and provide for a more orderly settlement of the West, the British government:
- forbade settlers from crossing the mountains that divided the Atlantic coast from the interior.
  - gave Indian tribes and confederations colonial status.
  - allowed interior settlement only if settlers bought land from the tribes.
  - put forts in the Ohio Valley to protect settlers there.
10. Which of the following was a consequence of the policies of the Grenville ministry?
- British tax revenues in the colonies increased ten times.
  - Colonists effectively resisted and paid little tax.
  - Many colonial merchants went out of business.
  - Colonial assemblies assumed the responsibility for taxing their individual colonies.
11. The Regulator movement of 1771 consisted of:
- Pennsylvania frontiersmen who demanded attention from the colonial government for their defense needs.
  - farmers of the Carolina upcountry who protested lack of representation and forcibly resisted tax collection.
  - northern merchants who refused to comply with the restrictions of the Grenville program.
  - western farmers who protested the Proclamation of 1763.
12. British policies after 1763:
- destroyed the economy of the American colonies.
  - stripped colonial assemblies of their authority.
  - created a deep sense of economic unease, particularly in colonial cities.
  - actually helped the colonial economy.
13. Colonists argued that the Stamp Act was not proper because:
- it affected only a few people, so the burden was not shared.
  - the money raised would not be spent in the colonies.
  - colonies could be taxed only by their provincial assemblies.
  - the tax was too high.

14. British authorities decided to repeal the Stamp Act primarily because of the:
- passage of the "Virginia Resolves."
  - well-reasoned petitions of the Stamp Act Congress.
  - intimidation tactics employed by the Sons of Liberty.
  - economic pressure caused by a colonial boycott of English goods.
15. Colonists were most upset over the Mutiny Act (Quartering Act) of 1765 because it:
- required that the colonies pay the soldiers expenses.
  - quartered troops in private residences.
  - required colonies to draft citizens to serve in the Army.
  - punished innocent civilians for the vague crime of "mutiny."
16. Colonial "committees of correspondence" were created to:
- keep colonial intellectuals in contact with each other.
  - publicize grievances against England.
  - improve the writing skills of young gentlemen.
  - correspond with English radicals who supported the American cause.
17. American complaints concerning lack of representation made little sense to the English who pointed out that:
- over eighty percent of the population of Great Britain was entitled to vote for members of Parliament.
  - each colony was represented by an agent and a designated member of Parliament.
  - each member of Parliament represented the interests of the whole empire rather than a particular individual or geographical area.
  - American participation in parliamentary discussions would bind them to unpopular decisions.
18. Colonists felt that when the English constitution was allowed to function properly, it created the best political system because it:
- distributed power among the three elements of society—the monarchy, the aristocracy, and the common people.
  - created a republican government.
  - created a democracy.
  - put power in the hands of those best suited to govern.
19. The Coercive Acts or "Intolerable Acts":
- isolated Massachusetts from the other colonies.
  - made Massachusetts a martyr in the eyes of other colonists.
  - created no concern among any group other than merchants.
  - increased the power of colonial assemblies.
20. Which of the following was not a step taken by the First Continental Congress?
- It adopted a plan for a colonial union under British authority.
  - It endorsed a statement of grievances.
  - It called for military preparations.
  - It called for a series of boycotts.

## **TRUE-FALSE QUESTIONS**

Read each statement carefully. Mark true statements "T" and false statements "F."

1. By the 1750s most Americans felt little loyalty to the British crown.
2. The French were able to forge good relations with the Indian tribes because they were more tolerant of the Indian way of life than the British were.
3. Before the Great War for the empire, England, France, and Spain had been at peace with each other for nearly half a century.
4. The Seven Years' War, the French and Indian War, and the Great War for the Empire are all the same war.
5. After the Peace of Paris of 1763, the English were inclined to let the colonies go their own way, with few restrictions.
6. England was fortunate that King George III was young, bright, and surprisingly mature for his age.
7. Because they needed protection, colonists in both the East and the West were glad to have regular British troops stationed permanently in America.
8. The Paxton Boys and the Regulator movement revealed that colonists in the West believed they were not being treated fairly by colonists in the East.
9. The Stamp Act was particularly ill-designed by the British, for it evoked opposition from some of the most powerful and strategically placed members of the colonial population.
10. Colonists were concerned over the immediate impact of the Stamp Act, not its long-range implications.
11. Parliament repealed the Stamp Act and in the Declaratory Act it declared that it would not tax the colonies in this way again.
12. Colonists responded to the Townshend Duties with agreements not to import the taxed goods.
13. Americans wanted their representatives to "actually" represent them, while the British claimed the Parliament represented all British citizens, no matter where they lived.
14. Among the basic principles held by Americans was the belief that people should be taxed only with their own consent.
15. The British soldiers involved in the "Boston Massacre" were convicted of murder and hung.
16. Women, especially southern women, took no part in the protests and boycotts rising from the Coercive Acts.
17. By the time the First Continental Congress convened in 1774, a growing majority of Americans agreed upon the necessity of a declaration of independence.
18. Lord North assumed that most colonists would welcome the Tea Act of 1773 because it made tea cheaper.
19. Those who attended the Continental Congress did not intend for it to be a continuing organization.
20. The fighting at Lexington and Concord caused many who previously had little enthusiasm for the rebel cause to rally to it.

## GENERAL DISCUSSION QUESTIONS FOR CHAPTERS ONE-FOUR

These questions are designed to help you bring together ideas from several chapters and see how the chapters relate to one another.

1. Compare and contrast the English, Spanish, and French colonial systems—their functioning, their successes and failures, and their impact on the Native American population.
2. Why was labor such a problem for colonists in the seventeenth century? How was this problem addressed in the middle and the New England colonies? What effect did these efforts to solve the labor shortage have on the social and economic systems of these regions?
3. During the years before the Revolution, the "transplanted English" became Americans and developed characteristics that made them different from their counterparts in the mother country. What was this "American character"? Look at the social, economic, religious, and political institutions that grew up in colonial America, as reflected in the illustrations in your text, and from these pictures, identify the elements that combined to produce the American character. Once this is done, write an essay in which you explain just what made the American unique.
4. Colonists who first came to America came in search of rather specific things. Some found what they wanted; others did not. But most stayed to create a new life for themselves. What happened to their initial dreams? Examine the goals set by those who first came to Massachusetts Bay and those who first came to Virginia, and compare those goals with what their descendants were seeking in the 1770s. What had happened? How had the dreams of the early 1600s become the issues of the 1770s, and what do these changes tell you about the impact America had on European ideas and institutions?
5. Examine the unrest in the American colonies during the late seventeenth and early eighteenth centuries, and compare the causes of that turbulence with those that led to the colonial protests of the 1760s and 1770s. What parallels do you find? What are the differences? Considering what you have discovered, do you feel the American Revolution was the result of the events that immediately preceded it, or did it result from attitudes long held by colonists? Explain your conclusions.
6. Explain how the colonization of America was as much a biological invasion as a cultural one, and discuss how this was critical to the success of the English.

## Answers to Chapter Self Tests

### Chapter One

#### MULTIPLE-CHOICE QUESTIONS

1. c
2. d
3. a
4. b
5. d
6. c
7. a
8. b
9. b
10. a
11. c
12. b
13. a
14. b
15. a
16. d
17. b
18. c
19. b
20. b

#### TRUE-FALSE QUESTIONS

1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. T
10. F
11. F
12. T
13. F
14. F
15. T

- 16. F
- 17. T
- 18. F
- 19. T
- 20. T

**Chapter Two**

**MULTIPLE-CHOICE QUESTIONS**

- 1. b
- 2. b
- 3. c
- 4. a
- 5. c
- 6. c
- 7. c
- 8. d
- 9. a
- 10. e
- 11. c
- 12. b
- 13. b
- 14. d
- 15. a
- 16. a
- 17. b
- 18. c
- 19. b
- 20. a
- 21. a
- 22. b

**TRUE-FALSE QUESTIONS**

- 1. F
- 2. F
- 3. T
- 4. T
- 5. F
- 6. F
- 7. F
- 8. F
- 9. T

- 10. F
- 11. T
- 12. F
- 13. F
- 14. F
- 15. F
- 16. T
- 17. F
- 18. F
- 19. F
- 20. T
- 21. F

**Chapter Three**

**MULTIPLE-CHOICE QUESTIONS**

- 1. c
- 2. a
- 3. a
- 4. d
- 5. d
- 6. d
- 7. a
- 8. d
- 9. c
- 10. a
- 11. b
- 12. a
- 13. d
- 14. c
- 15. b
- 16. d
- 17. b
- 18. c
- 19. d
- 20. d

**TRUE-FALSE QUESTIONS**

- 1. T
- 2. T
- 3. F
- 4. F



5. F
6. F
7. T
8. T
9. F
10. F
11. T
12. F
13. F
14. F
15. T
16. F
17. T
18. F
19. T
20. T

#### Chapter Four

#### MULTIPLE-CHOICE QUESTIONS

1. a
2. a
3. c
4. b
5. c
6. d
7. c
8. d
9. a
10. a
11. b
12. c
13. c
14. d
15. a
16. b
17. c
18. a
19. b
20. a

## **TRUE-FALSE QUESTIONS**

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F
11. F
12. T
13. T
14. T
15. F
16. F
17. F
18. F
19. T
20. T

## **Chapter Five**

## **MULTIPLE-CHOICE QUESTIONS**