

3. By violating the Navigation Acts and developing their own trading patterns, were the North American colonies creating their own mercantile system? Discuss this question and the implications it might have for future relations with England.
4. What role did religion play in the advance of education in America? In what way did religion also hinder education? After assessing these two relationships, show the extent to which the fruits of education (reading, writing, science, and law) flourished in America; at the same time, show how these helped to form a character that was "American."

### **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. During the seventeenth century, at least three-fourths of the immigrants who came to the Chesapeake colonies came as:
  - a. slaves.
  - b. artisans.
  - c. indentured servants.
  - d. convicts.
2. The high mortality rate in the colonies had the effect of:
  - a. weakening the traditional patriarchal family structure.
  - b. creating significant labor shortages in New England.
  - c. making it difficult for women to find husbands.
  - d. keeping the birth rate low.
3. In the Puritan colonies, the principal economic and religious unit in the community was the:
  - a. family.
  - b. meeting house.
  - c. town meetings.
  - d. small farm.
4. The mid-1690s marked a turning point in the history of the black population in America because:
  - a. planters from Barbados came to Carolina.
  - b. slavery was introduced in Georgia.
  - c. Massachusetts and Rhode Island abolished slavery.
  - d. the Royal Africa Company lost its monopoly.
5. The one factor which determined whether a person was subject to the slave codes in the British American colonies was:
  - a. their country of origin.
  - b. the ancestry of their father.
  - c. the ancestry of their mother.
  - d. their African ancestry.

6. Historian Edmund S. Morgan argued that the institutionalization of African slavery in America reflected:
- an effort by colonial governments to attract more white indentured servants by offering them a relatively high status.
  - the deep seated racism that white settlers had brought with them.
  - white fears of black resistance or even revolt.
  - economic and social needs for an easily recruited and controlled labor force.
7. The most numerous of the non-English immigrants were the:
- Scotch-Irish.
  - Pennsylvania Dutch.
  - French Huguenots.
  - Scottish Highlanders.
8. Which of the following was not one of the reasons that Africans were so valuable to planters along the Carolina and Georgia coasts?
- They could be forced to do work that white laborers refused to do.
  - They often came from rice-producing regions of Africa.
  - They were more accustomed to the hot and humid climate.
  - They could be counted on to work the fields without protest.
9. Conditions for agriculture were good in Pennsylvania because of the:
- cold weather and rocky soil.
  - concentration of land ownership and the maintenance of great estates.
  - success of German immigrants in applying European methods of intensive cultivation.
  - oversupply of single male workers.
10. A common problem in American commerce in the seventeenth century was:
- the lack of a commonly accepted currency.
  - an insufficient number of ships to carry colonial goods.
  - too many large companies in every colony.
  - a small, unprofitable coastal trade.
11. The maze of highly diverse trade routes that involved the buying and selling of rum, slaves, and sugar was known as the:
- staple system.
  - triangular trade.
  - middle passage.
  - Atlantic highway.
12. During the seventeenth century, colonial plantations were:
- rough and relatively small.
  - English country estates on a smaller scale.
  - seats of an entrenched, landholding aristocracy.
  - insignificant in the colonial economy.
13. African slaves in the colonial South:
- were rigidly separated from whites.
  - were widely scattered on small farms, seldom in contact with one another.

- c. often participated in various forms of organized resistance.  
d. began to develop a society and culture of their own.
14. The characteristic social unit in New England was the:  
a. isolated farm.  
b. meeting house.  
c. town.  
d. plantation.
15. In colonial New England, tensions between expectations of a cohesive, united community and the reality of an increasingly diverse and fluid one led to:  
a. a general economic decline.  
b. the witch trials.  
c. a decline in piety.  
d. the rise of the merchant class.
16. Which of the following was not a function of a colonial American city?  
a. They were trading centers.  
b. They were centers of industry.  
c. They were intellectual centers.  
d. They were areas of few social distinctions.
17. In matters of religion, Americans were:  
a. less tolerant than their English counterparts.  
b. more tolerant than their English counterparts.  
c. more inclined to be members of an Anglican congregation.  
d. unconcerned about piety, especially in New England.
18. Which of the following was not a reason for the decline of piety in colonial America?  
a. Denominationalism.  
b. Rise of towns.  
c. Corrupt ministers.  
d. The importation of Enlightenment ideas.
19. The Great Awakening was:  
a. an effort to alert colonists to British efforts to control them politically.  
b. the way the Enlightenment influenced American education.  
c. the opening of new commercial opportunities in the West.  
d. the first great American revival.
20. During the first half of the eighteenth century, colonial legislatures were generally:  
a. able to act independently of Parliament.  
b. controlled by the governor.  
c. free from class distinctions.  
d. a reflection of democracy in their respective colonies.

## **TRUE-FALSE QUESTIONS**

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

1. After the 1650s, natural increase became the most important source of population growth in New England.
2. In colonial America few women remained unmarried for long.
3. The survival rate for children was higher in the South than in any other section.
4. Because women were scarce in colonial America, they were not bound by patriarchal authority.
5. The "middle passage" was the route taken by settlers trying to get to the Ohio Valley.
6. Africans were enslaved from the time of their arrival.
7. The earliest non-English European immigrants to arrive in the British-American colonies were the Huguenots.
8. Between 1700 and 1775 the colonial population increased from under 300,000 to over 2 million.
9. During the colonial era most colonists were self-sufficient farmers.
10. The largest industrial enterprise in English North America employed fewer than 100 workers.
11. Although colonial urban centers were small, most of the activities associated with cities were carried out there.
12. A great landowner in colonial America was powerful on his estate, but generally had no influence beyond the boundary of his property.
13. Southern society was fluid and therefore not highly stratified.
14. There were no significant slave rebellions during the colonial era.
15. The rigid patriarchal structure of the Puritan family limited opportunities for younger male members to strike out on their own.
16. In New England, what happened at Salem was unique because very few Puritans believed in witches.
17. During the colonial era there was a growing preoccupation with the consumption of material goods and these possessions were directly associated with social status.
18. With access to "dame schools," American women enjoyed a higher degree of literacy than did men.
19. Most of the early colleges in America were started for religious reasons.
20. In the John Peter Zenger case, the court held that criticism of the government was not libelous if factually true.