THE MOSAIC OF EIGHTEENTH-CENTURY AMERICA

REVIEW AND TEST QUESTIONS

MULTIPLE CHOICE

1. The chapter introduction tells the story of the intercolonial Albany Congress in 1754 to make the point that:
   a. Ominous French activities in Europe and the West Indies created a growing sense in the British colonies that Americans had much in common and must unite.
   b. The Iroquois League provided a model of unification that the American colonies feared but would eventually adopt when they gained independence.
   c. Benjamin Franklin was, as usual, both a representative eighteenth-century American and ahead of his time.
   d. Benjamin Franklin’s plan of union failed because Americans in the mid-1700s were a diverse and divided people.
   (p. 112)

2. Rivalry for control of the upper Ohio Valley plunged Britain and France into war in the 1750s, another war in a series dating back to the late 1600s. What, at bottom, was at stake in this competition for empire?
   a. which religious system—Protestantism or Catholicism—would dominate North America
   b. which empire would achieve international supremacy
   c. control over trade overseas
   d. political stability undergirding the monarch’s rule in the home country
   (p. 111)

3. In the Anglo-French rivalry in America, France had the advantage of:
   a. outnumbering the English.
   b. superior naval power.
   c. a chain of forts encircling English settlement.
   d. an alliance with the League of the Iroquois.
   (pp. 110-112)

4. The three largest groups of non-English immigrants coming to the American colonies in the 1700s were:
   a. Africans, Scots-Irish, and Germans.
   b. Africans, Germans, and Dutch.
   c. Scots-Irish, Dutch, and Africans.
   d. Scots-Irish, Germans, and Dutch.
   (pp. 112-113)

5. American population grew dramatically in the 1700s for all of the following reasons EXCEPT:
   a. a high birth rate.
   b. long life expectancy.
   c. absorption of French and Spanish colonials as the British empire expanded.
   d. large numbers of non-English immigrants.
   (p. 113)

6. Among the various ethnic groups who came to British America in the 1700s, which was most likely to settle on the frontier?
   a. the Scots-Irish
   b. the Germans
   c. the Dutch
   d. the English
   (pp. 113-114)
7. Those who made up the majority of eighteenth-century immigrants came from the ranks of all the following EXCEPT:
   a. indentured servants.
   b. merchant adventurers.
   c. convict laborers.
   d. the poor.
   \( \text{(pp. 115-118)} \)

8. Why did new kinds of communities have to be created in the eighteenth century?
   a. Due to decreasing opportunities, older rural communities could not absorb additional population.
   b. British imperial policy directed the establishment of new towns.
   c. The more diverse cultures of Americans in the 1700s inclined them to move away from groups unlike their own.
   d. Colonies took steps to place stockaded communities on the frontier to protect against French expansion.
   \( \text{(p. 113)} \)

9. Three distinctive kinds of new communities existed in eighteenth-century Anglo-America, including all the following EXCEPT:
   a. urban seaports.
   b. mill towns.
   c. raw frontier pioneer farms.
   d. plantation communities (both masters and slaves).
   \( \text{(pp. 112-118)} \)

10. All of the following are examples of sharp divisions in colonial society in the 1700s, EXCEPT:
    a. backcountry against seaport
    b. revivalistic “heart religion” against rationalistic “head religion”
    c. pride in English politics against hatred of English culture
    d. colony against colony
    \( \text{(pp. 115-118)} \)

11. The society of the eighteenth-century backcountry was characterized by all the following EXCEPT:
    a. frequent moves.
    b. economic equality.
    c. isolation.
    d. stability.
    \( \text{(pp. 113-118)} \)

12. What was the primary reason so many families migrated into the backcountry?
    a. to escape governmental authority
    b. to worship in freedom
    c. to find a healthier environment
    d. to obtain cheap land
    \( \text{(pp. 113-118)} \)

13. Which group dominated the political and economic life of the seaport towns?
    a. descendants of the original founding families
    b. the numerous middle class artisans
    c. merchants
    d. aristocratic crown officials
    \( \text{(pp. 119-120)} \)

14. The colonial seaports were not only the centers for overseas trade, they were also the places where:
    a. enterprising merchants worked to organize and control the commerce of the surrounding region.
    b. the religious revivals had their major effect.
    c. British imperial authority remained visible and strong.
    d. slavery was first outlawed.
    \( \text{(pp. 119-121)} \)
15. Conflicts in the seaport towns of the early to mid-1700s included all the following EXCEPT:
   a. class resentments.
   b. **clashes between citizens and British redcoats.**
   c. ethnic and religious strife played out in politics.
   d. political struggles and ethnic tensions with the backcountry.
   (pp. 119-121)

16. By the mid-1700s, slaves in the seaport cities:
   a. often gained their freedom.
   b. were practically nonexistent.
   c. **were more likely to be recent arrivals from Africa.**
   d. frequently fought for their freedom.
   (pp. 120-121)

17. By the mid-1700s, slaves on southern plantations:
   a. **were most likely to be native-born.**
   b. found little opportunity to create an African-American culture.
   c. had mostly all gained their freedom.
   d. were more likely to be recent arrivals from Africa.
   (pp. 122-124)

18. Unlike slaves on Carolina plantations, those in the Chesapeake:
   a. had less contact with whites.
   b. enjoyed greater autonomy because of the “task system.”
   c. lived on smaller plantations with fewer slaves.
   d. were mostly African-born.
   (p. 122)

19. Which of the following statements is NOT true about slave communities on southern plantations?
   a. With few slaves imported directly from Africa, African folkways soon disappeared.
   b. Slave marriages were not legally recognized.
   c. Resistance to slavery ran the gamut from subtle sabotage and flight to outright violent rebellion.
   d. Black family life was sustained despite the high possibility that a family member would have to be sold due to a master’s death or indebtedness.
   (pp. 122-126)

20. Which would most likely NOT be true of Americans who were influenced by the Enlightenment?
   a. They would have faith that society could be improved by human effort.
   b. They would be from the educated upper class.
   c. They would hold to a religion that believed human beings could, under a benevolent God, follow Jesus’ moral teachings.
   d. **They would understand knowledge as valuable for its own sake, independent of any practical usefulness.**
   (pp. 126-128)

21. The direct influence of the Enlightenment in America was:
   a. widespread, affecting all classes and regions.
   b. widespread, affecting all except the poorest backcountry farmers.
   c. confined mainly to the clergy.
   d. **confined mainly to some skilled artisans and elite planters and merchants.**
   (pp.127-128)
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22. Among the effects of the Great Awakening, all of the following are correctly stated EXCEPT:
   a. Americans became more sharply polarized along religious lines.
   b. Many westerners embraced evangelical Protestantism and swelled the denominations of the Baptists and the Presbyterians.
   c. Many urban easterners embraced evangelical Protestantism and thus swelled such denominations as Quakers and Anglicans.
   d. Though divisive, it also had a unifying effect since it was the only experience that many people throughout all the colonies had in common.
   
   (pp. 127-129)

23. The doctrine known as “Rational Christianity” stressed which of the following beliefs?
   a. predestination
   b. conversion
   c. the benevolence of God
   d. the reasons for innate human sinfulness

   (p. 127)

24. The Great Awakening can best be described by which of the following statements? It was:
   a. a multifaceted, intellectual movement, based primarily on new discoveries in science.
   b. a secular, humanitarian movement, which sought to improve the quality of life for the poor.
   c. a rationalist, religious movement, which had its greatest impact among the well-educated in eastern seaboard cities.
   d. an emotional, revivalist movement, which had its greatest impact both in the coastal regions and the backcountry.

   (p.128)

25. One of the important distinctions between eighteenth-century English and American social structure was:
   a. while England had a large lower class, there were no poor people in America.
   b. while England had a large lower class, their more industrialized economy created more opportunities for upward mobility than did agrarian America.
   c. while England’s aristocrats claimed titles and legal privileges by hereditary right, only a few American elites inherited titles and political power.
   d. while less than one-third of England’s inhabitants belonged to the “middling sort,” three-quarters of white Americans could be described as “middle class.”

   (pp. 130-132)

26. Americans harbored some reservations about English society, which included all of the following EXCEPT:
   a. anxieties about what its extreme inequality might do to liberty.
   b. rejection of the concept of social hierarchy, which undergirded the English class structure.
   c. uneasiness over the extravagance and manners of the upper class.
   d. alarm at the corrupt workings of English politics.

   (pp. 131-132)

27. The theory of the “balanced constitution” refers to:
   a. separation of government powers into executive, legislative, and judicial functions.
   b. equilibrium of power in government among monarchy, aristocracy, and common people.
   c. use of “influence” or patronage by the executive officials to win support for its policies among legislators.
   d. the restriction of the franchise to adult males owning a certain amount of property.

   (p. 132)

28. English and American politics differed in all of the following ways EXCEPT:
   a. unlike England, most colonies had unicameral legislatures.
   b. the electorate in America encompassed a much larger proportion of white, adult males than did England’s electorate.
   c. representation was apportioned more fairly and directly in America.
   d. the royal governor lacked the patronage resources of English monarchs and their ministers.

   (pp. 132-134)
29. Which of the following is the correct listing of the colonies and their items of export?
   a. New England—sugar, indigo, grains
   b. Southern colonies—tobacco, rice, indigo
   c. Middle colonies—rice, grains, furs
   d. New England—fish, rice, tobacco
   (pp. 134-135)

30. British administration of its empire in America was impaired by all of the following difficulties EXCEPT:
   a. the Board of Trade (the agency most knowledgeable about American affairs) was only an advisory body with no real power.
   b. real authority over the colonies was scattered among an array of agencies, none of which paid much attention to American affairs.
   c. many British officials in America were dishonest, indifferent, and incompetent.
   d. Parliament intervened constantly in colonial affairs, often battling with the executive bureaucracy over its authority and jurisdiction.
   (pp. 134-136)

COMPLETION
IDENTIFICATION
Students should be able to describe the following key terms, concepts, individuals, and places, and explain their significance.

Terms and Concepts
- King William’s War
- Queen Anne’s War
- King George’s War
- Albany Plan of Union
- March of the Paxton Boys
- tenant rebellions
- North Carolina Regulation
- South Carolina Regulation
- Battle of Alamance
- Artisans
- Apprentice
- Journeyman
- Impressments drivers
- “Negro election day”
- maroon communities
- Stono Rebellion
- Enlightenment
- Board of Trade and Plantations
- rational Christianity
- dame schools
- Great Awakening
- evangelical Christianity
- balanced constitution
- rotten boroughs

Individuals and Places
- Hendrik
- Benjamin Franklin
- George Whitefield
- Jonathan Edwards
- William Tennent
- Catherine Macauly
- Fort Necessity
- Ethan Allen and the Green Mountain Boys
- William Pitt

CONCEPT QUESTIONS:
8). Culture is defined as a way of life. Discuss the most distinctive values of African slave culture in America during the 1700’s.

9). Analyze the sources of conflict between the frontier communities and the coastal governments in America (in the 1700’s). Would you attribute the problem to be an economic, political, geographic, social or ethnic problem? Be sure to thoroughly justify your answer.

10). Define the role of women in 18th Century colonial society pre-revolution. Compare and contrast the lives of women paying attention to the following differences.
   - frontier vs. coastal differences
   - differences among the 4 sections of colonies
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11th to 18th century

11). What important conclusions can one draw from looking at the Albany Congress of 1754? (Be sure to look at the French and Indian War, American Revolution, and politics of the time).

12). What were the causes and effects of the French and Indian war (concerning the American Colonies)?

AP TEST QUESTION:

3). Settlers in the eighteenth-century American backcountry sometimes resorted to protest to express their grievances. Analyze the causes and significance of TWO of the following:
- March of the Paxton Boys
- Regulator Movement
- Shays’ Rebellion
- Whiskey Rebellion

PRIMARY SOURCE: GEORGE WHITEFIELD PREACHES AT MIDDLETOWN, CONNECTICUT

Nathan Cole, a farmer and carpenter residing near Middletown, Connecticut, left the following account of George Whitefield’s appearance there in 1740. Cole’s narrative conveys the excitement aroused throughout the colonies by Whitefield’s preaching.

Now it pleased God to send Mr. Whitfield into this land, and my hearing of his preaching at Philadelphia like one of the old aposels [apostles], and [of] many thousands flocking after him to hear the gospel, and great numbers converted to Christ....I longed to see and hear him and wished he would come this way.... And then one morning... there came a messenger and said Mr. Whitfield... is to preach at Middletown this morning at 10 o clock. I was in my field at work [and] I drops my tool... and run home... and bade my wife to get ready quick to goo and hear Mr. Whitfield. I brought my hors home and soon mounted and took my wife up and went forward as fast as I thought the hors could bear .... We improved every moment to get along as if we was fleeing for our lives, all this while fearing we should be too late to hear the Sarmon, for we had twelve miles to ride double in litter mare than an hour... I saw before me a Cloud or fog rising—I first thought—off from the great river. But as I came nearer the road I heard a noise, something like a low rumbling thunder, and I presently found it was the rumbling of horses feet coming down the road and this Cloud was a Cloud of dust made by the running of horses feet....And when I came nearer it was like a stedy streem of horses and their riders.... Every hors semed to go with all his might to carry his rider to hear the news from heaven for the saving of their Souls. It made me trembel to see the Sight—how the world was in a strugle! I herd no man speak a word all the way.... but evry one presing forward in great haste. And when we get down to the old meeting house, thare was a great multitude. It was said to be 3 or 4000 people assembled together....I turned and looked toward the great river and saw the fery boats running swift... bringing over loads of people.... Everything—men, horses and boats—all seemed to be struglin for life. The land and the banks over the river looked black with people and horse all along the 12 miles. I see no man at work in his field, but all seemed to be gone. When I see Mr. Whitfield. ... he looked almost angelical—a young, slim, slender youth before some thousands of people, and with a bold, undaunted countenance. And my hearing how God was with him everywhere as he came along, it solomnized my mind, and put me in a trembling fear before he began to preach, for he looked as if he was Cloathed with authority from the great God....and my hearing him preach gave me a heart wound, by god's blessing. My old foundation was broken up and I saw that my righteousness would not save me. Then I was convinced of the doctrine of Election. ... because all that I could do would not save me, and he [God] had decreed from Eternity who should be saved and who not....

Questions

1. Besides the emotion generated by Whitefield’s presence and his preaching, what would have lent such power to his revival meetings? What aspect of this event made the most vivid impression on Nathan Cole, and why?

2. What features stand out in Cole’s description of Whitefield? What characteristics of Whitefield drew Cole’s particular notice and why? Do these characteristics suggest anything about the source of Whitefield’s authority and charisma?

3. When Cole remarked that, “I saw that my righteousness would not save me,” to what doctrine of the Protestant Reformation was he alluding? When he remarked that, “he [God] had decreed from Eternity who should be saved and who not,” to what doctrine of the Reformation was he alluding?

4. Why was Cole so afraid that he would miss Whitefield’s sermon?