Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. Which of the following characterized the New England freehold society of the early eighteenth century?
   a. A small gentry elite that owned most of the land, which was farmed by tenants and other workers
   b. Many relatively equal landowning families whose livelihoods came from agriculture and trade
   c. Maritime cities consisting of wealthy traders, skilled artisans, and propertyless workers
   d. A relatively large elite whose economic and political power depended on manufacturing profits

2. How did farmwives throughout the colonies in the eighteenth century contribute to their families?
   a. The women worked within the farmhouse due to traditional notions that only men performed field work.
   b. Mothers assembled manufactured goods in their homes while caring for children.
   c. They exercised strict control over the family’s finances and economic decisions.
   d. Wives acted as helpmates to their husbands and performed both domestic and agricultural tasks.

3. Which of the following statements describes the relationship of typical New England women to the church in the eighteenth century?
   a. Women flocked to New England churches because they were regarded as equals there.
   b. Women and men joined churches in equal numbers, but men dominated the leadership.
   c. Church attendance was obligatory for everyone, but only men could obtain church membership.
   d. Churches were filled primarily with women but led exclusively by men.
4. Which of the following statements best describes women’s property rights in the English colonies in the eighteenth century?
   a. A widow gained control over her late husband’s estate and retained it even if she remarried.
   b. When they married, women passed legal ownership of all personal property to their husbands.
   c. Upon marriage, sons and daughters usually received equal shares of the family property.
   d. Any land a woman owned before her marriage reverted to her ownership at her husband’s death.

5. Which of the following statements best describes inheritance patterns in colonial New England during the mid-1700s?
   a. Typically, sons received their inheritance at age twenty-one.
   b. Daughters—not sons—received a “marriage portion” when they married.
   c. Fathers had a cultural duty to provide inheritances for their children.
   d. Every family’s eldest son inherited its entire property.

6. In eighteenth-century New England, the notion that parents would pay grown children for their past labors in exchange for the privilege of choosing the children’s spouses was known as
   a. common law.
   b. the marriage portion.
   c. primogeniture.
   d. household production.

7. Which of the following statements describes rural life in the New England colonies during the eighteenth century?
   a. As the colonial elite consolidated its power, yeomen farmers tended to sink to the level of impoverished European peasants.
   c. Farmers’ grown children clung to their ancestral towns, fearful of moving westward where they might encounter harsh living conditions.
   d. Long-settled areas frequently lost much of their population as farmers continued to migrate westward.

8. Which of the following developments created a crisis for New England Puritan society in the eighteenth century?
   a. Changes in women’s status caused a declining birthrate.
   b. British domination threatened the region’s economy.
   c. Puritan churches could no longer attract qualified ministers.
   d. Population growth made freehold land scarce.
9. Which of the following was a result of the long-practiced policy of subdividing land in New England for inheritance by the mid-1700s?
   a. The number of children conceived before marriage rose sharply.
   b. Parents helped their children get established on their own prosperous farm.
   c. The freehold system in the American colonies became unsustainable.
   d. Speculators bought up small parcels of land, combined them, and sold them off at a large profit.

10. Which of the following was an outcome of New England families’ efforts to maintain the freeholder ideal in the late eighteenth century?
   a. Churches consolidated their power and exercised greater control over young adults’ behavior.
   b. Thousands of New England families migrated into Canada, where more land was available.
   c. Farmers abandoned traditional grain crops and adopted livestock agriculture instead.
   d. Colonial legislatures reformed inheritance laws and eliminated the “marriage portion.”

11. Which of the following statements describes the role of money and economic exchange in eighteenth-century rural New England?
   a. Generally, no money was exchanged between relatives and neighbors, but accounts of debts were maintained and settled every few years by cash transfers.
   b. As New England’s exports increased, even isolated farming communities became accustomed to monetary transactions.
   c. Because they owed increasingly heavy taxes to the British, who demanded payment in coin, farmers were forced to switch from a barter economy to a cash economy.
   d. Land banks printed and distributed paper currency for farmers to use as cash in return for a percentage of a farm’s yearly output.

12. In New York during the first half of the eighteenth-century, settlement of the Hudson River Valley showed which of the following patterns?
   a. The Dutch manorial system largely remained intact, with a few wealthy and powerful Dutch and English landlords dominating poor tenant families.
   b. German and Scots-Irish immigrants, attracted by generous terms offered by Dutch families who did not want the land to be settled exclusively by migrating New Englanders, poured in.
   c. Continuing troubles with the French and Indians to the north kept the valley sparsely populated until the eve of the American Revolution.
   d. Migrants from overcrowded New England bid up the price of land so high that immigrant Germans and Scots-Irish could not afford to settle there.
13. Which of the following statements characterizes the nature of colonial Pennsylvania during the eighteenth century?
   a. Despite the Quakers’ ideals, rural colonial Pennsylvania was never a land of economic equality.
   b. Because the Quakers insisted on social equality and justice, few economic inequalities developed until the 1790s.
   c. The growing wheat trade in the mid-eighteenth century brought an influx of poor families, which increased social divisions.
   d. German and Scots-Irish farmers soon became the richest ethnic groups in rural Pennsylvania.

14. Which of the following features characterized the Middle Atlantic colonies of New York, New Jersey, and Pennsylvania in the eighteenth century?
   a. Religious orthodoxy
   b. Cultural diversity
   c. Amicable relations with Native Americans
   d. A wheat-based economy

15. What did the German immigrants known as redemptioners do on their arrival in Pennsylvania in the eighteenth century?
   a. Found jobs as wage laborers in order to save money to bring their relatives to America
   b. Negotiated the terms for a period of servitude through which they would pay for their trip
   c. Sold valuable products they brought from Germany in order to defray their travel expenses
   d. Organized elaborate religious revivals intended to redeem the souls of fallen-away Christians

16. The most numerous voluntary (nonslave) emigrants to British North America in the eighteenth century came from which of the following groups?
   a. Scots-Irish
   b. English
   c. Germans
   d. Dutch

17. Which of the following statements characterizes eighteenth-century religious practice in Pennsylvania?
   a. Quaker congregations lacked the power to punish individuals who broke the moral code.
   b. Quakers increasingly married outside their faith.
   c. Each religious sect enforced moral behavior among its members.
   d. Most members of religious congregations faithfully observed the Sabbath.
18. The political conflicts that wracked colonial Pennsylvania in the middle of the eighteenth century stemmed from which of the following sources?
   a. Disagreements over the importance of economic opportunity
   b. Rapid immigration and population growth
   c. Tension between pious Quakers and those who embraced religious toleration
   d. State funding for churches and public education

19. Why was the print revolution that occurred in the colonies during the early eighteenth century significant?
   a. The print revolution made the American Reformation possible.
   b. It solidified distinctions between slaves and free people.
   c. Printing allowed for the broad transmission of new ideas.
   d. The revolution advanced the burgeoning cause of public education.

20. The power of human reason, a world ordered by natural laws, and the progressive improvement of society are associated with which of the following movements?
   a. The Enlightenment
   b. The Great Awakening
   c. Puritanism
   d. The Society of Friends

21. Puritan minister Cotton Mather’s response to which of the following eighteenth-century crises demonstrated that Enlightenment ideas had begun to influence him?
   a. The Salem witch trials
   b. The Boston smallpox epidemic
   c. Harvard University’s decision to reject Puritanism
   d. Andover’s resolution to exempt churches from taxation

22. How did the Pietism movement of the eighteenth century differ from Puritanism?
   a. The movement emphasized the use of reason and logic to understand the world.
   b. It appealed especially strongly to well-educated urban populations.
   c. Pietism stressed an individual’s relationship with God.
   d. It differed through its rejection of the notion that humans were sinful.

23. Which of these individuals would have most likely preferred Pietism to deism in the eighteenth century?
   a. A Virginia planter
   b. A Scots-Irish migrant
   c. An urban artisan
   d. A wealthy New York merchant
24. What made George Whitefield such a successful evangelical preacher in New England in the 1740s?
   a. A reputation for being “almost angelical” in appearance
   b. Puritans’ vicious denunciation of his methods
   c. His claims of faith-healing abilities
   d. His 1737 book, *A Faithful Narrative of the Surprising Work of God*

25. Which of the following statements describes the religious controversy that emerged from the Great Awakening during the 1740s and 1750s?
   a. The Old Lights in Massachusetts and Connecticut called for a resurgence of emotion-based religious practices.
   b. The Old Lights prohibited traveling preachers from speaking to a congregation without its minister’s permission.
   c. The New Lights condemned the Old Light practice of allowing women to speak in churches.
   d. The New Lights condemned “crying out, fainting, and convulsions” as a medieval practice akin to superstition.

26. During the Great Awakening in the 1730s and 1740s, which of the following groups challenged the authority of ministers?
   a. Old Lights
   b. Anglicans
   c. Traditional Puritans
   d. New Lights

27. Which of the following colleges was founded in the mid-eighteenth century out of the religious enthusiasm spread by the Great Awakening?
   a. Harvard
   b. Princeton
   c. Stanford
   d. William and Mary

28. The eighteenth-century Great Awakening was the impetus for which of the following phenomena?
   a. Secular humanism
   b. African Americans’ creation of a distinctive Protestant Christianity
   c. The provision of government support for more than a single church
   d. Increasing racial segregation in churches in the southern colonies

29. Which of these religious denominations successfully converted many slaves in the mid-eighteenth-century southern colonies?
   a. Presbyterians
   b. Methodists
   c. Baptists
   d. Anglicans
30. Which of the following consequences of the eighteenth-century Great Awakening made it historically significant?
   a. The declining importance of higher education in the American colonies
   b. An increasing level of admiration for the growing business community
   c. Americans’ new freedom to challenge authority within and outside the church
   d. The consolidation of American religious fervor into a smaller number of denominations

31. Which of the following eighteenth-century movements posed a significant challenge to traditional assumptions about race, gender, and class in American society?
   a. The Enlightenment
   b. The regulator movement
   c. The Glorious Revolution
   d. The Great Awakening

32. The French and Indian War started as a result of disputed land claims regarding
   a. the Ohio River Valley.
   b. the Mississippi River.
   c. western New York.
   d. Quebec.

33. Hostilities between French troops and Virginians led by Colonel George Washington began in 1754 at which of the following locations?
   a. Fort Duquesne
   b. Williamsburg
   c. Quebec
   d. Valley Forge

34. How did the British government respond to hostilities in America in 1754?
   a. William Pitt and Lord Halifax persuaded Prime Minister Pelham to start a war in America against the French.
   b. Prime Minister Henry Pelham called for a massive troop buildup to conquer French Canada.
   c. Parliament voted to adopt a Plan of Union for the colonies.
   d. Parliament shifted responsibility for military defense to a colonial assembly to be convened at Albany.
35. What made the British authorities wary of declaring war against the French in North America in 1754?
   a. Native American tribes were sure to side with the French over the British.
   b. The colonists protested against the deployment of British troops in North America.
   c. They believed the American colonists were incapable of cooperating in their own defense.
   d. The king insisted that the colonies were not generating enough income to support a war.

36. The 1754 Albany Congress was a significant event because it demonstrated that
   a. the colonies were ready to unite for defense under England’s authority.
   b. neither the colonists nor the British found the other’s plan acceptable.
   c. Washington was prepared to surrender the Ohio Valley to the French.
   d. throughout the colonies, there was a desire to adopt Ben Franklin’s plan for union.

37. The group that came to be known as the Cajuns after the Great War for Empire were
   a. Native Americans who were among the closest allies of the French.
   b. British troops sent to North America after Braddock’s defeat in 1755.
   c. French settlers expelled by the British from Nova Scotia and deported to Louisiana.
   d. Scots-Irish colonists who settled in Nova Scotia after the British expelled the French.

38. Which of the following was part of William Pitt’s strategy to mobilize the American colonists for the Great War for Empire in 1756?
   a. Threatening that a French victory would require the colonists to become Roman Catholics
   b. Promising that the colonists could gain access to land in the Ohio Valley if they won the war
   c. Committing to provide a fleet of British ships and 30,000 soldiers to North America
   d. Agreeing that Britain would pay the full cost of all the troops raised by the colonies

39. Which of the following was a provision of the Treaty of Paris of 1763?
   b. Spain acquired Louisiana and all of France’s territory in Canada.
   c. England received both of the French sugar islands in the West Indies.
   d. France lost all of her North American territory east of the Mississippi River.
40. In the mid-1700s, which industrializing nation was the dominant commercial power in the Atlantic Ocean?
   a. Holland
   b. England
   c. France
   d. Germany

41. Which of the following statements describes the early Industrial Revolution and its impact on the American colonies in the eighteenth century?
   a. Due to the rising anti-British sentiment, colonists boycotted British goods, so the Industrial Revolution had little impact on America.
   b. Britain’s new ability to produce more and cheaper goods than ever before transformed American markets and raised most colonists’ standard of living.
   c. The Industrial Revolution had little effect on the American colonies because they were largely self-sufficient in producing commodities for internal markets.
   d. Agricultural equipment from new factories increased British farmers’ harvests, glutted the international grain market, and decreased American farmers’ ability to sell their crops.

42. What specific purpose did the colonies of New York, Pennsylvania, Maryland, and Virginia serve for the British Empire in the eighteenth century?
   a. These colonies produced most of the empire’s wool and linens.
   b. Their wheat crops made them the breadbasket of the Atlantic world.
   c. They produced preserved meats to supply the massive British Navy.
   d. Their large populations supplied the majority of soldiers for North American defense.

43. Which of the following developments was an outcome of the eighteenth-century consumer revolution?
   a. Transatlantic trade decreased.
   b. Americans became more self-sufficient.
   c. Unable to compete with the British, colonial manufacturers closed down.
   d. The colonies became more dependent on overseas credits and markets.

44. Pontiac’s uprising in Detroit in 1763 was a direct cause of which of the following events?
   a. The South Carolina Regulator movement
   b. The Paxton Boys Rebellion
   c. The Royal Proclamation of 1763
   d. The tenant revolt in New York
45. Which of the following problems troubled both eastern migrants and western settlers in the American colonies in the mid-1700s?
   a. Competition for land
   b. Rampant inflation
   c. A lack of markets for their products
   d. Shortages of English consumer goods
Chapter 4 2016-2017
Answer Section

MULTIPLE CHOICE

1. ANS: B  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
2. ANS: D  PTS: 1  DIF: Level: 1  REF: New England’s Freehold Society
3. ANS: D  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
4. ANS: B  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
5. ANS: C  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
6. ANS: B  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
7. ANS: B  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
8. ANS: D  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
10. ANS: C  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
11. ANS: A  PTS: 1  DIF: Level: 2  REF: New England’s Freehold Society
12. ANS: A  PTS: 1  DIF: Level: 2  REF: Diversity in the Middle Colonies
13. ANS: C  PTS: 1  DIF: Level: 2  REF: Diversity in the Middle Colonies
14. ANS: B  PTS: 1  DIF: Level: 1  REF: Diversity in the Middle Colonies
15. ANS: B  PTS: 1  DIF: Level: 1  REF: Diversity in the Middle Colonies
16. ANS: A  PTS: 1  DIF: Level: 1  REF: Diversity in the Middle Colonies
17. ANS: C  PTS: 1  DIF: Level: 1  REF: Diversity in the Middle Colonies
18. ANS: B  PTS: 1  DIF: Level: 1  REF: Diversity in the Middle Colonies
19. ANS: C  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
20. ANS: A  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
21. ANS: B  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
22. ANS: C  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
23. ANS: B  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
24. ANS: A  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
25. ANS: B  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
26. ANS: D  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
27. ANS: B  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
28. ANS: B  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
29. ANS: C  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
30. ANS: C  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
31. ANS: D  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
32. ANS: A  PTS: 1  DIF: Level: 1  REF: Commerce, Culture, and Identity
34. ANS: A  PTS: 1  DIF: Level: 1  REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
36. ANS: B  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
37. ANS: C  PTS: 1  DIF: Level: 1
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
38. ANS: C  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
39. ANS: D  PTS: 1  DIF: Level: 1
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
40. ANS: B  PTS: 1  DIF: Level: 1
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
41. ANS: B  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
42. ANS: B  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
43. ANS: D  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
44. ANS: C  PTS: 1  DIF: Level: 2
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
45. ANS: A  PTS: 1  DIF: Level: 1
REF: The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765