

# All Possible Questions You Will Find in Reading Quiz C

These questions are used as quizzes. These questions are **also** 1/3 of the questions for the objective part of the Exam that ends Unit 1, with the other 2/3rds coming from the two other quizzes in this Unit.

These questions are from Chapters 3 and 4. You will find the information spread throughout these chapters (with a few additional facts) in an easier-to-use table provided in the Resources for this Reading Quiz.

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- C 1 These two colonies are **both** representative of New England:
- \*a. Massachusetts and Connecticut
  - b. Massachusetts and New York
  - c. Massachusetts and Maryland
  - d. Pennsylvania and New York
  - e. Pennsylvania and Virginia
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- C 2 This colonial region began as a refuge for Separatists and Puritans, two wings of Calvinism. Calvinism continued to be dominant, with varied organizational structures occurring, including Congregationalist.
- \*a. New England colonies
  - b. Middle colonies
  - c. Southern colonies
  - d. all of the above
- 
- C 3 In \_\_\_\_\_, charges of witchcraft caused considerable turmoil in the late 1600s and reflected the disruptions in New England.
- \*a. Salem
  - b. London
  - c. Dedham
  - d. Boston
  - e. New York
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- C 4 This colonial region included a colony requiring towns to financially support basic education. The region developed the colleges of Harvard and, later, Yale to educate clergymen, with Yale being formed by conservatives concerned about the religious liberalism of Harvard.
- \*a. New England colonies
  - b. Middle colonies
  - c. Southern colonies
  - d. all of the above
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- C 5 Which of the following statements regarding colonial life expectancy is **MOST** accurate?
- a. Widows and orphans formed a substantial proportion of the New England population.
  - b. Life expectancy was higher in the Chesapeake region owing to the warmer climate.
  - \*c. New England life expectancy was higher in comparison to other colonies.
  - d. European men in the Chesapeake region in the 1600s typically lived shorter lives than women.
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- C 6 In New England,
- a. most farm families had several servants.
  - b. the social structure was characterized by wide gaps between the rich and the poor.
  - \*c. land ownership was widespread.
  - d. few colonists owned their own land.
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- C 7 This colonial region included dame schools for basic education (schools named for the unmarried or widowed Quaker women who ran them). Among the colleges that this colonial region developed are colleges now known as Princeton and Columbia, with the former being founded during the Great Awakening and the latter being formed for secular education.
- a. New England colonies
  - \*b. Middle colonies
  - c. Southern colonies
  - d. all of the above
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- C 8 This colonial region is predominantly associated with diverse religions, such as Quakers, Anglicans, and Dutch Reform, with immigrants from England and Europe (including Germans).
- a. New England colonies
  - \*b. Middle colonies
  - c. Southern colonies
  - d. all of the above
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- C 9 This colonial region is predominantly associated with diverse religions, with diverse agriculture and trades, with export of wheat, and with having the largest ports in the colonies (as well as other cities).
- a. New England colonies
  - \*b. Middle colonies
  - c. Southern colonies
  - d. all of the above
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- C 10 This colonial region is predominantly associated with the Anglican religion, but is later influenced by religions such as Methodism.
- a. New England colonies
  - b. Middle colonies
  - \*c. Southern colonies
  - d. all of the above
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- C 11 These two colonies are **both** representative of the Middle Colonies:
- a. Massachusetts and Connecticut
  - b. Massachusetts and New York
  - c. Massachusetts and Maryland
  - \*d. Pennsylvania and New York
  - e. Pennsylvania and Virginia
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- C 12 This colonial region also exported wood and naval stores (products used when building or maintaining wooden ships), but it is predominantly associated with export of commercial crops that relied on slave labor (crops of tobacco and rice in the colonial era and of cotton later).
- a. New England colonies
  - b. Middle colonies
  - \*c. Southern colonies
  - d. all of the above
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- C 13 Chesapeake colonies
- a. consisted of Maryland and Virginia.
  - b. shifted to use of enslavement of blacks instead of white indentured servitude in the late 1600s
  - c. had high death rates
  - \*d. all of the above.
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- C 14 During the 1700s, the bulk of the slaves sent to the North American colonies were supplied by the
- a. colonial slave merchants.
  - b. Dutch slave merchants.
  - c. Portuguese slave merchants.
  - d. Spanish slave merchants.
  - \*e. British slave merchants.
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- C 15 Occurring in the late 1730s, the most serious slave rebellion of the colonial period was
- \*a. the Stono Rebellion.
  - b. the Denmark Vesey Conspiracy.
  - c. Nat Turner's Rebellion.
  - d. the Jamestown Massacre.
  - e. Bacon's Rebellion.
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- C 16 Which of the following were factors in Bacon's Rebellion?
- a. A conflict erupted between frontier settlers and Native Americans.
  - b. Governor Berkeley refused to assist the frontier settlers with the militia.
  - c. The rebellion was a fight between the Virginia backcountry in the west and the Virginia tidewater aristocracy in the east.
  - \*d. all of the above
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- C 17 By the end of the 1600s, Virginia could **BEST** be described as
- \*a. a plantation society, dominated by a slaveholding aristocracy.
  - b. a diversified society and economy, with minimal social stratification.
  - c. a society of small farmers, committed to multicrop agriculture.
  - d. a successful commercial enterprise that returned large profits to the Crown.
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- C 18 Georgia was founded to serve as a haven for the poor and also to
- a. provide another slave economy.
  - b. produce rum for sale in the West Indies.
  - \*c. serve as a buffer between the English colonies and Spanish Florida.
  - d. provide a haven for the pacifistic Moravians.
  - e. both b and c
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- C 19 Sir Isaac Newton and John Locke
- a. challenged traditional notions that humans had no role in determining their fate.
  - b. were part of a movement known as the Enlightenment.
  - c. denied the existence of God.
  - \*d. both a and b
  - e. both b and c
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- C 20 Inventor, scientist recognized in Europe, writer, and political leader, this individual was the greatest symbol of the American Enlightenment:
- \*a. Benjamin Franklin.
  - b. John Winthrop.
  - c. John Locke.
  - d. Jonathan Edwards.
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- C 21 The most important and sustained political development in British America during the first half of the 18<sup>th</sup> century was
- a. a series of popular uprisings against unfair tax systems.
  - b. the requirement that royal governors be from the colony they administered.
  - \*c. the growing power of the elected lower houses of assembly.
  - d. a sustained economic depression that led to colonial unrest.
  - e. none of the above
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- C 22 Which of the following was true of colonial politics?
- a. The colonists remained cautious and concerned after the Glorious Revolution of 1688-1689.
  - \*b. The usual structure of colonial government (governor, appointed council, elected lower assembly) resembled the English model of government.
  - c. The aftermath of the Paxton Boys' Revolt was a renewed sense of political instability.
  - d. As a result of the Glorious Revolution, Parliament lost its ability to establish colonial courts.
  - e. both b and d
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- C 23 The movement leading to waves of religious revivals beginning in the 1730s and spreading throughout the English colonies was:
- a. the Enlightenment.
  - b. the Age of Reason.
  - \*c. the Great Awakening.
  - d. the Glorious Revolution.
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- C 24 The practice of impressments involved
- a. attempts by the British to convince their opponents that the Royal Navy was all-powerful at sea.
  - b. seizure of American sailors who had defected to the French during the Napoleonic Wars.
  - c. the French policy of forcing all nations to impress their soldiers into the French army.
  - \*d. seizure of supposed British sailors from colonial ports or merchant ships for service on British ships.
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- C 25 The French and Indian War included a battle at Fort Duquesne, an area where two rivers merged to create the Ohio River. The battle represented some of the assumptions, alliances, and goals of the war itself:
- a. British generals were concerned about their ability to defeat the French and the Native Americans in a frontier war.
  - b. Native Americans, such as the Algonquians, supported the French as a way to drive out the British colonists.
  - c. Virginia colonists, including George Washington, were involved because the colony's charter included the land in the fertile Ohio Valley.
  - \*d. both b and c
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- C 26 In the French and Indian War,
- a. The British, as the war continued, allied with some Iroquois.
  - b. The French allied with most Native Americans, including the Algonquians.
  - c. The French fought against most Native Americans, including the Algonquians and Iroquois.
  - \*d. both a and b.
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- C 27 During the French and Indian War
- a. Native Americans, for the most part, sided with the French against the British.
  - b. the war in the colonies became part of the European Seven Years' War.
  - c. the French eventually pulled their troops out of the Ohio Valley to protect Quebec and Montreal, allowing the British to take control there.
  - \*d. all of the above
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- C 28 The Appalachian Mountains had been a geographic barrier to settlement of the Ohio Valley; the French and the Indians, the military barrier. With the defeat of the French, which of the following prohibited colonial settlement west of the Appalachian Mountains?
- \*a. Proclamation of 1763
  - b. Relocation Act of 1764
  - c. Navigation Act of 1772
  - d. Townshend Acts of 1767
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*These questions are in some cases based on questions in the test database for American Passages.*

<b>WCJC Department:</b>	History – Dr. Bibus
<b>Contact Information:</b>	281.239.1577 or <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a>
<b>Last Updated:</b>	2013
<b>WCJC Home:</b>	<a href="http://www.wcjc.edu/">http://www.wcjc.edu/</a>