LEARNING OBJECTIVES

After you have studied Chapter 4 in your textbook and worked through this study guide chapter, you should be able to:

1. Indicate the factors that contributed to population growth in the American colonies during the eighteenth century, and discuss the characteristics and consequences of that growth.
2. Discuss the characteristics of the major non-English ethnic groups that came to the colonies during the period from 1720 to 1770, and explain their contributions to and impact on colonial society.
3. Examine the economic evolution of the American colonies from 1720 to 1770, and discuss the major factors that contributed to the economic development of each colonial region (New England, the Middle Colonies, the Chesapeake, and the Lower South).
4. Distinguish between the culture of the genteel and that of ordinary folk in eighteenth-century colonial America.
5. Identify the basic tenets of Enlightenment thought, and explain the impact of this thought on eighteenth-century American society.
6. Identify the divergent cultural traditions that emerged in eighteenth-century colonial America and explain the impact of race and ethnicity on such traditions.
7. Discuss and explain the importance of the religious, political, economic, and intercultural rituals in which eighteenth-century colonial Americans participated.
8. Discuss the similarities and differences among Indian, mixed-race, European American, and African American families.
9. Examine the impact of place of residence (rural vs. urban), gender, socioeconomic status, and race on the daily lives of eighteenth-century colonial Americans.
10. Discuss the rise of colonial assemblies, and explain the characteristics of representative government in eighteenth-century colonial America.
11. Examine the causes and consequences of the Stono Rebellion, the New York conspiracy, the land riots, the Regulator movements, and the First Great Awakening.

THEMATIC GUIDE

In Chapters 2 and 3, we looked at American society in its infancy. Though this society was shaped by many forces, its basic belief system and value system came from England. At the end of Chapter 3, we saw that colonial society was showing signs of evolving in its own unique direction, a fact that caused England to formulate some rules and regulations (the Navigation Acts, for example) designed to control colonial behavior.
In Chapter 4, the authors analyze the internal makeup of colonial society to show more clearly how certain forces interacted to create the unique American society.

In the first section of the chapter, “Population Growth and Ethnic Diversity,” we note the reasons behind the dramatic population growth in the colonies in the eighteenth century. By examining the migration of a variety of ethnic groups that made up that migration, we see the development of the cultural pluralism that distinguishes American society. At the same time we recognize some of the internal dynamics produced by that pluralism (the question of assimilation, as well as the emergence and consequences of ethnic antagonisms).

The economic evolution of the colonies is the main theme of the second section. Although there was slow economic growth between 1720 and 1750, growth was uneven. We examine in detail the economic forces operating in (1) New England, (2) the middle colonies, (3) the Chesapeake area, and (4) the Lower South. The forces affecting the economy as a whole interacted with regional characteristics to create a separate set of economic dynamics within each region. Consequently, the colonies were not a unified whole and had no history of unity or sense of common purpose.

An examination of the characteristics of genteel and ordinary culture leads to a discussion of the religious, political, economic, and intercultural rituals in which eighteenth-century colonial residents participated and through which they forged their cultural identities. Due to differences in the historical experiences of Indians, people of mixed race, European-Americans, and African Americans, different family forms emerged within each group. Ethnicity, gender, and place of residence (rural vs. urban) also affected patterns of daily life in eighteenth-century colonial America.

In the penultimate section, “Politics: Stability and Crisis in British America,” we turn to political developments—chiefly the emergence of colonial assemblies as a powerful political force. We also look at the contrasts between the ideal and the reality of representative government in eighteenth-century colonial America.

Then we return to the theme that underlies all the sections in this chapter: the seeds of tension, conflict, and crisis present within eighteenth-century American society. If you look back at the earlier sections, you can see the potential for conflict in (1) ethnic diversity; (2) the increase of urban poverty despite general economic growth, as well as the economic variations among the four regions; (3) the differences between city and rural life, between the status of men and women, and between white and African American families; (4) the clashing of the older and the newer cultures and of the genteel and the ordinary; and (5) the conflict between the ideal and the reality of the role of colonial assemblies. The crises and conflicts resulting from this diversity are exemplified in the Stono Rebellion, the New York conspiracy, the land riots, and the Regulator movements.

Finally, we consider the crisis that was the most widespread because it was not confined to a particular region—the First Great Awakening. This was a religious crisis, but its causes resembled those of the other crises of the period.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 4. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you
can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

**Definitions**

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difficult-to-spell names and terms from reading and lecture

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<th>evangelist</th>
<th>theologian</th>
<th>itinerant</th>
<th>exhorter</th>
<th>paradox</th>
<th>deference</th>
<th>tenet</th>
<th>opulence</th>
<th>secular</th>
<th>volatile</th>
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Difficult-to-Spell Names and Terms from Reading and Lecture
IDENTIFICATION AND SIGNIFICANCE
After studying Chapter 4 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who, what, where*, and *when*.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*

1. eighteenth-century colonial population growth
   a. Identification
   b. Significance

2. African immigrants
   a. Identification
   b. Significance

3. Scotch-Irish, Scots, and Irish immigrants
   a. Identification
   b. Significance

4. German immigrants
   a. Identification
   b. Significance
5. the Huguenots
   a. Identification
   b. Significance

6. Sephardic Jews
   a. Identification
   b. Significance

7. urban poverty
   a. Identification
   b. Significance

8. King George’s War
   a. Identification
   b. Significance

9. James Oglethorpe
   a. Identification
   b. Significance
10. genteel culture  
   a. Identification  
   b. Significance  

11. advanced education in eighteenth-century colonial America  
   a. Identification  
   b. Significance  

12. the Enlightenment  
   a. Identification  
   b. Significance  

13. *Essay on Human Understanding*  
   a. Identification  
   b. Significance  

14. John and William Bartram  
   a. Identification  
   b. Significance
15. *Experiments and Observations on Electricity*
   a. Identification

   b. Significance

16. Boston’s smallpox epidemic, 1720–1721
   a. Identification

   b. Significance

17. *Two Treatises of Government*
   a. Identification

   b. Significance

18. the culture of ordinary folk
   a. Identification

   b. Significance

19. religious rituals
   a. Identification

   b. Significance
20. civic rituals
   a. Identification
   b. Significance

21. rituals of consumption
   a. Identification
   b. Significance

22. rituals on the “middle ground” (intercultural rituals)
   a. Identification
   b. Significance

23. colonial families
   a. Identification
   b. Significance

24. genizaros
   a. Identification
   b. Significance
25. *mestizos*
   a. Identification
   
   b. Significance

26. the “indoor” affairs of farm households
   a. Identification
   
   b. Significance

27. the “outdoor” affairs of farm households
   a. Identification
   
   b. Significance

28. African American families
   a. Identification
   
   b. Significance

29. eighteenth-century colonial assemblies
   a. Identification
   
   b. Significance
30. John Peter Zenger
   a. Identification
   
   b. Significance

31. the Stono Rebellion
   a. Identification
   
   b. Significance

32. the New York conspiracy
   a. Identification
   
   b. Significance

33. the New Jersey, Vermont, and Hudson River valley land riots
   a. Identification
   
   b. Significance

34. the Regulator movements
   a. Identification
   
   b. Significance
35. the First Great Awakening
   a. Identification
   b. Significance

36. Jonathan Edwards
   a. Identification
   b. Significance

37. George Whitefield
   a. Identification
   b. Significance

38. “New Lights” and “Old Lights”
   a. Identification
   b. Significance

39. the Dan River Baptist Church
   a. Identification
   b. Significance
### ORGANIZING, REVIEWING, AND USING INFORMATION

#### Chart A: American Society: Significant Population Changes, 1720–1770

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<td>American Society: Significant Rituals of Everyday Life, 1720–1770</td>
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### Chart C

**Society: Types of Labor, 1720–1770**

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### Chart D

**Society: The American Family, 1720–1770**

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**Special Case: Children of Mixed Marriages**
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<td>Population Changes</td>
<td>British Political System</td>
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## Chart G

### Society: Influential Movements, 1720–1770

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**SPECIFIC IMMEDIATE EFFECTS (EXAMPLES)**

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Chart H

Impact of Key Factors on the Economic Status of the English Colonies, 1720–1770

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### Chart H

| Impact of Key Factors on the Economic Status of the English Colonies, 1720–1770 |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Dependency on England        | Poverty, Wealth | Consumerism     | Trade           | Manufactures    | Agriculture     | Labor           |
| Middle Colonies              | Effect of Geography | Effect of Population Growth | Effect of Population Diversity | Effect of European Wars | Effect of Other Changes in Europe | Effect of Land Pressures |
### Chart H

**Impact of Key Factors on the Economic Status of the English Colonies, 1720–1770**

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IDEAS AND DETAILS

Objective 1
1. Which of the following was the main reason for the natural increase in the population of the British colonies in North America during the eighteenth century?
   a. The nutritious diet of the colonists
   b. The young age at which colonial women began to bear children
   c. The high sex ratio in the colonies
   d. The healthy disease environment, especially in the South

Objective 2
2. Which of the following is true of German immigrants?
   a. They were drawn to the urban areas of the middle colonies.
   b. They were a destabilizing force because of their radical political ideas.
   c. They contributed to the religious diversity of the middle colonies.
   d. Most were young, single men seeking economic opportunity.

Objective 2
3. Non-Anglo immigrants to the British colonies in North America often did not become naturalized British citizens because
   a. Parliament never officially allowed them to become British citizens.
   b. They were prevented from doing so by upper-class Anglo-colonists who did not want them to gain a voice in colonial government.
   c. Many such immigrants could not meet the strict naturalization requirements.
   d. Even though they immigrated to the British colonies, they continued to have a great deal of animosity toward the British and had no desire to become British citizens.

Objective 3
4. Which of the following factors had a stabilizing influence on the eighteenth-century American economy?
   a. European wars
   b. The slave system
   c. The growing American population
   d. International trade

Objectives 2 and 3
5. In contrast to seventeenth-century immigrants, immigrants to the colonies in the eighteenth century
   a. had fewer opportunities for advancement.
   b. were seldom able to assimilate into Anglo-American culture.
   c. always came by choice.
   d. were primarily of English origin.
Objective 3
6. The demand for foodstuffs during King George’s War had a positive economic impact on
   a. Massachusetts.
   b. Pennsylvania.
   c. South Carolina.
   d. Connecticut.

Objective 5
7. The Enlightenment emphasized
   a. revealed religion.
   b. faith.
   c. reason.
   d. intuitive knowledge.

Objective 5
8. In his *Two Treatises of Government*, John Locke argued that
   a. government was created by God.
   b. government was created for the sole purpose of bringing order and stability to human society.
   c. the people created government and placed absolute power in the hands of the monarch.
   d. the people have the right to oust a ruler if he does not protect their rights.

Objectives 4 and 7
9. The seating system in New England Congregationalist churches showed the
   a. wealth and status of church members.
   b. ethnic background of the members of the congregation.
   c. vocations of church members.
   d. marital status of church members.

Objective 7
10. Tea served as a sign of status in colonial America because
    a. upper-class colonists drank it hot while lower-class colonists drank it cold.
    b. the drinking of tea was considered to be a lower-class activity.
    c. tea was served only in salons frequented by those of genteel status.
    d. the items necessary for its “proper” consumption were expensive.

Objective 7
11. Which of the following was an important component of intercultural trading rituals between Europeans and Indians?
    a. Prayer
    b. Gift-giving
    c. Cigar smoking
    d. Tea drinking
Objective 8
12. The extended family was important to slaves for which of the following reasons?
   a. It was the focus of all religious teaching.
   b. The uncertainties of slave life increased the need for a large support group.
   c. It was the basic work unit on the plantation.
   d. It was the one aspect of African American culture respected by whites.

Objective 9
13. Which of the following distinguished urban life from rural life in eighteenth-century America?
   a. Work schedules in the city were governed by the sun rather than by the clock.
   b. The incidence of epidemic diseases was lower in the city.
   c. Urban dwellers had more contact with the world at large.
   d. The distance between the ordinary and the genteel was less noticeable in the city.

Objectives 10 and 11
14. The Regulator movements, the Stono Rebellion, and the Hudson Valley land riots provide evidence that
   a. colonial assemblies had the means to control internal disorder.
   b. colonial assemblies did not live up to the ideal of protecting the rights of all the people.
   c. there were few ethnic tensions in eighteenth-century colonial America.
   d. political rights were gradually being extended to more and more people.

Objective 11
15. Which of the following was a consequence of the First Great Awakening?
   a. It brought intellectualism into religion.
   b. It created a new sense of unity between England and the colonies.
   c. It led to the founding of an established church throughout the colonies.
   d. It fostered a willingness to question traditional beliefs.

ESSAY QUESTIONS

Objective 2
1. Discuss the characteristics of the Scotch-Irish, German, and Scottish immigrants to the American colonies in the eighteenth century. Why did they come? Where did they settle? How did their immigrant status affect their lives?

Objective 3
2. Examine the similarities and differences between the economic development of New England and that of the Lower South during the eighteenth century.

Objective 5
3. Discuss the ideas associated with the Enlightenment and the impact of those ideas on mid-eighteenth-century colonial society.
Objective 7
4. Discuss the importance of church attendance in the lives of eighteenth-century colonial Americans. In what way were colonial church services an expression of community values?

Objective 9
5. Examine gender roles in mid-eighteenth-century colonial America.

Objectives 2 and 8
6. Examine the characteristics of the lives of African Americans in mid-eighteenth-century colonial America.

Objective 9
7. Discuss the similarities and differences between rural life and city life in mid-eighteenth-century colonial America.

Objective 11
8. Defend the following thesis statement: The Stono Rebellion and the land riots in New Jersey, Vermont, and the Hudson Valley exposed the ethnic, racial, and economic tensions in early eighteenth-century colonial America.
ANSWERS

Multiple-Choice Questions

1. b. Correct. Most European American women began to bear children in their early twenties, most African women in their late teens. Since married women usually became pregnant every two or three years, the young age at which women began to bear children was a factor in the rapid population growth in eighteenth-century America. See page 89.
   a. No. The diet of colonists was not nutritious by today’s standards and relied heavily on pork and beef, fat, salt, and, since water was often unhealthy, alcohol. Green vegetables were seldom eaten, and when they were they were boiled for a long time with bacon, ham, or fatback. See page 89.
   c. No. Throughout the colonial period there was an equal sex ratio in the northern colonies. Although there was a high sex ratio in the southern colonies in the seventeenth century, that changed in the eighteenth century. Furthermore, a high sex ratio means there are more men than women; therefore, a high sex ratio would not be conducive to a dramatic increase in population. See page 89.
   d. No. Even though the healthy disease environment in colonial America, especially in the North, did contribute to the natural increase in the colonial population, this was not the main reason for such an increase. See page 89.

2. c. Correct. The German immigrants came from a variety of Protestant sects, and as they settled in the middle colonies they added to the religious diversity that already existed in that region. See page 93.
   a. No. Although settlers of German descent were most heavily concentrated in Pennsylvania, they were not necessarily drawn to the urban areas of the colony; and during the eighteenth century they spread into the western areas of Maryland and Virginia and settled in the interior of South Carolina and Georgia. See page 93.
   b. No. Although some colonists were prejudiced against Germans and expressed a fear of them, the German immigrants were not political radicals and were not a destabilizing influence in the colonies. See page 93.
   d. No. Although the text does not indicate the gender of the German immigrants and does not indicate whether they came singly or in groups, many German immigrants came as redemptioners (a variant form of indentured servitude) and often traveled in family groups. See page 93.

3. b. Correct. Naturalization laws were rather generous in the British colonies; however, the Anglo-elites often prevented immigrants from taking advantage of these laws because they did not want them to gain a voice in colonial government. See page 94.
   a. No. Parliament passed a naturalization law in 1709 and another more generous law in 1740. See page 94.
   c. No. Naturalization requirements were not strict. As a result of a law passed by Parliament in 1740, a colonist of non-English origin could become a naturalized British citizen by living in the colonies for seven years, paying a small fee, taking an oath of allegiance to the king, and giving evidence of accepting Protestant beliefs. See pages 91 and 94.
   d. No. Many of the immigrants of non-English origin did become naturalized citizens and did not necessarily have an undue amount of animosity toward the British. See page 94.
4.  
   c. Correct. As stated in the text: “The dramatic increase in the population of Anglo America served as one of the few sources of stability for the colonial economy.” See page 94.

   a. No. Rather than having a stabilizing influence on the American economy, European wars caused sharp economic fluctuations in the eighteenth-century American economy and affected different colonial regions in different ways. See page 94.

   b. No. The presence of racial slavery was a source of constant tension between black slaves and white masters. In areas of the South where slaves constituted a large proportion of the total population, the fear of slave uprisings was ever present. Such tension was not a source of economic stability. See page 94.

   d. No. Foreign trade was the major “energizing” influence on the eighteenth-century colonial economy, but it was also a destabilizing influence. See page 94.

5.  
   a. Correct. By the mid-eighteenth century, an elite group had emerged that dominated the political, economic, and social life of the colonies. The presence of the dominant elite meant that colonial society was more stratified in the 1750s than it had been in the seventeenth century, making it more difficult for new immigrants to find advancement opportunities. See page 96.

   b. No. A variety of factors determined whether or not migrants were readily assimilated into Anglo-American culture. Huguenots were quickly absorbed, while colonial Jews were not. However, it is a misstatement to say that eighteenth-century immigrants were “seldom” able to assimilate. See page 96.

   c. No. All blacks and some whites were brought to the colonies against their will. Therefore, it is estimated that about one-third of the migrants during the colonial period came involuntarily. See page 96.

   d. No. The statistics offered in the textbook do not support the conclusion that immigrants to the colonies in the eighteenth century were primarily of English origin. See page 96.

6.  
   b. Correct. The fertile soil of the middle colonies, including Pennsylvania, meant that commercial farming was the norm in this area in the 1740s and 1750s. Farmers in colonies like Pennsylvania were in an excellent position to profit from the wartime demand for foodstuffs. See page 98.

   a. No. Because of the nature of the New England soil, New England farmers did not normally produce surplus farm products for the international marketplace. Therefore, wartime demand for foodstuffs did not have a positive economic impact on Massachusetts. See page 98.

   c. No. As a result of the King George’s War, trade with Europe was disrupted, rice prices plummeted, and South Carolina entered a severe depression. See page 98.

   d. No. Connecticut, a New England colony, had rocky soil and relatively small landholdings. The farmers there did not normally produce a surplus of foodstuffs for the international marketplace. See page 98.
7. c. Correct. Those who adhered to Enlightenment thought rejected spiritual revelation, faith, and intuitive knowledge as faulty and filled with superstition. All knowledge was to be based on observations of the real world and on reason. See page 100.
   a. No. The Enlightenment emphasized “natural religion” or, in other words, intellectual religion rather than religion based on spiritual revelation (revealed religion). See page 100.
   b. No. Enlightenment thought rejected faith in favor of something else that Enlightenment thinkers believed to be much more reliable. See page 100.
   d. No. Those who adhered to Enlightenment thought rejected intuitive knowledge as faulty and unreliable. See page 100.

8. d. Correct. Locke believed that people entered into a contract with each other through which they created government. Through this contract, Locke said, government had a contractual obligation to protect the rights of the people. If government did not fulfill this obligation, the people had the right to rise in rebellion against government and institute a new government. See page 101.
   a. No. Locke believed that government was established as the result of a contract among people and between people and government. Therefore, Locke’s theory of government is secular rather than religious. See page 101.
   b. No. Locke believed that people were basically good and that before the creation of government there was relative order and stability. Therefore, according to Locke, government was created for a purpose other than to impose order and stability on human society. See page 101.
   c. No. Although Locke did believe that government was created by people, he did not believe that the contract through which people established government placed absolute power in the hands of the monarch. See page 101.

9. a. Correct. Seating in Congregationalist churches was determined by the wealth and social status of church members. Such status might relate to a person’s ethnic background or to a person’s vocation, but one’s wealth and status were the basis for seating assignments. See page 101.
   b. No. It is possible that the seating system was, to some extent, a reflection of ethnic background, but the seating system showed something else much more clearly. See page 101.
   c. No. The seating system in Congregationalist churches probably did reflect, to some extent, the vocation of church members, but one’s vocation did not determine where one sat. What factor did determine the seating system? See page 101.
   d. No. Seating assignments in Congregationalist churches did not indicate marital status. See page 101.

10. d. Correct. Although colonists of all classes drank tea, the equipment used to serve the beverage was expensive and not affordable to colonists of lower-class status. Therefore, the more elaborate one’s tea service the higher one’s social status. See page 104.
    a. No. Whether one drank tea hot or cold was not a sign of social status in colonial America. See page 104.
    b. No. People of all classes drank tea in colonial America. See page 104.
    c. No. Tea was readily available for home consumption and was not served exclusively in salons. See page 104.
11. b. Correct. Indians expected Europeans to present them with gifts before negotiations began over the price of furs, skins, and other items of trade. See page 104.
   a. No. Prayer was not an important component of trading rituals between Europeans and Indians. See page 104.
   c. No. Cigar smoking was not an important component of trading rituals between Europeans and Indians. See page 104.
   d. No. Tea drinking was not an important component of trading rituals between Europeans and Indians. See page 104.

12. b. Correct. Slaves attempted to improve their lives and found extended kinship groups (the extended family) very important “as insurance against the uncertainties of existence under slavery.” See page 107.
   a. No. Religion was extremely important to blacks. However, most religious teaching took place within the nuclear family and at religious gatherings. Religious teaching was not the primary function or role of the extended family that developed among African Americans. See page 107.
   c. No. The extended family was not the basic work unit on the plantation. See page 107.
   d. No. White slaveowners respected few, if any, aspects of black culture and always assumed that they had absolute power over their slaves. See page 107.

13. c. Correct. Many colonial cities were port cities and subject to the influences of merchants and sailors from other parts of the world. In addition, the presence of newspapers in major cities gave urban dwellers more contact with the outside world. See pages 107–108.
   a. No. The work schedules of city workers were largely governed by the clock rather than by the sun and the seasons. See pages 107–108.
   b. No. Because people lived in closer proximity to each other in the cities and many colonial cities were ports into which sailors and travelers brought communicable diseases, the incidence of epidemic diseases was greater in the cities than in the countryside. See pages 107–108.
   d. No. Because people lived closer together in the cities, the differences between the ordinary and the genteel were more apparent. See pages 107–108.

14. b. Correct. Aggrieved groups were at the core of each of the crises mentioned. The presence of aggrieved groups is an indication that colonial assemblies, controlled by the genteel, did not live up to the ideal of protecting the rights of all the people. See pages 108–110.
   a. No. Notice that in the Hudson Valley Land Riots of 1765 and 1766, British troops from New York City had to intervene to crush the rebellion. This does not indicate that colonial assemblies had the means to control internal disorder. See pages 108–110.
   c. No. There was an ethnic dimension to the Regulator movements of the Carolinas and an ethnic and racial dimension to the Stono Rebellion. See pages 108–110.
   d. No. There is no indication in any of these crises that political rights were being extended to more and more people. In each crisis the aggrieved group rightly felt that it had little or no political power. See pages 108–110.
15. d. Correct. The Great Awakening emphasized emotion rather than learning, faith rather than reason. Those influenced by this thought began to question the people who had traditionally held positions of authority in the church and in secular society. Therefore, as a result of the Great Awakening, there was more of a willingness to question traditional beliefs. See page 111.

a. No. The Enlightenment, with its emphasis on reason, gave rise to “intellectual religions” such as deism and Unitarianism. The Great Awakening was a reaction against such religious movements and emphasized emotion and faith. See page 111.

b. No. The Great Awakening was an important element in the creation of an American culture distinctively different from English culture. This and other characteristics of the Great Awakening opened the cultural distance between England and its North American colonies. See page 111.

c. No. The Great Awakening led to more religious diversity throughout the colonies, not to the founding of an established church. See page 111.