

1. Population Portrait (pp. 84–87)

a. Although the population of the thirteen colonies was growing rapidly, it amounted to only ____ million by 1775—about the same as the cities of Cleveland, Miami, or Seattle today. The largest city, _____, had only 34,000 inhabitants. Look at the map of immigrant groups on p. 85. Where are the following groups congregated?

(1) Germans:

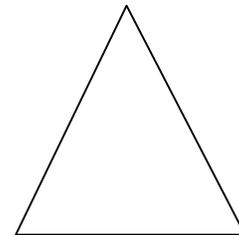
(2) Dutch:

(3) Scots-Irish:

(4) Africans:

b. Who were the Scots-Irish and why did they head for the backcountry? (**Note: This is an important group. It has links to the current troubles in Northern Ireland. This group will come to power under Andrew Jackson in the 1830s. Its descendants still dominate the rural south and the backcountry to this day.**)

2. Colonial Social Structure (pp. 87–91) The authors emphasize the fluidity of the colonial social structure—i.e., for those not enslaved, it was relatively easy to move up the ladder. However, as you read this section, draw lines across the pyramid diagram to the right and identify the layers of society—who was on top, in the middle, and on the bottom and what were the relative sizes of these groups? (**It might be interesting to compare this with a similar diagram you might construct of society today!**)

**3. Economics (pp. 91–94)**

a. ____ percent of the American population was involved in agriculture. Look at the map on p. 91. What were the principal crops produced in each of the following regions?

(1) the North:

(2) the Chesapeake region:

(3) the deeper South:

b. The North was well situated for the ocean trade that was the leading business in most cities. What was the triangular trade described on pp. 91–92? (**Note that the term “Middle Passage,” referring to the transport of slaves to America, is part of this triangular trade.**)

c. Page 93 refers to passage of the _____ Act by the British in 1733. *** Why do you think the British wanted to keep the Americans from either selling to or buying goods from anyone but themselves? (Note: This is an introduction to the Mercantile Theory, i.e., colonies exist for the economic benefit of the mother country, that will be further discussed in Chapter 7.)

d. What is the point the authors are trying to make on page 94 by comparing Franklin's journey to Philadelphia to the travels of Julius Caesar? (In an age of instant communications, this historical fact is hard for most people to comprehend!)

4. Religion (pp. 94–97)

a. Are you surprised at the degree to which religion was state-supported in this period, especially considering the separation of church and state that is inherent in the later Constitution? In what areas were the two main religions tax-supported and which colonies had no official religion?

(1) Congregationalism:

(2) Anglicanism:

(3) No official religion:

b. The Great Awakening of the 1730s and 1740s is important because it was the first genuine mass movement in the colonies and because it was the first of a series of religious revival movements which have come down to evangelists like Billy Graham and the religious right of today. _____ and _____ were the two main leaders of the Great Awakening. What was the main message they tried to preach?

5. Education, Culture, Politics (pp. 97–103)

a. After reading the section on education, list three main differences you see between colonial schools and those you're familiar with today:

(1)

(2)

(3)

b. What do the authors see as the significance of the legal case involving John Peter Zenger (1734–1735)? How did it affect future guarantees of freedom of the press?

c. It's important to note the variety of manners in which the colonies were governed. In 1775, _____ of them had royal governors appointed by the king, _____ had proprietors who chose the governors, and _____ were self-governing, electing their own governors. In the section on politics, why do the authors say that colonial governors were "left to the tender mercies" of the elected legislatures? What was the main power of these legislatures relative to the governors?

d. Who could vote in most colonies?

CHAPTER 5 TERM SHEET

Eighteenth-Century Colonial Society

Pages 84–87

Pennsylvania “Dutch”

Scots-Irish

Michel-Guillaume de Crèvecoeur

Pages 87–94

“Bread” colonies

Triangular trade

Molasses Act (1733)

Pages 94–97

“Established” religions

Anglicans (Church of England)

Congregational Church

Presbyterian Church

“Great Awakening” (1730s–1740s)

Jonathan Edwards

George Whitefield

Baptists

Pages 97–103

Harvard College (1636)

Painters

John Trumbull

Charles Willson Peale

Benjamin West

John Singleton Copley

Poetry (Phillis Wheatley)

Benjamin Franklin

Poor Richard’s Almanack

John Peter Zenger