**Chapter 6 A Rich and Royal Colony**

**TRUE/FALSE**

1. Royal rule within the British Empire was quite lenient in the eighteenth century.

ANS: T PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Royal Colony

2. Most of the townships founded to attract settlers became permanent towns.

ANS: F PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Royal Colony

3. The Lowcountry had plantations, while the Upcountry established small farms.

ANS: T PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Royal Colony

4. Slave labor made South Carolina the richest of the thirteen British colonies in America.

ANS: T PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

5. Black slavery only existed in British colonies in the South.

ANS: F

Black slavery existed in all thirteen British colonies.

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

6. The Seven Year War was the first truly global war in history.

ANS: T PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: French and Indian War

7. The predominant church in the Lowcountry was Baptist.

ANS: F

The predominant church in the Lowcountry was Anglican.

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 3

TOP: Cultural Diversity

8. Regulators were vigilantes who tried to provide justice in the Lowcountry.

ANS: F

Regulators were vigilantes who tried to provide justice in the Upcountry.

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 4

TOP: Regulator Movement

9. The Regulator Movement ended with the passage of an act to establish ten local courthouses and jails in the colony.

ANS: F

The Regulator Movement ended with the passage of the Circuit Court Act of 1769.

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: Regulator Movement

**MULTIPLE CHOICE**

1. Why had the Commons House become the dominant factor in South Carolina’s government by 1755?

|  |  |
| --- | --- |
| a. | it was the largest body |
| b. | most of its members were wealthy |
| c. | its members were appointed by the King |
| d. | it controlled the collection of taxes and spending of revenue |

ANS: D PTS: 1 DIF: Analysis REF: Chapter 6 Section 1

TOP: Royal Colony

2. Which was NOT a long-lasting characteristic of government left over from South Carolina’s colonial experience?

|  |  |
| --- | --- |
| a. | Blacks should have no voice in the government. |
| b. | The legislature should control local governments. |
| c. | Power should be in the hands of the upper class of property owners. |
| d. | The lower house of the General Assembly should control the other branches of government. |

ANS: A PTS: 1 DIF: Analysis REF: Chapter 6 Section 1

TOP: Royal Colony

3. In 1730, why was the white leadership in South Carolina concerned with the state’s population diversity?

|  |  |
| --- | --- |
| a. | The total population fell dramatically. |
| b. | They feared the large black population. |
| c. | The Native American population grew steadily. |
| d. | There was a larger population of women than men. |

ANS: B PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Cultural Diversity

4. What did the leaders of South Carolina do to attract whites to settle in the colony?

|  |  |
| --- | --- |
| a. | They offered them free land. |
| b. | They promised them religious freedom. |
| c. | They offered them protection from the Indians. |
| d. | They promised them a better life than they had in Europe. |

ANS: A PTS: 1 DIF: Analysis REF: Chapter 6 Section 1

TOP: Cultural Diversity

5. What was the largest ethnic group to settle in South Carolina between 1750 and 1760?

|  |  |
| --- | --- |
| a. | Germans |
| b. | French |
| c. | Irish |
| d. | Scots-Irish |

ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Cultural Diversity

6. How did the creation of the colony of Georgia benefit South Carolina?

|  |  |
| --- | --- |
| a. | It provided a market for trade. |
| b. | It provided a protective border. |
| c. | It gave South Carolinians an English-speaking neighbor to the south. |
| d. | It brought new settlers, some of whom moved farther north into South Carolina. |

ANS: B PTS: 1 DIF: Analysis REF: Chapter 6 Section 1

TOP: Royal Colony

7. Where did the slaves who came to South Carolina land?

|  |  |
| --- | --- |
| a. | Beaufort |
| b. | Charles Town |
| c. | Hilton Head |
| d. | Sullivan’s Island |

ANS: D PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

8. Why were slaves quarantined for ten days before being taken to the slave auction?

|  |  |
| --- | --- |
| a. | to fatten them up |
| b. | to check for diseases |
| c. | to teach them some English |
| d. | to let them rest from the grueling voyage |

ANS: B PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

9. What was the most common method of punishing slaves in South Carolina?

|  |  |
| --- | --- |
| a. | whipping |
| b. | branding |
| c. | ear cropping |
| d. | confinement in a hot shack |

ANS: A PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

10. What was the most serious form of slave resistance?

|  |  |
| --- | --- |
| a. | arson |
| b. | physical attacks |
| c. | organized rebellion |
| d. | slowing down the work pace |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

11. How were the Spaniards indirectly responsible for the Stono Rebellion?

|  |  |
| --- | --- |
| a. | They promised the slaves a better life in Florida. |
| b. | They promised the slaves passage back to their homeland. |
| c. | They promised the slaves their freedom if they reached St. Augustine. |
| d. | They promised to protect the slaves when they reached St. Augustine. |

ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Stono Rebellion

12. What was a direct result of the Stono Rebellion?

|  |  |
| --- | --- |
| a. | the passage of a slave code |
| b. | the defeat of Governor William Bull |
| c. | the execution of the leaders of the rebellion |
| d. | the creation of laws to punish those who were responsible |

ANS: A PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Stono Rebellion

13. How did the aftermath of the Stono Rebellion help the slaves?

|  |  |
| --- | --- |
| a. | Some slaves were given their freedom. |
| b. | Slaves who were involved in the uprising were pardoned. |
| c. | Slave owners were penalized for being cruel or too demanding. |
| d. | Slaves were permitted to present their grievances to the Assembly. |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Stono Rebellion

14. Where did most of the slaves in South Carolina work?

|  |  |
| --- | --- |
| a. | in the plantation houses |
| b. | in the cotton fields |
| c. | in the rice fields |
| d. | in the tobacco fields |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

15. What port city was the wealthiest per capita?

|  |  |
| --- | --- |
| a. | Boston |
| b. | Charles Town |
| c. | New York |
| d. | Philadelphia |

ANS: B PTS: 1 DIF: Knowledge REF: Chapter 6 Section 3

TOP: Economic Development

**Excerpts from the 1740 South Carolina Slave Code**

*The Stono Rebellion of 1739 frightened the colony’s white colonists. By this time, slaves outnumbered white residents, and more slaves were arriving every year. As a result, South Carolina’s Assembly enacted a slave code that lasted for more than one hundred years. Following are some of the provisions of that code.*

WHEREAS, in his Majesty’s plantations in America, slavery has been introduced and allowed, and the people commonly called Negroes, Indians, mulattoes, and mestizoes, have been deemed absolute slaves, and the subjects of property in the hands of particular persons, the extent of whose power over such slaves ought to be settled and limited by positive laws, so that the slave may be kept in due subjection and obedience. . . .

III. And for the better keeping slaves in due order and subjection, Be it further enacted . . . That no person whatsoever shall permit or suffer any slave under his or their care or management. . . .to go out of the limits of the said town, or. . .go out of the plantation to which such slave belongs, or. . .is usually employed, without a letter. . .or a ticket. . . .signed by the master or another person having the care of charge of such slave. . . .

VII. And be it further enacted . . . That it shall and may be lawful for every justice . . .to disperse any assembly or meeting of slaves which may disturb the peace or endanger the safety of his Majesty’s subjects, and to search all suspected places for arms, ammunition or stolen goods, and to apprehend and secure all such slaves as they shall suspect to be guilty of any crimes or offences whatsoever, and to bring them to speedy trial . . .

XVII. And be it further enacted . . . That . . . every slave who shall raise or attempt to raise an insurrection in this Province, shall endeavor to delude or entice any slave to run away and leave this Providence, every such slave and slaves and his and their accomplices, aiders and abettors, shall, upon conviction . . . suffer death.

16. According to the document, what was the primary purpose of the slave codes?

|  |  |
| --- | --- |
| a. | to provide a bill of rights for slaves |
| b. | to provide a process for freeing slaves |
| c. | to provide a code of conduct for slaves |
| d. | to provide a list of restrictions for slaves |

ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

17. According to Section III of the slave code, what did slaves have to have in order to travel?

|  |  |
| --- | --- |
| a. | a bill of sale |
| b. | a valid birth certificate |
| c. | a letter signed by the master |
| d. | a brand that identified the master |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

18. According to the slave code, what was the punishment for any slave who attempted to cause an uprising?

|  |  |
| --- | --- |
| a. | a beating |
| b. | death |
| c. | deportation |
| d. | life in prison |

ANS: B PTS: 1 DIF: Comprehension

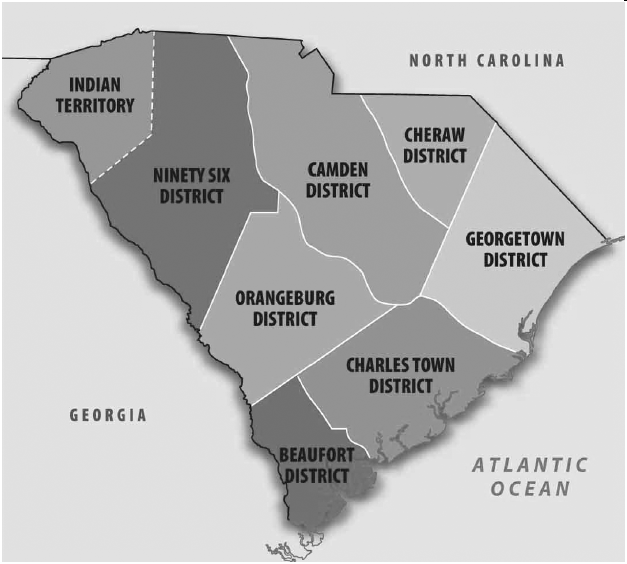
REF: Chapter 6 Section 2 TOP: Slavery

19. According to Section III, how were slaves restricted?

|  |  |
| --- | --- |
| a. | They could not carry arms. |
| b. | They could not travel freely. |
| c. | They could not serve on juries. |
| d. | They could not marry of their own will. |

ANS: B PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery



20. According to the map, what was the smallest circuit court established by the Circuit Court Act of 1769?

|  |  |
| --- | --- |
| a. | Beaufort District |
| b. | Camden District |
| c. | Georgetown District |
| d. | Orangeburg District |

ANS: A PTS: 1 DIF: Application REF: Chapter 6 Section 4

TOP: Regulator Movement

21. According to the map, which circuit court district does NOT border North Carolina?

|  |  |
| --- | --- |
| a. | Camden District |
| b. | Georgetown District |
| c. | Ninety-Six District |
| d. | Orangeburg District |

ANS: D PTS: 1 DIF: Application REF: Chapter 6 Section 4

TOP: Regulator Movement

22. According to the map, how many circuit court districts were located in the Upcountry?

|  |  |
| --- | --- |
| a. | 2 |
| b. | 3 |
| c. | 4 |
| d. | 5 |

ANS: C PTS: 1 DIF: Application REF: Chapter 6 Section 4

TOP: Regulator Movement

23. Why did the Upcountry have so much lawlessness?

|  |  |
| --- | --- |
| a. | Criminals moved there from Georgia. |
| b. | Honest citizens would not confront lawbreakers. |
| c. | There were no courts to bring criminals to justice. |
| d. | Criminals joined with Indians to create a lawless society. |

ANS: C PTS: 1 DIF: Analysis REF: Chapter 6 Section 4

TOP: Regulator Movement

24. Who were the people who tried to provide law and order in the Upcountry?

|  |  |
| --- | --- |
| a. | Community Watchers |
| b. | Deputies |
| c. | Regulators |
| d. | Vigilantes |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 4 TOP: Regulator Movement

25. Why was the Regulator Movement ineffective?

|  |  |
| --- | --- |
| a. | The Regulators were not trained. |
| b. | The Regulators abused the system. |
| c. | The Regulators would not punish their friends. |
| d. | The Regulators had no place to detain suspected lawbreakers. |

ANS: B PTS: 1 DIF: Analysis REF: Chapter 6 Section 4

TOP: Regulator Movement

26. Which country lost all of her territories in North America as a result of the French and Indian War?

|  |  |
| --- | --- |
| a. | Britain |
| b. | France |
| c. | Italy |
| d. | Spain |

ANS: B PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: French and Indian War

**COMPLETION**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the most rapidly growing part of South Carolina’s population.

ANS: Blacks

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 1

TOP: Slavery

2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attracted foreign settlers to the Upcountry with the promise of free land.

ANS: Township Plan

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 1

TOP: Royal Colony

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became a buffer colony between South Carolina and Spanish Florida.

ANS: Georgia

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 1

TOP: Royal Colony

4. Pennsylvania Dutch was another name for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Germans

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 1

TOP: Cultural Diversity

5. The voyage of slaves across the Atlantic Ocean was often referred to as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Middle Passage

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

6. Slaves developed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ language, a language that included parts of several different languages.

ANS: pidgin

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Slavery

7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the largest and most significant slave uprising in South Carolina history.

ANS: Stono Rebellion

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Stono Rebellion

8. An epidemic of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ killed nearly two-thirds of the Catawba tribe, leaving only about 500 living members.

ANS: smallpox

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 3

TOP: Indian Concerns

9. The British promised to protect the Cherokee from the French and their enemy, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Indians.

ANS: Creek

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: Indian Concerns

10. Britain, France and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were the most powerful nations in Europe in the mid-1700s.

ANS: Spain

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: French and Indian War

11. The French and Indian War was called the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Europe.

ANS: Seven Years War

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: French and Indian War

12. South Carolinians inherited their determination to have fun from the settlers who arrived from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Barbados

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 3

TOP: Cultural Diversity

13. The main religious movement in the American colonies in the mid-eighteenth century is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Great Awakening

PTS: 1 DIF: Knowledge REF: Chapter 6 Section 3

TOP: Cultural Diversity

**MATCHING**

Match the term with its definition.

|  |  |  |  |
| --- | --- | --- | --- |
| a. | apprentice | f. | manumission |
| b. | artisan | g. | quarantine |
| c. | buffer | h. | Regulators |
| d. | chattel | i. | utopia |
| e. | driver |

1. keep separate

2. one who learns a trade with supervision of a skilled worker

3. name given to a slave who was chosen because of an ability to control other slaves

4. perfect society

5. person who practices a skill or handicraft

6. property, e.g., cattle, furniture

7. barrier, cushion

8. vigilantes

9. the practice of setting a slave free as a reward for service

1. ANS: G PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Vocabulary

2. ANS: A PTS: 1 DIF: Knowledge REF: Chapter 6 Section 3

TOP: Vocabulary

3. ANS: E PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Vocabulary

4. ANS: I PTS: 1 DIF: Knowledge REF: Chapter 6 Section 1

TOP: Vocabulary

5. ANS: B PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Vocabulary

6. ANS: D PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Vocabulary

7. ANS: C PTS: 1 DIF: Knowledge REF: Chapter 6 Section 1

TOP: Vocabulary

8. ANS: H PTS: 1 DIF: Knowledge REF: Chapter 6 Section 4

TOP: Vocabulary

9. ANS: F PTS: 1 DIF: Knowledge REF: Chapter 6 Section 2

TOP: Vocabulary

**ESSAY**

1. Describe the differences between the Lowcountry and the Upcountry at the end of the colonial era.

ANS:

Answers will vary, but may include:

Lowcountry: Old white population lived here; Anglican Church dominated; many

plantations and slaves; whites from here dominated government

Upcountry: Nearly 80% of white population lived here; dominated by religious dissenters, e.g., Presbyterians, Lutherans, Baptists, Quakers; more small farms; few slave

owners; had little voice in government

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 1

TOP: Royal Colony

2. Explain the legal system of the Regulators.

ANS:

Answers will vary, but may include

captured suspected thieves

tried suspected criminals without lawyers or juries

punishments were often beatings or hangings

abused the rights of the accused

many innocent people got hurt

some Regulators were thieves and undesirables themselves

PTS: 1 DIF: Comprehension REF: Chapter 6 Section 4

TOP: Regulator Movement