**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter 6: A Rich and Royal Colony**

**True/False**

*Indicate whether the statement is true or false.*

\_\_\_\_ 1. Most of the townships founded to attract settlers became permanent towns.

\_\_\_\_ 2. Slave labor made South Carolina the richest of the thirteen British colonies in America.

\_\_\_\_ 3. The Seven Year War was the first truly global war in history.

\_\_\_\_ 4. The Regulator Movement ended with the passage of an act to establish ten local courthouses and jails in the colony.

**Multiple Choice**

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

\_\_\_\_ 1. 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. |

\_\_\_\_ 2. 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. |

\_\_\_\_ 3. 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. |

\_\_\_\_ 4. 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 |

\_\_\_\_ 5. What was the most serious form of slave resistance?

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

\_\_\_\_ 6. 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 |

**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.

\_\_\_\_ 7. 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 |

\_\_\_\_ 8. 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 |



\_\_\_\_ 9. 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 |

\_\_\_\_ 10. According to the map, how many circuit court districts were located in the Upcountry?

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

\_\_\_\_ 11. 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. |

\_\_\_\_ 12. 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. |

**Completion**

*Complete each statement.*

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

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

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

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

\_\_\_\_ 3. person who practices a skill or handicraft

\_\_\_\_ 4. barrier, cushion

\_\_\_\_ 5. the practice of setting a slave free as a reward for service

**Essay**

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

**Chapter 6: A Rich and Royal Colony**

**Answer Section**

**TRUE/FALSE**

1. ANS: F PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 1 TOP: Royal Colony

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

TOP: Slavery

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

TOP: French and Indian War

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

TOP: Royal Colony

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

TOP: Cultural Diversity

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

TOP: Royal Colony

4. ANS: B PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

5. ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

6. ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

7. ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

8. ANS: B PTS: 1 DIF: Comprehension

REF: Chapter 6 Section 2 TOP: Slavery

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

TOP: Regulator Movement

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

TOP: Regulator Movement

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

TOP: Regulator Movement

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

TOP: Regulator Movement

**COMPLETION**

1. ANS: Blacks

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

TOP: Slavery

2. ANS: Germans

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

TOP: Cultural Diversity

3. ANS: pidgin

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

TOP: Slavery

**MATCHING**

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

TOP: Vocabulary

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

TOP: Vocabulary

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

TOP: Vocabulary

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

TOP: Vocabulary

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

TOP: Vocabulary

**ESSAY**

1. 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