

# Study Guide



## Chapter 3, Section 4

For use with textbook pages 104–109

### A DIVERSE SOCIETY

#### KEY TERMS AND NAMES

**Cotton Mather** a Puritan leader who helped inoculate Bostonians against smallpox (*page 105*)

**Pennsylvania Dutch** German immigrants in Pennsylvania (*page 106*)

**Stono Rebellion** rebellion by enslaved people against white slaveholders in South Carolina (*page 107*)

**Enlightenment** a movement that challenged the authority of the church in science and philosophy while elevating the power of human reason (*page 108*)

**Great Awakening** a religious movement that stressed dependence on God and gained appeal among farmers, workers, and enslaved people (*page 108*)

**rationalism** an emphasis on logic and reasoning (*page 108*)

**John Locke** one of the earliest and most influential Enlightenment writers (*page 108*)

**Montesquieu** political philosopher who believed in separation of powers in government (*page 108*)

**pietism** a movement that stressed an individual's devoutness and an emotional union with God (*page 108*)

**revivals** large public meetings for preaching and prayer (*page 108*)

**Jonathan Edwards** Preacher of the Great Awakening (*page 108*)

**George Whitefield** Preacher of the Great Awakening (*page 108*)

#### DRAWING FROM EXPERIENCE

What is a culture? What traditions and customs does your culture have?

The last section described the attempts by the English government to control colonial trade. This section describes the diverse society that developed in the American colonies.

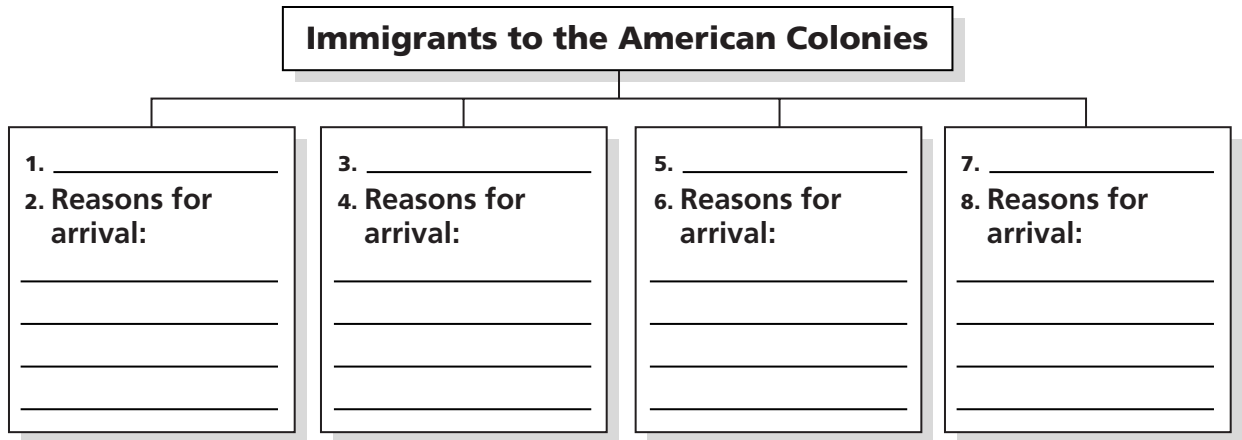
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## Chapter 3, Section 4 (continued)

### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. A large number of immigrants came to the colonies, leading to a rapid increase in the population. In the spaces provided, list four groups of immigrants and the reasons for their arrival in the colonies.



### READ TO LEARN

#### • Family Life in Colonial America (page 104)

The population of the American colonies increased dramatically by the mid-1700s. People in the colonies were having large families, and many immigrants were arriving in America.

Women in the American colonies had few legal rights, particularly married women. A woman could not own anything, and all the property she brought into the marriage became her husband's. Married women could not make a contract or file a lawsuit. Single women had more rights. They could own property, file lawsuits, and run businesses. By the 1700s, the status of married women in the colonies improved.

American colonists frequently suffered diseases. Colonial cities were hard hit by epidemics. In 1721 a smallpox epidemic swept through Boston. Reverend **Cotton Mather**, a Puritan leader, used information from his reading and the knowledge of enslaved Africans to develop an inoculation for smallpox.

**9.** What accounted for the increase in population in the colonies in the late 1600s?

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## Chapter 3, Section 4 (continued)

### • Immigrants in Colonial America (page 105)

Many immigrants arrived in the colonies in the 1700s. German immigrants came to Pennsylvania in search of religious freedom. By 1775 Germans, known as the **Pennsylvania Dutch**, made up about one-third of the population. They became some of Pennsylvania's most prosperous farmers.

The Scotch-Irish were descendants of the Scots who helped England claim control of Northern Ireland. Many left Ireland for the American colonies to escape rising taxes, poor harvests, and religious discrimination. Although Scotch-Irish settled in many colonies, many migrated to the frontier where they occupied vacant land.

Jews first arrived in the Dutch colony of New Netherland in the mid-1600s. They came to the colonies to practice their religion without persecution. Most Jews lived in colonial cities.

**10.** What reasons did immigrants have for coming to the American colonies?

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### • Africans in Colonial America (page 106)

Africans arrived in the colonies from many parts of West Africa. They tried to keep their own languages and traditions. In South Carolina, where rice farming needed a large workforce, Africans worked in larger groups than in other Southern Colonies. Because these Africans were isolated from the white planters, they developed their own language called Gullah. It combined English and African words and allowed Africans from a variety of regions to talk to one another. Using a common language helped Africans develop a new culture in America.

In both South Carolina and Virginia, planters used harsh and cruel means to control the enslaved Africans, but in Virginia the planters also used persuasion. Planters organized night patrols to watch for rebellions and runaways. Although slaveholders tried to force enslaved Africans to obey, Africans developed many ways to fight back against slavery. Some ran away or even bought their freedom, while others would refuse to work hard or staged work slowdowns. Sometimes groups of enslaved people banded together to resist slaveholders. In the 1730s, the governor of Spanish Florida promised freedom and land to any enslaved African who fled to Florida. In 1739, 75 Africans gathered near the Stono River, attacked their white overseers, and fled toward Florida. They attacked whites as they traveled. The local militia ended the **Stono Rebellion**, killing between 30 and 40 of the Africans.

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## Chapter 3, Section 4 (continued)

11. How did Africans develop a new culture in America?

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### • The Enlightenment and the Great Awakening (page 108)

Two European cultural movements influenced the American colonies. The **Enlightenment** challenged the authority of the church in science and philosophy while elevating the power of human reason. A religious movement, which became known as the **Great Awakening**, stressed dependence on God.

The Enlightenment thinkers believed that people could apply natural laws to social, political, and economic relationships, and that people could figure out these laws if they used reason. This emphasis on logic and reasoning was known as **rationalism**.

**John Locke** was an influential Enlightenment writer. He argued that people were not born sinful, as the Church claimed. Instead he believed that society and education could make people better. French thinker Jean Jacques Rousseau argued that people should form a government and make their own laws. Baron **Montesquieu** was an Enlightenment thinker who suggested that the powers of government should be separated into three branches in order to protect people’s freedom. This thinking influenced the writers of the American Constitution.

Many Americans followed a religious movement called **pietism**, which stressed an individual’s devoutness and union with God. Ministers spread pietism through **revivals**, which were large public meetings for preaching and prayer. This rebirth of religious feelings became known as the Great Awakening. Two preachers of the Great Awakening were **Jonathan Edwards** and **George Whitefield**. Both preachers led religious revivals throughout the colonies.

A central idea of the Great Awakening was that people had to be “born again,” or have an emotional experience that brings a person to God. Whitefield warned that it was dangerous to listen to ministers who had not been born again. This idea led to tensions in established colonial congregations. Churches that accepted the new ideas, such as the Baptists and Methodists, saw an increase in their membership.

The Great Awakening had a great impact on the South, particularly among backcountry and tenant farmers. Baptist preachers condemned slavery and welcomed enslaved Africans at their revivals. As a result, thousands of enslaved Africans joined Baptist congregations. This angered the white planters, who feared that they would lose control of their workforce.

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## Chapter 3, Section 4 (continued)

12. Why did many enslaved Africans join Baptist congregations?

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