America
A Narrative History
BRIEF EIGHTH EDITION

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LATE OF UNIVERSITY OF NORTH CAROLINA

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Preface

What an honor it has been to have worked on this extensive revision of the Instructor’s Manual and Test Bank to accompany the eighth edition of George Tindall and David Shi’s America: A Narrative History. This marks the first quarter century of publication of this text, which is rightly recognized for its many excellent features. Its instructor’s manual is a resource designed to be regularly mined by all those who assign America in their survey courses, whether they are grizzled veterans of the classroom or relative novices just completing their graduate studies. Each chapter contains ideas for lectures or classroom activities with suggested resources that include updated bibliographies and nonprint sources such as film. The test bank of multiple-choice, matching, true/false, and essay questions has been thoroughly revised and extended since the last edition. This range of items is designed to measure the students’ comprehension, reward their careful reading, and provide instructors with many teachable moments in the classroom. The “Practicing Citizenship” section in each chapter is a new feature that suggests activities to take students beyond the classroom to engage in society in a way that connects their historical studies to the issues and urgencies of their current-day lives. Our imperfect democracy can only be strengthened as they do so.

Those of us who teach the American history survey are the general practitioners and frontline soldiers of our profession. We can never tire of expanding our knowledge base, learning new methods, or sharing ideas on how to excite student interest and continually improve our courses. This instructor’s manual is written in that spirit and I hope you will employ its contents liberally. Please contact me anytime if you want to discuss it or any aspect of teaching. I wish to especially thank my colleagues at Lone Star College–Kingwood with whom I have engaged in so many such pedagogical conversations over the years. I especially thank John Barr, Jeffrey Lambert, and Randolph Campbell for their consent to include their course documents as sample syllabi.
Special recognition also goes to Edward Richey of the University of North Texas, Denton; Michael Krysko of Kansas State University; and Brian McKnight and David Dewar, both of Angelo State University for their work on chapters 19 through 30 of this instructor’s manual, and to Mark S. Goldman, upon whose rock-solid foundation all of us built. Of all the wonderful crew at W. W. Norton, I am especially grateful to Rachel Comerford for being such a “not-so-stern” taskmaster, facilitating and encouraging my efforts at every juncture. Finally, I dedicate my work on this project to my beautiful boy, Alexander Gene Davis. You are with me son, every day and every way.

Stephen K. Davis
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The following list is intended for the beginning instructor as a convenient guide to the wealth of reference materials available for teachers of American History. The usual disclaimer that one finds of such a list—that it is suggestive rather than exhaustive—certainly applies here.


Besides the *Harvard Guide*, two bibliographical guides stand out. *America: History and Life* is regularly updated, and is therefore useful for finding more recent materials. *Goldentree Bibliographies of American History*, under the general editorship of Arthur S. Link, are more specialized guides for various topics; examples include volumes by John Shy on the American Revolution, Vincent P. DeSantis on the Gilded Age, and Paul M. Gaston on the New South.
Bibliography of Selected Reference Works in American History


There are a number of books that discuss history itself and the teaching of history. Lester D. Stephen’s Probing the Past: A Guide to the Study and Teaching of History (1982) offers a good introduction to both topics. For the students’ side, see Jules R. Benjamin’s A Student Guide to History (9th ed., 2004). Also see John McClymer, The AHA Guide to Teaching and Learning with New Media (2005); Eric Foner, Essays on the New American History (1997); and Norman J. Wilson, History in Crisis: Recent Directions in Historiography (2nd ed., 2004).

Instructors designing their first course, or changing an existing one, might look at American History (3 vols.; 2nd ed., 1987), a set in the series Selected Reading Lists and Course Outlines from American Colleges and Universities; volume 1 contains materials from survey courses in American History. Finally, instructors should consult The History Teacher, a quarterly journal that features reviews of textbooks and reference aids, articles on teaching history, and historiographical essays.
History 1301—United States to 1877  
Fall 2010  
Instructor: Stephen Davis  
Lone Star College–Kingwood

**SUBJECT**

History 1301 commences our examination of the American past. The course opens with the European colonization of the New World and concludes with the termination of Reconstruction in 1877. History 1301 thus traces the development of a distinct American culture and politics from its period of formation through its greatest crisis in the Civil War. An understanding of this critical early period of U.S. history is indispensable to an appreciation of our nation’s rise to prominence in the twentieth century.

**REQUIRED READINGS**

George Tindall and David Shi, *America: A Narrative History* (Brief, 8th ed.), vol. I. (Go to www.nortonebooks.com if you would like to purchase the e-book version of this text.)
Nicholas Lemann, *Redemption: The Last Battle of the Civil War.*
COURSE STRUCTURE

Class meetings will be devoted to discussion of assigned readings, student presentations, films and film clips, and a few lectures. There will be no major exams. Thirty-five percent of the semester grade will be determined by class participation. Half will be derived from quizzes on each of the assigned four books other than the text. The remaining 15 percent will come from short quizzes on selected textbook chapters.

GRADES

Book Quizzes (4) 50%
Text quizzes (at least 10) 15%
Class participation 35%

KEY DATES

August 25—Introduction to the course
September 15—Broken Spears quiz
October 13—Frederick Douglass quiz
November 12—John Brown quiz
December 2—150th Anniversary of John Brown’s execution, Charleston, West Virginia
December 10—Redemption quiz (This quiz and discussion is your final exam.)

“The time has come,” the Walrus said,
“To talk of many things:
Of shoes and ships and sealing wax,
Of cabbages and kings.”
Lewis Carroll, Through the Looking Glass

2009–2010 Learning Outcomes for History 1301

- Explain the factors contributing to the beginning of the European Age of Discovery and assess the impact of the contact and interchange between the New World and the Old World.
• Trace the patterns of settlement and social, political, and economic developments in colonial North America.
• Analyze the factors leading to the American Revolution, describe the events of the Revolution, and consider the nature of the Revolution and its impact upon the people who lived through it.
• Trace the social, political, and economic developments during the Federalist period. Account for the movement to change from the Articles of Confederation to a stronger, more nationally oriented government.
• Analyze the principles considered and incorporated into the Constitution, and account for the success of the movement to ratify the Constitution.
• Explain the dramatic changes in the 1812 postwar era. Account for the westward surge of Americans, and assess the impact of western expansion.
• Trace the social, political, and economic developments that led to the rise of mass democracy during the first half of the nineteenth century.
• Describe the popularity of Andrew Jackson, and explain how he was a good example of the coming of the era of the common man to American politics.
• Account for the growing sectionalism in the nation. Explain the outbreak of the Civil War and trace the major military, political, economic, and social developments of the war.
• Trace the development of Reconstruction and define its impact on African Americans in the South.
• Identify the key historical issues that have developed in early American history, such as the American Revolution, government building, slavery, and the Civil War, and explain the historiographical analyses that pertain to each.
SUBJECT

History 1302 begins with the massive industrial growth that dominates the post–Civil War period and ends with recent developments. The first part of the course covers such topics as industrialization and its social impact, reform movements like Populism and organized labor, the dramatic entry of the United States into world affairs at the turn of the century, World War I, and the Roaring Twenties. The second half of the course starts with the presidency of Franklin D. Roosevelt (New Deal and World War II) and then focuses upon the now-concluded cold war as this society’s central preoccupation since 1945. This particular section of 1302 will employ “The Southern Experience” as a connecting thread through all of the above.

REQUIRED READINGS

George Tindall and David Shi, America: A Narrative History (Brief, 8th ed.), vol. II. (Go to www.nortonebooks.com if you would like to purchase the e-book version of this text.)


Robert Palmer, Deep Blues.

Marshall Frady, Wallace.

James Lee Burke, The Tin Roof Blowdown.

COURSE STRUCTURE

Class meetings will be devoted to discussion of assigned readings, student presentations, films and film clips, and a few lectures. There will be no major exams. Thirty-five percent of the semester grade will be determined by class participation. Half will be derived from quizzes on each of the assigned four books other than the text. The remaining 15 percent will come from short quizzes on selected textbook chapters.
GRADES

Book Quizzes (4) 50%
Text quizzes (at least 10) 15%
Class participation 35%

KEY DATES

August 25—Introduction to the course
September 15—Carnival of Fury quiz
October 13—Deep Blues quiz
November 12—Wallace quiz
December 10—The Tin Roof Blowdown quiz (This quiz and discussion is your final exam.)

2009–2010 Learning Outcomes for History 1302

- Trace the rise of American power in the world of the late nineteenth century. Note especially the factors that make this growth possible and assess its social, economic, and political consequences on American life.
- Ascertain the roots and manifestation of Wilsonian moralism, identify the causes of American entry into World War I, and discuss the role played by the United States in ending the war.
- Analyze the development of American culture in the two decades between World War I and World War II, noting in particular the causes and consequences of the Great Depression and the reaction to it by Franklin Roosevelt’s administration.
- Explain the reasons for the outbreak of World War II in Europe in 1939 and America’s entry in 1941. Trace the major events of the war, and explain America’s contribution to the war effort at home and abroad.
- Trace the development of America’s cold war with the Soviet Union (including our involvement in Vietnam) and assess its impact on the social, economic, and political character of the nation.
- Analyze the major trends and developments in America’s domestic legislation in the post–World War II era and assess their impact on American culture.
History 1301—U.S. History I
Instructor: Jeffrey Lambert
Lone Star College–Kingwood

History 1301 is a survey of U.S. history from the Age of Discovery through Reconstruction. Special emphasis is placed on the emergence of the United States as a nation. Other topics will include westward expansion, slavery, the Civil War, and Reconstruction. The purpose of this course is to provide students with an interpretive analysis of the social, economic, political, and intellectual dynamics that have shaped U.S. history before 1877.

ANNOUNCEMENTS ONLINE IN ANGEL

The “Announcements” section on the course home page will convey vital information for the class throughout the semester pertaining to updates, deadlines, and assignments. It should always be the first section checked when you log in and should be checked regularly throughout the semester.

ASSIGNED COURSE READINGS

Textbook

Supplemental Readings

You will need all of these books for class. There are assignments related to each book and it is impossible to earn an A in the class if you do not have the textbook and the three supplemental readings.

These books are available in the Lone Star College–Kingwood online bookstore and can also be purchased from other online book vendors, including http://wnorton.com/students and www.nortonebooks.com.
PARTICIPATION

Students are expected to respond to the instructor’s questions and to each other on the discussion board. Since this is a distance learning course, the discussion board will take the place of a regular class discussion. You will need to interact with my prompts and the comments of your fellow students. Posted comments need to be original and reflect your understanding of the unit topic from the readings. The comments you make should reflect your own original analysis and interpretation of the readings, while also demonstrating examples and facts from the readings. Comments should not be longer than a paragraph. You will have to respond to my discussion prompts first before you are allowed to respond to your classmates’ comments.

EXAMS AND QUIZZES

There is a quiz for the syllabus and an exam for each of the four units in the course that will be completed online. The Unit Exams will consist of forty objective questions based on the assigned textbook material. Unit Exams make up 50 percent of your course grade. Check the course calendar for exam and quiz dates. The exams/quizzes are timed, and no two students will have the same exam.

SUPPLEMENTAL BOOK REVIEWS

For each of the supplemental readings you will have to submit a book review that reflects your comprehension of the material. A book review consists of both background and analysis. I will provide more instructions on how to write a proper book review once class begins. The supplemental book reviews make up 30 percent of your course grade; do not take them lightly. Late book reviews will receive a fifteen-point reduction and will only be accepted three days late.

Basic Book Review Requirements

- Minimum of 400 Words/Maximum of 550 Words
- Standard 1-inch Margins
- 12-point Font
- Times New Roman
- Double Spaced
GRADES

- Syllabus Quiz 05%
- Class Participation 15%
- Exam 1 10%
- Exam 2 10%
- Exam 3 15%
- Exam 4 15%
- Book Review 1 10%
- Book Review 2 10%
- Book Review 3 10%
History 1302 is a survey of U.S. history from the end of Reconstruction to the present. Special emphasis is placed on the emergence of the United States as a world power and our subsequent assumption of international responsibilities. Other topics will include westward expansion, industrialization, immigration, World War I, World War II, the subsequent cold war, Vietnam, and the collapse of the Soviet Empire.

ANNOUNCEMENTS ONLINE IN ANGEL

The “Announcements” section on the course home page will convey vital information for the class throughout the semester pertaining to updates, deadlines, and assignments. It should always be the first section checked when you log in and should be checked regularly throughout the semester.

ASSIGNED COURSE READINGS

Textbook


Supplemental Readings


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These books are available in the Lone Star College–Kingwood online bookstore and can also be purchased from other online book vendors, including http://wwnorton.com/students and www.nortonebooks.com.
PARTICIPATION

Students are expected to respond to the instructor’s questions and to each other on the discussion board. Since this is a distance learning course, the discussion board will take the place of a regular class discussion. You will need to interact with my prompts and the comments of your fellow students. Posted comments need to be original and reflect your understanding of the unit topic from the readings. The comments you make should reflect your own original analysis and interpretation of the readings, while also demonstrating examples and facts from the readings. Comments should not be longer than a paragraph. You will have to respond to my discussion prompts first before you are allowed to respond to your classmates’ comments.

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SUPPLEMENTAL BOOK REVIEWS

For each of the supplemental readings you will have to submit a book review that reflects your comprehension of the material. A book review consists of both background and analysis. I will provide more instructions on how to write a proper book review once class begins. The supplemental book reviews make up 30 percent of your course grade; do not take them lightly. Late book reviews will receive a fifteen-point reduction and will only be accepted three days late.

Basic Book Review Requirements

- Minimum of 450 Words/Maximum of 600 Words
- Standard 1-inch Margins
- 12-point Font
- Times New Roman
- Double Spaced
GRADES

- Syllabus Quiz 05%
- Class Participation 15%
- Exam 1 10%
- Exam 2 10%
- Exam 3 15%
- Exam 4 15%
- Book Review 1 10%
- Book Review 2 10%
- Book Review 3 10%
The history of the United States from the pre-Columbian era until 1877 is a fascinating subject encompassing numerous topics: European settlement and the ensuing demographic disaster for Native Americans; establishment of European colonies in North America; the American Revolution and its legacies; Jeffersonian democracy and the conquest of the West; the War of 1812, the Market Revolution and Jacksonian democracy; the Age of Reform and the changing role of women in American society; the growth of slavery, the Texas Revolution and Mexican War; the sectional split between North and South; the Civil War and the Reconstruction of the nation after the Civil War. This course will utilize lecture, discussions, film, literature, art, and other resources to illuminate the American past—and present.

LEARNING OUTCOMES

1. Explain the factors contributing to the beginning of the European Age of Discovery and assess the impact of the contact and interchange between the New World and the Old World.
2. Trace the patterns of settlement and intellectual, social, political, and economic developments in colonial North America.
3. Analyze the factors leading to the American Revolution, describe the events of the Revolution, and consider the nature of the Revolution and its impact upon the people who lived through it.
4. Trace the intellectual, social, political, and economic developments during the Federalist period. Account for the movement to change from the Articles of Confederation to a stronger, more nationally oriented government under the Constitution.
5. Analyze the principles considered and incorporated into the Constitution, and account for the success of the movement to ratify the Constitution.
6. Explain the dramatic changes from the election of Thomas Jefferson to the presidency through the post-War of 1812 era. Account for the westward surge of Americans, and assess the impact of westward expansion and/or conquest.
7. Trace the intellectual, social, political, and economic developments that led to the rise of mass democracy during the first half of the nineteenth century.
8. Describe the popularity of Andrew Jackson, and explain how he exemplified the era of the common man to American politics and culture.
9. Account for the growing sectionalism in the United States. Explain the causes and outbreak of the Civil War and trace the major military, political, economic, intellectual, and social developments of the war.
10. Trace the development of Reconstruction, its achievements and failures, and define its impact on African Americans in the United States.
11. Identify the key historical issues that have developed in early American history, such as the American Revolution, the establishment and role of the federal government, slavery, the Civil War, and Reconstruction, and explain the different schools of historiographical thought.

**GRADING POLICIES**

Midterm—15% of Total Grade
Exams/Quizzes/Writing—60% of Total Grade
Final Exam—25% of Total Grade

"The student who reads history will unconsciously develop what is the highest value of history: judgment in worldly affairs. This is a permanent good, not because 'history' repeats—we can never exactly match past and present situations—but because the 'tendency of things' shows an amazing uniformity within any given civilization. As the great historian Burckhardt said of historical knowledge, it is not 'to make us more clever the next time, but wiser for all time.'"

Jacques Barzun
REQUIRED READINGS

George Tindall and David Shi, *America: A Narrative History*
Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*
Alfred F. Young, *The Shoemaker and the Tea Party*
Melton McLaurin, *Celia: A Slave*
James Oakes, *The Radical and the Republican*

COURSE OUTLINE AND ASSIGNMENTS

Part I: Pre-Columbian America and Colonial Settlement in the Atlantic World

- **August 24** — Introduction to Course: Why Study History?
- **August 26** — Columbus Arrives in America: Progress or Catastrophe?
- **August 28** — European Empires in the Atlantic World. **Complete Chapters 1–3 by Monday, August 31.**
- **August 31** — The English Arrive in Jamestown and the Origins of Slavery: American Slavery = American Freedom?
- **September 2** — English “Puritans” Arrive in Massachusetts.
- **September 4** — William Penn and the Quakers Arrive in Pennsylvania. **Complete Chapters 4–6 by Friday, September 11.**
- **September 7** — No Classes, Labor Day Holiday
- **September 9** — Great Awakening, Enlightenment, and Colonial Government
- **September 11** — The American Revolution: 1763–1776

Part 2: The American Revolution and Building a Nation

- **September 14** — Book Exam on *The Shoemaker and the Tea Party* by Young
- **September 16** — The War for Independence: 1775–1783
- **September 18** — The American Revolution and Its Legacies. **Complete Chapters 7–8 by Friday, September 25.**
- **September 21** — The Articles of Confederation and the Creation of the Constitution in Philadelphia
- **September 23** — Ratifying the Constitution and Writing the Bill of Rights
- **September 25** — Alexander Hamilton versus Thomas Jefferson
- **September 28** — The Adams Presidency and “The Revolution of 1800”
- **September 30** — The Jefferson Presidency: Successes and Disasters
- **October 2** — The War of 1812 and the Rise of American Nationalism
October 5—Midterm Exam. Covers Chapters 1–9 in America: A Narrative History PLUS all lecture material thus far.

Part 3: The Market Revolution, Jacksonian Democracy, Westward Conquest


October 9—Henry Clay’s “American System” and Thomas Jefferson’s “Fire Bell in the Night”

October 12—The Second Great Awakening and the Age of Reform and Improvement

October 14—John Quincy Adams, the “Corrupt Bargain,” and the Election of 1824


October 19—Jacksonian Democracy: Killing the Bank, Whigs and Democrats and the New Party System

October 21—The Industrial Revolution in America


October 26—The Antebellum South, the Peculiar Institution, and the Defense of Slavery

October 28—Book Exam/Discussion, Celia: A Slave by McLaurin

Part 4: The Civil War and Reconstruction of the North and South

October 30—Manifest Destiny, the Mexican War, and Its Legacies. Complete Chapter 16 by Friday, November 6.

November 2—The Great Compromise of 1850 and the Sectional Crisis of the 1850s

November 4—The Continuing Sectional Crisis of the 1850s

November 6—The Election of 1860 and the Decision for War. This is the last day to drop the course and still receive a W.

November 9—Advantages, Disadvantages, Strategy: Union and Confederates and the Early Years of Fighting. Complete Chapter 17 by Friday, November 20.

November 11—African Americans in the Civil War: Who Freed the Slaves?

November 13—Lincoln and Emancipation: Who Freed the Slaves?

November 16—The Civil War: The War at Home
November 18 — The Last Years of Fighting
November 20 — The Union Wins the Civil War, Why the South Lost, and the Legacies of the Conflict: Was the Civil War a Second American Revolution?
November 23 — The Civil War in Music and Film
November 25 — Reconstruction of the Nation: Lincoln and Johnson
November 30 — Reconstruction of the Nation: Congress and Radical Reconstruction
December 2 — Reconstruction Ends: A Tragic Failure?
December 4 — Book Exam/Discussion, The Radical and the Republican by Oakes

Comprehensive Final Exam. Covers entire course, but with an emphasis on Chapters 10–18 in America: A Narrative History. Check calendar for date of exam.

John Barr wishes to thank Frank Holt, professor of history at the University of Houston, for many of the ideas incorporated into his syllabus.
STATEMENT OF PURPOSE

The purpose of this course is to present a factual and interpretive account of the development of the United States from its colonial beginnings until the end of the Civil War in 1865. Special attention will be given to the reasons for colonization, the American Revolution, development of the constitutional and political system of the United States, and the origins of the Civil War. The overall intent is to show how developments during the years to 1865 shaped the modern United States, to educate in the broadest sense about historical thought and argument, and to present a perspective on what historians like to call the “human condition.” Tests will require an understanding of major events and developments and the ability to use specific information to support general interpretations of those events and developments.

TEXT


READER


September 18. Reading Test on Chapters 1 and 4–7 in Our Nation’s Heritage.

September 25. Major Test on the Colonial Period and the American Revolution. Material on this test includes Lectures I–IV and Chapters 1–6 in America: A Narrative History.


November 6. Reading Test on Chapters 12–16 in Our Nation’s Heritage.

December 18. Final Examination. 8:00–10:00 A.M. Emphasis will be on Sectionalism and the Civil War, 1846–1865. Material for this part of the final will include Lectures XI–XVIII, Chapters 15–17 in America: A Narrative History, and Chapters 17–20 in Our Nation’s Heritage. (There will also be a comprehensive part of the final examination. The material for this part of the final will be discussed in class.)
History 1302—U.S. History: 1877 to the Present
Fall 2009
Instructor: John M. Barr
Lone Star College–Kingwood

“History is not the exact recitation of truth, it is a story shaped and sculpted by those temporarily in control.”

Ted Koppel

The history of the United States from 1877 to the present day is a fascinating subject encompassing numerous topics: the industrialization of the United States, the conquest of the native peoples, political revolts, immigration, urbanization, World War I and World War II, the Great Depression, the cold war, Korean War, McCarthyism, John F. Kennedy, Lyndon Johnson and the Great Society, the civil rights movement, the women’s movement, the Vietnam War, Ronald Reagan and the rise of conservatism, the end of the cold war, and, most recently, the War on Terror. This course will utilize lecture, discussions, film, literature, art, and other resources to illuminate the American past—and present.

LEARNING OUTCOMES

1. Trace the rise of American power in the world of the late nineteenth century. Note especially the factors that made such growth possible, and assess its intellectual, social, economic, and political consequences on American life. Analyze closely these factors in both domestic and foreign policy. This would include industrialization and the various responses to it such as Populism and Progressivism.
2. Trace the conflict between Americans and Native Americans on the Great Plains after the Civil War. Explain the roots of the conflict and its impact on both cultures.
3. Explain the roots and manifestation of Wilsonian moralism, identify the causes of American entry into the Spanish-American War and World War I, and discuss the role of the United States in each war. Analyze the impact of each war on American life.
4. Analyze the development of American culture in the two decades between World War I and World War II. Note in particular the causes and consequences of the Great Depression and achievement and transformational nature of Franklin Roosevelt and the New Deal.
5. Explain the reasons for the outbreak of World War II in Europe in 1939. Trace the events leading to American involvement in World War II. Explain and describe America’s varied contributions to the war effort and how the war changed the United States.

6. Trace the development and conclusion of America’s cold war with the Soviet Union (including but not limited to the Korean War and Vietnam War) and assess its impact on the intellectual, social, economic, and political life of the United States.

7. Analyze the major trends in American culture in the post–World War II era.


9. Explain and analyze the conservative or rightward turn in American politics since the 1964 election.

10. Trace the roots of the current War on Terror and its impact on American life.

11. Identify the key historical issues that have developed in later American history—such as the Populists and Progressives, the wars on the Great Plains, America’s rise as a world power, the transformation in the role of the federal government during the New Deal and World War II, the cold war—and explain the different schools of historiographical thought that pertains to each.

“The student who reads history will unconsciously develop what is the highest value of history: judgment in worldly affairs. This is a permanent good, not because ‘history’ repeats—we can never exactly match past and present situations—but because the ‘tendency of things’ shows an amazing uniformity within any given civilization. As the great historian Burckhardt said of historical knowledge, it is not ‘to make us more clever the next time, but wiser for all time.’”

Jacques Barzun

REQUIRED READINGS
George Tindall and David Shi, *America: A Narrative History*
Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*
Stephen Kinzer, *Overthrow: America’s Century of Regime Change*
COURSE OUTLINE AND ASSIGNMENTS

Part 1: A Changing America: Growing Pains and the Need for Reform

August 24 — Introduction to Course: Why Study History?
August 26 — Industrialization, the Transcontinental Railroad and Its Consequences
August 31 — Immigration, Urbanization, and the Conflict between Labor and Capital
September 2 — The Farmers (Populist) Revolt
September 7 — Labor Day Holiday, No Classes
September 9 — The New Manifest Destiny and the American Empire
September 11 — Book Exam/Discussion of Intro and Part One of Overthrow by Stephen Kinzer
September 14 — Muckrakers, Progressivism, and Theodore Roosevelt
September 16 — The Election of 1912, Progressivism, and Woodrow Wilson
September 21 — The Great War: Versailles and the “Return to Normalcy”
September 23 — The 1920s: Culture
September 25 — The 1920s: Politics
September 28 — Book Exam/Discussion of Sacco and Vanzetti by Bruce Watson
September 30 — The Great Depression, Hoover, and FDR
October 2 — FDR and the First and Second New Deal. Complete Chapters 28–30 by Friday, October 9.
October 5 — The Road to World War II in Europe and America (Pearl Harbor)
October 7 — World War II: The Home Front
October 9 — World War II: Europe
October 12 — World War II: Pacific and Hiroshima
October 14 — Midterm Exam on Lectures plus Chapters 18–30 in America: A Narrative History
Part 2: America at War (Cold and Hot) and the American Century

October 16—The Cold War in Europe. Complete Chapter 31 by Monday, October 19.
October 19—The Cold War in Asia (Korea) and at Home
October 21—The Age of Eisenhower
October 26—Book Exam on Black Like Me by John Howard Griffin
October 28—Kennedy’s New Frontier and Assassination
October 30—Johnson’s Great Society and War on Poverty
November 2—The Vietnam War: Part I
November 4—The Vietnam War: Part II
November 6—The Civil Rights Movement: Part II. This is the last day to drop the course and still receive a W.

November 9—Book Exam/Discussion on Part Two of Overthrow by Stephen Kinzer
November 11—Legacies of “the Movement”
November 13—“Nixonland,” Watergate, and the Imperial Presidency
November 16—“Nixonland,” Watergate, and the Imperial Presidency
November 18—The Man from Plains: The Carter Presidency

November 23—Ronald Reagan’s America
November 25—The End of the Cold War and Bush the Elder (41). Complete Chapter 37 by December 2.

November 30—The Man from Hope: The Clinton Presidency
December 2—George W. Bush and the War on Terror
December 4—Book Exam/Discussion on Part Three of Overthrow by Stephen Kinzer

Comprehensive Final Exam. Covers entire course, but with an emphasis on Chapters 31–37 in America: A Narrative History. Check calendar for exam date.

John Barr wishes to thank Frank Holt, professor of history at the University of Houston, for many of the ideas incorporated into his syllabus.
THE COURSE
This course surveys the history of the United States of America from the end of Reconstruction following the Civil War to the present day. The required readings, lectures, and films are intended to familiarize you with a wide array of events and characters that influenced social, political, economic, and cultural changes in this period.

I have several objectives with this class. One is obvious: that you learn more about what has happened in America since 1865. Another goal is that your analytical skills will become stronger as you listen to me and read others, as you discuss (or argue) the finer points of various interpretations of history on tests, and as you watch news about current events, then make connections and draw comparisons between the past and your present. Finally, it is my hope that by the end of this class you will see that the study of U.S. history over the last 144 years is not only relevant and important for understanding the nation and the world you inhabit today, but that it is also quite interesting to travel back in time for several hours each week.

REQUIRED READINGS AND ASSIGNMENTS
The syllabus is arranged around the most recent editions of:


GRADES
Your grade will depend entirely on three readings quizzes and two exams. The readings quizzes will, predictably, test your retention of the reading assignments. These exams are made up entirely of multiple-choice questions. The midterm and final exams will have short essays and multiple-choice questions, all of which will test your understanding of the readings and of the materials covered in class (lectures and films). The midterm will cover lectures up to the test date and readings not covered on the first readings quiz. Although some “memorization of facts” is generally part of the testing equation (multiple-choice) in any large class, the exams will also ask you to address
the why of the story, as in why a particular person, place, thing, or event is significant in a broader story or context. The final exam is not cumulative, but will cover lecture materials since the midterm, as well as the readings that follow the third readings quiz. Attendance is mandatory unless excused in advance, and enthusiastic class participation is expected. So, yes, the Woody Allen rule (“Eighty percent of success is showing up”) is in effect, but there really is more. For great success, show up to every single class, but also listen, ask questions, go to the TAs and the History Help Center (Wooten Hall 220) when you are confused, and read.

Readings Quizzes (3) 30%
Midterm Exam 35%
Final Exam 35%

CLASS CALENDAR
8/28 Course Introduction
8/31 The Civil War
9/2 Reconstruction and the Compromise of 1877
9/4 The Imagined West and Native Americans

9/7 No Class, Labor Day
9/9 Western America and the World
9/11 Western America and the World, cont’d.

9/14 Industrial America and the Gilded Age
9/16 Readings Quiz #1
(Tindall and Shi, chapters 18–21; Turner and Lowe, chapters 1–4)
9/18 Theodore Roosevelt and American Empire

9/21 American Empire, cont’d.
9/23 Film: Panama Canal (A&E, 1994)
9/25 Agrarian Revolt and Progressivism

9/28 The Great War
9/30 Flappers, Jazz, and the Lost Generation
10/2  **Midterm Exam**  
(Tindall and Shi, chapters 22–26; Turner and Lowe, chapters 5–12)

10/5  The Great Depression

10/7  Film: *Huey Long* (PBS, 1996)

10/9  A New Deal for America


10/14  World War II: The Good War

10/16  World War II: War without Mercy

10/19  Film: *This Is Your Life* (1955)

10/21  The Cold War 1950s: The Domino Theory

10/23  Film: *The Andy Griffith Show*: “Andy Discovers America” (1963)

10/26  The Roaring 1950s: Fats Domino

10/28  **Readings Quiz #2**  
(Tindall and Shi, chapters 27–33; Turner and Lowe, chapters 13–16)

10/30  Martin Luther King Jr. and Civil Rights

11/2  Martin Luther King Jr. and Civil Rights, cont’d.

11/4  Film: *At the River I Stand* (California Newsreel, 1993)

11/6  An American Counterculture

11/9  Vietnam

11/11  Vietnam and Nixon

11/13  Nixon and Watergate

11/16  Second-Wave Feminism

11/18  Toxic America and Environmentalism

11/20  Oil, Jimmy Carter, and Iran
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| 11/23 | **Readings Quiz #3**  
         (Tindall and Shi, chapters 34–35; Turner and Lowe, chapters 17–18) |
| 11/25 | **Film: Cover-up: Behind the Iran Contra Affair** (MPI, 1988)        |
| 11/27 | **No Class, Thanksgiving Break**                                    |
| 11/30 | Oil, Jimmy Carter, and Iran, cont’d.                                 |
| 12/2  | 1980s: MTV and Ronald Reagan                                        |
| 12/4  | 1980s: MTV and Ronald Reagan, cont’d.                                |
| 12/7  | Generation X, the Internet, and a New Gilded Age                    |
| 12/9  | September 11 and the War on Terror/Exam Review and Evaluations      |
| 12/11 | **No Class, Reading Day**                                           |
| 12/14 | **Final Exam**, 10:30 A.M.–12:30 P.M.  
         (Tindall and Shi, chapters 36–37; Turner and Lowe, chapters 19–20) |
CHAPTER 1

The Collision of Cultures

This chapter covers the origins of Indian civilizations in the New World, the motivations for European exploration and colonization, the Spanish conquest, and developments in other European countries prior to the first permanent British settlements.

CHAPTER OUTLINE

I. Pre-Columbian Indian civilizations
   A. Possible origins of the American Indian
      1. Siberia
      2. Southwestern Europe
   B. North American Indian cultures
      1. Adena-Hopewell peoples of the Ohio Valley
      2. Mississippian culture of the Mississippi Valley
      3. Southwest Indians—the Anasazis
   C. Native Americans in 1500
      1. Shared attributes and assumptions
      2. Eastern Woodlands peoples
         a. Algonquian
         b. Iroquoian
         c. Muskogeian
      3. Plains nomads
      4. Pacific coast tribes
      5. Trauma and resilience when Europeans arrive
II. Expansion of Europe
   A. Contributing factors
   B. The appeal of Asia
   C. The voyages of Christopher Columbus
      1. Early life and efforts to gain support for a voyage west
      2. First voyage
      3. Later voyages
      4. America named for Amerigo Vespucci
   D. The great biological exchange
      1. Animals
      2. Plants
      3. Native American devices and drugs adopted
      4. Diseases unleashed

III. Spanish conquest and settlement of the new lands
   A. John Cabot’s voyage to Newfoundland
   B. Initial Caribbean settlements
   C. European advantages in weapons
   D. Hernando Cortés and conquest of the Aztecs
   E. Pizarro conquers Peru
   F. Patterns of Spanish conquest
      1. Encomienda system
      2. Introduction of African slavery
      3. Catholic missionary efforts
   G. Lasting imprint of Spanish culture
   H. Ponce de León and other Spanish explorations and settlements
   I. The Spanish Southwest
      1. Importance of Catholic missions and presidios
      2. Oñate’s founding of New Mexico
      3. The Pueblo Revolt of 1680
      4. Horses and the Great Plains

IV. Christian Europe
   A. Religion and daily life
   B. Missionary zeal

V. Challenge to the Spanish Empire
   A. French efforts
      1. Verrazano explores coast in 1524
      2. Cartier explores the St. Lawrence
      3. Champlain and permanent settlements in Canada
      4. French explorations of the Mississippi
B. Dutch opposition to Spain
C. British effort
   1. Elizabethan “sea dogges”
   2. Defeat of the Spanish Armada, 1588
   3. A clear path for English colonization

**LECTURE IDEAS**

1. A lecture on Pre-Columbian America is very appropriate. Give a general overview of the Western Hemisphere including the Inca, Maya, and Aztec. Then focus in on the rest of North America, especially the contiguous forty-eight states. Describe the wide variety of cultures that existed as well as the various philosophies concerning shared land, governance, and so forth. Good sources would be Alvin M. Josephy and Frederick E. Hoxie’s (eds.) *America in 1492* (1993), Thomas D. Dillehay’s *The Settlement of the Americas* (2001), and Charles Mann’s *1491: New Revelations of the Americas Before Columbus* (2005).

2. Depending upon the size of your class, divide them up into groups and assign each group a European country that planted colonies in the Western Hemisphere (Britain, France, Spain, Portugal, the Netherlands, Russia, and so forth). Have them research their motivation, destination, and successes or failures. Each group can also assess the long-term impact each country had on America. Use Samuel Eliot Morison’s *The European Discovery of America: The Northern Voyages* (1993), *The Southern Voyages* (1974), and John H. Parry’s *The Age of Reconnaissance: Discovery, Exploration and Settlement 1450–1650* (1988).

3. The subject of Columbus will be of great interest to your students. You can discuss the impact his voyages and claims had on America. Did he discover America? What impact did he have on native populations? What impact did he have on the European community? This lecture will invariably lead you to a discussion on the “Columbian Exchange.” See William D. Phillips Jr. and Carla Rahn Phillips’s *The Worlds of Christopher Columbus* (1992), Kirkpatrick Sales’s *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy* (1990), and Alfred W. Crosby’s *The Columbian Exchange* (1972).

4. A discussion about Native American/European relations would be recommended following your lecture on the European arrival in the Americas. This will allow you to establish a comparison of Native American and European cultures and beliefs. Take your students on a journey. Have some of them research the European mind-set on land ownership,
communal responsibilities, power, religion, values, and any other issues they may encounter. Then compare these to that of the various Native American beliefs. You might write the major points of their arguments on the board/overhead and use that as a stimulus for the discussion. See Gary B. Nash’s *Red, White, and Black* (3rd ed., 1992), and John Axtell’s *The Invasion Within* (1986).

5. Write a lecture on the biological exchange, beginning with the European arrival in the New World that focuses upon plants, animals, and diseases. For the groundbreaking study of this subject, see Alfred Crosby’s *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972). William Dunmire’s *Gardens of New Spain: How Mediterranean Plants and Foods Changed America* (2004) builds upon Crosby’s work. See also Amy Butler Greenfield’s *A Perfect Red: Empire, Espionage, and the Quest for the Color of Desire* (2005) for the story of the cochineal insect of Mexico and the lucrative European market for the rich red dye produced from it.

6. The beginnings of Spanish North America can be discussed by relating the amazing story of Cabeza de Vaca, who, after his shipwreck on the coast of Texas, spent eight years in the wilderness. The primary source for this is his own account, which is available in numerous editions and is invaluable for its description of Native American culture at the time of initial contact with Europeans. Supplement Cabeza’s writing with Andres Resendez’s *A Land So Strange: The Epic Journey of Cabeza de Vaca* (2004) and a few minutes from the conclusion of the 1992 Mexican film *Cabeza de Vaca*, which examines Cabeza’s response to the brutal legacies of Spanish conquest.

**PRACTICING CITIZENSHIP**

This chapter emphasizes the great success of Indians as farmers and the contribution their crops made to the world once they were introduced to Europeans. Americans are becoming more and more conscious today of the economic, environmental, and nutritional benefits of growing our own food. To make a contribution in this area, see if your college has a learning garden. If so, volunteer to do some work in it and discover the joy of eating something you have personally grown or the joy of producing food for the community. If not, petition college administrators about dedicating some land for this purpose and get a learning garden program started. Find a local community gardening association and see how you can get involved in its activities. As much as possible, grow Native American crops like corn, beans, gourds, or tomatoes.
CONCEPT MAP

I. Pre-Columbian Indian civilizations
   A. Possible origins of the American Indian
      1. Siberia
      2. Southwestern Europe
   B. North American Indian cultures
      1. Adena-Hopewell peoples
      2. Mississippian culture
      3. Southwest Indians—the Anasazis
   C. Native Americans in 1500
      1. Shared attributes and assumptions
      2. Eastern Woodlands peoples
      3. Plains nomads
      4. Pacific coast tribes
      5. Trauma and resilience when Europeans arrive

II. Expansion of Europe
   A. Contributing factors
   B. The appeal of Asia
   C. The voyages of Christopher Columbus
      1. Amerigo Vespucci
   D. The great biological exchange
      1. Plants and animals
      2. Native American devices and drugs adopted
      3. Diseases unleashed

III. Spanish conquest and settlement of the new lands
   A. John Cabot’s voyage to Newfoundland
   B. Initial Caribbean settlements
   C. European advantages
   D. Hernando Cortés and conquest of the Aztecs
   E. Pizarro conquers Peru
   F. Patterns of Spanish conquest
   G. Lasting imprint of Spanish culture
   H. Spanish explorations and settlements
      I. The Spanish Southwest

IV. Christian Europe
   A. Religion and daily life
   B. Missionary zeal
V. Challenge to the Spanish Empire
   A. French efforts
   B. Dutch opposition to Spain
   C. British effort

TRUE/FALSE QUESTIONS

1. The most advanced Indian civilizations were found north of Mexico.
   ANS: F
   TOP: North American Indian cultures (I.B)
   REF: Page 6

2. Unlike the Mayas and the Aztecs, Indians living north of Mexico practiced no agriculture.
   ANS: F
   TOP: Native Americans in 1500 (I.C)
   REF: Page 6

3. Many of the New World’s early explorers were looking for a shorter and safer route to the Orient.
   ANS: T
   TOP: The appeal of Asia (II.B)
   REF: Page 9

4. The marriage of Ferdinand and Isabella formed the nation of Spain.
   ANS: T
   TOP: The voyages of Christopher Columbus (II.C)
   REF: Page 9

5. The New World was named for the Italian explorer Amerigo Vespucci.
   ANS: T
   TOP: Amerigo Vespucci (II.C.1)
   REF: Page 11

6. The horse was the only domestic four-legged animal in the New World before the arrival of the Europeans.
   ANS: F
   TOP: Plants and animals (II.D.1)
   REF: Page 11

7. Smallpox was the deadliest disease the Europeans unleashed among the Indians.
   ANS: T
   TOP: Diseases unleashed (II.D.3)
   REF: Page 12
8. Spain left little cultural imprint on its former possessions in what is now the United States.
   
   ANS: F
   TOP: Lasting imprint of Spanish culture (III.G)
   REF: Page 16

9. The presence of horses greatly disrupted the ecology of the Great Plains.
   
   ANS: T
   TOP: The Spanish Southwest (III.I)
   REF: Page 19

10. The Pueblo Revolt of 1680 permanently expelled the Spaniards from New Mexico.

   ANS: F
   TOP: The Spanish Southwest (III.I)
   REF: Page 19

11. Spanish priests were willing to risk martyrdom in order to convert the Indians.

   ANS: T
   TOP: Christian Europe (IV)
   REF: Page 21

12. Jolliet and Marquette were French explorers of the Mississippi.

   ANS: T
   TOP: French efforts (V.A)
   REF: Page 21

13. John Hawkins and Francis Drake were famous English “sea dogges.”

   ANS: T
   TOP: British effort (V.C)
   REF: Page 23

14. The Dutch became Spain’s greatest allies in their fight against the Protestant English.

   ANS: F
   TOP: Challenge to the Spanish Empire (V)
   REF: Page 23

15. The defeat of the Spanish Armada encouraged the English to embark upon New World colonization.

   ANS: T
   TOP: British effort (V.C)
   REF: Page 23
MULTIPLE-CHOICE QUESTIONS

1. Scholars believe that Paleo-Indians migrated from Asia into North America:
   A. in response to global warming
   B. at least 12,000 to 15,000 years ago
   C. shortly before Columbus’s arrival
   D. in search of gold and silver
   E. in search of a disease-free environment
   
   ANS: B
   TOP: Siberia (I.A.1)
   REF: Page 5
   OBJ: Factual

2. All of the following could have been found among pre-Columbian Indians of North America EXCEPT:
   A. slavery
   B. cannibalism
   C. communal living
   D. isolation from nature
   E. respect for elders
   
   ANS: D
   TOP: North American Indian cultures (I.B)
   REF: Page 6
   OBJ: Factual

3. The most impressive remains of the Adena-Hopewell Indian culture of the Midwest are:
   A. large earthworks and burial mounds
   B. pyramids
   C. multistory dwellings built on hillsides
   D. extensive canals
   E. aqueducts and dams
   
   ANS: A
   TOP: Adena-Hopewell peoples (I.B.1)
   REF: Page 6
   OBJ: Factual
4. Which of the following would NOT characterize the Mississippi Indian culture?
   A. towns built around plazas and temples
   B. cliff dwellings and widespread use of irrigation
   C. cultivation of corn, beans, and squashes
   D. ceremonial human torture and sacrifice
   E. extensive trading activities
   ANS: B
   TOP: Mississippian culture (I.B.2)
   REF: Page 6
   OBJ: Factual

5. All of the following are true of the Anasazis EXCEPT that they:
   A. lacked a rigid class structure
   B. engaged in warfare only for self-defense
   C. lived in the Southwest
   D. were transformed by the arrival of horses
   E. were threatened by a prolonged drought
   ANS: D
   TOP: Southwest Indians— the Anasazis (I.B.3)
   REF: Page 7
   OBJ: Factual

6. At the time Europeans arrived in North America, Indians:
   A. had largely died off from contagious diseases
   B. all spoke dialects of the same language
   C. were producing tools and weapons of iron
   D. fed themselves exclusively through farming
   E. tended to worship spirits in their natural surroundings
   ANS: E
   TOP: Shared attributes and assumptions (I.C.1)
   REF: Page 7
   OBJ: Factual

7. All of the following are true of the Algonquian tribes EXCEPT:
   A. they were skilled hunters and fishermen
   B. they lived in villages of up to 2,000 inhabitants
   C. they used canoes to travel by water
   D. they numbered in the dozens
   E. they lived only on the coast of New England
   ANS: E
   TOP: Eastern Woodlands peoples (I.C.2)
   REF: Page 8
   OBJ: Factual
8. The Iroquoians differed from the Algonquians in:
   A. their ability to farm
   B. the fact that there was only one Iroquoian tribe
   C. being a matriarchal rather than patriarchal culture
   D. their peace-like nature
   E. the fact that they did not live in villages
   ANS: C
   TOP: Eastern Woodlands peoples (I.C.2)
   REF: Page 8
   OBJ: Applied

9. All of the following were Plains tribes EXCEPT for the:
   A. Apaches
   B. Creeks
   C. Cheyenne
   D. Crows
   E. Comanches
   ANS: B
   TOP: Plains nomads (I.C.3)
   REF: Page 8
   OBJ: Factual

10. For Native Americans, the arrival of Europeans resulted in:
    A. cultural uplift
    B. liberation from superstition
    C. complete disappearance
    D. conquest and destruction
    E. peaceful coexistence
    ANS: D
    TOP: Trauma and resilience when Europeans arrive (I.C.5)
    REF: Page 8
    OBJ: Applied

11. Europeans of Columbus’s era were drawn to Asia by the desire to obtain all of the following EXCEPT:
    A. Christian converts
    B. spices
    C. jewels
    D. knowledge of Eastern cultures
    E. silks
    ANS: D
    TOP: The appeal of Asia (II.B)
    REF: Page 9
    OBJ: Factual
12. Christopher Columbus:
   A. was a Spaniard
   B. set out to discover a New World
   C. was financed by Spanish monarchs
   D. was motivated primarily by religion
   E. was viewed as insane for believing the world was round
   ANS: C
   TOP: The voyages of Christopher Columbus (II.C)
   REF: Page 9
   OBJ: Factual

13. Christopher Columbus first landed in the New World in:
   A. Venezuela
   B. Panama
   C. Jamaica
   D. Florida
   E. the Bahamas
   ANS: E
   TOP: The voyages of Christopher Columbus (II.C)
   REF: Page 10
   OBJ: Factual

14. On his first voyage, Columbus:
   A. explored a number of Caribbean islands
   B. landed on the mainland of North America
   C. realized he had discovered a new world
   D. expressed his kind intentions toward the Indians
   E. insured that he would be wealthy for life
   ANS: A
   TOP: The voyages of Christopher Columbus (II.C)
   REF: Page 10
   OBJ: Factual

15. Amerigo Vespucci’s great achievement was to:
   A. conclude that South America was a newly discovered continent
   B. name the New World for himself
   C. draw the first accurate maps of the New World
   D. establish the first permanent European settlement in the New World
   E. liberate the Indians that Columbus had enslaved
   ANS: A
   TOP: Amerigo Vespucci (II.C.1)
   REF: Page 11
   OBJ: Applied
16. Which of the following foods did Europeans introduce to the New World?
A. beans  
B. corn  
C. potatoes  
D. squash  
E. rice  
ANS: E  
TOP: Plants and animals (II.D.1)  
REF: Page 11  
OBJ: Factual

17. Which of the following animals were NOT found in the New World before the Europeans came?
A. flying squirrels and catfish  
B. bison and opossums  
C. sheep and pigs  
D. turkeys and llamas  
E. rattlesnakes and iguanas  
ANS: C  
TOP: Plants and animals (II.D.1)  
REF: Page 11  
OBJ: Applied

18. Food crops exported from the Americas:
A. were more valuable to Europeans than gold or silver  
B. eventually fed much of the world  
C. included the meat of cattle and pigs  
D. made Spain the most powerful nation in Europe  
E. included commodities like rice and wheat previously unknown in Europe  
ANS: B  
TOP: The great biological exchange (II.D)  
REF: Page 12  
OBJ: Applied
19. Indians were vulnerable to European diseases due to:
   A. poor nutrition
   B. lack of immunity
   C. inadequate medical science
   D. God’s disfavor
   E. Europeans purposefully unleashing contagions
   ANS: B
   TOP: Diseases unleashed (II.D.3)
   REF: Page 12
   OBJ: Conceptual

20. After the arrival of Europeans, the greatest number of Indians died as a result of:
   A. depression
   B. starvation
   C. battle
   D. disease
   E. enslavement
   ANS: D
   TOP: Diseases unleashed (II.D.3)
   REF: Page 12
   OBJ: Factual

21. Columbus succeeded in:
   A. finding a water route to Asia
   B. proving the world was round
   C. inspiring subsequent European explorations
   D. bringing the benefits of European civilization to the Indians
   E. finding rich sources of rubies and diamonds
   ANS: C
   TOP: Contributing factors (II.A)
   REF: Page 13
   OBJ: Factual

22. John Cabot’s crossing of the Atlantic in 1497 resulted in his:
   A. sighting of the Pacific
   B. sailing around the tip of South America
   C. discovery of a shortcut to China
   D. exploration of Florida
   E. making landfall in present-day Canada
   ANS: E
   TOP: John Cabot’s voyage to Newfoundland (III.A)
   REF: Page 13
   OBJ: Applied
23. One huge advantage Europeans had when they fought Indians was:
   A. greater fighting skill
   B. superior generalship
   C. greater religious zeal
   D. greater physical size and strength
   E. steel weapons, firearms, and horses

   ANS: E
   TOP: European advantages (III.C)
   REF: Page 13
   OBJ: Applied

24. All of the following are true of Tenochtitlán EXCEPT:
   A. it was the Aztec capital
   B. it had impressive canals and buildings
   C. it is the site today of Mexico City
   D. it was small by European standards
   E. Cortés first entered it peacefully

   ANS: D
   TOP: European advantages (III.C)
   REF: Page 14
   OBJ: Factual

25. In defeating the Aztecs, Cortés had the significant help of:
   A. favorable weather
   B. Indian allies
   C. the peaceful nature of the Aztecs
   D. his huge army of Spanish soldiers
   E. the Aztecs’s own lack of civilization

   ANS: B
   TOP: Hernando Cortés and conquest of the Aztecs (III.D)
   REF: Page 14
   OBJ: Factual

26. Pizarro’s achievement in 1531 was to conquer:
   A. the Yucatan
   B. Guatemala
   C. Peru
   D. Cuba
   E. California

   ANS: C
   TOP: Pizarro conquers Peru (III.E)
   REF: Page 15
   OBJ: Factual
27. The encomienda system:
   A. kept the Portuguese out of Mexico
   B. allowed privileged Spanish landowners to control Indian villages
   C. benefited the Native American populations of Spanish America
   D. allowed Mayan and Incan leaders to become very wealthy through the labor of their people
   E. was copied by the English in their later New World colonies
   ANS: B
   TOP: Patterns of Spanish conquest (III.F)
   REF: Page 15
   OBJ: Applied

28. By the seventeenth century, the Indian population in Spain’s New World empire had decreased by about:
   A. 5 percent
   B. 50 percent
   C. 25 percent
   D. 90 percent
   E. 10 percent
   ANS: D
   TOP: Patterns of Spanish conquest (III.F)
   REF: Page 15
   OBJ: Factual

29. The Spaniards most likely to defend and protect Indians were:
   A. soldiers
   B. settlers
   C. government officials
   D. lawyers
   E. missionaries
   ANS: E
   TOP: Patterns of Spanish conquest (III.F)
   REF: Page 16
   OBJ: Applied
30. The parts of the United States once ruled by Spain are known as:
   A. the Spanish borderlands
   B. Greater Spain
   C. the Hispanic Southwest
   D. Northern Mexico
   E. the Spanish Main

   ANS: A
   TOP: Lasting imprint of Spanish culture (III.G)
   REF: Page 16
   OBJ: Factual

31. The major reason Spain established many of its settlements in the current-day United States was to:
   A. protect its claims from other European rivals
   B. find living space for its surplus population
   C. exploit rich deposits of gold and silver
   D. spread its culture over wider and wider areas
   E. establish trade relations with local Indians

   ANS: A
   TOP: Spanish explorations and settlements (III.H)
   REF: Page 16
   OBJ: Conceptual

32. The presidios established by the Spaniards in the Southwest housed:
   A. missionaries
   B. settlers
   C. soldiers
   D. ranchers
   E. explorers

   ANS: C
   TOP: The Spanish Southwest (III.I)
   REF: Page 18
   OBJ: Factual

33. The original Spanish settlement of New Mexico:
   A. sought to Christianize Plains tribes like the Apaches
   B. was enriched by discoveries of gold and silver
   C. ended when Santa Fe was abandoned in 1620
   D. was led by Juan de Oñate
   E. soon had a larger population than Mexico City

   ANS: D
   TOP: The Spanish Southwest (III.I)
   REF: Page 18
   OBJ: Conceptual
34. In 1610, the Spaniards established the first permanent seat of government in the present-day United States at:
   A. St. Augustine
   B. San Francisco
   C. Tucson
   D. Santa Fe
   E. San Antonio
   ANS: D
   TOP: The Spanish Southwest (III.1)
   REF: Page 18
   OBJ: Factual

35. Which is NOT true of the Pueblo Revolt of 1680?
   A. Indians forced the Spaniards to temporarily retreat.
   B. Indians attacked numerous churches and priests.
   C. It occurred in New Mexico.
   D. It led the Spaniards to immediately colonize Texas and California.
   E. It was led by an Indian named Popé.
   ANS: D
   TOP: The Spanish Southwest (III.1)
   REF: Page 18
   OBJ: Applied

36. The introduction of horses to Plains tribes:
   A. bettered the lives of their women
   B. lessened their dependence on bison
   C. replaced dogs as beasts of burden
   D. minimally altered the ecology of the Great Plains
   E. made them less nomadic
   ANS: C
   TOP: The Spanish Southwest (III.1)
   REF: Page 19
   OBJ: Applied

37. Plains Indians used the bison for all of the following EXCEPT:
   A. fuel
   B. food
   C. fertilizer
   D. clothing
   E. tools
   ANS: C
   TOP: The Spanish Southwest (III.1)
   REF: Page 20
   OBJ: Factual
38. Horses became so valuable in North America they:
   A. intensified intertribal competition and warfare
   B. were very hard to purchase
   C. became the sole responsibility of men
   D. were rarely used for hunting due to the dangers involved
   E. were worshipped as gods
   ANS: A
   TOP: The Spanish Southwest (III.I)
   REF: Page 20
   OBJ: Conceptual

39. European religion was characterized by all of the following in the sixteenth century EXCEPT:
   A. belief in witches and devils
   B. separation of church and state
   C. intolerance of unorthodox beliefs
   D. frequent worship services
   E. willingness to kill on behalf of the faith
   ANS: B
   TOP: Religion and daily life (IV.A)
   REF: Page 20
   OBJ: Factual

40. The primary objective of the thousands of priests in New Spain was to:
   A. bless marriages
   B. establish towns
   C. educate Spanish colonists
   D. serve as government officials
   E. convert the Indians
   ANS: E
   TOP: Missionary zeal (IV.B)
   REF: Page 21
   OBJ: Factual

41. The French captain, Jacques Cartier, most importantly explored the:
   A. Caribbean
   B. Mississippi River
   C. Great Lakes
   D. St. Lawrence River
   E. Hudson Bay
   ANS: D
   TOP: French efforts (V.A)
   REF: Page 21
   OBJ: Factual
42. A major impetus for the initial French settlement of Canada was:
   A. war with Spain
   B. the discovery of gold and silver
   C. the fertile soil along its major rivers
   D. a need to find a home for French Protestants
   E. the fur trade with the Indians
   ANS: E
   TOP: French efforts (V.A)
   REF: Page 21
   OBJ: Conceptual

43. La Salle’s great achievement was to:
   A. discover the Great Lakes
   B. follow the Mississippi to the Gulf of Mexico
   C. establish New Orleans
   D. convert thousands of Indians to Christianity
   E. explore and map western Canada
   ANS: B
   TOP: French efforts (V.A)
   REF: Page 23
   OBJ: Factual

44. The English “sea dogges” were essentially:
   A. slave traders
   B. explorers
   C. missionaries
   D. pirates
   E. deep-sea fishermen
   ANS: D
   TOP: British effort (V.C)
   REF: Page 23
   OBJ: Factual

45. The Spanish Armada:
   A. attempted to invade England
   B. was a treasure fleet attacked by the English
   C. was destroyed by a storm before it left Spain
   D. caused Spain to give up New World colonization as a result of its defeat
   E. broke English naval power for a century
   ANS: A
   TOP: British effort (V.C)
   REF: Page 23
   OBJ: Factual
20  Chapter 1  The Collision of Cultures

46. A major reason for the defeat of the Spanish Armada was:
A. storms at sea
B. Queen Elizabeth’s brilliance as a naval strategist
C. the cowardice of the Spanish captains
D. the greater size of the English vessels
E. inaccurate Spanish maps and compasses
ANS: A
TOP: British effort (V.C)
REF: Page 23
OBJ: Conceptual

ESSAY QUESTIONS

1. Describe the development of Spanish rule over its territory in America.

2. In 1600, which European nation seemed to have the best chance at eventually controlling what is now the United States? Why?

3. Explain the origins of the American Indians and compare the general cultures that they developed in South, North, and Central America.

4. Explain the various factors of the European Renaissance that prompted and promoted the exploration and settlement of the New World.

5. The title of this chapter is “The Collision of Cultures.” In what ways is this phrase an accurate assessment of the early relationship between the Old World and the New World?

6. Discuss the voyages of Columbus. What motivated him, and what did he accomplish on each trip? How did Columbus deal with those who doubted his claims?

7. Describe the great biological exchange between the Old and New Worlds. Discuss what each world gained from the other.

8. Explain the impact of the Protestant Reformation on the settlement of the Western Hemisphere.

9. Discuss the impact of horses on the Great Plains. Be sure to include short-term as well as long-term consequences.

10. Describe the various challenges to the Spanish Empire.
MATCHING QUESTIONS

A) conquered the Inca Empire
B) sought the fountain of youth in Florida
C) was a Venetian who sailed to North America for England
D) was stoned to death by his own people
E) captained the Santa Maria
F) led first French effort to colonize the New World
G) was the Spanish ruler in New Mexico
H) ordered the beheading of Mary, Queen of Scots
I) led an army of 800 into Mexico in 1519
J) was Queen Elizabeth’s greatest foreign rival

1. Ponce de León
   ANS: B
2. Jacques Cartier
   ANS: F
3. Christopher Columbus
   ANS: E
4. Queen Elizabeth
   ANS: H
5. Philip II
   ANS: J
6. Cortés
   ANS: I
7. Montezuma
   ANS: D
8. John Cabot
   ANS: C
9. Juan de Oñate
   ANS: G
10. Francisco Pizarro
    ANS: A
CHAPTER 2

Britain and Its Colonies

This chapter discusses the founding of the British colonies, the relationships between the various native populations and the British, and the general pattern of settlement and government of the British colonies in North America.

CHAPTER OUTLINE

I. Settlement of the British colonies
   A. Raleigh's failed effort at Roanoke Island
   B. Virginia
      1. James I charters the Virginia Company
      2. The Irish model of colonization
      3. Founding of Jamestown
      4. Powhatan and the Virginia Indians
      5. Captain John Smith
      6. Tobacco
      7. Pocahontas
      8. The headright policy
      9. Events of 1619
      10. Indian massacre killed 350 colonists
      11. Stability as a royal colony
   C. Maryland
      1. The Calverts
      2. Colonial government and tobacco economy
   D. Plymouth
      1. Differences between New England colonists and the Chesapeake Bay colonists
      2. New England’s divine mission
      3. The Pilgrims
4. William Bradford’s leadership
5. The Mayflower Compact
6. Establishing the Plymouth settlement

E. Massachusetts Bay
   1. The Puritans
   2. The Massachusetts Bay Company
   3. John Winthrop and “a city upon a hill”
   4. Trading company became provincial government
   5. John Winthrop as colony’s leader and the colony’s government

F. Rhode Island
   1. Roger Williams
   2. Anne Hutchinson

G. Connecticut

H. New Hampshire and Maine

II. Indians in New England
   A. The New England Indians
   B. Indian-White Relations
      1. Diseases
      2. The Pequot War

III. Renewed settlement
   A. Effects upon colonization of the Civil War and Restoration
   B. Restoration brought new proprietary colonies
   C. The Carolinas
      1. The Lords Proprietors
      2. “Fundamental Constitutions of Carolina”
      3. Indian relations
         a. Trade
         b. Indian enslavement
   D. New York
      1. Dutch successes
      2. Origin as New Netherland
      3. British takeover
      4. First arrival of Jews
      5. The Iroquois League
   E. New Jersey
   F. Pennsylvania
      1. Quakers
      2. William Penn
      3. Government
   G. Delaware
H. Georgia
1. Philanthropic experiment and military buffer
2. James Oglethorpe founds Savannah
3. Subsequent development of the colony

IV. The general pattern of British settlement

LECTURE IDEAS

1. Convey to your students the difficulty and danger of establishing New World colonies by giving a lecture on two of the more important failures: Vinland and Roanoke. David Beers Quinn’s *North America from Earliest Discovery to First Settlements: The Norse Voyages to 1612* (1977) is excellent for both efforts as is Tony Horwitz’s more subjective *A Voyage Long and Strange: On the Trail of Vikings, Conquistadors, Lost Colonists, and Other Adventurers in Early America* (2008). Finally, Jared Diamond’s *Collapse* (2004) in its examination of the Viking debacle in Greenland contains some thoughts on Vinland as well.

2. Use the biographical approach to examine the founding of Jamestown and Virginia by examining the incredible life and contributions of Captain John Smith. See Alden Vaughan’s *American Genesis: Captain John Smith and the Founding of Virginia* (1975) and David Price’s *Love and Hate in Jamestown: John Smith, Pocahontas, and the Start of a New Nation* (2003). Terence Malick’s 2005 film *The New World* is too long to be effective in its entirety for classroom use, but it does have its teachable moments, especially in its depictions of first encounters—both that of the English with Virginia and of Pocahontas when she sailed to England.

3. It would be useful to discuss the various Native American tribes that the British encountered in the American colonies. A discussion on the initial reactions of the various tribes as the British advanced their colonies could stimulate great discussion. Assign groups a region and ask students to examine the relationship between native and British populations. Have a class discussion on their findings. See James Axtell’s *The Europeans and the Indian* (1981) and Edward Countryman’s *Americans: A Collision of Histories* (1996).

4. Students should have a clear understanding of the joint-stock company and the whole concept of mercantilism. An overview of British economic history would be a good starting point emphasizing these two topics. You can even expand your lecture to show the relationship of these two economic topics and the birth of capitalism. Some good sources are...


6. All too often in our treatment of colonial history, the Middle Colonies get short shrift given the emphasis normally given to New England and Virginia. Write a corrective lecture by focusing upon the beginnings of New York and Pennsylvania that highlights their remarkable commercial, ethnic, and religious diversity as characteristic of what the entire country would one day become. Good sources are Russell Shorto’s *The Island in the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America* (2004), John Moretta’s *William Penn and the Quaker Legacy* (2007), and the relevant section of David Hackett Fischer’s *Albion’s Seed* (1989).

**PRACTICING CITIZENSHIP**

This chapter details the effort of English Puritans and Pilgrims to establish Christian commonwealths in New England which they hoped might serve as model societies. Many historians have argued that the ongoing tendency of Americans to view the United States as a nation that has a special calling to serve as an example for the rest of humanity is rooted in the Puritans and this missionary idealism. Organize a discussion over pizza or coffee with some classmates and members of the community in which you examine whether this American “sense of mission” is still alive and debate its positive and negative consequences for the United States and the world. Begin by reading and analyzing John Winthrop’s sermon “A Modell of Christian Charity.” Then read the inaugural address of at least one recent president from Reagan to Obama to see whether and to what purpose any of Winthrop’s themes are sounded. You might also Google the phrase “city on a hill” to find some recent ways this language has been employed.
CONCEPT MAP

I. Settlement of the British colonies
   A. Roanoke Island
   B. Virginia
      1. James I charters the Virginia Company
      2. The Irish model of colonization
      3. Jamestown
      4. Powhatan and the Virginia Indians
      5. Captain John Smith
      6. Tobacco
      7. The headright policy
      8. Events of 1619
      9. Indian massacre of 1622
     10. Stability as a royal colony
   C. Maryland
   D. Plymouth
      1. Differences between colonists
      2. New England’s divine mission
      3. The Pilgrims
      4. William Bradford
      5. The Mayflower Compact
      6. Plymouth settlement
   E. Massachusetts Bay
      1. The Puritans
      2. The Massachusetts Bay Company
      3. John Winthrop
      4. Trading company
   F. Rhode Island
   G. Connecticut
   H. New Hampshire and Maine

II. Indians in New England
   A. The New England Indians
   B. Indian-White Relations

III. Renewed Settlement
   A. Effects of the Civil War
   B. Restoration
   C. The Carolinas
      1. The Lords Proprietors
      2. “Fundamental Constitutions of Carolina”
      3. Indian relations
D. New York
   1. Dutch successes
   2. Origin as New Netherland
   3. British takeover
   4. First arrival of Jews
   5. The Iroquois League
E. New Jersey
F. Pennsylvania
G. Delaware
H. Georgia

IV. The general pattern of British settlement

TRUE/FALSE QUESTIONS

1. Governor John White was among the Roanoke colonists who disappeared.
   ANS: F
   TOP: Roanoke Island (I.A)
   REF: Page 26

2. The Virginia Company of Plymouth brought the Puritans to Massachusetts Bay.
   ANS: F
   TOP: Virginia (I.B)
   REF: Page 27

3. The first blacks in British America were brought to Virginia.
   ANS: T
   TOP: Events of 1619 (I.B.8)
   REF: Page 29

4. Due to its harsh winters, New England’s death rate was higher than that of Maryland or Virginia.
   ANS: F
   TOP: Settlement of the British colonies (I)
   REF: Page 31

5. The Plymouth colony was established by a group of English Separatists.
   ANS: T
   TOP: Plymouth (I.D)
   REF: Page 32
6. Roger Williams became notorious in Massachusetts for defending the Church of England.
   
   ANS: F
   TOP: Rhode Island (I.F)
   REF: Page 35

7. After being banished from Massachusetts, Roger Williams founded Rhode Island.
   
   ANS: T
   TOP: Rhode Island (I.F)
   REF: Page 36

8. Many of Anne Hutchinson’s problems with the Puritan leaders were based on her objection to their treatment of women.
   
   ANS: F
   TOP: Rhode Island (I.F)
   REF: Page 36

9. By the 1690s, rice became the staple crop in South Carolina.
   
   ANS: T
   TOP: The Carolinas (III.C)
   REF: Page 43

10. The “Fundamental Constitutions of Carolina” established a formal nobility and provided for religious toleration.
    
    ANS: T
    TOP: The Carolinas (III.C)
    REF: Page 43

11. In the seventeenth century, Holland became a maritime power and commercial rival to England.
    
    ANS: T
    TOP: Dutch successes (III.D.1)
    REF: Page 45

12. Peter Stuyvesant was the defiant governor of Rhode Island.
    
    ANS: F
    TOP: New York (III.D)
    REF: Page 45

13. New Amsterdam after the English takeover became New York City.
    
    ANS: T
    TOP: New York (III.D)
    REF: Page 45
14. William Penn not only owned Pennsylvania but ran it as an absolute dictator.
   
   ANS: F
   TOP: Pennsylvania (III.F)
   REF: Page 51

15. Delaware was originally part of Pennsylvania.
   
   ANS: T
   TOP: Delaware (III.G)
   REF: Page 51

MULTIPLE-CHOICE QUESTIONS

1. The English attempt to establish a colony on Roanoke Island resulted in:
   A. a severe blow to Spanish power
   B. a permanent English presence in North America
   C. a severe blow to English power
   D. the execution of Sir Walter Raleigh
   E. the disappearance of the colonists
   
   ANS: E
   TOP: Roanoke Island (I.A)
   REF: Page 26
   OBJ: Applied

2. The stockholders who invested in the Virginia Company were motivated primarily by:
   A. religion
   B. a spirit of adventure
   C. curiosity about the New World
   D. personal loyalty to James I
   E. financial profit
   
   ANS: E
   TOP: James I charters the Virginia Company (I.B.1)
   REF: Page 27
   OBJ: Applied
3. For the English preparing to colonize America, one model of settlement was provided by their country’s prior experience in:
A. Africa
B. Scotland
C. Iceland
D. Ireland
E. the Canary Islands
ANS: D
TOP: The Irish model of colonization (I.B.2)
REF: Page 27
OBJ: Factual

4. One of the important factors aiding the survival of the early Jamestown settlers was:
A. the large sums of money that were used to bring additional supplies to them regularly
B. their willingness to work hard and sacrifice for the good of the whole colony
C. the assistance they received from the Indians
D. the lack of the diseases and hardships that afflicted other colonies
E. the democratic government established by the Virginia Company
ANS: C
TOP: Powhatan and the Virginia Indians (I.B.4)
REF: Page 28
OBJ: Applied

5. As Jamestown’s leader, Captain John Smith:
A. made the colony a democracy
B. tried to wipe out Powhatan’s Confederacy
C. made the colonists work in order to eat
D. argued that the colony should be abandoned
E. discovered deposits of gold and silver
ANS: C
TOP: Captain John Smith (I.B.5)
REF: Page 29
OBJ: Factual
6. One outstanding characteristic of Jamestown in its initial years was:
   A. the high percentage of slaves in its population
   B. complete freedom of religion
   C. the influence of women in its government
   D. the absence of effective leaders
   E. the high mortality rate among its settlers
   
   \[ \text{ANS: E} \]
   \[ \text{TOP: Jamestown (I.B.3)} \]
   \[ \text{REF: Page 29} \]
   \[ \text{OBJ: Factual} \]

7. The Jamestown colony finally attained a measure of prosperity from:
   A. land sales
   B. trade with Indians
   C. gold discoveries
   D. tobacco
   E. trade with Spanish Florida
   
   \[ \text{ANS: D} \]
   \[ \text{TOP: Tobacco (I.B.6)} \]
   \[ \text{REF: Page 29} \]
   \[ \text{OBJ: Factual} \]

8. Pocahontas:
   A. married John Smith
   B. showed the English how to grow corn
   C. is a fictional character
   D. led an attack against the English
   E. was Powhatan’s daughter
   
   \[ \text{ANS: E} \]
   \[ \text{TOP: Virginia (I.B)} \]
   \[ \text{REF: Page 29} \]
   \[ \text{OBJ: Factual} \]

9. The headright system adopted for the Virginia colony consisted of:
   A. giving fifty acres of land to anyone who would transport himself to the colony and fifty more for any servants he might bring
   B. “selling” wives to single male settlers
   C. auctioning black slaves to settlers
   D. giving free land to all servants who came to the colony
   E. giving free land in return for five years of military service
   
   \[ \text{ANS: A} \]
   \[ \text{TOP: The headright policy (I.B.7)} \]
   \[ \text{REF: Page 29} \]
   \[ \text{OBJ: Factual} \]
10. In 1624, a British court dissolved the struggling Virginia Company, and Virginia:
   A. was merged with New England
   B. no longer existed
   C. became a royal colony
   D. lost all its funding
   E. was given to the king’s brother, the Duke of York
   
   **ANS:** C  
   **TOP:** Stability as a royal colony (I.B.10)  
   **REF:** Page 30  
   **OBJ:** Factual

11. Maryland was established in 1634 as a refuge for:
   A. debtors
   B. Puritans
   C. ex-convicts
   D. Anglicans
   E. English Catholics
   
   **ANS:** E  
   **TOP:** Maryland (I.C)  
   **REF:** Page 31  
   **OBJ:** Factual

12. Maryland was much like Virginia in that it:
   A. banned Catholics
   B. was owned by a joint-stock company
   C. promoted religious freedom
   D. was politically dominated by small farmers
   E. had a tobacco-based economy
   
   **ANS:** E  
   **TOP:** Maryland (I.C)  
   **REF:** Page 31  
   **OBJ:** Applied
13. The early settlers of New England differed from those of the Chesapeake in that they were primarily:
   A. English
   B. Protestant
   C. white
   D. middle-class
   E. male
   ANS: D
   TOP: Differences between colonists (I.D.1)
   REF: Page 31
   OBJ: Applied

14. The English Puritans:
   A. converted James I to their perspective
   B. rejected the doctrines of Martin Luther
   C. opposed Catholic elements in the Church of England
   D. believed in religious freedom
   E. believed people could be saved by their own actions, not just by God’s grace
   ANS: C
   TOP: New England’s divine mission (I.D.2)
   REF: Page 32
   OBJ: Factual

15. All of the following are true of the Pilgrims EXCEPT that they:
   A. established the Plymouth colony
   B. based their initial colonial government on the Mayflower Compact
   C. were Separatists who had abandoned the Church of England
   D. originally fled to Holland
   E. were a sect of radical Catholics
   ANS: E
   TOP: The Pilgrims (I.D.3)
   REF: Page 32
   OBJ: Factual
16. The leader of the Pilgrims who established the Plymouth colony was:
   A. John Winthrop
   B. William Bradford
   C. Roger Williams
   D. Lord Baltimore
   E. John Calvin
   
   ANS: B
   TOP: William Bradford (I.D.4)
   REF: Page 32
   OBJ: Factual

17. The Mayflower Compact:
   A. completely separated civil and church governments
   B. was developed by settlers in Massachusetts Bay
   C. provided the original government for the Plymouth colony
   D. called for total religious toleration
   E. originated in the House of Commons

   ANS: C
   TOP: The Mayflower Compact (I.D.5)
   REF: Page 32
   OBJ: Factual

18. The colony founded on Massachusetts Bay in 1630:
   A. was strictly a money-making enterprise
   B. banned Puritans and Pilgrims
   C. soon was much bigger than the Plymouth colony
   D. was the first permanent English settlement in North America
   E. was governed by company directors in London

   ANS: C
   TOP: Massachusetts Bay (I.E)
   REF: Page 33
   OBJ: Factual

19. When Massachusetts leader John Winthrop spoke of “a city upon a hill” he was referring to that colony’s desire to:
   A. be financially successful
   B. become independent of England
   C. serve as a model Christian community
   D. establish an ideal government
   E. convert the Indians to Christianity

   ANS: C
   TOP: John Winthrop (I.E.3)
   REF: Page 33
   OBJ: Applied
20. After 1644, the right to vote in Massachusetts Bay was restricted to those who:
   A. owned 100 acres of land
   B. had come in the first voyage from Britain
   C. were literate and had good moral character
   D. had been listed as freemen in the original charter
   E. were members of a Puritan church
   ANS: E
   TOP: Trading company (I.E.4)
   REF: Page 35
   OBJ: Factual

21. The General Court in Massachusetts:
   A. was run by a handful of aristocrats
   B. was comprised of the colony’s leading ministers
   C. was comprised of the governor and his top three assistants
   D. was roughly equivalent to the English Parliament
   E. met only in times of emergency
   ANS: D
   TOP: Massachusetts Bay (I.E)
   REF: Page 35
   OBJ: Factual

22. Roger Williams founded Rhode Island after he:
   A. devoted himself to converting the Indians
   B. decided he was no longer a Christian
   C. had been banished from Massachusetts for his religious opinions
   D. led a rebellion against the government of Massachusetts
   E. discovered it had the best farmland in New England
   ANS: C
   TOP: Rhode Island (I.F)
   REF: Page 36
   OBJ: Factual
23. Roger Williams's mistrust of the purity of others eventually led him to the belief that:
A. all churches were equally valid
B. there should be complete separation of church and state
C. the government must direct actions of the church to assure its purity
D. only those people who believed exactly as he did could be saved
E. everyone has an equal chance for salvation
ANS: B
TOP: Rhode Island (I.F)
REF: Page 36
OBJ: Applied

24. Anne Hutchinson was kicked out of Massachusetts for:
A. challenging the authority of local ministers
B. championing equal rights for women
C. insufficient knowledge of the Bible
D. believing good works would earn a place in heaven
E. refusing to uphold the Sabbath
ANS: A
TOP: Rhode Island (I.F)
REF: Page 37
OBJ: Factual

25. Anne Hutchinson ultimately:
A. was killed by Indians
B. became a beloved Puritan minister
C. helped Roger Williams govern Rhode Island
D. was recognized as a saint
E. renounced religion
ANS: A
TOP: Rhode Island (I.F)
REF: Page 37
OBJ: Factual

26. All of the following are true of Connecticut EXCEPT that it:
A. was founded by Massachusetts Puritans
B. eventually included the settlement of New Haven
C. recognized Congregationalism as the official religion
D. defined itself as a “Christian Commonwealth”
E. originally included New Hampshire and Maine
ANS: E
TOP: Connecticut (I.G)
REF: Page 38
OBJ: Factual
27. The English who settled New England encountered:
   A. French and Dutch settlers who had preceded them
   B. a population of at least 100,000 Indians
   C. a largely vacant wilderness
   D. a harsh land unsuitable for farming
   E. a powerful and united Indian kingdom
   ANS: B
   TOP: The New England Indians (II.A)
   REF: Page 38
   OBJ: Factual

28. Puritans viewed the Indian belief in nature filled with spirits as:
   A. reasonable
   B. compatible with the Bible
   C. Satanic
   D. harmless
   E. exciting
   ANS: C
   TOP: The New England Indians (II.A)
   REF: Page 39
   OBJ: Factual

29. The Pequots were an example of an Indian tribe which:
   A. successively adapted to the English presence
   B. was wiped out by smallpox
   C. was slaughtered in a war with the Puritans
   D. converted almost entirely to Christianity
   E. moved westward to escape the growing English population
   ANS: C
   TOP: Indian-White relations (II.B)
   REF: Page 41
   OBJ: Factual

30. During the time of the English Civil War:
   A. migration to the colonies was severely disrupted
   B. Puritanism was wiped out in England
   C. the colonies were governed directly from London
   D. Puritan refugees flooded New England
   E. several new colonies were established west of the Appalachians
   ANS: A
   TOP: Effects of the Civil War (III.A)
   REF: Page 41
   OBJ: Factual
31. The colonies established after the Restoration were all:
   A. corporate colonies
   B. royal colonies
   C. proprietary colonies
   D. Christian commonwealths
   E. west of the Appalachians
   ANS: C
   TOP: Restoration (III.B)
   REF: Page 42
   OBJ: Applied

32. A large number of South Carolina's original settlers were British planters from:
   A. Barbados
   B. Maryland
   C. Jamaica
   D. Georgia
   E. North Carolina
   ANS: A
   TOP: The Carolinas (III.C)
   REF: Page 42
   OBJ: Factual

33. The “Fundamental Constitutions of Carolina”:
   A. made South Carolina the New World’s first democracy
   B. required colonists to become Anglicans
   C. banned slavery
   D. was criticized by John Locke for its abuse of natural rights
   E. encouraged a practice of large land grants
   ANS: E
   TOP: “Fundamental Constitutions of Carolina” (III.C.2)
   REF: Page 43
   OBJ: Factual

34. In the Southeast, the profitability of Indian captives prompted a frenzy of:
   A. slaving activity and slave raiding
   B. head-hunting
   C. raiding Indian villages to capture children
   D. dishonest treaty making
   E. missionary activity
   ANS: A
   TOP: Indian relations (III.C.3)
   REF: Page 44
   OBJ: Applied
35. The major reason Charles II decided to wrest New Netherland from the Dutch was the threat of that colony’s:
   A. commercial success
   B. ethnic diversity
   C. religious freedom
   D. form of government
   E. manufacturing sector
   ANS: A
   TOP: Origin as New Netherland (III.D.2)
   REF: Page 45
   OBJ: Applied

36. The Dutch claim to New Netherland went back to:
   A. their military conquest of Manhattan
   B. the explorations of Henry Hudson in the early 1600s
   C. the Pope allotting it to them in the era of Columbus
   D. the visits of Dutch fishermen in the 1500s
   E. the efforts of Dutch missionaries to convert the Iroquois
   ANS: B
   TOP: Origin as New Netherland (III.D.2)
   REF: Page 45
   OBJ: Factual

37. The first Jews in the colonies:
   A. were wealthy
   B. soon became very numerous
   C. arrived in New Netherland
   D. found quick acceptance from Christians
   E. migrated to Massachusetts
   ANS: C
   TOP: First arrival of Jews (III.D.4)
   REF: Page 46
   OBJ: Factual
38. The various Iroquois tribes warred against tribes such as the Hurons and Eries to:
   A. secure control of the beaver trade
   B. impress the English and the Dutch
   C. impose their culture on their traditional enemies
   D. replace their population lost to disease
   E. improve their fighting skills
   ANS: A
   TOP: The Iroquois League (III.D.5)
   REF: Page 48
   OBJ: Conceptual

39. The Iroquois:
   A. was a group of five Indian tribes that united to fight the Dutch settlers who invaded their homeland
   B. controlled much of eastern North America during the second half of the seventeenth century
   C. were known for their pacifism, even in the face of almost certain destruction
   D. developed a written language and a constitutional government
   E. consistently supported the French over the English
   ANS: B
   TOP: The Iroquois League (III.D.5)
   REF: Page 48
   OBJ: Factual

40. All of the following are true of the English Quakers EXCEPT that they:
   A. were pacifists
   B. refused to take oaths
   C. suffered great persecution
   D. followed charismatic preachers
   E. counted William Penn among their number
   ANS: D
   TOP: Pennsylvania (III.F)
   REF: Page 49
   OBJ: Factual
41. The colony of Pennsylvania:
   A. was based upon lands seized from the Indians
   B. was open to all religious believers
   C. was populated solely by the English
   D. was governed by Quaker ministers
   E. was considered part of New England
   ANS: B
   TOP: Pennsylvania (III.F)
   REF: Page 50
   OBJ: Factual

42. One way Pennsylvania especially stood out among the English colonies was in its:
   A. lack of a representative assembly
   B. discouragement of religion
   C. small size
   D. friendly relations with Indians
   E. allowing women to vote
   ANS: D
   TOP: Pennsylvania (III.F)
   REF: Page 51
   OBJ: Applied

43. Which of the following is NOT true of Georgia?
   A. It was the last of the English colonies to be established.
   B. It was to serve as a military buffer against Spanish Florida.
   C. Its first permanent settlement was Savannah.
   D. It succeeded in keeping out slavery.
   E. James Oglethorpe led the initial settlers.
   ANS: D
   TOP: Georgia (III.H)
   REF: Page 51
   OBJ: Factual
44. Georgia was founded:
   A. as a colonial refuge for the poor and the religiously persecuted
   B. in order to launch military attacks against the French in Florida
   C. as a Quaker commonwealth, a southern counterpart to William Penn’s “Holy Experiment”
   D. as a sanctuary for religious dissenters from Florida
   E. to relieve the pressure of overpopulation in the other colonies
   
   ANS: A
   TOP: Georgia (III.H)
   REF: Page 51
   OBJ: Factual

45. By the early eighteenth century, the English colonies in North America:
   A. extended beyond the Appalachians
   B. had eliminated their French and Spanish rivals
   C. were the most populous and prosperous on the continent
   D. were on the verge of independence from England
   E. remained tiny outposts of civilization
   
   ANS: C
   TOP: The general pattern of British settlement (IV)
   REF: Page 54
   OBJ: Applied

46. One important advantage the English colonies had over their French and Spanish rivals was:
   A. the greater amount of money the English crown devoted to their development
   B. the more abundant natural resources in the English possessions
   C. the higher class of settlers the English shipped to the New World
   D. their geographic concentration along the Atlantic coast
   E. the longer time they had to develop given their earlier dates of establishment
   
   ANS: D
   TOP: The general pattern of British settlement (IV)
   REF: Page 54
   OBJ: Applied

**ESSAY QUESTIONS**

1. Do there seem to be connections between a colony’s purpose and its success? That is, what type of colony seemed most apt to succeed? What type seemed most likely to fail?
2. Describe the general pattern of white-Indian relations in the British colonies.

3. Compare the settlements of Virginia and Massachusetts in regard to their founding religion, form of government, and landholding patterns.

4. Discuss the various ways in which domestic political affairs in Britain affected colonization in the New World.

5. According to the textbook, “The lack of plan was the genius of British colonization.” What does this statement mean? How accurate is it?

6. What were the attractions of life in colonial Pennsylvania?

7. Describe the relationships between Indians and the colonists of New England.

8. Discuss the settlement of the Carolinas. How and why did they divide into two separate colonies?

9. Discuss the transition of New Netherland into New York. Detail the negotiations that led to the transfer.

10. By the early eighteenth century, the British had outstripped both the French and the Spanish in the New World by becoming the most populous, prosperous, and powerful. Explain how this happened.

MATCHING QUESTIONS

A) Connecticut  
B) Georgia  
C) Maryland  
D) Massachusetts Bay  
E) New Jersey  
F) New Netherland  
G) Pennsylvania  
H) Plymouth  
I) Rhode Island  
J) Virginia

1. William Bradford  
   ANS: H

2. Lord Baltimore  
   ANS: C
3. Thomas Hooker  
   ANS: A

4. George Carteret  
   ANS: E

5. Peter Minuit  
   ANS: F

6. James Oglethorpe  
   ANS: B

7. William Penn  
   ANS: G

8. John Smith  
   ANS: J

9. Roger Williams  
   ANS: I

10. John Winthrop  
    ANS: D