

STUDY GUIDE •  
*America*

A NARRATIVE HISTORY

Brief Fifth Edition



Tindall/Shi  
CHARLES W. EAGLES

VOLUME ONE

# *A*MERICA

## STUDY GUIDE

VOLUME I / BRIEF FIFTH EDITION

# AMERICA

A NARRATIVE  
HISTORY

TINDALL and SHI



## STUDY GUIDE

VOLUME I / BRIEF FIFTH EDITION

CHARLES W. EAGLES  
UNIVERSITY OF MISSISSIPPI



W · W · NORTON & COMPANY · NEW YORK · LONDON

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Composition and layout by Roberta Flechner Graphics.

ISBN 0-393-97562-2 (pbk.)

W.W. Norton & Company, Inc.  
500 Fifth Avenue, New York, N.Y. 10110  
[www.wwnorton.com](http://www.wwnorton.com)

W. W. Norton & Company Ltd.  
10 Coptic Street, London WC1A 1PU

1 2 3 4 5 6 7 8 9 0

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## INTRODUCTION

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This *Study Guide* is designed to help you learn the important concepts in *America: A Narrative History*, Brief Fifth Edition, by George B. Tindall and David E. Shi. It is not intended as a replacement for the textbook, but as an aid to be used along with the text. When used conscientiously, this *Study Guide* will help you to understand the major themes in American history and to do well on quizzes based on your reading.

### STRUCTURE OF THIS STUDY GUIDE

Each chapter of the *Study Guide* contains the following sections:

- Chapter Objectives
- Chapter Outline
- Key Items of Chronology
- Terms to Master
- Vocabulary Building
- Exercises for Understanding:
  - Multiple-Choice Questions
  - True-False Questions
  - Essay Questions
- Document(s) or Reading(s)

The purpose of each of the sections, along with the instructions for its use, is explained below.

#### Chapter Objectives

For each chapter you will find about five objectives, or key concepts, on which you should

focus your attention as you read. You should read the whole of each chapter, taking in details as well as major themes, but by keeping the chapter objectives in mind, you will avoid getting bogged down and missing the key ideas.

#### Chapter Outline

Skim this outline carefully before you begin reading a chapter. The outline provides a more detailed overview than do the objectives. Often headings in the outline are worded to suggest questions about the material. For example, “Duties of the King” and “patterns of Colonization” raise the questions “What were the duties of the king?” and “What were the patterns of colonization?” Look for the answers to such questions as you read the text. This approach will help those of you who are new to reading history.

#### Key Items of Chronology

Each chapter of this *Study Guide* will include a list of dates. You need not learn every date you encounter in the chapter, but if you learn the key ones listed here and any other dates emphasized by your instructor, you will have the sound chronological framework so important for understanding historical events.

Keep in mind that dates, while important, are not the sole subject matter of history. Seldom will any of the quizzes in this *Study Guide* ask for

recall of dates. On the other hand, term papers and answers to essay questions should include important dates and show that you are familiar with the chronology of your subject.

### Terms to Master

This section of the *Study Guide* gives you a list of important terms to study. (Remember, of course, that your instructor may emphasize additional terms that you should learn.) After reading each chapter, return to the list of terms and write a brief definition of each. If you cannot recall the term readily, turn to the relevant pages in the textbook and reread the discussion of the term. If you need or want to consult another source, go to the annotated bibliography at the end of the relevant chapter, or ask your instructor for suggestions.

### Vocabulary Building

This is a section of the *Study Guide* that you may or may not need. If you do not know the meaning of the words or terms listed in Vocabulary Building, look them up in a dictionary before you begin reading a chapter. By looking up such words and then using them yourself, you will increase your vocabulary.

When the terms in Vocabulary Building are not readily found in the standard dictionary or when their use in your text lends them a special meaning, we have defined them for you. We've used the *American Heritage Dictionary*, Second College Edition, as a guide to determine which terms should be defined here for you.

### Exercises for Understanding

You should reserve these exercises to use as a check on your reading after you study the chapter. The multiple-choice and true-false questions included here will test your recall and understanding of the facts in the chapter. The answers to these questions are found at the end of each *Study Guide* chapter.

### Essay Questions

The essay questions that come next may be used in several ways. If you are using this *Study Guide* entirely on your own, you should try to outline answers to these questions based on your reading of the chapter. In the early stages of the course you may want to consider writing formal answers to these essay questions just as you would if you encountered them on an exam. The questions will often be quite broad and will lead you to think about material in the chapter in different ways. By reviewing the essay questions in this *Study Guide* before attending class, you will better understand the class lecture or discussion.

### Documents and Readings

All the chapters in this *Study Guide* contain a section of documents or readings. The documents are sources from the time period of the chapter (primary sources), chosen to illumine some aspect of the period covered in the text. The readings are excerpts from works of historians (secondary sources), chosen either to illustrate the approach of a master historian or to offer varying interpretations of an event. Study the document or reading after you have completed the chapter, and consult the headnotes given in this *Study Guide* before each document. Then attempt to answer the questions that follow the documents.

## STUDYING HISTORY

The term "history" has been defined in many ways. One way to define it is "everything that has happened in the past." But there are serious problems with this definition. First, it is simply impossible to recount *everything* that has happened in the past. Any single event is a combination of an infinite number of subevents. Each of these is itself composed of an unlimited number of subevents. The past, which includes everything that has happened, is shapeless; history is a way of lending shape to the past by focusing on significant events and their relationships.

Second, the historical record is limited. As you will discover, there is much we don't know about everyday life in seventeenth-century America. History must be based on fact and evidence. The historian then, using the evidence available, fashions a story in which certain past events are connected and take on special meaning or significance. If we accept this definition, we will recognize that much history is subjective, or influenced by the perspective and bias of the historian attempting to give meaning to events.

This is why there is so much disagreement about the importance of some past events. You may have been taught in high school that it was important simply to learn dates and facts: that the Declaration of Independence was adopted on July 4, 1776, or that Franklin Roosevelt was inaugurated on March 4, 1933. But these facts by themselves are limited in meaning. They gain significance when they become parts of larger stories, such as why the American colonies revolted against England, or how America responded to the Great Depression. When historians construct stories or narratives in which these facts or events take on special significance, room for disagreement creeps in.

Since it is valid for historians to disagree, you should not automatically accept what any one historian writes. You should learn to apply general rules of logic and evidence in assessing the validity of different historical interpretations. This *Study Guide* will at times give you an opportunity to assess different interpretations of events. By doing this, you will learn to question what you read and hear, to think critically.

## HOW TO READ A TEXTBOOK

Reading a textbook should be both pleasurable and profitable. The responsibility for this is partly the author's and partly yours, the reader's. George Tindall and David Shi have written a text that should teach and entertain. In order to get the most out of it, you must read actively and critically. One way to avoid passive, mindless

reading is to write, underline, or highlight material by hand. Simply by highlighting or underlining pertinent passages in the textbook, you will later be better able to recall what you have read, and you will be able to review important material quickly. The key to effective highlighting is to be judicious about what you choose to mark. You should highlight key words and phrases, not whole sentences unless all the words are important. For example, the two paragraphs below show the way we would highlight them:

Even the Tudors, who acted as autocrats, preserved the forms of constitutional procedure. In the making of laws the king's subjects consented through representatives in the House of Commons. By custom and practice **the principle was established that the king taxed his subjects only with the consent of Parliament.** And by its control of the purse strings Parliament would draw other strands of power into its hands. This structure of habit broadened down from precedent to precedent to form a **constitution that was** not written in one place, or for that matter, **not fully written down at all.** The *Magna Carta* (Great Charter) of 1215, for instance, had been a statement of privileges wrested by certain nobles from the king, but it became part of a broader tradition that the people as a whole had rights which even the king could not violate.

**A further buttress to English liberty was the great body of common law,** which had developed since the twelfth century in royal courts established to check the arbitrary caprice of local nobles. Without laws to cover every detail, judges had to exercise their own ideas of fairness in settling disputes. **Decisions once made became precedents for later decisions** and over the years a body of judge-made law developed, the outgrowth more of experience than of abstract logic. Through the courts the principle evolved that **a subject could be arrested or his goods seized only upon a warrant issued by a court, and that he was entitled to a trial by a jury of his peers** (his equals) in accordance with established rules of evidence.

Probably no two persons would agree on exactly what words in the passage should be underlined, but you can readily see that we have emphasized only the major points concerning English justice.

Highlighting like this can be helpful, but even more useful in increasing your retention of the material is to jot down brief notes about what you read. For example, from the passage above you might list some key elements in the devel-

opment of liberty under the Tudors: the principle that the king could tax his subjects only with the consent of Parliament, the development of an unwritten constitution, the principle that a court order was required for arrest or seizure of property, and the principle of trial by jury.

Taking notes makes it easier to commit important points to memory. This will help especially when you review for a test.

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## ACKNOWLEDGMENTS

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I wish to thank George B. Tindall and David E. Shi for having written the excellent text around which I developed this *Study Guide*. My hope is that the text and the *Study Guide* will combine to promote in students a clear understanding of the history of the United States. I have a great debt to

Steven Forman and John Durbin, my editors at W. W. Norton & Company, who have again used their considerable skill to fashion the final product.

C.W.E.



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# 1

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## DISCOVERY AND SETTLEMENT

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### CHAPTER OBJECTIVES

*After you complete the reading and study of this chapter you should be able to*

1. Describe and explain the cultural and biological exchanges that occurred between Europe and America following the discovery of the New World.
2. Explain the different characteristics of the French, Dutch, and English contacts with the New World before the permanent settlements of the seventeenth century.
3. Identify the key features in the settlement and early development of each of the thirteen North American colonies of England, but in particular Virginia, Massachusetts, Maryland, and New York.
4. Understand the chief features of English colonization in North America as a whole and in comparison with the colonization efforts of Spain and France.
5. Assess the relations between the European settlers and the Indians.

### CHAPTER OUTLINE

- I. Indian cultures before Columbus
  - A. Origins of earliest Americans
  - B. Indian cultures in Middle and South America
    1. Mayan
    2. Aztec
    3. Inca
  - C. North American Indians
    1. Tribal life
    2. Response to European Invasion
      - a. Weakness of Indians
      - b. Indians' resistance
- II. European contacts with the New World
  - A. "Modern" Europe
  - B. Voyages of Columbus
    1. Background
    2. Expedition of 1492
    3. Later trips
- III. Exploration and conquest of New World
  - A. English, Italians, and Portuguese
  - B. Creation of Spanish Empire
    1. Clash of cultures
      - a. Technology
      - b. Domesticated animals
    2. Conquistadors
    3. *Encomienda* system
    4. Effects of Spanish culture
    5. The Spanish Southwest
      - a. Role of the church
      - b. Indian revolts
  - C. Spain's rivals in North America

1. French in Canada and on the *Mississippi river*
2. Dutch raiders
3. British defeat of the Spanish Armada
- D. Early English exploration
- IV. Early English settlements
  - A. Patterns within diversity
  - B. The Chesapeake
    1. Virginia
      - a. Settlement of Jamestown
      - b. *John Smith*
      - c. Relations with Indians
      - d. Reforms after 1618
      - e. *Tobacco trade*
      - f. Made a royal colony
    2. Maryland
  - C. New England
    1. Pilgrims at Plymouth Colony
      - a. Separatist Puritans
      - b. *William Bradford*
      - c. *Mayflower Compact*
    2. Massachusetts Bay
      - a. Non-Separating Puritans
      - b. *John Winthrop*
      - c. “City upon a hill”
      - d. Provincial government
    3. Rhode Island
      - a. *Roger Williams*
      - b. *Anne Hutchinson* banished
    4. Settlements in Connecticut, New Hampshire, and Maine
  5. Relations with Indians
    - a. English seek to subordinate Indians
    - b. Initial relations
    - c. Pequot War of 1637
    - d. Peaceful fur trade
    - e. King Philip’s War of 1675
    - f. English expansion
- V. Settlements after 1660
  - A. The English Civil War
  - B. Southern colonies
    1. The Carolinas
    2. Indian relations
      - a. Trade in deerskins
      - b. Diseases
      - c. Wars and revolts
  - C. New York
    1. Dutch origin
    2. Conquest by the English
    3. The Iroquois
      - a. Indian unity
      - b. Fights for hunting grounds
      - c. Conflicts with French
      - d. Neutrality between French and English
  - D. New Jersey
  - E. Pennsylvania and Delaware
    1. Quakers
    2. *William Penn*
  - F. Georgia and *James Oglethorpe*
- VI. English colonial success

## KEY ITEMS OF CHRONOLOGY

Crossing from Siberia to Alaska	about 32,000–22,000 B.C.
Classical cultures of Middle America	A.D. 300–900
Columbus’s first voyage to the New World	1492
Voyages of John Cabot	1497–1498
Defeat of Spanish Armada	1588
Settlement of Jamestown	1607
Pilgrims settle Plymouth	1620
Pequot War	1637
English Civil War	1642–1649
Restoration of Monarchy	1660
Carolinas settled	1670
Pennsylvania started	1681
Georgia begun	1733

**TERMS TO MASTER**

*Listed below are some important terms or people with which you should be familiar after your study of the chapter. Explain or identify each.*

1. Aztecs
2. Christopher Columbus
3. dead reckoning
4. John Cabot
5. Hernando Cortés
6. *encomienda*
7. Virginia Dare
8. "lost colonists"
9. joint-stock company
10. proprietary colony
11. Virginia Company
12. George and Cecilius Calvert
13. Pilgrims
14. Mayflower Compact
15. Roger Williams
16. Anne Hutchinson
17. Quakers
18. Iroquois League

**VOCABULARY BUILDING**

*Listed below are some words used in this chapter. Look in the dictionary for the meaning of each.*

1. nomadic
2. stratified
3. ecosystem
4. unrelenting
5. Aborigines
6. rife
7. diffusion
8. enmity
9. protracted
10. invincible
11. expropriate
12. swashbuckling
13. scimitar
14. posterity
15. flounder (v.)
16. proviso
17. heresy
18. audacity

19. engender

20. hobble

**EXERCISES FOR UNDERSTANDING**

*When you have completed reading the chapter, answer each of the following questions. If you have difficulty, go back to the text and reread that section of the chapter.*

**Multiple-Choice Questions**

*Select the letter of the choice that best completes the statement.*

1. One of Columbus's major goals in his voyages was to
  - A. prove the world was round.
  - B. reach Asia by sailing east.
  - C. enslave Indians.
  - D. find gold and riches.
2. European diets were revolutionized when the following were adopted from the New World:
  - A. pigs and chickens.
  - B. corn and potatoes.
  - C. wheat and coffee.
  - D. all of the above
3. Most of the early Spanish settlements and explorations in North America were made
  - A. in the East Coast states.
  - B. in the Southwest.
  - C. in South Carolina.
  - D. along the Mississippi River.
4. Maryland, the first proprietary colony, was unusual because it was
  - A. controlled by a group of businessmen.
  - B. started as a philanthropic experiment.
  - C. a refuge for Catholics.
  - D. primarily a military outpost.
5. The effort to establish new colonies in America was largely suspended by the English during the
  - A. civil war and Cromwell's Puritan dictatorship.
  - B. time James I was on the British throne.
  - C. Restoration reign of Charles II.
  - D. reign of Queen Elizabeth I.

6. The first English colonies were organized by
  - A. the English army.
  - B. the Anglican church.
  - C. Parliament.
  - D. joint-stock companies.
7. The settlement of the Carolinas was notable for
  - A. a plan for a feudal-like system of land ownership.
  - B. religious toleration that even extended to Jews.
  - C. early domination of the colony by people from Barbados.
  - D. all of the above features
8. The English colonists' general strategy for dealing with Native Americans in New England stressed
  - A. subordination of Indians to gain their land.
  - B. exploitation of the fur trade through trading posts.
  - C. conversion of Indians to Christianity.
  - D. treaties for amicable and stable relations.
4. The French had a monopoly on colonies in the New World throughout the 1500s.
5. The English patterned their settlements in America after their experience in Ireland.
6. Pequot successfully united the Iroquois in New York.
7. New York was originally settled by the French Huguenots.
8. Anne Hutchinson angered the Puritan leaders by claiming that most ministers were preaching salvation by good works rather than by God's grace.

### Essay Questions

1. How did the Spanish interaction with Native Americans differ from the way English settlers dealt with Indians?
2. Describe and evaluate the significance of the biological interchange between the Old and New Worlds. Which group did it affect more, Europeans or Indians?
3. The English colonies displayed significant diversity. When compared to the Spanish, French, and Dutch settlements, however, what characteristics did the English colonies have in common?
4. What two English colonies were most *unlike* one another? Describe their differences.
5. Compare Virginia and Massachusetts Bay with regard to the motivations for colonization, land system, religious practice, and general success as colonies. Make a similar comparison for Rhode Island and Pennsylvania.

### True-False Questions

*Indicate whether each statement is true or false.*

1. Weaknesses of Indians in Mexico included the lack of iron and horses.
2. Capitalism was the key to successful colonial development.
3. The Spanish used religion as a primary means to control their colonies.

## DOCUMENTS

### Document 1. Columbus's Description of the Discovery of America

The passage below is taken from a version of Columbus's journals edited by Bartolomé de Las Casas (see Document 2, below). As you read the passage, imagine the thrill of discovery that would have been experienced by the sailors

on board Columbus's ships. For them this was truly a venture into the unknown.

For many years Columbus's landing was judged to have been made on San Salvador (Watling Island). A recent study retracing the

voyage suggests that Columbus landed on the island of Samana Cay, more than sixty miles to the southeast of San Salvador. Many scholars will not agree with this new assertion, and the exact location of the island does not change the

nature of the reaction shown in this journal. If you wish to examine the new evidence, see the *National Geographic* 170, no. 5 (November 1986): 566–605.

. . . the Admiral requested and admonished them to keep a sharp lookout at the castle of the bow, and to look well for land, and said that he would give to him who first saw land a silk doublet besides the other rewards which the King and Queen had promised, namely an annual pension of ten thousand maravedis to him who should see it first. Two hours after midnight the land appeared, about two leagues off. They lowered all the sails, leaving only a storm square sail, which is the mainsail without bonnets and lay to until Friday when they reached a small island of the Lucayos, called *Guanahani* by the natives. They soon saw people naked, and the Admiral went on shore in the armed boat. . . . As soon as they had landed they saw trees of a brilliant green[,] abundance of water[,] and fruits of various kinds. The Admiral called the two captains and the rest who had come on shore. . . . and he called them as witnesses to certify that he in the presence of them all, was taking, as he in fact took[,] possession of said island for the King and Queen his masters, making the declarations that were required as they will be found more fully in the attestations then taken down in writing. Soon after a large crowd of natives congregated there. What follows are the Admiral's own words in his book on the first voyage and discovery of these Indies. "In order to win the friendship and affection of that people, and because I am convinced that their conversion to our Holy Faith would be better promoted through love than through force; I presented some of them with red caps and some strings of glass beads which they placed around their necks and with other trifles of insignificant worth that delighted them and by which we have got a wonderful hold on their affections. They afterwards came to the boats of the vessels swimming, bringing us parrots, cotton thread in balls, and spears, and many other things, which they bartered for others we gave them, as glass beads and little bells. . . . I saw but one very young girl, all the rest being very young men, none of them being over thirty years of age; their forms being very well proportioned; their bodies graceful and their features handsome: their hair is as coarse as the hair of a horse's tail and cut short: they wear their hair over their eye brows except a little behind which they wear long, and which they never cut: some of them paint themselves black, and they are of the color of the Canary islanders, neither black nor white, and some paint themselves white, and some red, and some with whatever they find, and some paint their faces, and some the whole body, and some their eyes only, and some their noses only. They do not carry arms and have no knowledge of them, for when I showed them our swords they took them by the edge, and through ignorance, cut themselves. They have no iron; their spears consist of staffs without iron, some of them having a fish's tooth at the end, and

others other things. As a body they are of good size, good demeanor, and well formed. . . . They must be good servants and very intelligent, because I see that they repeat very quickly what I told them, and it is my conviction that they would easily become Christians, for they seem not [to] have any sect. . . .”

[From Christopher Columbus, *Journals*, Thursday, October 11, and Friday, October 12, 1492.]

## Document 2. Las Casas’s Description of the Spanish Conquest of Cuba

Bartolomé de Las Casas was a Spanish cleric who became an early defender of the Indians in the New World. He was one of the first to argue that the Indians were civilized and worthy of the

same respect as other humans. What follows is an excerpt from his *History of the Indies*, in which he describes the cruelty inflicted by the Spanish when they overran Cuba.

They [the Spaniards] arrived at the town of Caonao in the evening. Here they found many people, who had prepared a great deal of food consisting of cassava bread and fish, because they had a large river close by and also were near the sea. In a little square were 2,000 Indians, all squatting because they have this custom, all staring, frightened, at the mares. Nearby was a large *bohio*, or large house, in which were more than 500 other Indians, close-packed and fearful, who did not dare come out.

When some of the domestic Indians the Spaniards were taking with them as servants (who were more than 1,000 souls . . .) wished to enter the large house, the Cuban Indians had chickens ready and said to them: “Take these—do not enter here.” For they already knew that the Indians who served the Spaniards were not apt to perform any other deeds than those of their masters.

There was a custom among the Spaniards that one person, appointed by the captain, should be in charge of distributing to each Spaniard the food and other things the Indians gave. And while the Captain was thus on his mare and the others mounted on theirs, and the father himself was observing how the bread and fish were distributed, a Spaniard, in whom the devil is thought to have clothed himself, suddenly drew his sword. Then the whole hundred drew theirs and began to rip open the bellies, to cut and kill those lambs—men, women, children, and old folk, all of whom were seated, off guard and frightened, watching the mares and the Spaniards. And within two credos not a man of all of them there remains alive.

The Spaniards enter the large house nearby, for thus was happening at its door, and in the same way, with cuts and stabs, begin to kill as many as they found there, so that a stream of blood was running, as if a great number of cows had perished. Some of the Indians who could make haste climbed up the poles and woodwork of the house to the top, and thus escaped.

The cleric had withdrawn shortly before this massacre to where another small square of the town was formed near where they had lodged him. . . .

The cleric moved to wrath, opposes and rebukes them harshly to prevent them, and having some respect for him, they stopped what they were going to do, so the forty were left alive. The five go to kill where the others were killing. And as the cleric had been detained in hindering the slaying of the forty carriers, when he went he found a heap of dead, which the Spaniards had made among the Indians, which was certainly a horrible sight.

When Narvaez, the captain, saw him he said: "How does Your Honor like what these our Spaniards have done?"

Seeing so many cut to pieces before him, and very upset at such a cruel event, the cleric replied: "That I commend you and them to the devil!" . . . Then the cleric leaves him, and goes elsewhere through some groves seeking Spaniards to stop them from killing. For they were passing through the groves looking for someone to kill, sparing neither boy, child, woman, nor old person. And they did more, in that certain Spaniards went to the road to the river, which was nearby. Then all the Indians who had escaped with wounds, stabs, and cuts—all who could flee to throw themselves into the river to save themselves—met with the Spaniards who finished them.

[George Sanderlin (ed. and trans.), *Bartolomé de Las Casas: A Selection of His Writings* (New York: Knopf, 1971), pp. 63–65.]

### Questions for Reflection

What questions would you like to ask about this new land that are not answered by Columbus's brief comments? Notice how considerate Columbus was toward the natives and compare his attitude with that displayed in the passage from Las Casas. How accurate is Columbus's description of the natives? How genuine is the religious motivation displayed in this passage? How would you compare this discovery with the first manned landing on the moon in 1969?

What motivation does Las Casas give for the horrible slaughter? Does this motivation explain the incident to your satisfaction? What kind of reaction does the description evoke in you? How might it have been understood by readers in the seventeenth century? How do you account for the difference in attitude toward the natives shown in this passage and in the one above on Columbus's discovery?

### ANSWERS TO MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS

#### Multiple-Choice Questions

1-D, 2-B, 3-B, 4-C, 5-A, 6-D, 7-D, 8-A

#### True-False Questions

1-T, 2-T, 3-T, 4-F, 5-T, 6-F, 7-F, 8-T



# 2

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## COLONIAL WAYS OF LIFE

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### CHAPTER OBJECTIVES

*After you complete the reading and study of this chapter you should be able to*

1. Identify population patterns in the colonies and explain their impact on institutions and the development of the colonies.
  2. Identify and compare the chief features of the Southern, New England, and Middle colonies.
  3. Explain the land and labor systems developed in the colonies, the reasons for their development, and their long-range influences on the colonies.
  4. Describe the major features of social life in the colonies in the seventeenth and eighteenth centuries.
  5. Explain the effects of the Enlightenment and the Great Awakening on the colonies.
2. Folkways
  - C. Seaboard environment
    1. Indian attitudes toward environment
    2. European ideas of land ownership
    3. Environmental changes
  - D. Demographic developments
    1. Population growth
    2. High birthrate
    3. Low death rate
  - E. Social deference
  - F. Women in colonies
    1. Assumed inferiority
    2. Work
      - a. Domestic sphere
      - b. Greater opportunities
    3. Short supply
- II. The economy and society of the southern colonies
    - A. Agriculture
      1. Important crops
      2. Nature of the headright system
      3. Growth of large-scale farming
    - B. Labor
      1. System of indentured servants
      2. Slavery
        - a. Need for slavery
        - b. African roots

### CHAPTER OUTLINE

- I. The people and environment of early America
  - A. Sources of immigration
  - B. British migrants
    1. Four streams