

STUDY GUIDE  
TO ACCOMPANY BRINKLEY:

# THE UNFINISHED NATION

A CONCISE HISTORY OF THE  
AMERICAN PEOPLE

HARVEY H. JACKSON ♦ BRADLEY R. RICE

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# The Unfinished Nation

A CONCISE HISTORY  
OF THE AMERICAN PEOPLE

Harvey H. Jackson  
Jacksonville State University

Bradley R. Rice  
Clayton State College

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# Introduction

Every history professor has heard hundreds of students complain that history is nothing but dry, irrelevant names and dates to be memorized quickly and just as quickly forgotten. To be sure, for students to have a good framework of historical understanding, they must have a basic knowledge of some important names and dates, but history is much more than that. It is society's memory, and society cannot function without history any more than an individual could function without his or her memory. The names represent real flesh-and-blood people, both famous and common, and the dates mark the time when those people lived and worked. This study guide will try to lead you toward the outcome of developing an historical perspective. You will be encouraged to go beyond the bare facts to think critically about the causes and consequences of historical decisions. Careful study of this guide in consultation with your instructor will help you use the text to its best advantage. With the guide, you can constantly test yourself to make sure that you have learned from what you have read.

Each chapter of the guide is composed of several parts: objectives, pertinent questions, identification, documents, map exercise, summary, and a self test. Your instructor may assign specific items from the guide that best complement his or her approach to the course, or you may be expected to use the guide on your own. It will work well with either approach. The guide is not a workbook or a shortcut. It does not recapitulate, outline, or simplify the work of Professor Brinkley. Rather, it is designed to challenge you to seek a better comprehension of the text in particular and American history in general.

It is best to look over the appropriate chapter in the guide *before* you read your assignment so that you will be better attuned to what to look for as you read. The objectives that are listed at the beginning of each chapter of the study guide will give you a general idea of what the chapter is about. The identification items are names and terms covered in the text but not directly mentioned in the pertinent-questions section of the study guide. Of course, your instructor may add to and/or delete from these lists to meet the needs of the course.

The pertinent questions and the self-test questions are the heart of the study guide. The objective of these exercises is to provide you with a thoughtful method for self-assessment after you have read each chapter. Some students will wish to write out their answers full; some will jot down a few key ideas; and others will simply check themselves "in their heads." Experiment and use whichever method works best for you (assuming it is acceptable to your instructor). You should keep in mind that no general survey text could possibly cover all the pertinent questions in American history or fully explicate

those it does discuss. Do not become too preoccupied with incidental supporting detail. Look for the essence of the answer, and then seek out those facts and examples that support your conclusions.

The document exercises in each chapter provide an opportunity for you to discover how important the analysis of documents can be to the historian's task. The questions on each document should be treated much like the pertinent questions. The map exercises let you see how geography can help you form an historical perspective.

At the end of the guide are sections that will help you write a critical book review or research paper if your instructor so requires. Such assignments will give you the opportunity to exercise critical thinking skills and historical perspective that you have cultivated while reading the text and using this guide.

Naturally, this all seems like a drawn-out process, and at first it may well be. But as you work at it, you will find that each chapter will take less time, until finally you will have developed a system of study habits and analysis that will serve you well in this course and in many others as well.

*Harvey H. Jackson  
Bradley R. Rice*

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## CHAPTER ONE

# The Meeting of Cultures

### Objectives

A thorough study of Chapter 1 should enable you to understand:

1. What the New World was like at the time of Christopher Columbus.
2. The ways in which the peoples of the New and Old Worlds affected each other when their societies came in contact in the late fifteenth century.
3. The colonial policies of each nation involved, and the effect each had on the future of the Americas.
4. The African cultures from which Negro slaves were taken and the early development of slavery.
5. The role of religion in European efforts to colonize the New World.
6. The first efforts of the English to establish a colony and the reasons for their failure.

### Pertinent Questions

#### AMERICA BEFORE COLUMBUS (pp. 1-5)

1. Identify and describe the elaborate native civilizations that developed in South and Central America and in Mexico.
2. Describe the way of life in the North American Indians — where they lived and how they supported themselves.
3. Describe the changes taking place among North American Indians during the century before Europeans arrived.

#### EUROPE LOOKS WESTWARD (pp. 5-17)

4. What changes stimulated Europeans to look toward new lands?
5. What did Columbus hope to achieve through his voyages, and what did he actually accomplish?
6. Why did the *conquistadores* seek to eliminate the underpinnings of existing American civilizations? How was this destruction accomplished?
7. Explain how the Spanish Empire was built primarily through private enterprise.
8. Describe the demographic differences between the Spanish empire in America and the empires to the north. What impact did European diseases have on colonization efforts?



9. What did Europeans gain from the Indians that proved more important than gold?
10. What did the intermarriage of Spanish and North Americans reveal about the Spanish colonial system and suggest about the Europeans who administered it?
11. What role did the Catholic church play in Spanish colonization efforts?
12. Describe the cultures from which African slaves were taken and brought to America.
13. How did the African slave trade originate, and how did it evolve?

### THE ARRIVAL OF THE ENGLISH (pp. 18-24)

14. What commercial factors contributed to England's decision to seek colonies in the New World?
15. How did the English Reformation differ from that of Luther and Calvin? Why did it fail to satisfy the religious desires of many English people?
16. What did the Puritans wish to accomplish, and why did they clash with James I?
17. How did the English colonization of Ireland influence the way in which the English colonized America?
18. Where did the French and Dutch establish colonies in North America, and how did their efforts differ from those of the Spanish and the English?
19. What inspired the English to get into the race for colonies?
20. Describe the colonization efforts of Sir Humphrey Gilbert and Sir Walter Raleigh.
21. How did James I settle the rivalry between London and Plymouth merchants over the exploration of North America?

### Identification

Identify each of the following, and explain why it is important within the context of the chapter.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Tenochtitlán           | 6. John Cabot               |
| 2. Iroquois Confederation | 7. enclosures               |
| 3. Francisco Pizarro      | 8. mercantilism             |
| 4. Mali                   | 9. Separatists              |
| 5. <i>mestizos</i>        | 10. <i>coureurs de bois</i> |

### Document

John Smith is one of the most famous names associated with the English colonization of America, and his writings did much to introduce Europeans to America and to promote English colonization efforts. The document that follows is from his *General Historie of Virginia, New England, and the Summer*

*Isles*. . (1624), a chronicle of English exploration that drew heavily on the earlier work of Richard Hakluyt. This account of a meeting in 1584 between English explorers and Indians, although seen through the eyes of the English, tells us much about Indian life before the transformation of the tribes was complete. While reading it, consider the culture and possessions of the Indians and the English attitude toward what the Indians obviously valued. Also pay particular attention to what the English noticed about the Indians, and speculate on why these things were important to them.

Till the third day we saw not any of the people, then in a little Boat three of them appeared, one of them went on shore, to whome wee rowed, and he attended vs without any signe of feare; after he had spoke much though we vnderstood not a word, of his owne accord he came boldly aboard vs, we gaue him a shirt, a hat, wine and meate, which he liked well, and after he had well viewed the barks and vs, he went away in his owne Boat, and within a quarter of a myle of vs in halfe an houre, had loaden his Boat with fish, with which he came againe to the poynt of land, and there devided it in two parts, poynting one part to the Ship, the other part to the Pinnace, and so departed.

The next day came diuers Boats, and in one of them the Kings Brother, with forty or fifty men, proper people, and in their behaiour very ciuill; his name was *Granganameo*, the King is called *Winginia*, the Country *Wingandacoa*. Leauing his Boats a little from our Ships, he came with his trayne to the poynt: where spreading a Matte he sat downe. Though we came to him well armed, he made signes to vs to sit downe without any shew of feare, stroking his head and brest, and also ours, to expresse his loue. After he had made a long speech vnto vs, we presented him with diuers toys, which he kindly accepted. He was greatly regarded by his people, for none of them did sit, nor speake a word, but foure, on whom we bestowed presents also, but he tooke all from them, making signes all things did belong to him.

The King himselfe in a conflict with a King his next neighbour and mortall enemy, was shot in two places through the body, and the thigh, yet recouered: whereby he lay at his chiefe towne six days iourney from thence.

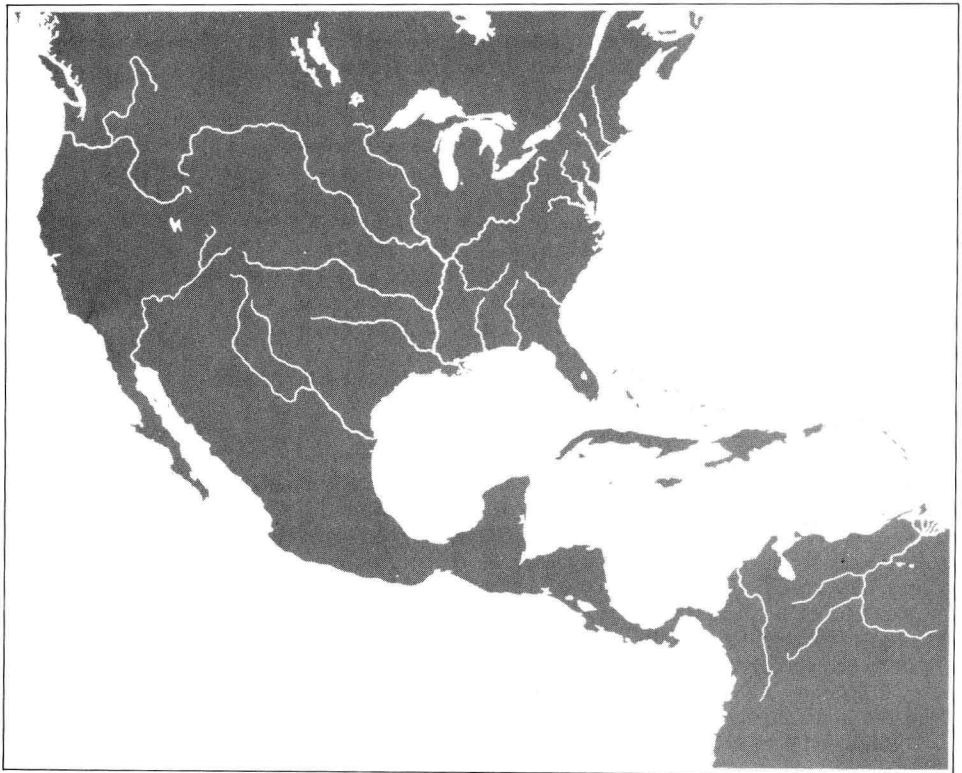
A day or two after shewing them what we had, *Granganameo* taking most liking to a Pewter dish, made a hole in it, hung it about his necke for a brestplate: for which he gaue vs twenty Deere skins, worth twenty Crownes; and for a Copper Kettell, fiftie skins, worth fiftie Crownes. Much other trucke we had, and after two dayes he came aboard, and did eate and drinke with vs very merrily. Not long after he brought his wife and children, they were but of meane stature, but well fauoured and very bashfull; she had a long coat of Leather, and about her privities a peece of the same, about her forehead a band of white Corall, and so had her husband, in her eares were bracelets of pearle, hanging downe to her middle, of the bignesse of great Pease; the rest of the women had Pendants of Copper, and the Noblemen fiue or sixe in an eare; his apparrell as his wiues, onely the women weare their haire long on both sides, and the men but on one; they are of colour yellow, but their hayre is blacke, yet we saw children that had very fayre Chestnut coloured hayre.

After that these women had bene here with vs, there came downe from all parts great stores of people, with Leather, Corall, and diuers kinde of dyes, but when *Granganameo* was present, none durst trade but himselfe, and them that wore red Copper on their heads, as he did. When euer he came, he would signifie by so many fires he came with so many boats, that we might know his strength. Their Boats are but one great tree, which is but burnt in the forme of a trough with gins and fire, till it be as they would haue it. For an armour he would haue ingaged vs a bagge of pearle, but we refused, as not regarding it, that wee might the better learn where it grew. He was very iust of his promise, for oft we trusted him, and he would come within his day to keepe his word. He sent vs commonly euery day a brace of Bucks, Conies, Hares, and fish, sometimes Mellons, Walnuts, Cucumbers, Pease, and diuers roots. This Author sayeth, their corne groweth three times in fiue moneths; in May they sow, in Iuly reape; in Iune they sow, in August reape; in Iuly sow, in August reape. We put some of our Pease in the ground, which in ten dayes were 14 ynches high.

## Map Exercise

Fill in or identify the following on the blank map provided. Use the map on page 8 of the text as your source.

1. The routes of exploration, and the nations that sponsored these ventures.
2. The principal Indian civilizations in North and Central America and in the Caribbean.
3. The centers of European settlement in North and Central American and in the Caribbean.



## INTERPRETATIVE QUESTIONS

Based on what you have filled in, answer the following. On some of the questions you will need to consult the narrative in your text for information or explanation.

1. In light of the European rivalries of the period, and considering the various areas explored, settled, or claimed by the various European nations, what potentials for conflict among them existed?

2. Still considering the areas explored by European rivals, what opportunities for intercolonial trade existed? for trade with the Indians? What might have prevented this trade from taking place?
3. Note the location of the Spanish missions. How might they have served a purpose other than religious? Why were forts often found with missions?
4. Consider the location of Spanish missions and forts. How might these have been sources of potential conflict with other European powers?

## Summary

Before European explorers arrived in the Americas, Native Americans had developed many forms of social organizations that differed from one another in their levels of achievement. Europeans, concerned first with exploiting the New World and its peoples, regarded the natives as savages and set out to destroy the societies and replace them with a variation of European culture. Helped in this by the biological disaster brought on by smallpox and other diseases, the Europeans were able to conquer the tribes and civilizations and impose on the Indians a number of different colonial systems. To help make up for the Indians' labor lost through conquest and epidemic, Europeans brought in African slaves, who added to the cultural diversity of America. Conflicts in the old world spilled over into the New as different nations got into the race for colonies. By the end of the sixteenth century, the age of discovery was all but over, and the great era of colonization, especially English colonization, was about to begin.

## Chapter Self Test

After you have read the chapter in the text and done the exercises in the Study Guide, the following self test can be taken to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

### MULTIPLE CHOICE

Circle the letter of the response which best answers the question or completes the statement.

1. The Indian Empire that dominated modern Mexico at the time of the Spanish conquest was the:
  - a. Mayas.
  - b. Inca.
  - c. Aztec.
  - d. Chaco.

2. At the time of the Spanish conquest, the economies of most of the native Americans in South and Central America and Mexico were based on:
  - a. hunting and gathering.
  - b. herding.
  - c. fishing and gathering.
  - d. agriculture.
3. The eastern third of what is now the United States was inhabited by the:
  - a. Woodland Indians.
  - b. Plains Indians.
  - c. Mountain Indians.
  - d. Coastal Tribes.
4. At least partly as a result of Columbus' voyages, Spain:
  - a. got involved in the Indian slave trade.
  - b. soon went to war with France.
  - c. replaced Portugal as the foremost seafaring nation.
  - d. opened trade with the great khan in China.
5. Through a combination of daring, brutality, and greed, the *conquistadores*:
  - a. made possible the creation of a Spanish empire in America.
  - b. brought capitalism to Mexico.
  - c. founded St. Augustine.
  - d. introduced African slavery into America.
6. The first and perhaps most profound result of the meeting of native and European cultures was the:
  - a. exchange of plants and animals.
  - b. importation of European diseases.
  - c. native adoption of European ways of waging war.
  - d. intermarriage of Europeans and natives.
7. Ultimately more important to Europe than the gold and silver found in the new world was the:
  - a. importation of new crops that could feed larger numbers of people.
  - b. discovery of new forms of religious worship.
  - c. Indian labor force.
  - d. architectural knowledge gained from the Aztecs.
8. In matrilineal Indian and African societies:
  - a. the father is the sole authority in the family.
  - b. local gods were the basis of religious beliefs.
  - c. women played a major, often dominant, role.
  - d. slavery did not exist.
9. The African slave trade began:
  - a. in the fifteenth century, soon after the Spanish conquest.
  - b. as early as the eighth century.
  - c. with the English settlement of Virginia.
  - d. when the sugar industry moved to the Caribbean.

10. Which of the following was *not* an English incentive for colonization:
  - a. to escape religious strife at home.
  - b. to bring the Christian religion to the Indians.
  - c. to escape the economic transformation of the countryside.
  - d. to find new markets for English Products.
11. According to the theory of mercantilism, a nation could be made strong by:
  - a. exporting more than it imported.
  - b. building up a large standing army.
  - c. defeating its neighbors in war.
  - d. importing more than it exported.
12. Members of the Church of England who claimed that church had not given up Rome's offensive beliefs and practices were the:
  - a. Baptists.
  - b. Presbyterians.
  - c. Methodists.
  - d. Puritans.
13. The country that produced the most successful fur traders and trappers was:
  - a. Spain.
  - b. Holland.
  - c. France.
  - d. Germany.
14. The first permanent English settlement was:
  - a. Massachusetts Bay.
  - b. Jamestown, Virginia.
  - c. Plymouth, Massachusetts.
  - d. St. Augustine.
15. The man to whom Queen Elizabeth granted the land on which the "lost colony" was planted was:
  - a. John White.
  - b. Walter Raleigh.
  - c. Humphrey Gilbert.
  - d. James Cobb.

### TRUE/FALSE

Read each statement carefully. Mark true statements "T" and false statements "F."

1. The Aztec capital built on the site of present-day Mexico City was Cuzco.
2. The large Indian trading center in the Mississippi River Valley near present day St. Louis was Cahokia.
3. The Iroquois Confederation consisted of tribes in the southernmost region of the Eastern seaboard.
4. Cortes might not have been able to defeat the Aztecs had it not been for an epidemic of smallpox that decimated the native population.

5. The oldest permanent European settlement in the present-day United States was St. Augustine.
6. The riches of America ultimately hurt Spain because it caused that country to ignore domestic economic growth.
7. The most important native American crop brought back by the Europeans was squash.
8. Europeans felt justified in their treatment of the Indians because they considered the Indians uncivilized savages.
9. Spaniards seldom intermarried with the native Americans.
10. Mercantilism was a theory which discouraged nations from having colonies.
11. Joint-stock companies were means by which investors could share the risks and the profits of colonizing ventures.
12. The doctrine that God “elected” some people to be saved and condemned others to damnation was preached by Martin Luther.
13. The English Reformation began with a political dispute between king and pope—not with a religious dispute over matters of theology.
14. England’s first experience with colonization was in Virginia.
15. The first Europeans to settle in the Hudson River Valley were the Dutch.
16. In 1606, James I gave the exclusive right to colonize along the southeast coast to a group of London merchants.

## REVIEW QUESTIONS

These questions are to be answered with essays. This will allow you to explore relationships among individuals, events, and attitudes of the period under review.

1. Describe the Indian societies and their geographic distribution before the coming of the European explorers. What did these cultures contribute to the Europeans, and why, despite these contributions, did the invaders still think of the American Indians as savages?
2. Compare and contrast the Spanish and the English motives for colonization. How were both sets of motives reflected in the organization of the colonies that each nation established?
3. How did earlier exploration and colonization experiences influence the way England, Spain, and other European nations attempted to colonize America?
4. Explain the relationship between Spanish colonists and the Indians. Why did the Indians come out the loser?
5. Describe the social and cultural backgrounds of the Africans brought to America. How was this background different from Indians? Europeans? How were the backgrounds of these people alike?

## CHAPTER TWO

# The English "Transplantations"

### Objectives

A thorough study of Chapter 2 should enable you to understand:

1. The differences between the Jamestown and Plymouth colonies in terms of objectives, type of settlers, early problems, and reasons for success.
2. The causes and significance of Bacon's Rebellion.
3. The background of the Massachusetts Bay colony and its founders, the Puritans.
4. The conditions in Puritan Massachusetts Bay that spawned such dissenters as Roger Williams and Anne Hutchinson.
5. The reasons for the founding of each of the original thirteen colonies.
6. The early economic, religious, and political factors in the colonies that tended to produce sectional differences.
7. The effect of the Glorious Revolution on the development of the American colonies.

### Pertinent Questions

#### THE EARLY CHESAPEAKE (pp. 25-34)

1. What three conditions shaped the character of English settlements in America?
2. What serious difficulties did the Virginia colonists face from the moment they landed?
3. How did the motives of the Virginia colonists differ from those of the separatists who settled in Plymouth?
4. Explain the importance of tobacco in the development of the Virginia colony.
5. What led to Virginia's becoming a royal colony?
6. What were the origins of the colony of Maryland? How did Maryland's early development differ from that of Virginia?
7. What were the origins of the political turmoil in Virginia during the 1670s?
8. How was Bacon's Rebellion related to the political unrest in Virginia, and what effect did the rebellion have on the development of that colony?



**THE GROWTH OF NEW ENGLAND (pp. 34-43)**

9. Describe the background of the Pilgrims and their motives for coming to America.
10. How did the Pilgrims' experience with the Indians differ markedly from that of the settlers in Virginia?
11. How did the turbulent events in England generate interest in colonization among certain English Puritans? What did these Puritans hope to accomplish?
12. How did the charter of the Massachusetts Bay Company influence the colony's first government?
13. What did the Puritans believe to be their purpose in coming to America (their "mission"), and how did church and state cooperate to achieve this goal?
14. How did the colony of Connecticut originate? Rhode Island? What does this expansion ("exodus") reveal about the colony of Massachusetts Bay?
15. What was the controversy surrounding Anne Hutchinson, and what does it reveal about Puritan religious and social beliefs?
16. What factors made relations between Indians and colonists in New England such a disaster for native Americans?
17. According to William Bradford's description of the arrival of the Pilgrims (see "American Voices"), what obstacles did the colonists have to overcome if they were to be successful in America?

**THE RESTORATION COLONIES (pp. 43-50)**

18. How did the Stuart Restoration affect those English colonies already established in America? How did it affect attitudes about founding more settlements?
19. How did the political, economic, social, and religious institutions established in Carolina reflect the proprietors' motives for starting the colony?
20. What sort of social order took root in the colony of Carolina? Why did it differ from that proposed under Carolina's Fundamental Constitution?
21. How did the existing Dutch settlements and institutions influence the development of New York?
22. What beliefs and practices characterized the Quakers, and how did their influence make Pennsylvania a unique colony?
23. How did the purposes for which Georgia was founded differ from those of previous colonies? How were they similar?