

# BRIEF CONTENTS

- 1 Worlds Apart 2
- 2 Transplantation 1600–1685 30
- 3 The Creation of New Worlds 56
- 4 Convergence and Conflict 80
- 5 Imperial Breakdown 1763–1774 108
- 6 The War for Independence 1774–1783 132
- 7 The First Republic 1776–1789 166
- 8 A New Republic and the Rise of Parties 1789–1800 194
- 9 The Triumph and Collapse of Jeffersonian Republicanism 1800–1824 216
- 10 The Jacksonian Era 1824–1845 240
- 11 Slavery and the Old South 1800–1860 264
- 12 The Market Revolution and Social Reform 1815–1850 350
- 13 The Way West 1815–1850 324
- 14 The Politics of Sectionalism 1846–1861 350
- 15 Battle Cries and Freedom Songs: The Civil War 1861–1865 378
- 16 Reconstruction 1865–1877 414
- 17 A New South: Economic Progression and Social Tradition 1877–1900 439
- 18 Industry, Immigrants, and Cities 1870–1900 468
- 19 Transforming the West 1865–1890 496
- 20 Politics and Government 1877–1900 524
- 21 The Progressive Era 1900–1917 546
- 22 Creating an Empire 1865–1917 578
- 23 America and the Great War 1914–1920 602
- 24 Toward a Modern America the 1920s 628
- 25 The Great Depression and the New Deal 1929–1939 654
- 26 World War II 1939–1945 684
- 27 The Cold War at Home and Abroad 1946–1952 712
- 28 The Confident Years 1953–1964 736
- 29 Shaken to the Roots 1965–1980 760
- 30 The Reagan Revolution and a Changing World 1981–1992 792
- 31 Complacency and Crisis 1993–2003 820

# CONTENTS

AMERICAN VIEWS xvii

FROM THEN TO NOW xvii

MAPS xvii

OVERVIEW TABLES xix

ABOUT THE AUTHORS xx

PREFACE xxi

STUDENT TOOL KIT xxvii



## 1 WORLDS APART 2

*Voices from the American Journey:*

Moctezuma 4

DIFFERENT WORLDS 4

Native American Societies Before 1492 6

Cultural Perceptions and Misperceptions 11

West African Societies 12

Western Europe on the Eve of Discovery 16

CONTACT 18

The Lure of Discovery 18

Christopher Columbus 19

Spanish Conquest and Colonization 20

The Columbian Exchange 23

COMPETITION FOR A CONTINENT 24

Early French Efforts in North America 24

English Attempts in the New World 25

CONCLUSION 28

SUMMARY 28 REVIEW QUESTIONS 29

KEY TERMS 29 WHERE TO LEARN MORE 29



## 2 TRANSPLANTATION, 1600–1685 30

*Voices from the American Journey:*

Thomas Dudley 32

THE FRENCH IN NORTH AMERICA 33

The Development of New France 33

The Fur Trade 34

ENGLISH SETTLEMENT IN THE CHESAPEAKE 34

The Ordeal of Early Virginia 35

The Importance of Tobacco 37

Maryland: A Refuge for Catholics 39

THE FOUNDING OF NEW ENGLAND 40

The Pilgrims and Plymouth Colony 40

Massachusetts Bay Colony

and Its Offshoot 41

Families; Farms; and Communities

in Early New England 43

COMPETITION IN THE CARIBBEAN 45

Sugar and Slaves 45

A Biracial Society 45

THE PROPRIETARY COLONIES 46

Early Carolina 48

Pennsylvania:

The Dream of Tolerance and Peace 50

THE DUTCH OVERSEAS EMPIRE 51

The West India Company and New Netherland 51

New Netherland Becomes New York 52

CONCLUSION 53

SUMMARY 54 REVIEW QUESTIONS 54

KEY TERMS 55 WHERE TO LEARN MORE 55



## 3 THE CREATION OF NEW WORLDS 56

*Voices from the American Journey:*

Olaudah Equiano 58

INDIANS AND EUROPEANS 59

Indian Workers in the Spanish

Borderlands 59

The Web of Trade 60

Displacing Native Americans in the English Colonies 61

Bringing Christianity to Native Peoples 62

After the First Hundred Years:

Conflict and War 64

AFRICANS AND EUROPEANS 68

Labor Needs and the Turn to Slavery 68

The Shock of Enslavement 71

African-American Families and Communities 72

Resistance and Rebellion 74

EUROPEAN LABORERS IN NORTH AMERICA	75
A Spectrum of Control	75
New European Immigrants	76
<b>CONCLUSION</b>	77
<b>SUMMARY</b>	78
REVIEW QUESTIONS	78
KEY TERMS	79
WHERE TO LEARN MORE	79

**4**

## CONVERGENCE AND CONFLICT 80

*Voices from the American Journey:*

George Washington 82

### ECONOMIC DEVELOPMENT

#### AND IMPERIAL TRADE

#### IN THE BRITISH COLONIES 83

The Regulation of Trade 83

The Colonial Export Trade and the Spirit of Enterprise 84

The Import Trade and Ties of Credit 86

Becoming More Like England 87

#### THE TRANSFORMATION OF CULTURE 88

Goods and Houses 88

Shaping Minds and Manners 89

Colonial Religion and the Great Awakening 90

#### THE COLONIAL POLITICAL WORLD 93

The Dominion of New England and the Limits of British Control 93

The Legacy of the Glorious Revolution 94

Diverging Politics in the Colonies and Great Britain 95

#### EXPANDING EMPIRES 97

British Colonists in the Backcountry 97

The Spanish in Texas and California 98

The French Along the Mississippi and in Louisiana 99

#### A CENTURY OF WARFARE 100

Imperial Conflict and the Establishment of an American Balance of Power, 1689–1738 100

King George's War Shifts the Balance, 1739–1754 102

The French and Indian War, 1754–1760: A Decisive Victory 102

The Triumph of the British Empire, 1763 104

#### CONCLUSION 105

#### SUMMARY 105

#### REVIEW QUESTIONS 106

#### KEY TERMS 107

#### WHERE TO LEARN MORE 107

**5**


## IMPERIAL BREAKDOWN, 1763–1774 108

*Voices from the American Journey:*

Eliza Farmer 110

### IMPERIAL REORGANIZATION 111

British Problems 112

Dealing with the New Territories 112

### INDIAN AFFAIRS 114

Curbing the Assemblies 115

The Sugar and Stamp Acts 116

### AMERICAN REACTIONS 116

Constitutional Issues 117

Taxation and the Political Culture 117

Protesting the Taxes 118

### THE AFTERMATH OF THE STAMP ACT CRISIS 119

A Strained Relationship 119

Regulator Movements 120

### THE TOWNSHEND CRISIS 121

Townshend's Plan 121

American Boycott 121

The Boston Massacre 122

The "Quiet Period" 123

The Boston Tea Party 124

The Intolerable Acts 124

### THE ROAD TO REVOLUTION 125

American Response to the Intolerable Acts 125

The First Continental Congress 125

The Continental Association 127

Political Divisions 127

### CONCLUSION 128

#### SUMMARY 129

#### REVIEW QUESTIONS 130

#### KEY TERMS 130

#### WHERE TO LEARN MORE 130

**6**


## THE WAR FOR INDEPENDENCE, 1774–1783 132

*Voices from the American Journey:*

John Laurens 134

### THE OUTBREAK OF WAR AND THE DECLARATION OF INDEPENDENCE, 1774–1776 135

Mounting Tensions 135

The Loyalists' Dilemma 136

British Coercion and Conciliation	136
The Battles of Lexington and Concord	136
The Second Continental Congress, 1775–1776	137
Commander in Chief George Washington	137
Early Fighting	138
Independence	138
Republicanism	142
<b>THE COMBATANTS</b>	142
Professional Soldiers	142
Women in the Contending Armies	145
African-American and Native-American Participation in the War	145
<b>THE WAR IN THE NORTH, 1776–1777</b>	147
The British Army Hesitates	147
The Year of the Hangman	147
<b>THE WAR WIDENS, 1778–1781</b>	149
The United States Gains an Ally	149
Fighting on the Frontier and at Sea	150
The Land War Moves South	152
American Counterattacks	152
<b>THE AMERICAN VICTORY, 1782–1783</b>	155
The Peace of Paris	156
The Components of Success	156
<b>WAR AND SOCIETY, 1775–1783</b>	158
The Women's War	158
Effect of the War on African Americans and Native Americans	158
The Price of Victory	160
<b>CONCLUSION</b>	160
<b>SUMMARY</b>	161
<b>KEY TERMS</b>	162
<b>WHERE TO LEARN MORE</b>	163

## VISUALIZING THE PAST

The Rattlesnake as a National Symbol 164

7



## THE FIRST REPUBLIC, 1776–1789 166

*Voices from the American Journey:*  
William Shepard 168

<b>THE NEW ORDER OF REPUBLICANISM</b>	169
Defining the People	169
The State Constitutions	172
The Articles of Confederation	174

<b>PROBLEMS AT HOME</b>	175
The Fiscal Crisis	175
Economic Depression	176
The Economic Policies of the States	177
Congress and the West	179
<b>DIPLOMATIC WEAKNESSES</b>	181
Impasse with Britain	182
Spain and the Mississippi River	183
<b>TOWARD A NEW UNION</b>	183
The Road to Philadelphia	184
The Convention at Work	184
Overview of the Constitution	186
The Struggle over Ratification	188
<b>CONCLUSION</b>	190
<b>SUMMARY</b>	191
<b>KEY TERMS</b>	192
<b>WHERE TO LEARN MORE</b>	193

## 8



## A NEW REPUBLIC AND THE RISE OF PARTIES, 1789–1800 194

*Voices from the American Journey:*  
William Maclay 196

<b>WASHINGTON'S AMERICA</b>	197
The Uniformity of New England	197
Mid-Atlantic Pluralism	198
The Slave South and Its Backcountry	198
The Growing West	199
<b>FORGING A NEW GOVERNMENT</b>	201
"Mr. President" and the Bill of Rights	201
Departments and Courts	202
Revenue and Trade	203
Hamilton and the Public Credit	203
Reaction and Opposition	204

<b>THE EMERGENCE OF PARTIES</b>	205
The French Revolution	205
Securing the Frontier	207
The Whiskey Rebellion	208
Treaties with Britain and Spain	208
The First Partisan Election	210

<b>THE LAST FEDERALIST ADMINISTRATION</b>	210
The French Crisis and the XYZ Affair	211
Crisis at Home	211
The End of the Federalists	212

<b>CONCLUSION</b>	213
<b>SUMMARY</b>	214
<b>KEY TERMS</b>	215
<b>WHERE TO LEARN MORE</b>	215

# 9



## THE TRIUMPH AND COLLAPSE OF JEFFERSONIAN REPUBLICANISM, 1800–1824 216

*Voices from the American Journey:*

Rosalie Calvert 218

### JEFFERSON'S PRESIDENCY 219

Reform at Home 219

The Louisiana Purchase 220

Florida and Western Schemes 220

Embargo and a Crippled Presidency 223

### MADISON AND THE COMING OF WAR 224

The Failure of Economic Sanctions 224

The Frontier and Indian Resistance 225

Decision for War 226

### THE WAR OF 1812 226

Setbacks in Canada 229

Western Victories and British Offensives 229

The Treaty of Ghent and the Battle of New Orleans 230

### THE ERA OF GOOD FEELINGS 231

Economic Nationalism 231

Judicial Nationalism 232

Toward a Continental Empire 232

### THE BREAKDOWN OF UNITY 233

The Panic of 1819 233

The Missouri Compromise 235

The Election of 1824 237

### CONCLUSION 237

### SUMMARY 238 REVIEW QUESTIONS 238

### KEY TERMS 239 WHERE TO LEARN MORE 239

# 10



## THE JACKSONIAN ERA, 1824–1845 240

*Voices from the American Journey:*

Benjamin B. French 242

### THE EGALITARIAN IMPULSE 243

The Extension of White Male Democracy 243

The Popular Religious Revolt 244

The Rise of the Jacksonians 246

### JACKSON'S PRESIDENCY 247

The Jacksonian Appeal 248

Indian Removal 249

The Nullification Crisis 251

The Bank War 253

### VAN BUREN AND HARD TIMES 254

The Panic of 1837 254

The Independent Treasury 255

Uproar over Slavery 256

### THE RISE OF THE WHIG PARTY 256

The Party Taking Shape 256

Whig Persuasion 257

The Election of 1840 258

### THE WHIGS IN POWER 259

Harrison and Tyler 259

The Texas Issue 260

The Election of 1844 261

### CONCLUSION 261

### SUMMARY 262 REVIEW QUESTIONS 263

### KEY TERMS 263 WHERE TO LEARN MORE 263

# 11



## SLAVERY AND THE OLD SOUTH, 1800–1860 264

*Voices from the American Journey:*

Hannah Crafts 266

### THE LOWER SOUTH 267

Cotton and Slaves 267

The Profits of Slavery 268

### THE UPPER SOUTH 270

A Period of Economic Adjustment 270

The Decline of Slavery 272

### SLAVE LIFE AND CULTURE 272

Work Routines and Living

Conditions 273

Families and Religion 274

Resistance 275

### FREE SOCIETY 277

The Slaveholding Minority 278

The White Majority 280

Free Black People 281

### THE PROSLAVERY ARGUMENT 282

### CONCLUSION 285

### SUMMARY 285 REVIEW QUESTIONS 286

### KEY TERMS 286 WHERE TO LEARN MORE 286

# 12



## THE MARKET REVOLUTION AND SOCIAL REFORM, 1815–1850 288

*Voices from the American Journey:*  
*Angelina Grimké* 290

INDUSTRIAL CHANGE AND URBANIZATION 291  
The Transportation Revolution 292

CITIES AND IMMIGRANTS 295  
The Industrial Revolution 297  
Growing Inequality and New Classes 301

REFORM AND MORAL ORDER 306  
The Benevolent Empire 306  
The Temperance Movement 307  
Women's Roles in Reform 308  
Backlash Against Benevolence 310

INSTITUTIONS AND SOCIAL IMPROVEMENT 310  
School Reform 311  
Prisons, Workhouses, and Asylums 312  
Utopian Alternatives 313

ABOLITIONISM AND WOMEN'S RIGHTS 315  
Rejecting Colonization 315  
Abolitionism 316  
The Women's Rights Movement 317  
Political Antislavery 320

CONCLUSION 321

SUMMARY 321 REVIEW QUESTIONS 322

KEY TERMS 322 WHERE TO LEARN MORE 323

# 13



## THE WAY WEST, 1815–1850 324

*Voices from the American Journey:*  
*George Catlin* 326

THE AGRICULTURAL FRONTIER 327  
The Crowded East 327  
The Old Northwest 329  
The Old Southwest 331

THE FRONTIER OF THE PLAINS INDIANS 333  
Tribal Lands 333  
The Fur Traders 335  
The Oregon Trail 336

THE MEXICAN BORDERLANDS 338  
The Peoples of the Southwest 338  
The Americanization of Texas 339  
The Push into California and the Southwest 342

POLITICS, EXPANSION, AND WAR 343  
Manifest Destiny 343  
The Mexican War 344  
CONCLUSION 346  
SUMMARY 348 KEY TERMS 349  
WHERE TO LEARN MORE 349

# 14



## THE POLITICS OF SECTIONALISM, 1846–1861 350

*Voices from the American Journey:*  
*Harriet Beecher Stowe* 352

SLAVERY IN THE TERRITORIES 353  
The Wilmot Proviso 353  
The Election of 1848 354  
The Compromise of 1850 355  
Response to the Fugitive Slave Act 357  
Uncle Tom's Cabin 358  
The Election of 1852 359

POLITICAL REALIGNMENT 359  
Young America's Foreign Misadventures 360  
Stephen Douglas's Railroad Proposal 360  
The Kansas-Nebraska Act 360  
“Bleeding Kansas” 361  
Know-Nothings and Republicans:  
Religion and Politics 361  
The Election of 1856 362  
The Dred Scott Case 363  
The Lecompton Constitution 364  
The Lincoln-Douglas Debates 364

THE ROAD TO DISUNION 365  
North-South Differences 366  
John Brown's Raid 367  
The Election of 1860 368  
Secession Begins 369  
Presidential Inaction 371  
Peace Proposals 371  
Lincoln's Views on Secession 371  
Fort Sumter: The Tug Comes 373

CONCLUSION 375  
SUMMARY 375 REVIEW QUESTIONS 376  
KEY TERMS 376 WHERE TO LEARN MORE 377



## 15 BATTLE CRIES AND FREEDOM SONGS: THE CIVIL WAR, 1861–1865 378

*Voices from the American Journey:*

Sullivan Ballou 380

MOBILIZATION, NORTH AND SOUTH 381

War Fever 381

The North's Advantage in Resources 383

Leaders, Governments, and Strategies 384

THE EARLY WAR, 1861–1862 385

First Bull Run 385

The War in the West 385

Reassessing the War:

The Human Toll 386

The War in the East 388

TURNING POINTS, 1862–1863 388

The Naval War and Diplomatic War 389

Antietam 390

Emancipation 390

From Fredericksburg to Gettysburg 393

Vicksburg, Chattanooga,

and the West 393

WAR TRANSFORMS THE NORTH 397

Wartime Legislation and Politics 397

CONSCRIPTION AND THE DRAFT RIOTS 398

The Northern Economy 398

Northern Women and the War 399

THE CONFEDERACY DISINTEGRATES 400

Southern Politics 400

The Southern Economy 400

Southern Women and the War 401

THE UNION PREVAILS, 1864–1865 401

Grant's Plan to End the War 402

The Election of 1864

and Sherman's March 405

The Road to Appomattox and the Death

of Lincoln 406

CONCLUSION 407

SUMMARY 409 REVIEW QUESTIONS 410

KEY TERMS 411 WHERE TO LEARN MORE 411

---

## VISUALIZING THE PAST

The Civil War 412

---



## 16 RECONSTRUCTION,

1865–1877 414

*Voices from the American Journey:*

T. Thomas Fortune 416

WHITE SOUTHERNERS AND THE GHOSTS  
OF THE CONFEDERACY, 1865 417

MORE THAN FREEDOM:

AFRICAN-AMERICAN ASPIRATIONS IN 1865 418

Education 418

"Forty Acres and a Mule" 419

Migration to Cities 420

Faith and Freedom 420

FEDERAL RECONSTRUCTION, 1865–1870 421

Presidential Reconstruction, 1865–1867 422

Congressional Reconstruction, 1867–1870 425

Southern Republican Governments,

1867–1870 426

COUNTER-RECONSTRUCTION, 1870–1874 428

The Uses of Violence 428

The Failure of Northern Will 429

Liberal Republicans and the Election of 1872 430

REDEMPTION, 1874–1877 430

The Democrats' Violent Resurgence 430

The Weak Federal Response 431

The Election of 1876 and the Compromise  
of 1877 431

The Memory of Reconstruction 431

THE FAILED PROMISE OF RECONSTRUCTION 432

Sharecropping 432

Modest Gains and Future Victories 433

CONCLUSION 435

SUMMARY 435 REVIEW QUESTIONS 436

KEY TERMS 437 WHERE TO LEARN MORE 437



## 17 A NEW SOUTH: ECONOMIC PROGRESSION AND SOCIAL TRADITION, 1877–1900 439

*Voices from the American Journey: Anna J.  
Cooper 441*

THE NEWNESS OF THE NEW SOUTH 441

An Industrial and Urban South 442

The Limits of Industrial and Urban Growth	444
Farms to Cities: Impact on Southerners	446
<b>THE SOUTHERN AGRARIAN REVOLT</b>	<b>448</b>
Cotton and Credit	448
Southern Farmers Organize, 1877–1892	449
Southern Populists	451
<b>WOMEN IN THE NEW SOUTH</b>	<b>452</b>
Church Work Preserving Memories	453
Women's Clubs	454
<b>SETTLING THE RACE ISSUE</b>	<b>454</b>
The Fluidity of Southern Race Relations, 1877–1890	454
The White Backlash	455
Lynch Law	456
Segregation by Law	456
Disfranchisement	458
A National Consensus on Race	459
Response of the Black Community	461
<b>CONCLUSION</b>	<b>464</b>
<b>SUMMARY</b>	<b>465</b>
REVIEW QUESTIONS	466
<b>KEY TERMS</b>	<b>466</b>
WHERE TO LEARN MORE	467



# 18

## INDUSTRY, IMMIGRANTS, AND CITIES, 1870–1900 468

*Voices from the American Journey:*

Mary Antin 470

### NEW INDUSTRY 471

Inventing Technology: The Electric Age	472
The Corporation and Its Impact	474
The Changing Nature of Work	475
Child Labor	477
Working Women	478
Responses to Poverty and Wealth	479
Workers Organize	481

### NEW IMMIGRANTS 483

Old World Backgrounds	484
The Neighborhood	485
The Job	486
Nativism	487
Roots of the Great Migration	489

### NEW CITIES 490

Centers and Suburbs	491
The New Middle Class	493

### CONCLUSION 495

### SUMMARY 496

### REVIEW QUESTIONS 496

### KEY TERMS 496

### WHERE TO LEARN MORE 497

# 19



## TRANSFORMING THE WEST, 1865–1890 496

*Voices from the American Journey:*

Andrew J. Russell 498

### SUBJUGATING NATIVE AMERICANS 499

Tribes and Cultures	499
Federal Indian Policy	501
Warfare and Dispossession	501
Life on the Reservation: Americanization	503

### EXPLOITING THE MOUNTAINS: THE MINING BONANZA 507

Rushes and Mining Camps	507
Labor and Capital	509

### EXPLOITING THE GRASS: THE CATTLE KINGDOM 510

Cattle Drives the Cow Towns	510
Rise and Fall of Open-Range Ranching	511
Cowhands and Capitalists	512

### EXPLOITING THE EARTH: HOMESTEADERS AND AGRICULTURAL EXPANSION 513

Settling the Land	513
Home on the Range	515
Farming the Land	515

### CONCLUSION 517

### SUMMARY 517

### REVIEW QUESTIONS 518

### KEY TERMS 518

### WHERE TO LEARN MORE 519

## VISUALIZING THE PAST

Mythologizing the “Wild West” 520

# 20



## POLITICS AND GOVERNMENT, 1877–1900 522

*Voices from the American Journey:*

Horace and William H. Taft 524

### THE STRUCTURE AND STYLE OF POLITICS 525

Campaigns and Elections	525
Partisan Politics	526
Associational Politics	527

### THE LIMITS OF GOVERNMENT 530

The Weak Presidency	530
The Inefficient Congress	531
The Federal Bureaucracy and the Spoils System	531
Inconsistent State Government	531

PUBLIC POLICIES AND NATIONAL ELECTIONS	532
Civil Service Reform	532
The Political Life of the Tariff	533
The Beginnings of Federal Regulations	534
The Money Question	535
THE CRISIS OF THE 1890S	536
Agricultural Protest	536
The People's Party	537
The Challenge of the Depression	539
The Battle of the Standards and the Election of 1896	542
CONCLUSION	543
SUMMARY	544
REVIEW QUESTIONS	545
KEY TERMS	545
WHERE TO LEARN MORE	545

# 21



## THE PROGRESSIVE ERA, 1900–1917 546

Voices from the American Journey: <i>Inez Milholland</i>	548
THE FERMENT OF REFORM	550
The Context of Reform: Industrial and Urban Tensions	550
Church and Campus	551
Muckrakers	553
The Gospel of Efficiency	553
Labor's Demand for Rights	553
Expanding the Women's Sphere	554
TRANSATLANTIC INFLUENCES	555
Socialism	555
Opponents of Reform	556
REFORMING SOCIETY	556
Settlement Houses and Urban Reform	557
Protective Legislation for Women and Children	557
Reshaping Public Education	559
Challenging Gender Restrictions	559
Reforming Country Life	560
Social Control and Moral Crusades	562
For White People Only?	563
REFORMING POLITICS AND GOVERNMENT	564
Woman Suffrage	564
Electoral Reform	564
Municipal Reform	565
Progressive State Government	566

## THEODORE ROOSEVELT AND THE PROGRESSIVE PRESIDENCY 566

TR and the Modern Presidency	567
Roosevelt and Labor	567
Managing Natural Resources	568
Corporate Regulation	568
Taft and the Insurgents	571

## WOODROW WILSON AND PROGRESSIVE REFORM 572

Election of 1912	572
Implementing the New Freedom	573
The Expansion of Reform	574

## CONCLUSION 575

### SUMMARY 575    REVIEW QUESTIONS 576

### KEY TERMS 576    WHERE TO LEARN MORE 577



# 22

## CREATING AN EMPIRE, 1865–1917 578

*Voices from the American Journey:  
Major-General Leonard Wood* 580

### THE ROOTS OF IMPERIALISM 581

Ideological Arguments	581
Strategic Concerns	582
Economic Designs	583

### FIRST STEPS 585

Seward and Blaine	585
Hawaii	586
Chile and Venezuela	587

### THE SPANISH-AMERICAN WAR 588

The Cuban Revolution	588
Growing Tensions	589
War and Empire	590
The Treaty of Paris	591

### IMPERIAL AMBITIONS: THE UNITED STATES AND EAST ASIA, 1899–1917 592

The Filipino-American War	593
China and the Open Door	593
Rivalry with Japan and Russia	594

### IMPERIAL POWER: THE UNITED STATES AND LATIN AMERICA,

### 1899–1917 595

U.S. Rule in Puerto Rico	595
Cuba as a U.S. Protectorate	596
The Panama Canal	597
The Roosevelt Corollary	598
Dollar Diplomacy	598
Wilsonian Interventions	599

CONCLUSION	600
SUMMARY	600
KEY TERMS	601
REVIEW QUESTIONS	601
WHERE TO LEARN MORE	601

# 23



## AMERICA AND THE GREAT WAR, 1914–1920 602

*Voices from the American Journey:*  
Ray Stannard Baker 604

WAGING NEUTRALITY	605
The Origins of Conflict	605
American Attitudes	606
The Economy of War	607
The Diplomacy of Neutrality	607
The Battle over Preparedness	609
The Election of 1916	609
Descent into War	610
WAGING WAR IN AMERICA	611
Managing the War Economy	611
Women and Minorities, New Opportunities, Old Inequalities	612
Financing the War	613
Conquering Minds	613
Suppressing Dissent	614
WAGING WAR AND PEACE ABROAD	617
The War to End All Wars	617
The Fourteen Points	619
The Paris Peace Conference	619
WAGING PEACE AT HOME	620
Battle over the League	620
Economic Readjustment and Social Conflict	621
Red Scare	623
The Election of 1920	624
CONCLUSION	625
SUMMARY	625
KEY TERMS	626
REVIEW QUESTIONS	626
WHERE TO LEARN MORE	627

# 24



## TOWARD A MODERN AMERICA, THE 1920S 628

*Voices from the American Journey:*  
Upton Sinclair 630

THE ECONOMY THAT ROARED	632
Boom Industries	632
Corporate Consolidation	634
Open Shops and Welfare Capitalism	634
Sick Industries	635

## THE BUSINESS OF GOVERNMENT 635

Republican Ascendancy	635
Government Corruption	636
Coolidge Prosperity	636
The Fate of Reform	637

## CITIES AND SUBURBS 637

Expanding Cities	638
The Great Black Migration	639
Barrios	639
The Road to Suburbia	640

## MASS CULTURE IN THE JAZZ AGE 640

Advertising the Consumer Society	640
Leisure and Entertainment	641
The New Morality	641
The Searching Twenties	642

## CULTURE WARS 642

Nativism and Immigration Restriction	642
The Klu Klux Klan	643
Prohibition and Crime	644
Old-Time Religion and the Scopes Trial	645

## A NEW ERA IN THE WORLD? 647

War Debt and Economic Expansion	647
Rejecting War	647
Managing the Hemisphere	648

## HERBERT HOOVER AND THE FINAL TRIUMPH OF THE NEW ERA 648

### CONCLUSION 649

### SUMMARY 649 REVIEW QUESTIONS 650

### KEY TERMS 651 WHERE TO LEARN MORE 651

## VISUALIZING THE PAST

### Advertising and the Modern Woman 652



# 25

## THE GREAT DEPRESSION AND THE NEW DEAL, 1929–1939 654

*Voices from the American Journey:*

Carlotta Silvas Martine, Eunice Langdon, and Meridel LeSeur 656

### HARD TIMES IN HOOTERVILLE 658

Crash! 658

The Depression Spreads 659

"Women's Jobs" and "Men's Jobs" 660	Retreat and Stabilization in the Pacific 693
Families in the Depression 660	<b>MOBILIZING FOR VICTORY</b> 695
"Last Hired, First Fired" 661	Organizing the Economy 695
Protest 661	The Enlistment of Science 696
<b>HERBERT HOOVER AND THE DEPRESSION</b> 661	Men and Women in the Military 696
The Limits of Voluntarism 662	The Home Front 697
Repudiating Hoover: The 1932 Election 663	New Workers 698
<b>LAUNCHING THE NEW DEAL</b> 664	Clashing Cultures 699
Action Now! 665	Internment of Japanese Americans 699
Creating Jobs 666	The End of the New Deal 702
Helping Some Farmers 667	<b>WAR AND PEACE</b> 702
The Flight of the Blue Eagle 667	Gathering Allied Strength 702
Critics Right and Left 667	Turning the Tide in Europe 703
<b>CONSOLIDATING THE NEW DEAL</b> 669	Operation OVERLORD 703
Lifting Up and Weeding Out 669	Victory and Tragedy in Europe 705
Expanding Relief 670	The Pacific War 705
The Roosevelt Coalition and the Election of 1936 670	Searching for Peace 707
<b>THE NEW DEAL AND AMERICAN LIFE</b> 672	<b>CONCLUSION</b> 708
Labor on the March 672	<b>SUMMARY</b> 710 <b>REVIEW QUESTIONS</b> 710
Women and the New Deal 673	<b>KEY TERMS</b> 711 <b>WHERE TO LEARN MORE</b> 711
Minorities and the New Deal 674	 A yellow rectangular sign featuring a black radiation symbol in the upper half and the words "FALLOUT SHELTER" in bold capital letters in the lower half, flanked by two right-pointing arrows.
The New Deal: North, South, East, and West 675	<b>27</b>
The New Deal and Public Activism 676	<b>THE COLD WAR AT HOME AND ABROAD, 1946–1952</b> 712
<b>EBBING OF THE NEW DEAL</b> 677	<i>Voices from the American Journey:</i>
Challenging the Court 677	Bernadette Wheeler 714
More Hard Times 677	<b>LAUNCHING THE GREAT BOOM</b> 715
Political Stalemate 678	Reconversion Chaos 715
<b>GOOD NEIGHBORS AND HOSTILE FORCES</b> 678	Economic Policy 715
Neutrality and Fascism 679	The GI Bill 716
Ebbing Toward Involvement 680	Assembly-Line Neighborhoods 716
<b>CONCLUSION</b> 681	Steps Toward Civil Rights 717
<b>SUMMARY</b> 681 <b>REVIEW QUESTIONS</b> 682	Consumer Boom and Baby Boom 718
<b>KEY TERMS</b> 683 <b>WHERE TO LEARN MORE</b> 683	<b>TRUMAN, REPUBLICANS, AND THE FAIR DEAL</b> 719
 A small illustration of a nuclear explosion with a bright orange fireball and a dark mushroom cloud rising into the sky.	Truman's Opposition 719
<b>26</b>	Whistle-Stopping Across America 720
<b>WORLD WAR II, 1939–1945</b> 684	Truman's Fair Deal 721
<i>Voices from the American Journey: Enrico Fermi</i> 686	<b>CONFRONTING THE SOVIET UNION</b> 721
<b>THE DILEMMAS OF NEUTRALITY</b> 687	The End of the Grand Alliance 722
The Roots of War 687	The Truman Doctrine and
Hitler's War in Europe 688	the Marshall Plan 723
Trying to Keep Out 688	Soviet Reactions 724
Edging Toward Intervention 690	American Rearmament 724
The Brink of War 691	<b>COLD WAR AND HOT WAR</b> 725
December 7, 1941 692	The Nuclear Shadow 725
<b>HOLDING THE LINE</b> 692	The Cold War in Asia 726
Stopping Germany 692	NSC-68 and Aggressive Containment 727
The Survival of Britain 693	War in Korea, 1950–1953 727

The Politics of War 728

**THE SECOND RED SCARE 730**

The Communist Party and the Loyalty Program 730  
Naming Names to Congress 730  
Subversion Trials 732  
Senator McCarthy on Stage 732  
Understanding McCarthyism 733

CONCLUSION 733

SUMMARY 734 REVIEW QUESTIONS 735

KEY TERMS 735 WHERE TO LEARN MORE 735

# 28



## THE CONFIDENT YEARS, 1953–1964 736

*Voices from the American Journey:*  
*Melba Pattillo* 738

A DECADE OF AFFLUENCE 739

What's Good for General Motors 739  
Reshaping Urban America 740  
Comfort on Credit 741  
The New Fifties Family 741  
Inventing Teenagers 742  
Turning to Religion 742  
The Gospel of Prosperity 743  
The Underside of Affluence 744

FACING OFF WITH THE SOVIET UNION 744

Why We Liked Ike 744  
A Balance of Terror 745  
Containment in Action 745  
Global Standoff 747

JOHN F. KENNEDY AND THE COLD WAR 748

The Kennedy Mystique 748  
Kennedy's Mistakes 748  
Getting into Vietnam 749  
Missile Crisis: A Line Drawn in the Waves 750  
Science and Foreign Affairs 751

RIGHTEOUSNESS LIKE A MIGHTY STREAM: THE STRUGGLE FOR CIVIL RIGHTS 752

Getting to the Supreme Court 752  
Deliberate Speed 752  
Public Accommodations 753  
The March on Washington, 1963 754

"LET US CONTINUE" 754

Dallas, 1963 754  
War on Poverty 755  
Civil Rights, 1964–1965 755  
War, Peace, and the Landslide of 1964 757

CONCLUSION 758

SUMMARY 758 REVIEW QUESTIONS 759

KEY TERMS 759 WHERE TO LEARN MORE 759

# 29



## SHAKEN TO THE ROOTS, 1965–1980 760

*Voices from the American Journey:*  
*Buzz Aldrin and Neil Armstrong* 762

THE END OF CONSENSUS 763

Deeper into Vietnam 763  
Voices of Dissent 765  
New Left and Community Activism 766  
The Feminist Critique 767  
Youth Culture and Counterculture 768  
Sounds of Change 768  
Communes and Cults 769

CITIES UNDER STRESS 769

Diagnosing an Urban Crisis 770  
Racial Rioting 770  
Minority Separatism 771  
Suburban Independence:  
The Outer City 772

THE YEAR OF THE GUN, 1968 773

The Tet Offensive 773  
LBJ's Exit 774  
Red Spring 774  
Violence and Politics 775

NIXON AND WATERGATE 776

Getting Out of Vietnam,  
1969–1975 776  
Nixon and the Wider World 777  
Courting Middle America 778  
Oil, OPEC, and Stagflation 778  
Americans as Environmentalists 779  
From Dirty Tricks to Watergate 779  
The Ford Footnote 782

JIMMY CARTER: IDEALISM AND FRUSTRATION  
IN THE WHITE HOUSE 783

Carter, Energy, and the Economy 783  
Closed Factories and Failed Farms 783  
Building a Cooperative World 784  
New Crises Abroad 784

CONCLUSION 785

SUMMARY 786 REVIEW QUESTIONS 787

KEY TERMS 787 WHERE TO LEARN MORE 787

## VISUALIZING THE PAST

Iconic Images of the Vietnam Era 788

# 30



## THE REAGAN REVOLUTION AND A CHANGING WORLD,

**1981–1992** 790

*Voices from the American Journey:*

Celia Noup 793

### REAGAN'S DOMESTIC REVOLUTION 794

Reagan's Majority 794

The New Conservatism 795

Reaganomics: Deficits and Deregulation 796

Crisis for Organized Labor 797

An Acquisitive Society 798

Poverty amid Prosperity 798

### CONSOLIDATING THE REVOLUTION:

GEORGE H.W. BUSH 800

### THE SECOND (SHORT) COLD WAR 802

Confronting the USSR 802

Risky Business: Foreign Policy Adventures 803

Embracing Perestroika 804

Crisis and Democracy in Eastern Europe 804

The First Persian Gulf War 805

### GROWTH IN THE SUNBELT 806

The Defense Boom 807

New Americans 808

Old Gateways and New 809

The Graying of America 810

### VALUES IN COLLISION 810

#### NEW MEANINGS FOR AMERICAN FAMILIES 811

The Feminist Critique 811

Women's Rights and Public Policy 812

Coming Out 813

Churches in Change 814

Culture Wars 815

### CONCLUSION 817

SUMMARY 818 REVIEW QUESTIONS 818

KEY TERMS 819 WHERE TO LEARN MORE 819

# 31



## COMPLACENCY AND CRISIS, 1993–2003 820

*Voices from the American Journey:  
John McNamara* 822

### THE POLITICS OF THE CENTER 823

Political Generations 823

Policing the World 824

Clinton's Neoliberalism 825

Contract with America and the Election of 1996  
825

The Dangers of Everyday Life 826

Morality and Partisanship 827

### A NEW ECONOMY? 828

The Prosperous 1990s 829

The Service Economy 829

The High-Tech Sector 829

An Instant Society 832

In the World Market 833

### BROADENING DEMOCRACY 833

Americans in 2000 833

Women from the Grass Roots to Congress 834

Minorities at the Ballot Box 835

Rights and Opportunities 837

### EDGING INTO A NEW CENTURY 838

The Election of 2000 838

Reaganomics Revisited 839

Downsized Diplomacy 840

### PARADOXES OF POWER 841

Security and Conflict 841

Iraq and Conflicts in the Middle East 844

### CONCLUSION 844

SUMMARY 845 KEY TERMS 846

REVIEW QUESTIONS 846 WHERE TO LEARN MORE 846

### APPENDIX A-1–A22

### GLOSSARY G-1–G15

### CREDITS C-1–C2

### INDEX I-1–I33

CD-ROM DOCUMENT CD-1–CD5

FOR SUGGESTED READINGS, GO TO:

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# AMERICAN VIEWS

<b>Chapter 1</b>	Cabeza de Vaca Among the Indians (1530)	5
<b>2</b>	Miantonomo's Plea for Indian Unity (1642)	53
<b>3</b>	Mary Rowlandson Among the Indians	66
<b>4</b>	Boston Celebrates a New King (August 1727)	96
<b>5</b>	Social Status and the Enforcement of the Nonimportation Movement	122
<b>6</b>	A British Woman Observes an American Militia Exercise in 1775	146
<b>7</b>	A French Observer Describes a New Society	170
<b>8</b>	Little Turtle Defends the Miami Lands	209
<b>9</b>	Federalist Antiwar Resolutions	227
<b>10</b>	Memorial and Protest of the Cherokee Nation, 1836	252
<b>11</b>	A Letter from an Escaped Slave to His Former Master	278
<b>12</b>	Appeal of a Female Abolitionist	318
<b>13</b>	A Mexican View of the Texans in 1828	341
<b>14</b>	Lincoln on Slavery	374
<b>15</b>	A Soldier Promotes the Union Cause	391
<b>16</b>	Mississippi's 1865 Black Codes	423
<b>17</b>	Robert Smalls Argues Against Disfranchisement	460
<b>18</b>	Tenement Life	480
<b>19</b>	Zitkala-Sa's View of Americanization	504
<b>20</b>	A Populist Views American Government	540
<b>21</b>	Mother Jones and the Meaning of Child Labor in America	560
<b>22</b>	An Imperialist Views the World	584
<b>23</b>	Mobilizing America for Liberty	616
<b>24</b>	The Cult of Business	633
<b>25</b>	An Ohio Mayor on Unemployment and Relief	664
<b>26</b>	The Internment of Japanese Americans in 1942	700
<b>27</b>	Deciding on a Nuclear Arms Race	726
<b>28</b>	Two Presidents Assess the Implications of the Cold War	750
<b>29</b>	Grassroots Community Action	780
<b>30</b>	The Religious Imperative in Politics	816
<b>31</b>	Creating and Working in the New Economy	830

# FROM THEN TO NOW

## Chapter 1 The Disappearance of Cod off the Grand Banks 27

- 3 The Legacy of Slavery 70
- 6 The American Revolution and the Teaching of American History 159
- 8 Hamilton's Legacy and the National Debt 206
- 9 The Lewis and Clark Expedition in Their World and Ours 236
- 11 The Economic Legacy of Slavery 284
- 12 Immigration: An Ambivalent Welcome 298
- 13 Manifest Destiny and American Foreign Policy 345
- 14 Religion and Politics 370
- 15 Gettysburg 396
- 16 African-American Voting Rights in the South 434
- 17 The Confederate Battle Flag 463
- 19 The Legacy of Indian Americanization 505
- 20 Political Parties 528
- 21 The Environmental Movement 570
- 24 The Culture Wars 646
- 25 Social Security 671
- 26 Nuclear Weapons 709
- 30 Women and Work in American Offices 814
- 31 Loyalty in 2001 and 1917 842

## MAPS

\*Denotes Interactive Map Explorations

- \*1-1 North American Culture Areas, c. 1500 8
- \*1-2 West Africa and Europe in 1492 13
- 1-3 Spanish, English, and French Settlements in North America in the Sixteenth Century 21
- \*2-1 New France, c. 1650 33
- \*2-2 English and Dutch Mainland Colonies in North America, c. 1655 35
- \*2-3 English North American Colonies, c. 1685 47
- 3-1 Spanish and French Missions in North America (A, B, & C) 63
- \*3-2 African Origins of North American Slaves, 1690–1807 71
- \*3-3 Ethnic Distribution of Settler Population in British Mainland Colonies, c. 1755 77

- \*4-1 Anglo-American Transatlantic Commerce 85
- \*4-2 European Empires in North America, 1750–1763 105
- \*5-1 Colonial Settlement and the Proclamation Line of 1763 113
- \*6-1 The Battles of Lexington and Concord 137
- 6-2 Early Fighting, 1775–1776 139
- \*6-3 The War in the North, 1776–1777 148
- \*6-4 The War on the Frontier, 1778–1779 151
- \*6-5 The War in the South, 1778–1781 153
- \*6-6 North America after the Peace of Paris, 1783 157
- \*7-1 Land Ordinance of 1785 180

- \***8-1** Indian Land Cessions, 1784–1800 200
- \***8-2** The Election of 1800 213
- \***9-1** The Louisiana Purchase and the Lewis and Clark Expedition 221
- \***9-2** The War of 1812 228
- \***9-3** The Missouri Compromise of 1820 and Territorial Treaties with Britain and Spain, 1818–1819 234
- 9-4** The Election of 1824 237
- \***10-1** Indian Removals 250
- 10-2** The Election of 1840 259
- \***11-1** The Spread of Slavery: New Slave States Entering the Union, 1800–1850 270
- \***11-2** Cotton and Other Crops in the South, 1860 271
- \***12-1** The Transportation Revolution 293
- 12-2** The Growth of Cities (A & B) 302, 303
- \***13-1** The Westward Shift of the United States Population, 1790–1850 (A, B, & C) 328
- \***13-2** Western Overland Trails 336
- \***13-3** Texas and Mexico after the Texas Revolt 340
- \***13-4** The Mexican War 347
- \***14-1** The Compromise of 1850 357
- \***14-2** The Election of 1860 369
- 15-1** From the First Bull Run to Antietam: The War in the East, 1861–1862 386
- 15-2** The War in the West, 1861–1862 387
- 15-3** From Fredericksburg to Gettysburg: The War in the East, December 1862–July 1863 393
- 15-4** The Battle of Gettysburg, July 1–3, 1863 394
- 15-5** Vicksburg and Chattanooga: The War in the West, 1863 395
- 15-6** Grant and Lee in Virginia, 1864–1865 403
- 15-7** The Atlanta Campaign and Sherman's March, 1864–1865 404
- 16-1** Congressional Reconstruction, 1865–1877 425
- 17-1** Railroads in the South, 1859 and 1899 446, 447
- \***18-1** Patterns of Immigration, 1820–1914 484
- \***18-2** The Growth of America's Cities, 1880–1900 491
- 19-1** Economic Development of the West: Railroads, Mining, and Cattle, 1860–1900 507
- \***20-1** The Two-Party Stalemate of the Late Nineteenth Century 526
- \***20-2** The Election of 1896 543
- 21-1** The growth of National Forests and National Parks 569
- 22-1** United States Expansion in the Pacific, 1867–1899 586
- \***22-2** The Spanish-American War 591
- \***22-3** The United States in the Caribbean 596
- 23-1** The Election of 1916 610
- 23-2** The Western Front, 1918 618
- 24-1** Population Shifts, 1920–1930 638
- 25-1** The Dust Bowl 670
- 25-2** The Tennessee Valley Authority 676
- 26-1** Axis Europe, 1941, on the Eve of Hitler's Invasion of the Soviet Union 689
- \***26-2** World War II in the Pacific, from Pearl Harbor to Midway 694
- \***26-3** World War II in Europe, 1942–1945 704
- \***26-4** World War II in the Pacific, 1942–1945 706
- \***27-1** The Election of 1948 721
- \***27-2** The Korean War 728
- \***28-1** U.S. Intervention Around the Caribbean since 1954 747
- \***28-2** The Election of 1960 749
- \***29-1** The War in Vietnam 764
- 30-1** Election of 1980 794
- 30-2** Fast-Growing and Shrinking Metropolitan Areas, 1900–2000 807
- 31-1** Election of 1992 824
- \***31-2** Women as Business Owners, 1997 836
- 31-3** The Election of 2000 839

# OVERVIEW TABLES

<b>Chapter 1</b>	The Columbian Exchange	23
<b>2</b>	English Colonies in the Seventeenth Century	49
<b>4</b>	British Imperial Trade Regulations, 1651–1733	84
<b>4</b>	The Colonial Wars, 1689–1763	101
<b>5</b>	New Restraints and Burdens on Americans, 1759–1774	126
<b>6</b>	Important Battles of the Revolutionary War	154
<b>7</b>	The Articles of Confederation and the Constitution Compared	187
<b>7</b>	Federalists versus the Antifederalists	189
<b>8</b>	Federalist Party versus Republican Party	207
<b>9</b>	Territorial Expansion Under the Republicans	232
<b>10</b>	The Second Party System	257
<b>11</b>	Structure of Free Society in the South, c. 1860	277
<b>12</b>	The Reform Impulse	309
<b>12</b>	Types of Antislavery Reform	315
<b>13</b>	Westward Expansion and the Growth of the Union, 1815–1850	332
<b>14</b>	South and North Compared in 1860	366
<b>14</b>	The Emerging Sectional Crisis	372
<b>15</b>	Major Battles of the Civil War, 1861–1865	408
<b>16</b>	Contrasting Views of Reconstruction: President and Congress	424
<b>18</b>	Workers Organize	483
<b>19</b>	Government Land Policy	513
<b>20</b>	Arguments in the Tariff Debates	534
<b>21</b>	Major Progressive Organizations and Groups	551
<b>21</b>	Major Laws and Constitutional Amendments of the Progressive Era	551
<b>22</b>	Rationales for Imperialism	582
<b>23</b>	Major Government Wartime Agencies	612
<b>24</b>	Issues in the Culture Wars of the 1920s	644
<b>25</b>	Major Laws of the Hundred Days	666
<b>26</b>	The Decision to Use the Atomic Bomb	708
<b>27</b>	The Second Red Scare	731
<b>31</b>	Presidential Impeachment	828

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# PREFACE

The path that led us to *The American Journey* began in the classroom with our students. Our goal is to make American history accessible to students. The key to that goal—the core of the book—is a strong clear narrative. American history is a compelling story and we seek to tell it in an engaging, forthright way. But we also provide students with an abundance of tools to help them absorb that story and put it in context. We introduce them to the concerns of the participants in America's history with primary source documents. The voices of contemporaries open each chapter, describing their own personal journeys toward fulfilling their dreams, hopes, and ambitions as part of the broader American journey. These voices provide a personal window on our nation's history, and the themes they express resonate throughout the narrative.

But if we wrote this book to appeal to our students, we also wrote it to engage their minds. We wanted to avoid academic trendiness, particularly the restricting categories that have divided the discipline of history over the last twenty years or so. We believe that the distinctions involved in the debates about multiculturalism and identity, between social and political history, between the history of the common people and the history of the elite, are unnecessarily confusing.

What we seek is integration—to combine political and social history, to fit the experience of particular groups into the broader perspective of the American past, to give voice to minor and major players alike because of their role in the story we have to tell.

## APPROACH

In telling our story, we had some definite ideas about what we might include and emphasize that other texts do not—information we felt that the current and next generations of students will need to know about our past to function best in a new society.

**Chronological Organization** A strong chronological backbone supports the book. We have found that the jumping back and forth in time characteristic of some American history textbooks confuses students. They abhor dates but need to know the sequence of events in history. A chronological presentation is the best way to be sure they do.

**Geographical Literacy** We also want students to be geographically literate. We expect them not only to know what happened in American history, but where it happened as

well. Physical locations and spatial relationships were often important in shaping historical events. The abundant maps in *The American Journey*—all numbered and called out in the text—are an integral part of our story.

**Regional Balance** *The American Journey* presents balanced coverage of all regions of the country. In keeping with this balance, the South and the West receive more coverage in this text than in comparable books.

**Point of View** *The American Journey* presents a balanced overview of the American past. But “balanced” does not mean bland. We do not shy away from definite positions on controversial issues, such as the nature of early contacts between Native Americans and Europeans, why the political crisis of the 1850s ended in a bloody Civil War, and how Populism and its followers fit into the American political spectrum. If students and instructors disagree, that’s great; discussion and dissent are important catalysts for understanding and learning.

**Religion** Nor do we shy away from some topics that play relatively minor roles in other texts, like religion. Historians are often uncomfortable writing about religion and tend to slight its influence. This text stresses the importance of religion in American society both as a source of strength and a reflection of some its more troubling aspects.

Historians mostly write for each other. That’s too bad. We need to reach out and expand our audience. An American history text is a good place to start. Our students are not only our future historians, but more important, our future. Let their American journey begin.

## FEATURES OF THE TEXT

*The American Journey* Teaching and Learning Classroom Edition includes an array of features designed to make American history accessible to students. It provides more learning tools than any other U.S. history text.

- The **Student Tool Kit** that follows this preface helps students get the most out of the text and its features. It introduces students to key conventions of historical writing and it explains how to work with maps, documents, and visuals.
- The **Single-Column Design** allows for a clean, easy-to-read narrative. Ample space in the margins allows for strategic placement of pedagogy.
- A new feature, **Voices from the American Journey**, opens each chapter. Consisting of letters, diary

entries, and other first-hand accounts, these voices highlight the personal dimension of the American journey and show students the wealth and variety of experiences that make up this country's history. From Olaudah Equiano's narrative of his forced journey to Virginia as a slave, to the ultimate journey Sullivan Ballou made during the Civil War defending the Union, to Cambodian refugee Celia Noup's harrowing journey to California where she took her place as one of the thousands of new immigrants who are reshaping the face of our nation, "Voices from the American Journey" set the stage for the key themes that are explored in each chapter.

- **Visualizing the Past** essays, found at the end of selected chapters, analyze important aspects of U.S. History through photographs, fine art, sculpture, woodcuts, and advertisements. Focus questions and a running narrative guide students through a careful examination of the historical implication of each topic in question.
- The **American Views** box in each chapter contains a relevant primary source document. Taken from letters, diaries, newspapers, government papers, and other sources, these bring the people of the past and their concerns vividly alive. An introduction and prereading questions relate the documents to the text and direct students' attention to important issues. New "American Views" include the internment of Japanese Americans in Chapter 26 and working in the New Economy in Chapter 31.
- **America's Journey: From Then to Now**, found in more than half the chapters, relates important issues and events in each chapter to the issues and events of today, letting students see the relevance of history to their lives. Several are new to this edition. Examples include, "The Disappearance of Cod off the Grand Banks" (Chapter 1) and "Loyalty in 2001 and 1917" (Chapter 31).
- **Chapter-opening Questions** ask students to consider carefully the main issues addressed in the narrative.
- **Overview Tables** summarize complex issues.
- **Quick Reviews**, found at key places in the margins of each chapter, encourage students to review important concepts before moving on.
- **Chapter Chronologies** help students build a framework of key events.
- **Third-level subheads**, new to the Third Edition, highlight key topics in the narrative and make them more accessible for study and review. In the sections on social history,

for example, these headings help highlight the roles of women and minorities in the American journey.

- **Key Terms** are highlighted within each chapter and defined in a running marginal **Glossary**. The end of each chapter includes a list of key terms and relevant page numbers.
- Chapter **Review Questions**, organized by key subtopics in each chapter, help students review material and relate it to broader themes.
- A **Bibliography** at the end of the text directs interested students to further information about the subject of the chapter.
- **Where To Learn More** sections, found at relevant places in the margin, and listed at the end of each chapter, describe important historical sites (both real and virtual) that students can visit to gain a deeper understanding of the events discussed in the chapter.
- Abundant **maps** help students understand the spatial dimension of history. The topographical detail in many of the maps helps students understand the influence of geography on history.
- **Illustrations** and **photographs**—tied to the text with detailed captions—provide a visual dimension to history.

## CHANGES TO THE THIRD EDITION ORGANIZATION

- To make the text even more accessible to students—and to better match the teaching calendars of many institutions—the number of chapters in the Third Edition has been reduced from thirty-three to thirty-one.
- The chapters on urbanization and social change and reform movements in the antebellum period have been combined into a new chapter, "The Market Revolution and Social Reform" (Chapter 12). The chapter focuses on economic changes and industrialization as well as the connections between these forces and reform movements. Chapter 11, "Slavery and the Old South," now precedes this chapter.
- The Civil War is now treated in a single chapter (Chapter 15).
- The Eighties is now examined in an entirely revamped Chapter 30, "The Reagan Revolution and a Changing World."
- An all-new final chapter "Complacency and Crisis," examines America at the millennium and after September 11, 2001.

Taken together, these organizational changes make *The American Journey* an even more effective textbook for both students and instructors.

## SUPPLEMENTARY INSTRUCTIONAL MATERIALS

*The American Journey* comes with an extensive package of supplementary print and multimedia materials for both instructors and students.

### PRINT SUPPLEMENTS

#### Instructor's Resource Binder

This innovative, all-in-one resource organizes the instructor's manual, the Test-Item File, and the transparency pack by each chapter of *The American Journey* to facilitate class preparation. The Instructor's Resource Binder also includes an **Instructor's Resource CD-ROM**, which contains all of the maps, graphs, and illustrations from the text in easily downloadable electronic files.

#### Prentice Hall Test Generator

Suitable for both Windows and Macintosh environments, this commercial-quality, computerized test-management program allows instructors to select items from the test-item file and design their own exams.

#### History Notes (Volumes I and II)

Replacing a traditional study guide, History Notes provides students with practice tests, map exercises, and How? When? Where? Questions for each chapter of *The American Journey*. Each copy of the T.L.C. edition comes bundled with History Notes.

#### Retrieving the American Past: A Customized U.S.

#### History Reader, 2004 Edition

This collection of documents is an on-demand history database written and developed by leading historians and educators. It offers eighty-six compelling modules on topics in American history, such as "Women on the Frontier," "The Salem Witchcraft Scare," "The Age of Industrial Violence," and "Native American Societies, 1870–1995." Approximately thirty-five pages in length, each module includes an introduction, several primary documents and secondary sources, follow-up questions, and recommendations for further reading. Instructor-originated material, including other readings and exercises, can be incorporated. Contact your local Prentice Hall representative for more information about this exciting custom-publishing option.

#### American Stories: Biographies in United States History

This two-volume collection of sixty-two biographies in United States history is free when packaged with *The American Journey*. Introductions, pre-reading questions, and suggested resources enrich this new supplement.

#### Prentice Hall and Penguin Bundle Program

Prentice Hall is pleased to provide adopters of *The American Journey* with an opportunity to receive significant discounts when copies of the text are bundled with Penguin titles in American history. Contact your local Prentice Hall representative for details.

### MULTIMEDIA SUPPLEMENTS

#### Companion Website

Available at <http://www.prenhall.com/goldfield> *The American Journey Companion Website* offers students multiple choice, true-false, essay, identification, map labeling, and document questions based on material from the text, organized by the primary subtopics in each chapter. Additionally, the *Companion Website* provides numerous interactive maps tied to the text, source documents, and other interactive modules related to the content in each chapter. The Faculty Module contains materials for instructors, including the entire instructor's manual in PDF file, and downloadable presentations with maps, charts, graphs, summary tables, and illustrations.

#### U.S. History Documents CD-ROM

Bound in every new copy of *The American Journey*, and organized according to the main periods in American history, the U.S. History Documents CD-ROM contains over 300 primary sources in an easily-navigable PDF file. Each document is accompanied by essay questions that allow students to read important sources in U.S. history via the CD-ROM and respond online via a dedicated website.

#### Exploring America CD-ROM

The new *Exploring America CD-ROM* features thirty-one interactive learning activities that drill down to explore the impact of key episodes and developments in United States history, including such topics as industrialization, immigration, the women's suffrage movement, the Harlem Renaissance, the American Indian Movement, and globalization.

#### Evaluating Online Sources with Research Navigator,

#### 2003 Edition

This brief guide focuses on developing critical thinking skills necessary to evaluate and use online sources. It provides a brief introduction to navigating the Internet with comprehensive references to History web sites. It also provides an access code and instruction on using Research Navigator, a powerful research tool that provides access to three exclusive databases of reliable source material: ContentSelect Academic Journal Database, *The New York Times Search by Subject Archive*, and Link Library.

## OneKey

OneKey lets you in to the best teaching and learning resources all in one place. OneKey for *The American Journey* is all your students need for out-of-class work conveniently organized by chapter to reinforce and apply what they've learned in class and from the text. Among the resources available for each chapter are: a complete media-rich, interactive e-book version of *The American Journey*, quizzes organized by the main topics of each chapter, primary source documents, map labeling and interactive map quizzes. OneKey is all you need to plan and administer your course. All your instructor resources are in one place to maximize your effectiveness and minimize your time and effort. Instructor material includes: images and maps from *The American Journey*, hundreds of documents, video and audio clips, interactive learning activities, and PowerPoint presentations.

## Prentice Hall History Resource Center

This site offers a rich array of hundreds of historical sources in textual, visual, or audio-visual format. All were carefully selected by history professors as particularly relevant to the United States survey course. Interactive Maps present historical transformations in a clear and compelling way. Learning Activities offer in-depth explorations of important topics. The Prentice Hall History Resource Center also includes a comprehensive glossary of terms and Best of the Web links for additional study.

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RMW

# STUDENT TOOL KIT

*When writing history, historians use maps, tables, graphs, and visuals to help their readers understand the past. What follows is an explanation of how to use the historian's tools that are contained in this book.*

## TEXT

Whether it is a biography of George Washington, an article on the Civil War, or a survey of American history such as this one, the text is the historian's basic tool for discussing the past. Historians write about the past using narration and analysis. Narration is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us to know, what they thought, felt, feared, or desired. Using analysis, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history. In this book, narration and analysis are interwoven in each chapter.

## STUDY AIDS

A number of features in this book are designed to aid in the study of history. Each chapter begins with **Questions**, organized by the main subtopics of each chapter, that encourage careful consideration of important themes and developments. Each question is repeated at the appropriate place in the margin of the text (see example below). A **Conclusion** and **Summary** at the end of each chapter puts the subject of the chapter in the broader perspective of U.S. history. All of these study aids can be used to review important concepts.

## PROBLEMS AT HOME

**N**either prosperity nor political stability accompanied the return of peace in 1783. The national government struggled to avoid bankruptcy, and in 1784, an economic depression struck the country. As fiscal problems deepened, creditor and debtor groups clashed angrily in state legislatures. The only solid accomplishment of the Confederation Congress during this troubled period was to formulate an orderly and democratic plan for the settlement of the West.

WHAT WERE the  
weaknesses of the United States  
after the Revolution?

## MAPS

Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 5–1 from Chapter 5 shows the British colonies on the eastern seaboard of North America in 1763, about twelve years before the American Revolution. It has three features

## MAP EXPLORATION

To explore an interactive version of this map, go to  
<http://www.prenhall.com/goldfield/map5.1>



**MAP 5-1**

**Colonial Settlement and the Proclamation Line of 1763** This map depicts the regions claimed and settled by the major groups competing for territory in eastern North America. With the Proclamation Line of 1763, positioned along the crest of the Appalachian Mountains, the British government tried to stop the westward migration of settlers under its jurisdiction and thereby limit conflict with the Indians. The result, however, was frustration and anger on the part of land-hungry settlers.

**WHY DO you suppose the Proclamation Line of 1763 was positioned along the crest of the Appalachian Mountains?**

to help you read it: a **caption**, a legend, and a scale. The caption explains the historical significance of the map. Here the caption tells us that in 1763 the British government sought to restrict colonial settlement west of the Appalachian Mountains to prevent conflict between colonists and Indians. Colonial frustration with this policy contributed to the outbreak of the American Revolution.

The **legend** and the **scale** appear in the lower right corner of the map. The legend provides a key to what the symbols on the map mean. The solid line stretching along the Appalachian Mountains from Maine to Georgia represents the Proclamation Line of 1763. Cities are marked with a dot, capitals with a star, and forts by a black square. Spanish territory west of the Mississippi River is represented in blue; territory settled by Europeans is represented in green. The scale tells us that 7/8ths of an inch on the map represents 300 miles (about 480 kilometers) on the ground. With this information, estimates of the distance between points on the map are easily made.

The map also shows the topography of the region—its mountains, rivers, and lakes. This helps us understand how geography influenced history in this case. For example, the Appalachian Mountains divide the eastern seaboard from the rest of the continent. The mountains obstructed colonial migration to the west for a long time. By running the Proclamation Line along the Appalachians, the British hoped to use this natural barrier to separate Indians and colonists.

A **critical-thinking** question asks for careful consideration of the spatial connections between geography and history.

## MAP EXPLORATIONS

Many of the maps in each chapter are provided in a useful interactive version on the text's Companion Website. These maps are easily identified by a bar along the top that reads "Map Explorations." An interactive version of Colonial Settlements and the Proclamation Line of 1763 can be found at [www.prenhall.com/goldfield/map5.1](http://www.prenhall.com/goldfield/map5.1). The interactive version of this particular map provides an opportunity to pan over an enlarged version of the ter-

rietary in question. Cities, forts, settlements, and terrain are shown in detail. By moving the cursor north, south, east, or west one can gain a bird's-eye view of the entire region.

## ANALYZING VISUALS

Visual images embedded throughout the text can provide as much insight into our nation's history as the written word. Within photographs and pieces of fine art lies emotional and historical meaning. Captions also provide valuable information, such as in the example below. When studying the image, consider questions such as: "Who are these people?"; "How were they feeling?"; "What event motivated this photograph or painting?"; and "What can be learned from the backdrop surrounding the focal point?" Such analysis allows for a fuller understanding of the people who lived the American journey.

## VISUALIZING THE PAST

These essays, found at the end of selected chapters, analyze important aspects of U.S. history through photographs, fine art, sculpture, woodcuts, and advertisements. Focus questions and a running narrative provide a careful examination of the historical implications of each topic in question.

## OVERVIEWS

The Overview tables in this text are a special feature designed to highlight and summarize important topics within a chapter. The Overview table shown here, for example, summarizes the purpose and significance of the major laws and constitutional amendments passed during the Progressive Era.

### VISUALIZING THE PAST ...

**The Rattlesnake as a National Symbol**

**O**ne of the tasks facing the Revolutionary generation was to create symbols around which to rally. There was no official flag, no anthem, no Uncle Sam. Benjamin Franklin made perhaps the earliest attempt to create a visual symbol for the prospective nation when he drew "Join, Or Die" to accompany his 1754 Plan of Union. He pictured the colonies as a snake cut into pieces. Why a snake? In mythology, snakes can reattach themselves. Twenty years later, Paul Revere used the snake for the masthead of the revolutionary newspaper, the *Massachusetts Spy*. Once war began, military units adopted the snake as their battle flag. The most famous of these is the Gadsden flag. Christopher Gadsden was a delegate to the Second Continental Congress from South Carolina who played a leading role in creating the U.S. Navy and in appointing Esek Hopkins of Rhode Island as its first commander. He gave the Gadsden flag to Hopkins for his personal standard. In 1775, pleased with the popular adoption of the snake as a national symbol, Benjamin Franklin noted, that:

As if anxious to prevent all pretensions of quarrelling with her, the weapons with which nature has furnished her, she conceals in the roof of her mouth, so that, to those who are unacquainted with her, she appears to be a most defenceless animal; and even when those weapons are shewn and extended for her defence, they appear weak and contemptible; but their wounds however small, are decisive and fatal: — Conscious of this, she never wounds till she has generously given notice, even to her enemy, and cautioned him against the danger of treading on her.—Was I wrong, Sir, in thinking this a strong picture of the temper and conduct of America?

*What other characteristics of snakes in general, and rattlesnakes in particular, might have appealed to Revolutionary Era Americans in choosing a national symbol?*



◀ The Gadsden flag, used initially by the U.S. Navy. By 1775 the lines indicating the divisions among the colonies have disappeared. The snake has become the rattlesnake, a reptile unique to North America, and one with a highly poisonous venom. "Don't Tread On Me" captured the revolutionaries' insistence that they fought only to defend their liberties.

164

## OVERVIEW

### MAJOR LAWS AND CONSTITUTIONAL AMENDMENTS OF THE PROGRESSIVE ERA

Legislation	Effect
New York Tenement House Law (1901)	Established a model housing code for safety and sanitation
Newlands Act (1902)	Provided for federal irrigation projects
Hepburn Act (1906)	Strengthened authority of the Interstate Commerce Commission

**QUICK REVIEW****The Fur Trade**

- ◆ Fur traders were critical to New France's success.
- ◆ New France was ruled by royal appointees.
- ◆ *Coureurs de bois*: independent fur traders living among the Indians.

**QUICK REVIEWS**

The quick reviews, placed at key locations in the margins of each chapter, provide pinpoint summaries of important concepts.

**CHRONOLOGIES**

Each chapter includes a Chronology, a list of the key events discussed in the chapter arranged in chronological order. The chronology for Chapter 16 lists the dates of key events during the Reconstruction era from 1865 to 1877. Chronologies provide a review of important events and their relationship to one another.

**CHRONOLOGY**

<b>1863</b>	Lincoln proposes his Ten Percent Plan.	<b>1871</b>	Congress passes Ku Klux Klan Act.
<b>1864</b>	Congress proposes the Wade Davis Bill.	<b>1872</b>	Freedmen's Bureau closes down. Liberal Republicans emerge as a separate party. Ulysses S. Grant is reelected.
<b>1865</b>	Sherman issues Field Order No. 15. Freedmen's Bureau is established.  Andrew Johnson succeeds to the presidency, unveils his Reconstruction plan. Massachusetts desegregates all public facilities. Black people in several Southern cities organize Union Leagues. Former Confederate states begin to pass black codes.	<b>1873</b>	Severe depression begins. Colfax Massacre occurs. U.S. Supreme Court's decision in the <i>Slaughter-house</i> cases weakens the intent of the Fourteenth Amendment. Texas falls to the Democrats in the fall elections.

**PRIMARY SOURCE DOCUMENTS**

Historians find most of their information in written records and original documents that have survived from the past. These include government publications, letters, diaries, newspapers—whatever people wrote or printed, including many private documents never intended for publication. Each chapter in the book contains a feature called American Views—a selection from a primary source document.

The example shown here is a letter from a Union soldier fighting during the Civil War. Each American Views feature begins with a brief introduction followed by several questions—for discussion or written response—on what the document reveals about key issues and events.

In addition, each chapter begins with Voices from the American Journey, a brief firsthand account from an individual that powerfully recounts the personal journey he or she took in their lives. Each of these “voices” relates to the themes that follow in the chapter. For example, in Chapter 18 is an excerpt from a letter written by Mary Antin, a Russian-Jewish immigrant who came to America at the turn of the last century.

**• AMERICAN VIEWS •****A SOLDIER PROMOTES THE UNION CAUSE**

**S**oldiers wrote their thoughts down in diaries, in letters to their families, and, as in the case here of D. Beardsley, from Tompkins County, New York, to newspapers. Morale faltered in both the civilian and military ranks on both sides during the Civil War as this excerpt indicates. At the same time, Beardsley is buoyed by the sense of mission brought about by Abraham Lincoln's Emancipation Proclamation, which took effect one month before this letter.

**DEMOCRATIC SOCIETIES** have to balance civil liberties with the necessity of carrying on a war. What does this soldier think about where the balance ought to occur? The writer refers to “desertion” in the ranks. Why was there a morale problem in the Union armies in February 1863? How does this soldier hope the Emancipation Proclamation will affect the war effort in the North?

I having the honor of being a volunteer from old Tompkins County, and also fighting under the same banner and for the same principles that Washington did—still holding to my priviledges [sic] as a citizen of the United States, I think it will not be out of place for me to speak a few words through your columns, to the good people of my native county. . . .

If our Government would have no rebellion, she must pluck the tares of rebellion from the heart of the nation; and if we would have this rebellion crushed, we must cease to have traitors in power. Let that class in the Northern States, who would kiss the red hand of treason for a momentary peace, remember that the hand will be no less red by the kiss, or the blow no less sure by the pause; and I would humbly beg the people of the North, in the name of a soldier for the Union, that they will, in this dark and trying hour of our country's history, give us their undivided support, first, by stripping all power from the traitors at home, and then by their repentant prayers for our success in battles. . . . A few have deserted, and may God have mercy upon them. Let them go, their *blood* is altogether too poor to enrich the soil of worn out Virginia. We want the blood of patriots to make it bring forth the fruits of freedom. . . . We hope that in future the people and the army will become more pure, and work with a nobler purpose of heart. The first step toward this reformation has already been taken. We begin to see that all men have rights, whether white or black, and we hope that when the smoke of battle shall have cleared away, that the bright sun of peace will shine upon a truly free people.

*Source:* D. Beardsley, “Co. K, 137th Reg’t, N.Y. Vols” that appeared in the *Ithaca Journal*, March 3, 1863; dated February 16, 1863 and written from Acquia Landing, Virginia.