

James A. Henretta

David Brody

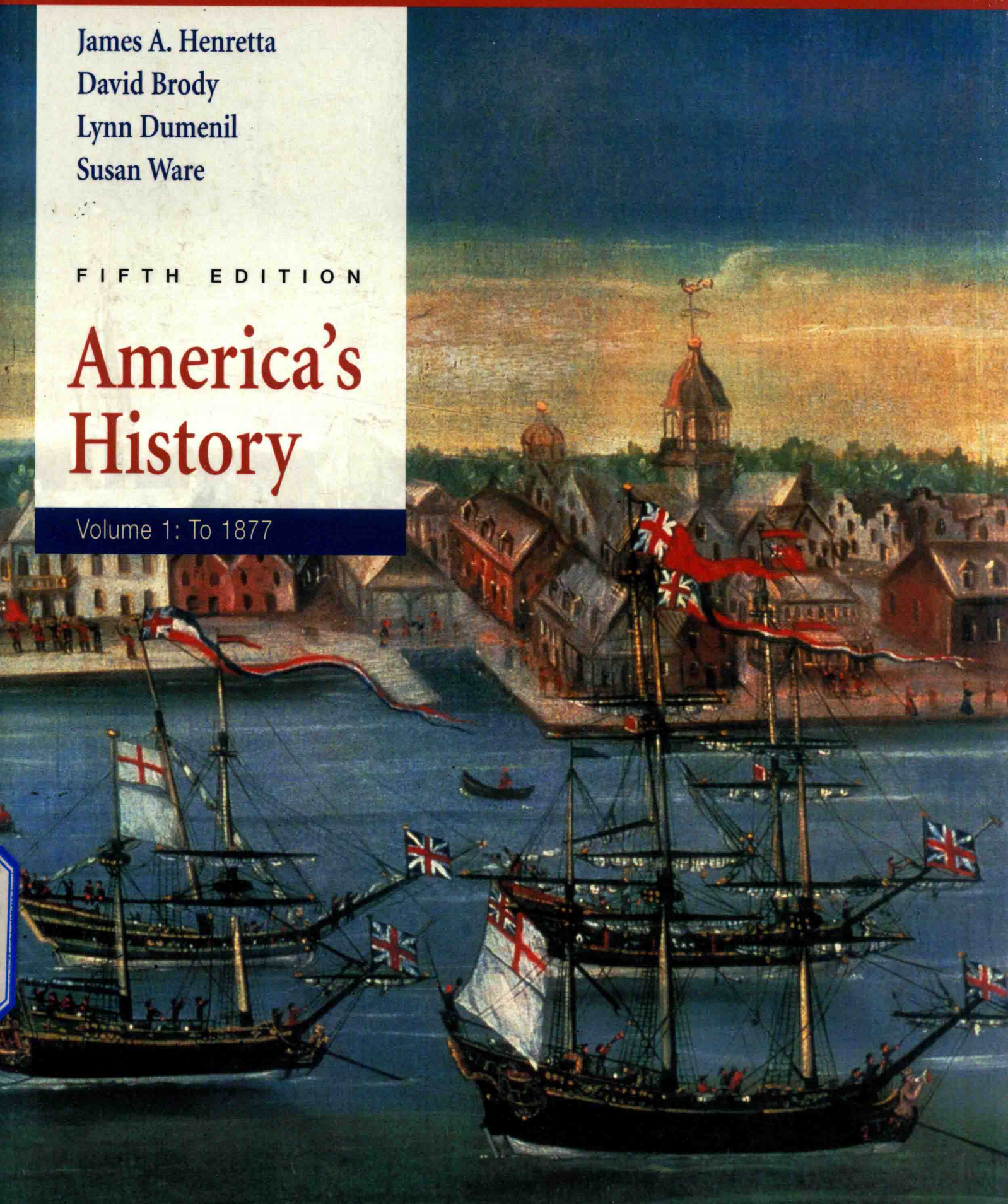
Lynn Dumenil

Susan Ware

FIFTH EDITION

America's History

Volume 1: To 1877



FIFTH EDITION

America's History

Volume 1: To 1877

James A. Henretta

University of Maryland

David Brody

University of California, Davis

Lynn Dumenil

Occidental College

Susan Ware

Radcliffe Institute for Advanced Study

For Bedford / St. Martin's

Publisher for History: Patricia A. Rossi

Director of Development for History: Jane Knetzger

Executive Editor for History: Elizabeth M. Welch

Developmental Editors: Jessica N. Angell and William J. Lombardo

Production Editor: Lori Chong Roncka

Production Assistants: Tina Lai, Kristen Merrill

Senior Production Supervisor: Joe Ford

Marketing Manager: Jenna Bookin Barry

Editorial Assistant: Elizabeth Harrison

Art Director: Donna Lee Dennison

Text Design: Gretchen Tolles for Anna George Design

Cover Design: Billy Boardman and Donna Lee Dennison

Copy Editors: Barbara G. Flanagan; Susan M. Free of Reap 'n Sow

Indexer: EdIndex

Photo Research: Pembroke Herbert and Sandi Rygiel/Picture Research Consultants & Archives

Advisory Editor for Cartography: Gerald A. Danzer

Map Development and Coordination: Tina Samaha

Cartography: Mapping Specialists Limited

Composition: TechBooks

Printing and Binding: R.R. Donnelley & Sons Company

President: Joan E. Feinberg

Editorial Director: Denise B. Wydra

Director of Editing, Design, and Production: Marcia Cohen

Managing Editor: Elizabeth M. Schaaf

Library of Congress Control Number: 2003101705

Copyright © 2004 by Bedford / St. Martin's

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.

8 7 6 5

f e d

For information, write: Bedford / St. Martin's, 75 Arlington Street, Boston, MA 02116 (617-399-4000)

ISBN: 0-312-39879-4 (hardcover)

ISBN: 0-312-40934-6 (paperback Vol. 1)

ISBN: 0-312-40958-3 (paperback Vol. 2)

Cover and title page art: Southeast Prospect of the City of New York, c. 1756-57. The New-York Historical Society / Bridgeman Art Library.

A Well-Integrated and Structured Study Guide—Online and Free

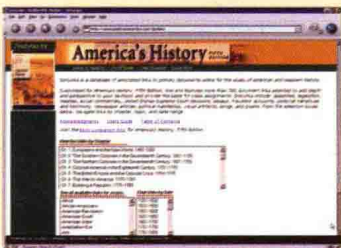
More than a simple collection of engaging multimedia learning activities, the Online Study Guide for *America's History*, Fifth Edition, is an integrated, dynamic learning system personalized for individual students to help them master the ideas and information in their textbook. An initial diagnostic quiz covering every major topic in the chapter provides the student with an immediate assessment of which areas need more study. Based on this assessment, the Online Study Guide generates a detailed Recommended Study Plan directing the student to the learning activities that will be most useful in mastering the chapter. Additional exercises appealing to all learning styles enhance students' understanding of *America's History*, Fifth Edition, and help them develop important skills of critical thinking and historical investigation.

- Created as a unique supplement for *America's History*, Fifth Edition, and developed with the assistance of the textbook authors, the Online Study Guide takes advantage of the Internet to offer structured and easily accessed help for each chapter and innovative multimedia exercises created to reinforce themes and content.
- Designed to give students instant feedback and assessment, exercises include chapter summaries with fill-in questions, multiple-choice and true-false exercises, short-answer questions that students can compare to model answers, identifications, terms and chronology activities, and map, visual, and primary-source activities.
- Using the highly acclaimed course-tools software developed by QuestionMark, the Online Study Guide for *America's History*, Fifth Edition, allows students to keep track of their performance chapter by chapter.

The screenshot shows the homepage of the Online Study Guide for *America's History*, Fifth Edition. The header features the title "America's History" in a large, serif font, with "FIFTH EDITION" in a smaller font to the right. Below the title, the authors' names are listed: "James A. Henretta · David Brody · Lynn Dumenil · Susan Ware". The main content area is divided into several sections. On the left, there is a "Log on" section with input fields for "E-mail address" and "Password", and a "Go" button. Below this is a link for "Forgot your password?". To the right of the login section, there is a "Welcome!" message followed by a paragraph explaining the site's purpose. Below this is a "Students:" section with instructions on how to use the site, including a link to "Sign me up as a student". To the right of the student instructions is an "Instructors:" section with instructions for instructors, including a link to "instructor preview page". At the bottom of the page, there is a "View Content by Chapter" section with a list of chapters and their corresponding time periods: Chapter 1: Worlds Collide: Europe, Africa, and America, 1450-1620; Chapter 2: The Invasion and Settlement of North America, 1550-1700; Chapter 3: The British Empire in America, 1660-1750; Chapter 4: Growth and Crisis in Colonial Society, 1720-1765; Chapter 5: Towards Independence: Years of Decision, 1763-1775; Chapter 6: War and Revolution, 1775-1783; Chapter 7: The New Political Order, 1776-1800.

New Media Research Resources

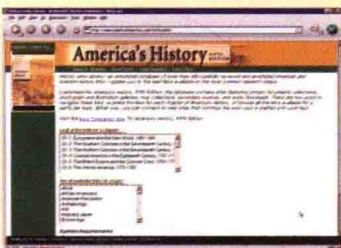
Whether students want to investigate the ideas behind a thought-provoking topic or conduct in-depth research for a paper, our new media research resources online and on CD-ROM can help them refine their research skills, find what they need in the library or on the Web, and then use and document their sources effectively.



DocLinks

bedfordstmartins.com/doclinks

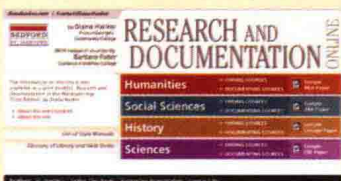
A database of over 750 annotated Web links to primary documents online for the study of American history. Document links include speeches, legislation, United States Supreme Court decisions, treaties, social commentary, newspaper articles, visual artifacts, songs, and poems.



History Links Library

bedfordstmartins.com/historylinks

A database of more than 350 carefully reviewed and annotated American history Web sites containing material on historical archeology, primary documents collections, photograph and illustration galleries, map collections, secondary readings, and audio sources.

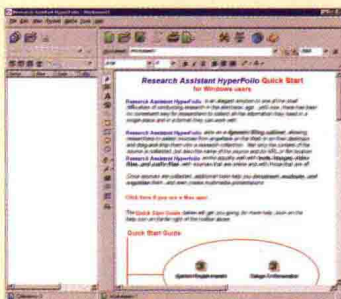


Research and Documentation Online

bedfordstmartins.com/resdoc

Diana Hacker, *Prince George's Community College*

This online version of Diana Hacker's popular booklet provides clear advice across the disciplines on how to find, evaluate, and integrate outside material into a paper, how to cite sources correctly, and how to format in MLA, APA, CBE, and *Chicago* styles.



Research Assistant Hyperfolio

Delivered on CD-ROM, this intelligent tool for conducting research helps students collect, evaluate, and cite sources found both online and off.

bedfordstmartins.com/history



*For Emily and Rebecca;
Siena, Cameron, Alex, Lea, and Eleanor;
Norman*

In this, the fifth edition, *America's History* makes its debut as a book of the twenty-first century. When we first embarked on this edition, the country was at peace, the economy seemed invincible, and presidential candidate George W. Bush was advocating a “humble” foreign policy and no more “nation-building.” The destruction of New York’s World Trade Center on September 11, 2001, put an end to most Americans’ hopes for a new age of normalcy; instead the nation finds itself plunged into a global war on terrorism, a war without end and without borders. As if on cue, many of our certitudes—about enduring prosperity, about the integrity of our business institutions, about an unsullied Catholic Church, about worldwide enthusiasm for America as global superpower—came crashing down. As the world becomes a threatening place, even those college students who don’t think much about America’s past or today’s news have to wonder: How did that happen?

This question is at the heart of historical inquiry. And in asking it, the student is thinking historically. In *America's History* we aspire to satisfy that student’s curiosity. We try to ask the right questions—the big ones and the not-so-big—and then write narrative history that illuminates the answers. The story, we hope, tells not only what happened, but *why*. We exclude no student from our potential audience of readers. How could we, when we hold the conviction that every student, bar none, wants to understand the world in which she lives?

From the very inception of *America's History*, we set out to write a *democratic* history, one that would convey the experiences of ordinary people even as it recorded the accomplishments of the great and powerful. We focus not only on the marvelous diversity of peoples who became American but also on the institutions—political, economic, cultural, and social—that forged a common national identity. And we present these historical trajectories in an integrated way, using each perspective to make better sense of the others. In our discussion of government and politics, diplomacy and war, we show how they affected—and were affected by—ethnic groups and economic conditions, intellectual beliefs and social changes, and the religious and moral values of the times. Just as important, we place the American experience in a global context. We trace aspects of American society to their origins in European and African cultures, consider the American Industrial Revolution within the framework of the world economy, and plot the foreign relations of the United States as part of an ever-shifting international system of impe-

rial expansion, financial exchange, and diplomatic alliances.

In emphasizing the global context, however, we had something more in mind. We wanted to remind students that America never existed alone in the world; that other nations experienced developments comparable to our own; and that, knowing this, we can better understand what was distinctive and particular to the American experience. At opportune junctures, we pause for a comparative discussion, for example about the abolition of slavery in different nineteenth-century plantation economies. This discussion enables us to explain why, in the universal struggle by emancipated slaves for economic freedom, the freedmen of the American South became sharecropping tenants in a market economy and not, as in the Caribbean, gang laborers or subsistence farmers. The operative word is *explain* and, insofar as we can make it so, explaining the past is what we intend *America's History* to do. The challenge is to write a text that has explanatory power and yet is immediately accessible to every student who enrolls in the survey course.

Organization

Accomplishing these goals means first of all grounding *America's History* in a strong conceptual framework and a clear chronology. The nation’s history is divided into six **parts**, corresponding to the major phases of American development. Each part begins at a crucial turning point, such as the American Revolution or the cold war, and emphasizes the dynamic forces that unleashed it and that symbolized the era. We want to show how people of all classes and groups make their own history, but also how people’s choices are influenced and constrained by circumstances: the customs and institutions inherited from the past and the distribution of power in the present. We are writing narrative history, but harnessed to historical argument, not simply a retelling of “this happened, then that happened.”

To aid student comprehension, each part begins with a two-page overview. First, a **thematic timeline** highlights the key developments in politics, the economy, society, culture, and foreign affairs; then these themes are fleshed out in a corresponding **part essay**. Each part essay focuses on the crucial engines of historical change—in some eras primarily economic, in others political or diplomatic—that created new conditions of life and transformed social relations. The part organization,

encapsulated in the thematic timelines and opening essays, helps students understand the major themes and periods of American history, to see how bits and pieces of historical data acquire significance as part of a larger pattern of development.

The individual chapters are similarly constructed with student comprehension in mind. A **chapter outline** gives readers an overview of the text discussion, followed by a **thematic introduction** that orients them to the central issues and ideas of the chapter. Then, at the end of the chapter, we reiterate the themes in an **analytic summary** and remind students of important events in a **chapter timeline**. A **new glossary** defines the **key concepts** boldfaced in the text where first mentioned. **Suggested references** for each chapter, now united at the back of the book and expanded to include Web sites, are annotated for students and, in another measure to facilitate research, are divided into sections corresponding to those of the chapter.

Features

The fifth edition of *America's History* contains a wealth of special features, offered not with an eye to embellishing the book but as essential components of the text's pedagogical mission. Each chapter includes two **American Voices**—excerpts from letters, diaries, autobiographies, and public testimony that convey the experience of ordinary Americans in their own words. Exciting new selections include “Red Jacket: A Seneca Chief’s Understanding of Religion,” “Spotswood Rice: ‘Freeing My Children from Slavery,’” and “Susana Archuleta: A Chicana Youth Gets New Deal Work.” In keeping with our global focus, **Voices from Abroad** similarly offers first-person testimony by foreign visitors and observers in every chapter. “Louis Antonine De Bougainville: The Defense of Canada,” “The Ford Miracle: ‘Slaves’ to the Assembly Line,” and “Fei Xiaotong: America’s Crisis of Faith” are a few of the new Voices from Abroad selections in this edition. Recognizing the centrality of technology in American life, we offer in each part two **New Technology** essays in which we describe key technical innovations and their impact on American history. Examples range from the cultivation of corn and the mechanization of spinning to rural electrification and the biotech revolution. We retain our vivid **American Lives** feature—incisive biographies in every chapter of well-known, representative American figures such as founder of the African Methodist Episcopal Church Richard Allen, social reformer Dorothea Dix, newspaperman William Randolph Hearst, and Mexican American labor organizer Bert Corona.

In this fifth edition, we add a new part feature, concluding essays we entitle **Thinking about History**. In these essays we take up a major theme discussed in the preceding chapters and examine how it is currently being reconsidered by historians. The particular dynamic on which we focus is the relationship between past and present. The

Thinking about History essay for Part Four, for example, deals with the Great Plains, whose settlement after the Civil War is treated in Chapter 16 as the final stage in the westward movement. This is an unexceptional perspective, with an air of the inevitable about it. But today the Great Plains are emptying out. The attempt at taming this semiarid, fragile land is increasingly seen as an ecological disaster, a terrible misstep in the nation’s development. As they assimilate that knowledge, the essay asks, how are scholars rethinking the history of Great Plains settlement? And how, as a result, is that history likely to be rewritten in the future? Other Thinking about History essays deal with the tripartite colonial legacy of slavery, racism, and republicanism; the renewed scholarly debate over federalism prompted by the “Reagan Revolution” of the 1980s; the recent controversy over the words “under God” in the Pledge of Allegiance; and the role of gender in explaining the origins and character of the U.S. welfare system. We offer these new essays in hopes of alerting students to the excitement and vitality of historical inquiry and, just as important, in hopes of revealing that the past they are studying is essential to understanding the world in which they live.

Those aims similarly prompt us to offer at the close of the book an **Epilogue** subtitled “Thinking about Contemporary History.” Here, however, the argument moves in a direction opposite to the earlier Thinking about History essays—not how the present influences our reading of the past, but how knowledge of the past enables us to understand the present. While we were preparing the fourth edition, the approach of the millennium suggested to us the idea of a historically reflective Epilogue on America in 2000. The Epilogue in this fifth edition, while also reflective about the uses of history, is more concerned with applying that knowledge to the fraught world that college students currently face, most particularly in the wake of September 11.

We revised with equal care the text’s illustration program. *America's History* has always been noted for the rich collection of maps, figures, and pictures that help students so much to visualize the past. There is, however, always room for improvement. **One-quarter of the pictures are new** to this edition, selected to reflect changes in the text and to underscore chapter themes. Most appear in full color, with unusually **substantive captions** that actively engage students with the image and encourage them to analyze artwork as primary sources. A **new design** complements the illustrations while drawing attention to our most significant revision of the text’s visual aids: a **thoroughly revised and expanded map program**. To oversee the new map program we have enlisted Professor Gerald A. Danzer of the University of Illinois at Chicago, a specialist in geographic literacy. He has worked assiduously to make our maps better teaching tools, reworking many of them, enhancing the topography, and adding map annotations that call out key points. The map program is also much

expanded, with over forty new maps, covering every aspect of American life that can be captured geographically. New maps on the Ice Age, the Columbian Exchange, the National Parks and Forests, the Dust Bowl, public works projects of the New Deal, and nuclear weapons testing consider the environmental ramifications of historical events and policies. Creating new maps is an opportunity to further reinforce for students how America's history is indeed part of a broader global history, and to this end we have added maps on the settling of the Americas, fifteenth-century West Africa and the Mediterranean, European immigration to the United States at the turn of the twentieth century, and the Great Powers in East Asia in 1910. We have added new elections maps and have added map series into the narrative that show change over time, depicting, for example, Eurasian trade systems in 1500, 1650, and 1770.

This new map program is well supported by tools that teach students how to extract as much information from a map as possible and to make connections beyond the map to the narrative. The text's introduction now contains a **map primer** that walks students through a map step-by-step, offering guidance and tips on how to "read" and analyze the map. **Cross-references to online map activities**, which appear at the bottom of a key map in each chapter, encourage students to test and improve upon these skills. A **map workbook**, also written by Professor Danzer, provides skill-building exercises for a map in each chapter, effectively teaching students how to use maps to enrich their understanding of American history.

Taken together, these documents, essays, pictures, and maps offer instructors a trove of teaching materials and supply students with rich fare for experiencing the world of the American past.

Textual Changes

Of all the reasons for a new edition, of course, the most compelling is to improve the text itself—a task we have found to be never finished and yet, to our surprise, always gratifying. In this fifth edition, we are spurred on by a shift in authorial responsibility, which always brings forth much rewriting. Marilyn Johnson retires with this edition, and Lynn Dumenil of Occidental College assumes responsibility for the modern era (Chapters 22–30). Professor Dumenil is not, however, new to this project. She joined us when we undertook a concise version, assuming responsibility for the same set of chapters that are now in her charge for *America's History*. It was an opportune meeting for us because Professor Dumenil's work on the concise version makes her a seasoned practitioner of the arts of concision and clarity that, more than anything else, we hope distinguishes the writing of *America's History*.

Ask students taking the U.S. survey—or their instructors, for that matter—what's the biggest problem

with the course and they're likely to answer, "Too much to cover!" They have a point. After all, every passing year brings more American history to write about and read about. Consider the issue from a generational perspective. When the most senior of the authors of *America's History* was taking the U.S. survey in 1948–1949, most of Part Six had not yet happened! The intervening years, moreover, have seen an explosion of research into areas of our past that were invisible to earlier generations of historians—from women's history and gender roles to race and ethnicity to family life, popular culture, and work. No one, of course, would want to go back to the days when American history was essentially a chronicle of politics, diplomacy, and white men. But the inclusive, multifaceted history that we celebrate does make life harder for textbook writers. We have to resist the creep, the extra pages, that bulk up our books as we strive to incorporate what's new in the field and in contemporary America. In the fourth edition, we mounted a counteroffensive, cutting two chapters and reducing chapter length by 10 percent. In this edition, we declare victory, with even leaner chapters, 15 percent shorter than in the previous edition, so that, in effect, three words are doing the work originally of four. Our aim is to achieve a clearer, more sharply delineated narrative. Brevity, we have learned all over again, is the best antidote to imprecise language and murky argument. As textbook authors, we have always contended that if written with enough clarity and skill, the introductory survey can be made accessible to students at all levels without simplifying the story or skimping on explanation. In this fifth edition, we have enlisted the power of brevity to reach that goal.

While streamlining the narrative, we also took full advantage of the opportunity that revision affords to integrate new scholarship into our text. In the first chapter, the collision of societies now encompasses Africa as well as Europe and Native America. Our treatment of Native Americans in the colonial era incorporates recent anthropologically influenced work showing how Indian peoples maintained elements of their traditional culture in the face of European domination. We draw on new work dealing with the role of women and gender in eighteenth-century religion and antebellum politics and recent scholarship on the crisis over slavery after Independence. We offer an expanded treatment of the role of state policy during the antebellum Market Revolution, and we draw on recent Reconstruction scholarship that sees the transition from slavery to freedom as largely a battle over labor systems. We continue to incorporate more about the Far West into the nation's historical narrative, relying on the new western history for insight into the interactions among environment, peoples, and economic development. Advances in gender history enable us to offer a new discussion of bachelorhood and masculinity in the late nineteenth century and to temper our treatment of progressive welfare policy as we become aware of its patriarchal underpinnings. New scholarship on ethnic

minorities similarly enables us to amplify our discussion of Native Americans during World War I and the New Deal, Asian Americans during the Great Depression, and black women during the 1920s and the later civil rights struggles. Recent scholarship based on hitherto closed Soviet and U.S. archives continues to inform our treatment of the cold war, and analysis of the turbulent 2000 presidential election and the advent of a new Republican administration bring the book to a thoughtful close. In these ways, and others, we strive to maintain the reputation of *America's History* as a fresh and timely text.

Supplements

Readers of *America's History* often cite its ancillary package as a key to the book's success in the classroom. Hence we have revised and expanded with care our array of print and electronic ancillaries for students and teachers.

For Students

Print Resources

Documents to Accompany *America's History*. Volume 1 by Melvin Yazawa (University of New Mexico), Volume 2 by Kevin Fernlund (University of Missouri, St. Louis). Revised for the fifth edition of *America's History*, this affordable documents collection offers students over 350 primary-source readings on topics covered in the main textbook, arranged to match the book's organization. One-quarter of the documents in the collection are new to this edition, giving emphasis to contested issues in American history that will spark critical thinking and class discussions. More than thirty visuals, meant to be "read" and analyzed like written sources, have been added. With many new documents emphasizing the environment, the West, and America in the context of the larger world, the collection remains a balanced assortment of political, economic, social, and cultural sources. Each document is preceded by a brief introduction and followed by questions for further thought, both of which help students analyze the documents and place them in historical context.

Maps in Context: A Workbook for American History. By Gerald A. Danzer (University of Illinois, Chicago). Published in two volumes and written by an expert in geographic literacy, these skill-building workbooks (approximately 100 pages each) correspond to the organization of *America's History* and offer instructors a powerful tool to help their students understand the essential connections between geography and history. Organized into three sections—Basic Geography, Mapping America's History, and One-Minute Quizzes—*Maps in Context* presents a wealth of in-class or take-home projects and convenient pop quizzes that

give students hands-on experience working with maps from all areas of American history.

The Bedford Series in History and Culture. Natalie Zemon Davis (Princeton University); Ernest R. May (Harvard University); David W. Blight (Yale University); and Lynn Hunt (University of California at Los Angeles), advisory editors.

Over 65 American titles in this highly praised series combine first-rate scholarship, historical narrative, and important primary documents for undergraduate courses. Each book is brief, inexpensive, and focused on a specific topic or period. Package discounts are available.

Historians at Work Series. Edward Countryman (Southern Methodist University), advisory editor. Each volume in this series combines the best thinking about an important historical issue with helpful learning aids. Unabridged selections by distinguished historians, each with a differing perspective, provide a unique structure within which to examine a single question. With headnotes and questions to guide their reading and complete, original footnotes, students are able to engage in discussion that captures the intellectual excitement of historical research and interpretation. Package discounts are available.

New Media Resources

Online Study Guide at bedfordstmartins.com/henretta The *Online Study Guide* features up-to-date technology to present students with attractive and highly effective presentations and learning tools with unique self-assessment capabilities. As a student completes a practice test, the *Online Study Guide* immediately assesses his performance, targets the subject areas that need review, and refers the student back to the appropriate portions of the text. Through a series of multiple-choice, fill-in-the-blank, short-answer, and essay questions, students can gauge how well they have mastered the chapter's key events and themes. Multimedia activities on maps, visuals, and primary sources engage all types of learners and encourage critical thinking.

DocLinks at bedfordstmartins.com/doclinks DocLinks is a new, extensive database of over 750 annotated Web links to primary documents online for the study of American history. Links to speeches, legislation, U.S. Supreme Court decisions, narratives and testimony, treaties, essays, political manifestos, visual artifacts, songs, and poems provide students with a comprehensive understanding of critical events and trends in U.S. history and society. Documents are searchable by topic and date and are indexed to the chapters of *America's History*.

History Links Library at bedfordstmartins.com/historylinks Links Library is a searchable database

of more than 200 carefully reviewed and annotated links to Web sites on American history. The links can be searched by topic or by specific chapters in *America's History*. Teachers can assign these links as the basis for homework assignments or research projects, or students can use them as a point of departure for their own history research.

Research and Documentation Online at bedfordstmartins.com/resdoc By Diana Hacker (Prince George's Community College). This online version of Hacker's popular booklet provides clear advice across the disciplines on how to integrate outside material into a paper, how to cite sources correctly, and how to format in MLA, APA, *Chicago*, or CBE style.

Research Assistant Hyperfolio. Delivered on CD-ROM, this intelligent tool for conducting research helps students collect, evaluate, and cite sources found both online and off.

After September 11: An Online Reader for Writers

bedfordstmartins.com/september11 This free collection of more than 100 annotated links provides social, political, economic, and cultural commentary based on the terrorist attacks of September 11, 2001, on the United States. Thoughtful discussion questions and ideas for research and writing projects are included.

For Instructors

Print Resources

Instructor's Resource Manual. By Bradley T. Gericke (U.S. Army Command and General Staff College). The *Instructor's Resource Manual*, provided free of charge with adoption of the textbook, offers an extensive collection of tools to aid both the first-time and the experienced teacher in structuring and customizing the American history course. Paralleling the textbook organization, this resource includes instructional objectives, annotated chapter outlines to guide lectures, and a chapter summary for each of the book's chapters. Lecture strategies and ideas for class discussion offer possible approaches to teaching each chapter and to presenting potentially difficult topics. A set of exercises for students includes both discussion questions and writing assignments for maps and special features. The manual also offers instructional objectives for each of the book's six parts to help instructors tie together larger sections of the book and provides critical thinking questions to pair with the part-closing Thinking about History essays. Additionally, each

chapter of the manual gives an outline of supplementary material (books from the Bedford Series in History and Culture, particular selections from *Documents to Accompany AMERICA'S HISTORY*, activities from the *Online Study Guide*) that pertains to the chapter's content.

Transparencies. A newly expanded set of over 150 full-color acetate transparencies, free to adopters, includes all the maps and many images from the text.

New Media Resources

Computerized Test Bank. A fully updated Test Bank CD-ROM offers over 80 exercises for each chapter, allowing instructors to pick and choose from a collection of multiple-choice, fill-in, map, and short and long essay questions. To aid instructors in tailoring their tests to suit their classes, every question is labeled by topic according to chapter headings and includes a textbook page number so instructors can direct students to a particular page for correct answers. Also, the software allows instructors to edit both questions and answers to further customize their tests. Correct answers are included.

Instructor's Resource CD-ROM. This easy-to-operate disc provides instructors with the resources to build engaging multimedia classroom presentations around a variety of art, photos, maps, and figures from the text. These visuals are provided in two formats: chapter-based PowerPoint files that are fully customizable and individual JPEG files.

Map Central at bedfordstmartins.com/mapcentral Map central is a searchable database of over 700 maps from Bedford/St. Martin's history survey texts that can be used to create visually striking classroom lectures.

Using the Bedford Series in the U.S. History Survey

bedfordstmartins.com/usingseries This short online guide by Scott Hovey gives practical suggestions for using the more than 65 volumes from the Bedford Series in History and Culture with *America's History* in the survey classroom. The guide not only supplies links between the text and these supplements but also provides ideas for starting discussions focused on the primary sources featured in the volumes.

Videos and multimedia. A wide assortment of videos and CD-ROMs on various topics in American history is available to qualified adopters.

Book Companion Site at bedfordstmartins.com/henretta The companion Web site for *America's History*, Fifth Edition, uses the dynamic nature of the

Web to extend the goals of the textbook and offers a convenient home base for students and instructors by gathering all the electronic resources for the text at a single Web address.

Acknowledgments

We are very grateful to the following scholars and teachers who reported on their experiences with the third edition or reviewed chapters of the fourth edition. Their comments often challenged us to rethink or justify our interpretations and always provided a check on accuracy down to the smallest detail.

Ruth M. Alexander, *Colorado State University*
 Robert J. Allison, *Suffolk University*
 Robin F. Bachin, *University of Miami*
 Albert I. Berger, *University of North Dakota*
 Neal A. Brooks, *Essex Community College*
 (Maryland)
 Thomas Bryan, *Alvin Community College*
 Montgomery Buell, *Walla Walla College*
 Markus C. Cachia-Riedl, *University of California,*
Berkeley
 Kay J. Carr, *Southern Illinois University at*
Carbondale
 William Carrigan, *Rowan University*
 Myles L. Clowers, *San Diego City College*
 Curtis Cole, *Huron University College*
 Rory T. L. Cornish, *University of Louisiana,*
Monroe
 John P. Daly, *Louisiana Tech University*
 Thomas S. Dicke, *Southwest Missouri State*
University
 Jonathan Earle, *University of Kansas*
 Bradley T. Gericke, *United States Military*
Academy
 Sally Hadden, *Florida State University*
 Paul Harvey, *University of Colorado*
 Lybeth Hodges, *Texas Women's University*
 Nita S. Howard, *Clovis Community College*
 Jen A. Huntley-Smith, *University of Nevada—*
Reno
 Davis D. Joyce, *East Central University (Okla-*
homa)
 Louisa Kilgroe, *North Carolina State University*
 Keith L. King, *Houston Community College*
Southeast
 Norman D. Love, *El Paso Community College*
 John Lyons, *Joliet Junior College*
 John R. McKivigan, *West Virginia University*
 Samuel T. McSeveney, *Vanderbilt University*
 Rick Malmström, *The Ellis School*
 M. Catherine Miller, *Texas Tech University*
 Carl H. Moneyhon, *University of Arkansas—*
Little Rock

Max Page, *Yale University*
 Charles K. Piehl, *Mankato State University*
 Edwin G. Quattlebaum III, *Phillips Academy*
 Dona Reaser, *Columbus State Community College*
 Steven D. Reschly, *Truman State University*
 Leonard Riforgiato, *Penn State University—*
Shenango
 Howard B. Rock, *Florida International University*
 Neil Sapper, *Amarillo College*
 Timothy Shannon, *Gettysburg College*
 Peter H. Shattuck, *California State University—*
Sacramento
 Anthony J. Springer, *Dallas Christian College*
 April Summitt, *Andrews University*
 Emily J. Teipe, *Fullerton College*
 Suzanne R. Thurman, *Mesa State College*
 Benson Tong, *Wichita State University*
 Diane Tuinstra, *Kansas State University*
 Ken L. Weatherbie, *Del Mar College*
 Cecil E. Weller Jr., *San Jacinto College South*
 Arthur J. Worrall, *Colorado State University*

As the authors of *America's History*, we know better than anyone else how much of this book is the work of other hands and other minds. We are grateful to the many scholars whose books and articles we have enjoyed and used in writing this narrative and to the editors and production staff who have provided invaluable assistance in previous editions of our text. With advice and support from Elizabeth Welch, Gretchen Boger, Louise Townsend, and Amy Langlais, Jessica Angell expertly edited our text. Charles Christensen, Joan Feinberg, Denise Wydra, Tisha Rossi, Jane Knetzger, and Marcia Cohen have been generous in providing the resources we needed to produce the fifth edition. Special thanks are due to many other individuals: Pembroke Herbert and her staff at Picture Research Associates; our project editor, Lori Chong Roncka; William Lombardo and Tina Samaha, who directed our map program, and Professor Gerald A. Danzer, a distinguished geographer and our map consultant; the fine copyeditors who worked closely with us—Barbara Flanagan and Susan M. Free; Anna George and Gretchen Tolles, who crafted our new design; our cover designers, Billy Boardman and Donna Dennison; our marketing manager, Jenna Bookin Barry; and managing editor Elizabeth Schaaf. Bradley T. Gericke diligently wrote many of the supplements for *America's History*, and Jennifer Blanksteen, Corinne McCutchen, Elizabeth Harrison, Coleen O'Hanley, and Stuart Holdsworth were of great assistance in editing and producing them. We also want to express our thanks for the valuable assistance provided by Norman S. Cohen, Michael Cohen, and Patricia Deveneau.

From the very beginning we have considered this book a joint intellectual venture, and with each edition our collaborative effort has grown. We are proud to acknowledge our collective authorship of *America's History*.

Understanding History through Maps: An Introduction for Students

Maps and historical studies have much in common: both use art and science to create representations of things we cannot experience directly. In the case of maps, most spaces are too vast and too complex to be understood with a single look. History has an additional challenge: the past has forever slipped away and we need devices to help us recover and understand it. Both the cartographer (or mapmaker) and the historian start by gathering facts, but they are quickly overwhelmed with data, and faced with the need to select, shorten, and clarify their portrayals. The cartographer turns to symbols and visual images while the historian depends primarily on words and concepts. Working together, the historian and the cartographer combine their talents to craft a coherent narrative about the past. Their primary subjects—people, places, and times—are intimately connected. Every historical map needs a title and date, both suggested by human experience. Similarly, every historical account happened in a specific location; events, as we say, “take place.”

People, places, and times are the building blocks of all history textbooks. The authors of *America's History*, Fifth Edition, selected over 150 maps designed to establish the geographic context of their story. Combined with the illustrations, figures, and narrative, the maps help readers make connections with the past and get a feel for the setting in which events happened. As in all history textbooks, the maps in *America's History* do double duty. First, they function as shorthand geography, giving readers a picture of a place. Second, maps call attention to human events that

FIGURE A

The Common Map Projections: Orthographic, Azimuthal Equidistant, Mercator, and Gall-Peters Equal-Area

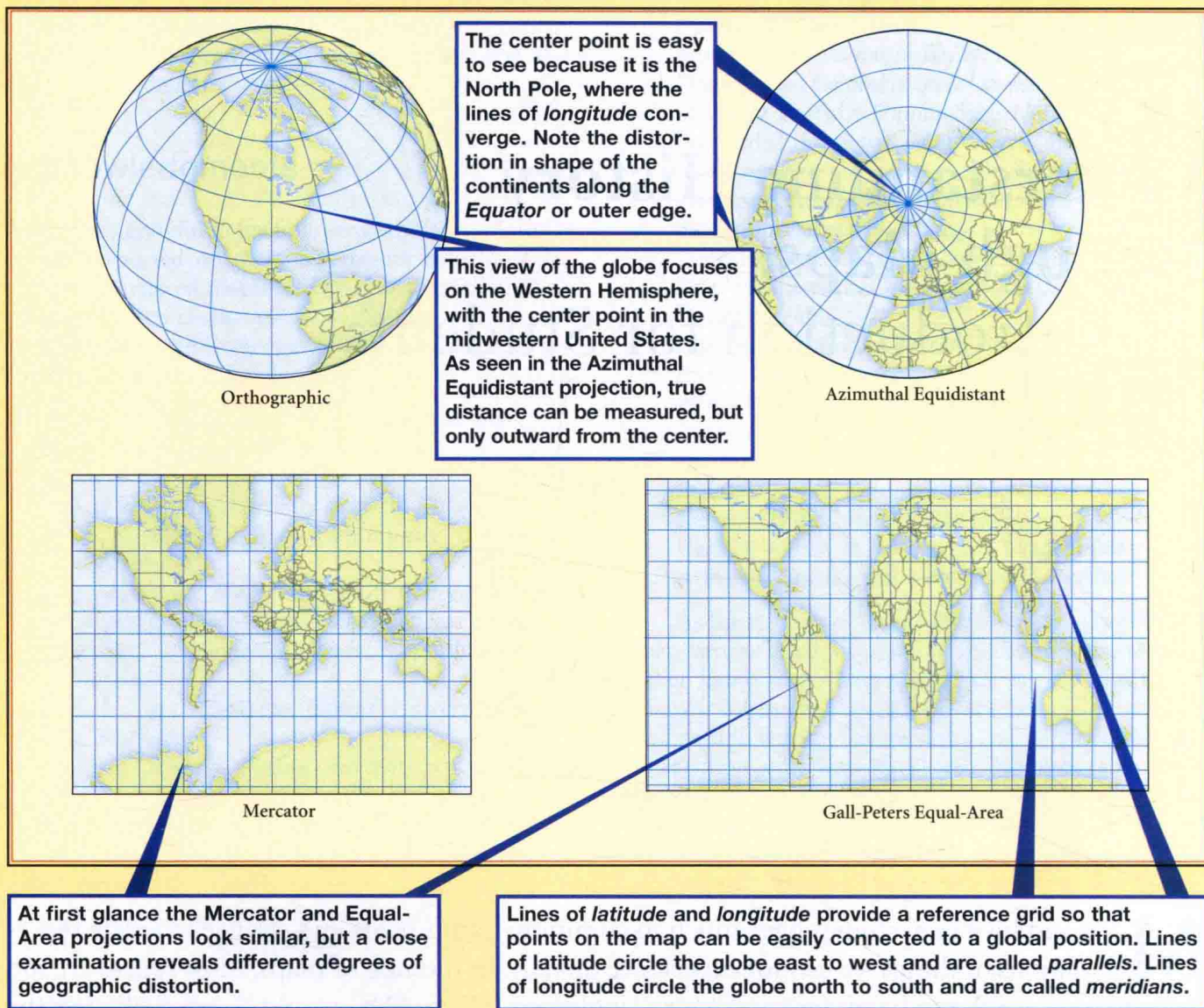


Figure A provides examples of several common map projections: Orthographic, Azimuthal Equidistant, Mercator, and Gall-Peters Equal-Area. All are considered world maps because they seek to depict the entire globe, or as much of it as possible. Because presenting a round image on a flat sheet of paper necessarily distorts area, shape, direction, and distance, over the years cartographers have developed numerous strategies to make their maps. Each projection is useful for a different purpose, and no single projection is the "right" one.

The Orthographic and Azimuthal Equidistant projections show the world as a globe—a three-dimensional object—but the viewer can only see two dimensions of it from any one point in space. The rounded look of the planet is retained, but only half the world can be depicted. The Orthographic projection most resembles a globe. Although it exhibits distortions in shape and area near the edges, the viewer mentally corrects these because of her familiarity with the view. Here, the shape and area of North America is relatively accurate, but to the east, across the Atlantic Ocean, western Europe is not. The Azimuthal Equidistant projection takes the skin off the globe and flattens it out to produce a two-dimensional circle. Like the Orthographic projection, it depicts half the

earth—here, the Northern Hemisphere is shown with the outer edge being the Equator. Its advantage is that it shows correct direction and distance, either of a country or continent, but only measured from the center point (in this case the North Pole). Its disadvantage is that because of the flattening and stretching, it significantly distorts (increases) the size of land forms and bodies of water near the edges.

The Mercator and Gall-Peters Equal-Area projections allow the viewer to see the entire world at a single glance. The Mercator projection accurately depicts the relative size and position of continents, countries, and bodies of water at the Equator, and fairly accurately until 45 degrees north and south latitude. Above and below these latitudes areas become distorted, as you can see from looking at Greenland, which becomes enlarged to look almost as big as North America, and Antarctica, which fills the entire bottom of the map. To correct this distortion problem, geographers developed the Gall-Peters Equal-Area projection. Its great advantage is that it depicts the areas of the continents in accurate proportion. However, its disadvantage is that it significantly distorts their shapes, as shown by the elongated views of Africa and South America.

are historically significant because they help explain change over time. To derive full benefit from the historical maps in *America's History*, readers need to view them with bifocal vision—with one eye on the physical environment and the other on the event or process depicted. A successfully read map mixes the two images, allowing for an appreciation of the human-environmental interaction that is at the root of all our experiences.

Beginning to Read Historical Maps

Readers face three challenges when looking at a map in a history textbook. First, we must discern the event being portrayed. What is the purpose of the map? Second, we must see the geography on the image, to turn the lines and symbols on the map into a picture of the physical environment in which the event took place. What area of the world are we looking at? What did it look like at the time represented? Third, maps place a major demand on our powers of understanding: How did the event and the place interact with each other? What opportunities and constraints did the environment provide? How did topography, climate, resources, or other elements of the geographic situation influence the course of events? Conversely, how did people have an impact on their environment? How did they perceive it and use it? How did a knowledge of, or attitudes toward, the physical environment differ between individuals and groups? Did these attitudes change over time? And, finally, what does it all mean? What does some insight into the experiences of people on earth tell us about who we are and where we have been?

Maps cannot tell us everything about history, and some maps are more complex than others. They have limitations as well as possibilities, and they function best when, as in *America's History*, they are accompanied by graphic aids and are integrated into the narrative flow. Maps also depend on an active reader, one who knows how to use maps and has some facility in integrating all the elements of a textbook into a meaningful educational experience. The ability to understand the strengths and limitations of maps is the core of cartographic literacy.

Developing Cartographic Literacy

The best way to start developing cartographic literacy is to review the three major shortcomings of maps. First, maps change the outer face of a globe, or a portion of it, into a flat surface. This transformation has less effect on maps that have a large scale and hence portray only a small portion of the globe. But on world maps and other

small-scale portrayals the distortion created by projecting a sphere onto a plane becomes serious. The process produces exaggerations and inconsistencies of shape, direction, and/or area (Figure A).

Second, maps have a difficult time showing the irregularities on the earth's surface that are important in real life. How are mountains and valleys, plains and plateaus, hills and canyons to be indicated on a flat sheet of paper? Maps, after all, take a vantage point in the sky rather than a view toward the horizon. As Figure B illustrates, to indicate topography the cartographer must use a bag of tricks—symbols, contour lines, and suggestive shading. All of these devices rely on the reader to interpret their meaning and to translate them into landscapes.

The third limitation of maps is that they must be selective. Reducing the size of reality demands simplification, and the cartographer must focus on a few points while excluding the vast majority of details. What should be emphasized? Where should the presentation end? These choices turn any map into a very selective instrument, fashioned for a particular purpose. All maps present an argument advocating a point of view, and good maps raise more questions than they answer. Maps should not be thought of as final steps in the learning process. Instead, consider them as catalysts provided to spur active thought and raise additional issues.

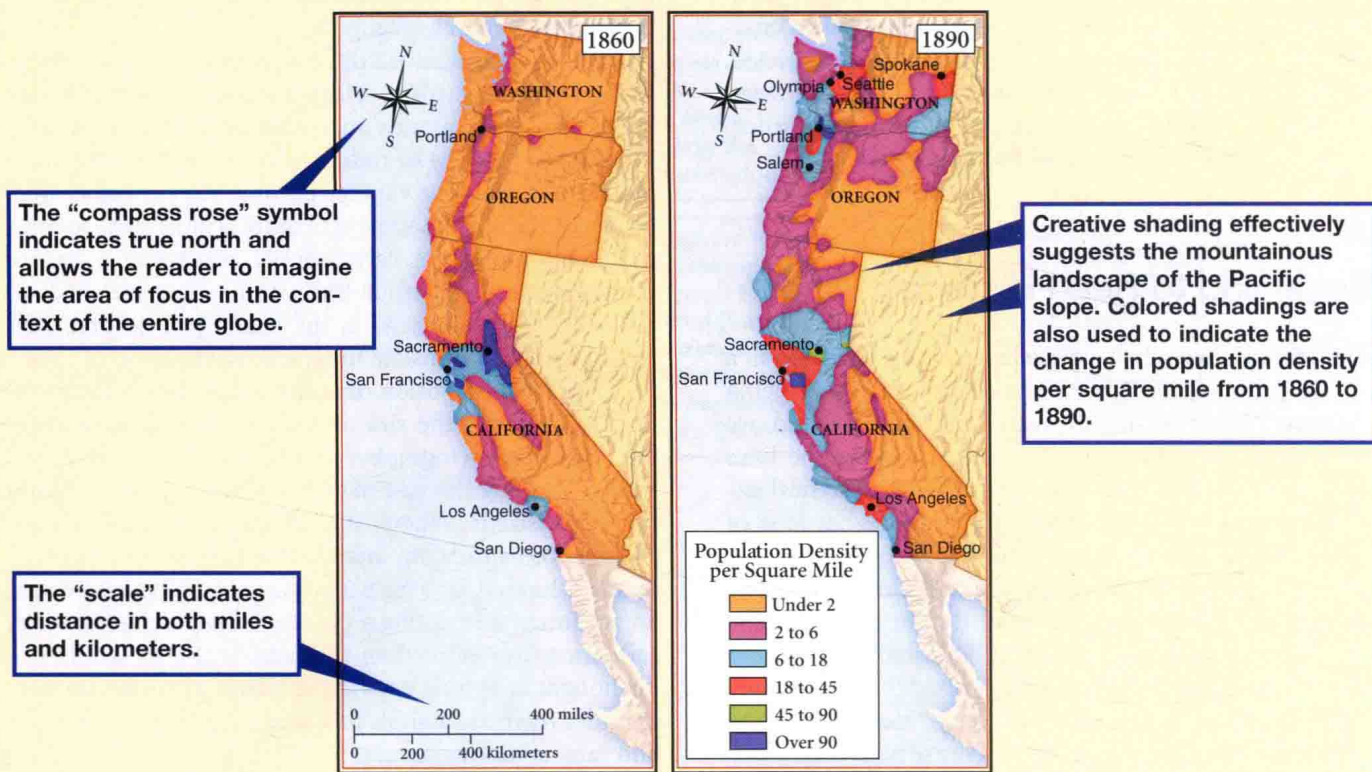
These limitations of maps are directly linked to their strengths and advantages. A world map is the only way we can see all of the earth's surface at a glance. Even a round globe, a much more accurate representation of the planet, can present only a portion of its subject at one time. Paradoxically, if we want to picture the global dimension of something, only a flat world map will do. Maps help us comprehend places we cannot actually see because the distances are too vast. An ocean, a continent, a nation, a state, even a city or a town cannot be taken in by one look. Only its representation on a map enables us to see it whole.

Maps also clarify the world for us. As models of reality, they extract certain features for emphasis to make the world intelligible. Maps are instructional devices, and the cartographer always follows a lesson plan. One way to begin reading a map is to figure out the purpose of the lesson. What is the basic message the map is intended to convey? The title of the map is a good place to start, especially any dates that might be provided. Dates help readers connect the map with the narrative, placing the event described into a sequence of happenings and connecting the incident to other developments occurring at the same time. The alert reader will connect the map's title to its caption. The word *caption* is derived from the same root as the word *capture*. The sentences in every map caption in *America's History* are designed to help the reader seize the purpose of the map—and thus turn it into a valuable possession.

Working with maps also deepens our understanding of the basic themes of geography and how they relate to

FIGURE B

MAP 16.7 The Settlement of the Pacific Slope, 1860–1890



historical studies. Five of these themes—location, place, region, movement, and interaction—are presented as questions on the following pages, with several maps provided to illustrate how each particular theme might enrich a reader’s understanding of the map and the historical situation it depicts. All of the maps reappear later in the text, and all of the questions might be called upon to enhance the value of any individual map. In the end, attention to these basic themes will fortify the reader’s cartographic literacy, as well as foster her historical understanding.

Location: Where Is This Place?

“When?” and “Where?” are the first questions asked by historians and cartographers. Every event is connected to a place, and every place needs to be identified by a date. Maps are the best devices to show location, and in the final analysis any place on a map is located in reference to

the earth as a whole. Location depends, in an absolute sense, on a reference to global position, most conveniently cited in terms of latitude and longitude (see Figure A).

In a relative sense, however, location can depend on the distance, direction, or travel time from one place to another. As Figure C indicates, in 1817 Pittsburgh, Pennsylvania, was more than ten days’ travel from New York City, a distance of roughly 370 miles. By 1841 improvements in travel made the trip possible in about five or six days. Relative location is also at the heart of Figure D, showing the Japanese relocation camps during World War II. Note that latitude and longitude are not used on this map because absolute location is not the point. Instead, this map is intended to show how far the Japanese Americans were forced to relocate—within the same state, several states away, or halfway across the nation. It is not necessary to show all of the states, since only those west of the Mississippi River were primarily involved. The cartographer assumes that the map reader will realize that a portion of the country is not shown and will, if needed, fill in the missing part from her mental map.