GEORGE BROWN TINDALL & DAVID E. SHI

America

A Narrative History

FIFTH EDITION ✳ VOLUME ONE

AMERICA

A NARRATIVE HISTORY

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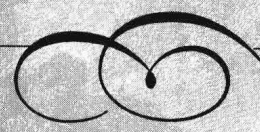

VOLUME I

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MAPS

PREFACE

Just as history is never complete, neither is a historical textbook. We have learned much from the responses of readers and instructors to the first four editions of *America: A Narrative History.* Perhaps the most important and reassuring lesson is that our original intention has proved valid: to provide a compelling narrative history of the American experience, a narrative animated by human characters, informed by analysis and social texture, and guided by the unfolding of events. Readers have also endorsed the book's distinctive size and format. *America* is designed to be read and to carry a moderate price.

In a significant attempt to help students grasp the major themes and developments throughout the text, without compromising its intellectual integrity, *America* now contains a new pedagogical program. Part openers lay out the major ideas emphasized in upcoming chapters. Chapter organizers appear on the first page of each chapter and present key idea statements that serve as a guide through the narrative. "Making Connections" boxes appear on the final page of the text of each chapter to link significant events in the current chapter to issues in surrounding chapters. The new pedagogical program as well as the larger format and the two-color design result in an attractive, easy-to-read text that instructors and students should find inviting. The new map program also adds to the attractiveness of the book. Every map in the book has been reconsidered and redrawn, resulting in maps that are clearer and more helpful to the student.

The revisions incorporated in this new edition of *America* highlight aspects of popular culture, beginning with the culture of everyday life: how Americans spent their leisure time, what forms of recreation and entertainment they engaged in, and how the performing arts helped

people to understand and deal with traumatic events such as wars and economic depressions. For example, we have incorporated new material dealing with the architecture of colonial homes, the role of taverns in eighteenth-century social life, the celebration of national holidays such as Independence Day, dueling as a manifestation of the cult of honor in the antebellum South, the emergence of professional sports and the performing arts, the popularity of minstrel shows and jazz, and the development of the radio, television, and film industries.

Taken together, these activities, as well as others like them, document the importance of popular culture in unifying a disparate nation. Such collective forms of social activity have served to democratize American life. As cultural life has become more inclusive, it has helped bridge social, racial, and ethnic differences. Such developments in popular culture in turn inform our understanding of major trends in social and political life. Thus, understanding how people of different economic and social classes gathered together at the same taverns and engaged in similar discussions and games helps explain how the diverse elements of the population were able to unite against British rule. Reading about how people of all classes went to the theater or to revival meetings both to watch and listen to what was being said and to socialize with others in the audience contributes to our knowledge of the public life. Likewise, seeing how the southern code of honor led men of all classes to take offense at the slightest perceived insult and to resort to violence to uphold their honor helps us to comprehend how people of the South were willing to resort to war to defend their land and honor. These forms of popular culture and others like them help expand and enrich our understanding of what "history" includes.

The Fifth Edition, like its predecessor, integrates social history into the narrative of American experience, detailing the folkways and contributions of those groups often underrepresented in historical treatments—women, blacks, and ethnic Americans. The Fifth Edition also continues to emphasize the importance of immigration and frontiers to the American experience. We have added a new section describing the journey on the Wilderness Trail into Kentucky, and how these hardy settlers staked out their frontier claims, built their homes, and dealt with their isolation and nurtured their sense of community. Another new section describes black migration to the West after the Civil War,

including the efforts of whites to prevent African Americans from leaving the Old South and the difficulties encountered by the migrants who did reach Kansas and the Oklahoma Territory. A new section describes the origins of Sears & Roebuck as a mail-order giant, and how the Sears catalogue supplied the material and psychological needs of those in isolated areas. Also included in the Fifth Edition are new discussions of transportation in the cities and of how immigrants and native-born Americans began to participate in outdoor recreation as well as forming clubs and attending vaudeville and Wild West shows in the cities, and later going to football and baseball games.

In addition to new material dealing with popular culture, frontiers, and cities, the Fifth Edition includes new sections describing the difficulties faced by white women in the South during the Civil War, the treatment of minorities under the New Deal, developments in civil rights after World War II, how major league baseball was integrated, the problem of juvenile delinquency in the 1950s and the rise of rock 'n' roll music, new interpretations of Dwight Eisenhower and Ronald Reagan, a new section detailing the computer revolution, an expanded section on mistrust of government and the militia movement, a section on the "new economy" and Alan Greenspan's monetarist policies as supported by Bill Clinton, a section on the shift to the right of the Supreme Court and the narrowing of affirmative action programs, and a new section on the series of scandals that rocked the Clinton administration.

In preparing this Fifth Edition of *America,* we have benefited from the insights and suggestions of many people. The following scholars have provided close readings of the manuscript at various stages: Lucy Barber (University of California at Davis), Michael Barnhart (State University of New York at Stony Brook), Charles Eagles (University of Mississippi), Tera Hunter (Carnegie-Mellon University), Peter Kolchin (University of Delaware), Christopher Morris (University of Texas at Arlington), David Parker (Kennesaw State University), and Marilyn Westerkamp (University of California at Santa Cruz). Once again we thank our friends at W. W. Norton, especially Steve Forman, Jon Durbin, Sandy Lifland, and Candace Kooyoomjian, for their care and attention along the way.

—George B. Tindall
—David E. Shi

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PART ONE

A NEW WORLD

Long before Christopher Columbus accidentally discovered the New World in his effort to find a passage to Asia, the tribal peoples he mislabeled "Indians" had occupied and shaped the lands of the Western Hemisphere. The first people to settle the New World were nomadic hunters and gatherers who migrated from northeastern Asia during the last glacial advance of the Ice Age, nearly 20,000 years ago. By the end of the fifteenth century, when Columbus began his voyage west, there were millions of Native Americans living in the Western Hemisphere. Over the centuries, they had developed stable, diverse, and often highly sophisticated societies, some rooted in agriculture, others in trade or imperial conquest.

The Native American cultures were, of course, profoundly affected by the arrival of peoples from Europe and Africa. They were exploited, enslaved, displaced, and exterminated. Yet this conventional tale of conquest oversimplifies the complex process by which Indians, Europeans, and Africans interacted. The Indians were more than passive victims; they were also trading partners and rivals of the transatlantic newcomers. They became enemies and allies, neighbors and advisers, converts and spouses. As such they fully participated in the creation of the new society known as America.

The Europeans who risked their lives to settle in the New World were themselves quite diverse. Young and old, men and women, they came from Spain, Portugal, France, Great Britain, the Netherlands, Italy, and the various German states. A variety of motives inspired them to undertake the transatlantic voyage. Some were adventurers and fortune seekers, eager to find gold and spices. Others were fervent Christians determined to create kingdoms of God in the New World. Still others were convicts, debtors, indentured servants, or political or religious exiles. Many were simply seeking higher wages and greater economic opportunity. A settler in Pennsylvania noted that "poor people (both men and women) of all kinds can here get three times the wages for their labour than they can in England or Wales."

Yet such enticements were not sufficient to attract enough workers to keep up with the rapidly expanding colonial economies. So the Europeans began to force Indians to work for them. But there were never enough of them to meet the unceasing demand. Moreover, they often escaped or were so obstreperous that several colonies banned their use. The Massachusetts

legislature did so because Indians were of such "a malicious, surly and revengeful spirit; rude and insolent in their behavior, and very ungovernable."

Beginning early in the seventeenth century, more and more colonists turned to the African slave trade for their labor needs. In 1619 white traders began transporting captured Africans to the English colonies. This development would transform American society in ways that no one at the time envisioned. Few Europeans during the colonial era saw the contradiction between the New World's promise of individual freedom and the expanding institution of race slavery. Nor did they reckon with the problems associated with introducing into the new society peoples they considered alien and unassimilable.

The intermingling of peoples, cultures, and ecosystems from the three continents of Africa, Europe, and North America gave colonial American society its distinctive vitality and variety. In turn, the diversity of the environment and climate led to the creation of quite different economies and patterns of living in the various regions of North America. As the original settlements grew into prosperous and populous colonies, the transplanted Europeans had to fashion social institutions and political systems to manage growth and control tensions.

At the same time, imperial rivalries among the Spanish, French, English, and Dutch produced numerous intrigues and costly wars. The monarchs of Europe had a difficult time trying to manage and exploit this fluid and often volatile colonial society. Many of the colonists, they discovered, brought with them to the New World a feisty independence that led them to resent government interference in their affairs. A British official in North Carolina reported that the residents of the Piedmont region were "without any Law or Order. Impudence is so very high [among them], as to be past bearing." As long as the reins of imperial control were loosely applied, the two parties maintained an uneasy partnership. But as the British authorities tightened their control during the mid–eighteenth century, they met resistance, which became revolt, and culminated in revolution.