

MAKING

AMERICA

A History

of the

United

States

Volume I:

To 1877

Berkin

Miller

Cherny

Gormly





# **Making America**

## **A History of the United States**

Volume I: To 1877

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**HOUGHTON MIFFLIN COMPANY**

Boston Toronto

Geneva, Illinois Palo Alto

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**Cover design:** Harold Burch, Harold Burch Design, NYC.  
**Cover image:** William G. M. Samuel, East Side Main Plaza, San Antonio, Texas. Oil on canvas mounted on panel, approx. 22" x 36". San Antonio Museum Association, San Antonio, Texas.  
**Text photo research:** Pembroke Herbert/Picture Research Consultants.

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Printed in the U.S.A.

Library of Congress Catalog Card Number: 94-76487

ISBN: 0-395-50252-7 (Student Edition)  
0-395-71711-6 (IAE)

3 4 5 6 7 8 9-VH-99 98 97 96 95

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# Preface

■ ■ ■ On a warm spring day in 1990, the authors of this textbook sat under a shade tree on a campus in southern Texas and argued the merits of the textbooks they used in their classes. Each of the books did something very well, but none of the books seemed to meet the real needs of our students. As professors at public universities, we knew that many students' formal skills lag behind their often keen interest and strong commitment to learning. And because we teach in universities located on three of the nation's borders—the Pacific Ocean, the Atlantic and the Rio Grande—we also knew that many of today's students are culturally diverse and a significant number of them have been educated outside of the United States. The textbook we dreamed of would help us teach the American past to every student—both native-born and those new to this country. We imagined a survey textbook that did not demand much prior knowledge about American history to understand and enjoy it, and one that progressed sequentially to avoid confusing students with topical digressions. It would provide integrated and supportive learning aids to help those students who were unfamiliar with the demands of college-level study to comprehend and retain what they have read.

As we talked, our "dream" textbook slowly took shape. It was a narrative account of the American past, firmly anchored by a political chronology that framed the many centuries under discussion. It was well written, with vivid descriptions of people and places. It featured maps, paintings, photos, and other visual aids that were not simply decorative, but further developed the themes of the narrative. Our dream book made every effort to communicate with students, defining words that were part of the formal language of scholarship and clarifying unfamiliar terms. Finally, the textbook presented history as a dynamic process rather than an endless, inevitable procession of people, places, dates, and events. This focus on history as a process promised to encourage students to think historically and to produce citizens who valued history.

Conversations like this one happen often when college instructors get together. They usually end with a wistful pledge: "Someday, we'll sit down and write that book ourselves!" What makes our conversation unusual is that we were given the oppor-

tunity to keep that promise. *Making America* is the result.

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## Approach

*Making America* follows the course of American history from the earliest human settlements to the present day. This is a remarkable story to tell—and a complex one. A look at the table of contents will show the reader that we have set this story within an explicit political chronology. This structure has the advantage of being basic and familiar to most readers, and it is broad enough to accommodate generous attention to social, economic, and diplomatic history. As scholars whose own work focuses on the experience of women, American Indians, political behavior, labor, and international policymakers, we wanted our book to integrate the best new scholarship in these and other important fields. We are confident that the political framework we have chosen, like the loom on which a weaver works, allows us to bring all these strands of the American story together over thirty-two chapters.

In *Making America*, we have made a conscious commitment to demonstrate the significance of race, gender, social class, region, ethnic background, age, and religion in shaping the historical experience of Americans. *Making America* does not adopt the perspective of any single group within American society as it narrates our national history. It does not tell the story from the perspective of a single region either. It does not assume that there is one group that makes history and others that simply survive it. *Making America* is built on the premise that all Americans are historically active figures, playing significant roles in creating the history the authors narrate.

This view of history as the product of the ideas and actions of *all* men and women, coupled with our desire to show history as a dynamic process, led to the creation of the ECCO model. ECCO is an acronym for four fundamental aspects of the historical process: Expectations, Constraints, Choices, and Outcomes. As we wrote, it helped the authors to organize the flow of the narrative. In execution, it also functions as an integrated learning aid for the stu-



dent. In every chapter, *Making America* examines the variety of *expectations* people held about their futures; the *constraints* of time, place, and multiple social and economic factors that these historical figures faced; the *choices* they made, given the circumstances of their lives; and finally, the expected and unexpected *outcomes* produced by their decisions. The ECCO model does not force any historical interpretations upon the student. Instead, it offers a method by which students are able to understand the past as a rich human experience.

Too often, students come away from a textbook with the impression that people in the past behaved very differently from people in the present. Unlike themselves, their friends, their parents, or their nation's leaders, the historical women and men they encounter seem never to be confused by the decisions they face or uncertain about the consequences of their actions. Indeed, a mood of inevitability hangs over the lives of these past generations, as they live out their roles as actors in a drama written for them by destiny. Students find it difficult to relate to these earlier Americans who seem to inhabit a world with too many simple answers and too many clear solutions. Presenting the past in this manner may make it more manageable, but it does not make it good history. *Making America* offers students a way of thinking about history that scholars themselves employ as they research and reconstruct the past. ECCO is a device that will reinforce the reality of history as a dynamic, uncertain process, increase students' empathy for the men and women of the past, and help them to analyze critically and retain what they have read.

## Themes

In keeping with our goal to create a clear and straightforward narrative chronology, a central theme in this text is the political development of the nation. The creation and revision of its federal and local governments, the contests over domestic and diplomatic policies, and the internal and external crises faced by the United States and its political institutions all play a major role in the book's organization. The reader will find this theme of political development throughout the book, for example, in the discussion of events leading to the American Revolution, in the detailed accounts of the constitutional debates of the 1770s and the 1780s, in the analysis of the political tensions and conflicts lead-

ing to the Civil War, in the close attention to federal Indian policy in the nineteenth century, in the examination of the American role in modern world wars, in the contest over the role of the federal government in the Great Depression, and in the economic crises of recent eras.

Political development serves as a broad umbrella for discussion of other significant themes as well. Among these is the understanding of American history as a story of immigrant societies. To do justice to this second theme, *Making America* explores not only English and European immigration, but immigrant communities from Paleolithic times to the present, including Indian societies before European colonization, the creation of African-American culture within slavery, and the great migration from the Pacific rim in recent time.

*Making America's* third theme recognizes the changing nature of relations between groups—racial, ethnic, class, and gender relations. Thus, *Making America* examines the changing nature of gender roles over several centuries, the way that relations between whites and African-Americans have changed, the development of Anglo-Latino relations (especially in the Southwest), and alterations in the relations between employers and employees. This book focuses on creating understanding about groups, their relation to each other, and the way that some groups have used politics to achieve their goals and define their relations with other groups.

Our fourth theme focuses on the significance of regional economies and cultures. This regional theme is developed, for example, in the discussion of the seventeenth and eighteenth century colonies, and in the examination of the striking social and cultural divergences that have existed between the American southwest and the Atlantic coastal region.

A fifth theme is the rise and impact of large social movements, prompted by changing material conditions or by new ideas that challenge the status quo. *Making America* explores movements such as the Great Awakening of the 1740s, the reform efforts of the early nineteenth century, including abolitionism, temperance, and women's rights, the Progressive Era, the emergence of organized labor, third-party organizations, and the rise of a youth culture in the post-World War II era.

The sixth, and final, theme is the relationship of the United States to other nations, which also fits well within the political framework of the text. *Making America* explores in depth the causes and consequences of this nation's role in world conflict and diplomacy, whether in the eighteenth and early

nineteenth century struggles for dominance in Europe, the removal of Indian nations from their tribal lands, the impact of American policies of isolationism and interventionism, or the modern role of the United States as a dominant player in world affairs. These are not the only themes students will see threading through the text, but they are themes we believe are useful to identify from the beginning.

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## Learning Features

Each chapter in *Making America* follows the same format. Before the students are asked to immerse themselves in the past, we provide them with some essential study aids for the task ahead. As they read the narrative, we provide them with a second set of aids, designed both to ensure the best communication between the authors and their readers and to help bridge the gap between women and men of the past and those who are trying to understand them in the present. When the student has finished the chapter, we provide a final set of aids to reinforce what they have learned and to guide them if they want to pursue a topic in greater depth.

### Chapter-Opening Features

Each chapter of *Making America* begins by placing historical events in space and in time. First, each chapter begins with a map to set the scene for the most significant events in the narrative to follow. Second, a timeline locates the major political events in the period under discussion within a larger time frame. Third, students are given an outline of new material they will encounter in the chapter. Fourth, several critical thinking questions help students focus on the larger, overarching themes of the material. Following the two pages of chapter-opening material, a chapter introduction demonstrates the dynamic process of history by applying the ECCO model to the subject matter the students will explore.

### In-Text Features

As students read they will find a number of features in each chapter designed to make the text more accessible and the people and events it portrays more familiar. First, there are glossaries on each page that define terms and explain their historically specific usage in the narrative. These glossaries are precise

and informative. They help students build their vocabularies and review for tests, and they reflect the authors' concern to communicate fully with their student readers. Second, the introductory critical thinking questions reappear at the beginning of each major chapter section. Third, the chapter's illustrations provide an exciting visual connection to the past. The caption for each illustration does more than identify the artist, the scene, or the physical location of an event; it also analyzes the subject of the painting, photograph, or artifact and comments on its significance. Finally, every chapter has an "Individual Choices" feature that helps students understand an important point raised in that chapter. "Individual Choices" provides an intimate portrait of individuals and how they arrived at a decision that shaped their lives. These features dramatically reinforce the essential point that historical events are not inevitable occurrences, but are the result of choices made by real people.

In addition, students are presented with a chance to read the words of Americans of the past as they debate over events or ideas that were critical in their era. This "Voices" feature contains a document relating to a controversial issue and quotations from supporting and opposing voices on that issue. This feature grew out of *Making America's* conviction that students can learn much from the archival material through which the past speaks for itself.

### End-of-Chapter Features

One of the most important obligations of a textbook is to help students reflect on the new information they have encountered and to suggest additional sources for further study. Thus, each chapter contains a summary of the chapter's main topics made dynamic by structuring it according to the ECCO model. The text also provides suggestions for further reading on events and personalities introduced in the chapter. After the last chapter, there is a selected bibliography citing the best scholarship in the field, both old and new, which is provided to assist professors and students who might want to explore the historiographical debates on a topic.

At the heart of *Making America* is the fascinating story of this nation's past. It is told by scholars and instructors who have a genuine enthusiasm for retelling that story to others. Our abiding interest in the experiences of earlier generations of Americans is not lost in an overly abstract style or buried by a

narrative designed to impress students rather than inform them. We tell America's story clearly, and people it with women and men who are depicted as individuals rather than representative figures and as complex historical actors rather than simple heroes or villains. *Making America* provides more than a textbook that integrates new scholarship, raises questions about causes and consequences of historical events, and provides analyses of historical developments. The authors know that, above all, a text is a teaching tool, and we have designed *Making America* to be useful in the classrooms of our colleges and universities. Its structure, the themes it emphasizes, and the features it incorporates were chosen to assist our colleagues in their efforts to communicate effectively with students and impart to them a solid knowledge of the American past.

## Study and Teaching Aids

A number of useful learning and teaching aids accompany *Making America*. They are designed to help the student get the most from the course and to provide the instructor with some useful teaching tools. The two-volume *Study Guide*, written by Eli Faber of John Jay College of Criminal Justice, City University of New York, provides students with many review exercises and tips on how to study and take tests effectively. Each chapter includes learning objectives, an annotated outline of the chapter, and approximately twenty-five key terms, concepts, and people. The fifteen multiple-choice questions per chapter include a text-page reference and a rejoinder for the correct answer. Also included in each chapter are three to five essay questions with answer guidelines, one analytical question based on an analysis of a primary source, and one map exercise.

A *Computerized Study Guide* is also available for students. It functions as a tutorial providing rejoinders to all multiple-choice questions that explain why the student's response is or is not correct.

The *Instructor's Resource Manual*, prepared by Kelly Woestman of Pittsburg State University, begins with a section on how to organize lectures effectively, how to handle large lecture classes efficiently, and provides tips on how to run discussion and activity groups. For every chapter, it includes instructional objectives that are drawn from the textbook's critical thinking questions, a chapter summary and annotated outline, and three lecture topics that include resource material and references to the text. Each chapter also includes discussion

questions, answers to the critical thinking questions that follow each main heading in the text, cooperative and individual learning activities, map activities (including activities for the Rand McNally *Atlas of American History*), ideas for paper topics, and a list of audio-visual resources including CD-ROM and videodisc products with addresses of suppliers.

A *Test Items* file, prepared by Orson Cooke of St. John's School and the University of Houston, provides twenty key terms and definitions, forty-five multiple-choice questions, seven to ten essay questions with answer guidelines, an analytical exercise to test critical thinking skills, and one map exercise per chapter. It also includes a section on creating a good testing environment, what constitutes a good test item, and how to construct test questions, as well as a sample midterm and final exam.

A *Computerized Test Item File* is available for IBM® PC or compatible and Macintosh computers.\* This computerized version of the printed *Test Items* file allows professors to create customized tests by editing and adding questions.

There is also a set of over one hundred full-color *Map Transparencies* available on adoption.

A variety of *videos*, documentaries and docudramas by major film producers, is available for use with *Making America*.

Please contact your local Houghton Mifflin representative for more information about the ancillary program or to obtain desk copies.

## Acknowledgments

The authors have benefited from the critical reading of the manuscript by our generous colleagues. We thank the following instructors:

Jack Bricker, Finger Lakes Community College  
 Sherri Broder, Boston College  
 Keith Bryant, University of Akron  
 Ken Chiano, Pima Community College  
 David Danbom, North Dakota State University  
 V. Baillie Dunlap, Rose State College  
 Lacy Ford, University of South Carolina  
 Larry Godel, Northeast Nebraska Community College

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Wendell Griffith, Okaloosa Walton Community College

Paul Harvey, Hill College

Wallace Hutcheon, Northern Virginia Community College

Donald Jacobs, Northeastern University

Perry Kaufman, Burlington County College

Andrea Kluge, Simon Fraser University

Salvatore LaGumina, Nassau Community College

Peter Mancall, University of Kansas

Joe Mays, Jackson State Community College

Richard Means, Mountain View College

Steve Michot, Mississippi County Community College

Alexandra Nickliss, City College of San Francisco

Emmett Panzella, Point Park College

Howard Rabinowitz, University of New Mexico

David Rubiales, Yuba College

Lonnie Sinclair, San Jacinto College North

James Sweeney, Old Dominion University

Michael Tate, University of Nebraska at Omaha

Ken Weatherbie, Delmar College

Stephen Weisner, Springfield Technical Community College

Carol Berkin, who is responsible for Chapters 2 through 6, also wishes to acknowledge the help of her colleagues Eli Faber and Norman Fainstein of the City University of New York; graduate students Kerry Candaele and Michael Sappol of Columbia University, and Janis Ruden and Simon Middleton of the CUNY Graduate Center. And finally, her two works-in-progress, Hannah Berkin-Harper and Matthew Berkin-Harper, provided invaluable support.

Christopher L. Miller, who is responsible for Chapters 1 and 7 through 14, is indebted to many students—uncounted numbers at the University of Texas, Pan American, and several with whom he has discussed this project over the Internet. Of special note were those who volunteered to read, criticize, and discuss various parts of this book including Cristi DeJuana, Bobby Lovett, Lynn Lavigne, Allan Vassberg, Hays Taylor, Stacy Granger, Hai Pham, and Mattias Ohden. Colleagues at the University of

Texas, Pan American, were very forthcoming with sound advice and helpful criticism, especially David Vassberg, Sarah Neitzel, Chad Richardson, Bobby Wrinkle, Jerry Polinard, and Rudolfo Rocha. A number of colleagues around the country also helped in innumerable ways including Barbara DeWolfe, Drew McCoy, Patricia Nelson Limerick, Calvin Martin, Allen Howard, Peter Inveson, Albert Hurtado, Elliot Brownlee, and James Henretta. He especially wants to thank Terry Cargill for his contributions to Chapters 13 and 14 and to acknowledge his greatest scholarly debt to Wilbur R. Jacobs, a patient and caring mentor. His greatest personal debt is to Samantha Colt Miller, Parrish Kelley, and Ian Kelley, who always rallied when the demands seemed overwhelming.

Robert W. Cherny, who is responsible for Chapters 15 through 23, wishes to thank the students who have worked as research assistants over the three years that this book was in various stages and drafts: Marie Bolton, Sarah Cherny, Katherine Davis, Beth Haigen, Cynthia Taylor, and David Winn. Nancy Helfter provided valuable advice on art history. Among his colleagues at San Francisco State, Jerald Combs, William Issel, and Jules Tygiel stand out for their helpfulness and support in ways too complex to describe here. Rebecca Marshall Cherny has been not just understanding about the considerable demands made by this project, but has provided encouragement and support in other ways as well.

Jim Gormly, who is responsible for Chapters 24 through 32, would like to acknowledge the role that Bill Fleming played in moving the idea of this textbook along during its initial stages. He also thanks his colleagues at the University of Texas, Pan American, and Washington and Jefferson College, and provides a special thanks for the understanding, ideas, advice, and critical eye that his wife, Sharon, has provided. Without her support, his part in this project would not have been possible.

The editorial staff at Houghton Mifflin have all been superb, especially Jean Woy and Sean Wakely, without whom the project would never have made it out from under that shade tree in south Texas. Jan Fitter's questions, comments, and suggestions have helped to sharpen and focus every page and every paragraph. Jeff Greene, Carol Newman, and Charlotte Miller also deserve special thanks for their handling of the final production process and for putting up with a lot from us.

C. B.  
C. L. M.  
R. W. C.  
J. L. G.



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# About the Authors

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Born in Mobile, Alabama, Carol Berkin received her A.B. from Barnard College and her Ph.D. from Columbia University. Her dissertation won the Bancroft Award. She is now professor of history at Baruch College and the Graduate Center of City University of New York. She has written *Jonathan Sewall: Odyssey of an American Loyalist* (1974) and is currently completing *The American Eve: Women in Colonial American Society*. She has edited *Women of America: A History* (with Mary Beth Norton, 1979) and *Women, War, and Revolution* (with Clara M. Lovett, 1980). Her articles have appeared in such collections as *The American Revolution: Changing Perspectives*, *Around the Square: Greenwich Village, 1830–1890*, *Portraits of American Women*, and *The Underside of American History*. She was contributing editor on southern women for *The Encyclopedia of Southern Culture*.

Professor Berkin has chaired the Dunning-Beveridge Prize Committee for the American Historical Association and the Columbia University Seminar in Early American History and served on the program committees for both the Society for the History of the Early American Republic and the Organization of American Historians. In addition, she has been a historical consultant for the National Parks Commission and served on the Planning Committee for the Department of Education's National Assessment of Educational Progress.

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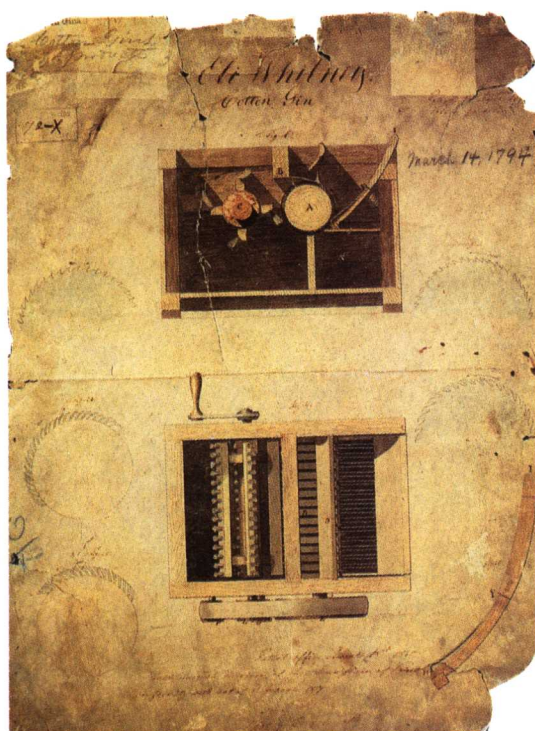
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