

MAKING A NATION

The United States and Its People

Volume Two

Jeanne Boydston

Nick Cullather

Jan Ellen Lewis

Michael McGerr

James Oakes

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MAKING A NATION

The United States and Its People

Volume II

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PREFACE

Every human life is shaped by a variety of different relationships. Cultural relations, diplomatic relations, race, gender, and class relations, all contribute to how an individual interacts with the larger global community. This was as true in the past as it is today. *Making a Nation* retells the history of the United States by emphasizing the relationships that have shaped and defined the identities of the American people. For example, to disentangle the identity of a Mexican American woman working in a factory in Los Angeles in the year 2000 is to confront the multiple and overlapping “identities” that define a single American life. *Making a Nation* assumes that the multiplicity of cultures, classes, and regions, the vast changes as well as the enduring elements of our past, can nonetheless be told as the story of a single nation, always in the making. There are many ways to explore these relationships. *Making a Nation* views them through the lens of political economy. This is an especially appropriate way to approach American history.

In March of 1776, Adam Smith published his masterpiece, *The Wealth of Nations*, a few months before American colonists declared their independence from Great Britain. The imperial crisis had been building for some time and was a topic of international discussion. Smith delayed publication of his work for a year so that he could perfect a lengthy chapter on Anglo-American relations. Thus *The Wealth of Nations*, one of the most important documents in a new branch of knowledge known as *political economy*, was written with a close eye to events in the British colonies of North America, the colonies that were soon to become the United States. The fact that a large portion of Smith’s book was framed as a history of England is equally important. Smith believed that history was one of the best ways to approach the study of political economy. *Making a Nation* shares that assumption; it takes political economy as an organizing theme for the history of the United States.

What did Smith and his many American followers mean by “political economy?” They meant, firstly, that the economy itself is much broader than the gross national product, the unemployment rate, or the twists and turns of the stock market. They understood that economies are tightly bound to politics, that they are therefore the products of history rather than nature or accident. And just as men and women make history, so to do they make economies—in the way they work and organize their families as much as in their fiscal policies and tax structures.

The term “political economy” is not commonly used any more, yet it is a way of thinking that is deeply embedded in American history. To this day we casually assume that different government policies create different “incentives” shaping everything from the way capital gains are invested to how parents raise their children, from how unmarried mothers on welfare can escape from poverty to how automobile manufacturers design cars for fuel efficiency and pollution control. This connection between government, the economy, and the relationships that shape the daily lives of ordinary men and women is the essence of political economy. But that connection points in different directions. Politics and the economy do not simply shape, but are in turn shaped by, the lives and cultural values of ordinary men and women.

In short, political economy establishes a context that allows students to see the links between the particular and the general, between large and seemingly abstract forces such as “globalization” and the struggles of working parents who find they need two incomes to provide for their children. *Making a Nation* shows that such relationships were as important in the seventeenth and eighteenth centuries as they are today.

So, for example, we begin this history of our nation by stepping back to view an early modern “world in motion.” Every chapter in the book opens with a vignette that captures the chapter’s theme, but each of the first six vignettes focuses on a different traveler whose life was set in motion by the European expansion across the Atlantic: an explorer, a settler, a young mother, a slave, a Native American. In a sense, globalization has been a theme in American history from its earliest beginnings. Europe, Africa, and the Americas were linked to each other in an Atlantic world across which everything was exchanged, deadly diseases along with diplomatic formalities, political structures and cultural assumptions, African slaves and European servants, colonists and commodities.

In subsequent chapters *Making a Nation* traces the development of the newly formed United States by once again stressing the link between the lives of ordinary men and women to the grand political struggles between Alexander Hamilton and Thomas Jefferson, between Andrew Jackson’s Democrats and Henry Clay’s Whigs. Should the federal government create a centralized bank? Should it promote economic development by sponsoring the construction of railroads, turnpikes, and canals? At one level, such questions exposed competing ideas about what American capitalism should look like and what the implications of those ideas were for

American democracy. But a closer look suggests that those same political quarrels were propelled by the concerns that farmers, workers, and businessmen were expressing about the pace and direction of economic change. A newly democratic politics had given many ordinary Americans a voice, and they immediately began speaking about the way the policies of the government affected the basic elements of their daily lives. They have been speaking the same way ever since.

Similarly, the great struggle over slavery and freedom—a struggle that literally tore the nation apart in the middle of the nineteenth century—is told as the story of dramatic political maneuvers and courageous military exploits, as well as the story of women who created the modern profession of nursing by caring for civil war soldiers and of runaway slaves who helped push the United States government into a policy of emancipation. The insights of political economy frame the way *Making a Nation* presents the transition from slave to free labor in the South after the Civil War. A new labor system meant an entirely new pattern of gender relations between freedmen and freedwomen whose marriages were legalized for the first time.

In the twentieth century, as America became a global power, the demands of the new political economy of urban and industrial America inform our examination of both U.S. diplomacy and domestic affairs. It was no accident, for example, that the civil rights leader A. Philip Randolph took advantage of the crisis of the Second World War to threaten Franklin Roosevelt's administration with a march on Washington. For Randolph, the demand for racial equality was inseparable from the struggle for a more equitable distribution of the rewards of a capitalist economy.

The United States victory in World War II, coupled with the extraordinary burst of prosperity in the war's aftermath, gave rise to fantasies of omnipotence that were tested and shattered by the American experience in Vietnam. Presidents, generals, and ordinary soldiers alike shared in the illusion of invulnerability. America's was the greatest democracy and the most powerful economy on earth. Thus did Americans in Southeast Asia in the late twentieth century find themselves in much the same place that Christopher Columbus had found himself centuries before: halfway around the world, face to face with a people whose culture he did not fully understand.

Student Learning Aids

To assist students in their appreciation of this history, we have added several distinctive features.

Chapter Opening Vignettes

The vignettes that open each chapter have already been mentioned; they are intended to give specificity as well as

humanity to the themes that follow. From the witchcraft trials in Salem to the 'Trumps' American dream, students are drawn into each chapter with interesting stories that illustrate the organizing factor of political economy.

"Where They Lived, Where They Worked" sections, such as the story of the company-owned town of Pullman, Illinois, featured in Chapter 20 help students see the connections between home and work that are obscured in most accounts of American history.

"Growing Up In America" includes the history of young people in a systematic way. Instead of just concentrating on famous people in history, these sections look particularly at one or a group of younger people and relate their experiences to the larger movements of their day. By providing students insights into the lives of ordinary people like themselves, such as Jarena Lee presented in Chapter 9, this special feature makes the text inherently more interesting.

"On Trial" highlights a series of cases, such as the Scottsboro trial in Chapter 24, that show how personal, social, and even political struggles are often played out as dramatic and illuminating courtroom battles.

Web Connection

Making a Nation is the first text to integrate Web-based activities into each of its chapters. Tied closely to the themes of the text, each Web Connection combines text, audio, and visuals to explore provocative topics in depth.

Maps

The study of history has always been enhanced by maps. To help students understand the relationships between places and events, *Making a Nation* provides extensive map coverage. With over 120 full color maps devoted to such topics as "Exploring the Trans-Mississippi West," "Patterns of Global Migration," and "The Globalization of the U.S. Economy," students can more readily place events in their geographic context. To capture the element of globalization, almost every chapter contains at least one map dedicated to that theme.

Pedagogical Aids

Each chapter has numerous aids to help students read and review the information. Chapter outlines, listing of key topics, chapter chronologies, review questions, further readings and a collection of related Internet sites are found in every chapter.

Additional Study Aids

In addition to providing several key documents in United States history, the Appendix presents demographic data reflecting the 2000 census figures. A Glossary explains important terms highlighted in the book, and an extended Bibliography offers an expanded compilation of literature, arranged by chapter.

Themes and Coverage

Because *Making a Nation* was written from the very beginning with an organizing theme in mind, we have been able to incorporate many topics relatively smoothly within the larger narrative. For example, this textbook includes some of the most extensive coverage of Indian and western history available, but because our coverage is integrated into the larger narrative, there is no need to provide a separate chapter on either topic. At the same time, the theme of political economy allows us to cover subjects that are often missed in standard texts. For example, *Making a Nation* includes more than the usual coverage of environmental history, as well as more complete coverage of the social and cultural history of the late twentieth century than is available elsewhere. And in every case the *politics* of globalization and environmentalism, of capitalist development and democratic reform, of family values and social inequality are never far from view. *Making a Nation* also provides full coverage of the most recent American history, from the end of the Cold War to the rise of a new information economy and on to the terrorist attacks against the World Trade Center and the Pentagon in September 2001. Here, again, the organizing theme of political economy provides a strong but supple interpretive framework that helps students understand developments that are making a nation in a new century.

Supplementary Instructional Materials

Making a Nation comes with an extensive package of supplementary print and multimedia materials for both instructors and students.

PRINT SUPPLEMENTS

Instructor's Resource Manual

Prepared by Laura Graves, South Plains College
Contains introduction to instructors, chapter outlines, detailed chapter overviews, discussion questions, lecture strategies, essay topics, suggestions for working with Web resources, and tips on incorporating Penguin titles in American history into lectures.

Test Item File

Prepared by Bruce Caskey, Herkimer County Community College
Includes over 1000 multiple-choice, true-false, essay, and map questions, organized by chapter. A collection of blank maps can be photocopied and used for map testing or other class exercises.

Study Guide (Volumes I and II)

Prepared by Laura Graves, South Plains College
Contains introduction to students, chapter overviews,

chapter outlines, map questions, sample exam questions, analytical reading exercises, collaborative exercises, and essay questions.

Documents in United States History (Volumes I and II)

Prepared by Paula Stathakis, University of North Carolina, Charlotte, and Alan Downs, Georgia Southern University

Edited specifically for *Making a Nation*, the Documents Set brings together over 200 primary sources and scholarly articles in American history. Headnotes and review questions contextualize the documents and prompt critical inquiry.

Transparencies

This collection of over 150 full-color transparencies provides the maps, charts, and graphs from the text for classroom presentations.

Retrieving the American Past 2001 Edition (RTAP)

RTAP enables instructors to tailor a custom reader whose content, organization, and price exactly match their course syllabi. Edited by historians and educators at The Ohio State University and other respected schools, RTAP offers instructors the freedom and flexibility to choose selections of primary and secondary source readings—or both—from 73 (14 new) chapters. Contact your local Prentice Hall representative for details about RTAP. Discounts apply when copies of RTAP are bundled with *Making a Nation*.

Themes of the Times



This special newspaper supplement is prepared jointly for students by Prentice Hall and the premier news publication, the *New York Times*. Issued twice a year, it contains recent articles pertinent to American history, which connect the classroom to the world. Contact your Prentice Hall representative for details.

Reading Critically about History

Prepared by Rose Wassman and Lee Rinsky, DeAnza College, this brief guide provides students with helpful strategies for reading a history textbook and is available free when packaged with *Making a Nation*.

Understanding and Answering Essay Question

Prepared by Mary L. Kelley, San Antonio College, this helpful guide provides analytical tools for understanding different types of essay questions and for preparing well-crafted essay answers. It is available free when packaged with *Making a Nation*.

MULTIMEDIA SUPPLEMENTS

Companion Website™

The access code protected *Companion Website*™ for *Making a Nation* is available at www.prenhall.com/boydston and

offers students one of the most comprehensive Internet resources available. Organized around the primary subtopics of each chapter, the *Companion Website*™ provides detailed summaries, multiple-choice, true-false, essay, identification, map labeling, and document questions and Web Connection activities based on the text. Overview tables in each chapter facilitate quick review. Hyperlinks to other Web resources provide students with access to screened sites. Chat rooms and message boards allow students to share their ideas about American history with their own class or with colleges across the country.

The *Faculty Module* contains a wealth of material for instructors, including Microsoft PowerPoint™ presentations with maps, charts, and graphs that can be downloaded.

History on the Internet

This guide focuses on developing the critical-thinking skills necessary to evaluate and use online resources. It provides a brief introduction to navigating the Internet and outlines the many references to history Websites. Available free when packaged with *Making a Nation*.

PowerPoint™ Images CD-ROM

Available in Windows and Mac formats for use with Microsoft PowerPoint™, this CD-ROM includes the maps, charts, tables, and graphs from *Making a Nation*. These resources can be used in lectures, for slide shows, and printed as transparencies.

COURSE MANAGEMENT SYSTEMS

As the leader in course-management solutions for teachers and students of history, Prentice Hall provides a variety of online tools. Contact your local Prentice Hall representative for a demonstration, or visit www.prenhall.com/demo

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Civic Culture (1999). She is currently completing an examination of the way the Founding generation grappled with the challenge presented to an egalitarian society by women and slaves and a second volume of the Penguin History of the United States. She received her AB from Bryn Mawr College, and MAs and PhD from the University of Michigan.

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MAKING A NATION

THE UNITED STATES AND ITS PEOPLE

Just as men and women make histories, so do they make nations.

By showing the links between the specific and the general, and between large and seemingly abstract forces such as globalization and political conflict with the daily struggles of ordinary women and men, *Making a Nation* provides students with a rich and compelling perspective on American history. Carefully crafted by a team of leading scholars and experienced teachers, *Making a Nation* gets behind the facts to reveal the many stories that made—and continually remake—American history.



A focus on the relationships that shape and define human identity.

Making a Nation returns again and again to the concept that everyone's life is formed by many different relationships. Whether it be Indians negotiating with colonists in the 18th century, newly-freed slaves in the 19th century, or immigrant garment workers in the present century, *Making a Nation* confronts the multiple and overlapping identities that define American life.

The Varieties of Colonial Experience

Although the eighteenth-century industrial and consumer revolutions tied the peoples of the North Atlantic world together and gave them many common experiences, factors such as climate, geography, immigration, patterns of economic development, and population density made for considerable variety. Although the vast majority of Americans lived in small communities or on farms, an increasing number lived in cities, and urban centers played a critical role in shaping colonial life. At the same time, farming regions, both slave and free, were maturing, changing the character of rural life. The growing colonial population continued to push at the frontiers of settlement, leading to the founding of a new colony in Georgia.

Political economy approach establishes a context for seeing the links between the particular and the general.

Making a Nation traces the development of the United States to show the connections between government, the economy, and the relationships that shape daily life. The insights of political economy allow students to understand that economies and politics are the products of history rather than nature or accident.

Conceptions of Political Economy in the New Republic

Most free Americans believed that the success of the republic depended ultimately on the political virtue of its citizens. By “political virtue,” they meant the essential characteristics of good republican citizens. In an age of breathtaking economic expansion, it is unsurprising that Americans associated those qualities with economic life. When people grew too wealthy and accustomed to luxury, many Americans believed, they grew lazy

A global perspective on American history.

More than any other text, *Making a Nation* highlights the ties between seemingly abstract forces and the struggles of ordinary men and women. It shows that globalization has been a theme of American history from its earliest beginnings—profoundly affecting human relationships on many different levels.

The Political Economy of Global Capitalism

The economic history of the late nineteenth century was sandwiched between two great financial panics, one in 1873 and the other in 1893. Both were followed by prolonged periods of high unemployment. Both led directly to tremendous labor unrest. The years between the two panics were marked by a general decline in prices that placed a terrible burden on producers. Farmers found that their crops were worth less at harvest time than they had been during planting season. They responded by expanding their enterprises to meet the worldwide demand for American agriculture.

OUTLINE

Anthony Comstock's Crusade Against Vice

The Varieties of Urban Culture

Minstrel Shows as Cultural Nostalgia

The Origins of Vaudeville

Sports Become Professional

World's Fairs: The Celebration
of the City

The Elusive Boundaries of Male and Female

The Victorian Construction
of Male and Female

Victorians Who Questioned
Traditional Sexual Boundaries

Immigration as a Cultural Problem

Josiah Strong Attacks Immigration

From Immigrants to Ethnic Americans
The Catholic Church and

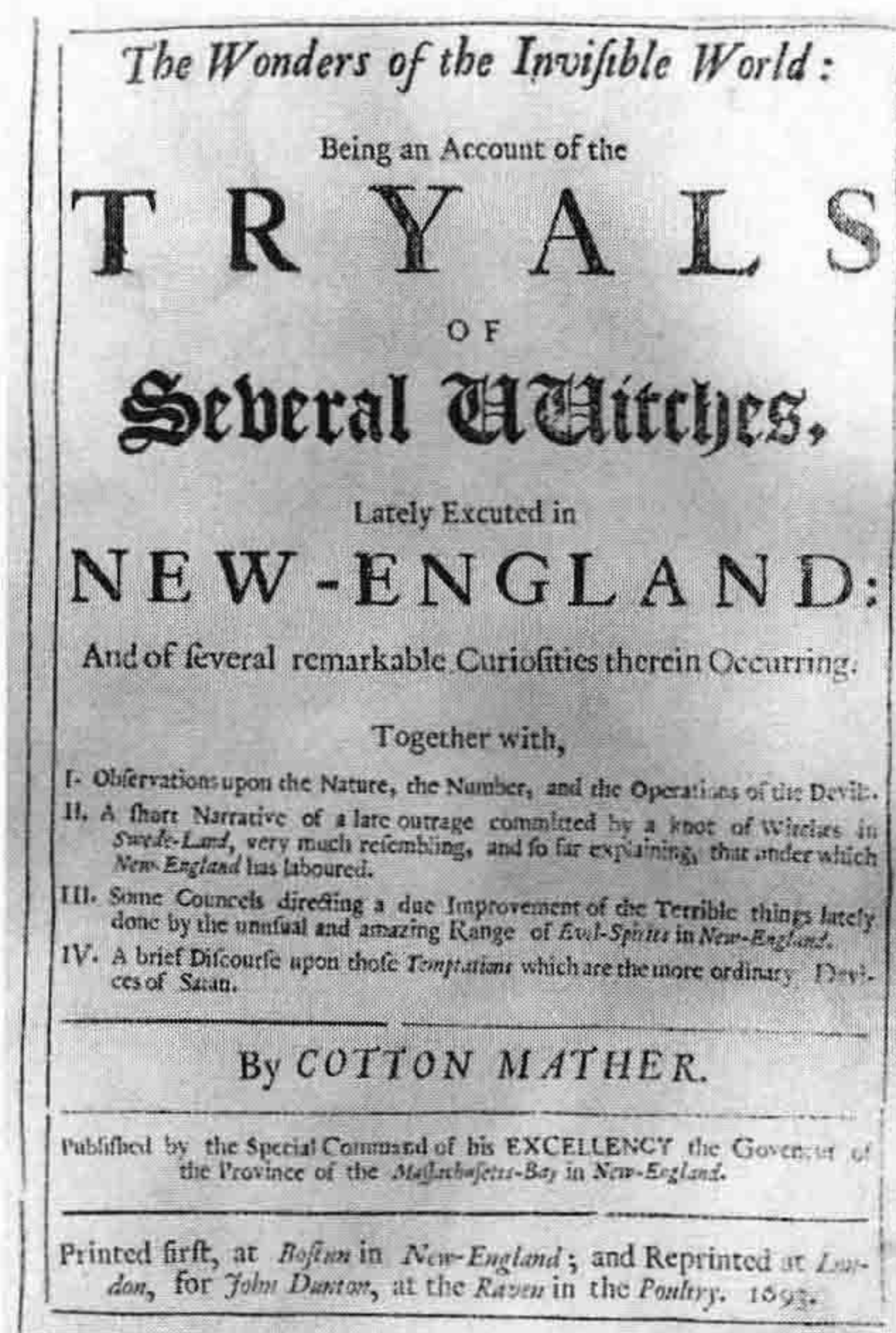
Tituba Shapes Her World and Saves Herself

Her name was Tituba. Some say she was African, a Yoruba. Others believe that she was an Arawak Indian from Guyana. Had she not been accused of practicing witchcraft in Salem, Massachusetts, in 1692, she surely would have been forgotten by history. Now, more than three centuries later, the record is dim. Her name appears on a list of slave children owned by a Barbados planter in 1677. Whether she came from South America or Africa, she had been torn away from her home and sent to work on a sugar plantation on the Caribbean Island that the English had colonized almost fifty years before. In those years, the English were enslaving small numbers of Arawaks from the northern coast of South America. The peaceful habits of the Arawaks and their domestic skills made them good house servants, while their alliance with the Dutch, who were at war with the English, made them vulnerable to English raiders. Sugar planters preferred African slaves, however, and by the

1670s they were importing 1,300 of them each year onto the tiny island in order to feed Europe's insatiable appetite for sugar. By 1680, the African population of Barbados, at 37,000, was more than twice that of the European. Whatever her origins, Tituba lived in an African-majority society and absorbed African customs.

Tituba was still young, probably a teenager, when she was taken, once again as a slave, to a new home in Massachusetts in 1680. She had been purchased by a young,

Harvard-educated Barbadian, Samuel Parris. Parris' father had failed as a planter, and now his son was about to meet the same fate as a merchant in Boston. Both planting and commerce were risky ventures, at the mercy of both the market and luck. Tituba found herself in Salem because of the market: Barbados planters wanted field hands and house servants, and now a failed merchant, Samuel Parris, abandoned commerce for the ministry. In 1689 Parris moved his



Chapter outlines at the beginning
of each chapter list primary
topics that follow.

Opening vignettes capture each
chapter's theme. Each chapter
in *Making a Nation* briefly nar-
rates the experiences of a per-
son whose life embodies the key
themes of the chapter.

Where They Lived, Where They

Worked sections help students see the connections between home and work, which are obscured in most accounts of American history.

WHERE THEY LIVED, WHERE THEY WORKED

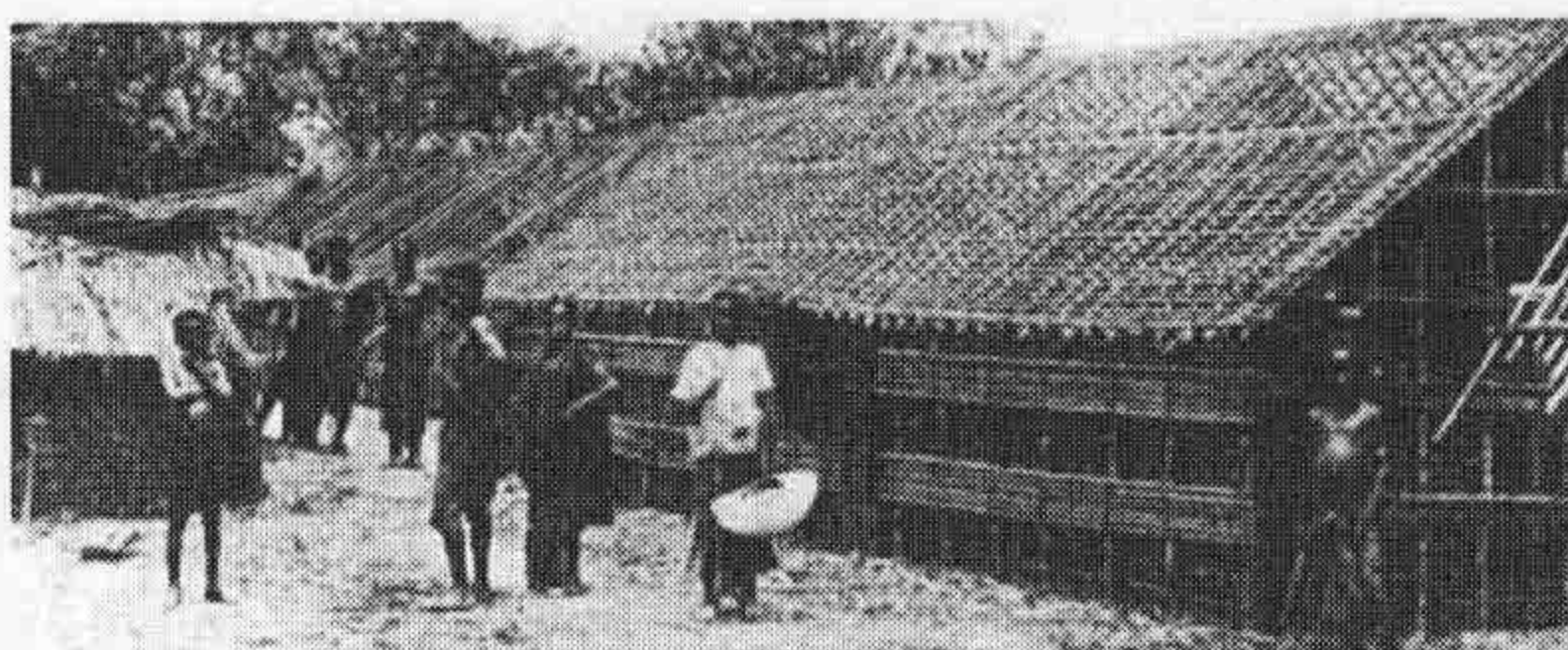
The Chesapeake Plantation Village

The eighteenth-century Chesapeake plantation village linked the worlds of Europe, Africa, and North America. The plantation itself was a hub of production, producing tobacco to sell in the markets of Europe, as well as many of the manufactured goods used on the plantation, such as nails, bricks, and cloth. All were produced by slave labor.

The plantation's architecture combined English and African elements. After about 1720, the most affluent planters began building large brick homes, copying Georgian styles then popular in England. The wooden buildings on the plantation, however, including the homes of less prosperous planters, slave cabins, and other "out" buildings, were constructed with African techniques. Their frames were much lighter, more like those of central African houses than of contemporary English

ones. Winding paths that followed the natural contours of the land and raised burial plots also reflected African influences. Plantation villages themselves bore an uncanny resemblance to an African king's village, in which smaller homes were arrayed behind the chieftain's main house.

Whites borrowed from African culture in other ways. The barbecue at which "a great number of young people met together with a Fiddle and Banjo played by two Negroes" represented a melding of European (the fiddle) and African (the banjo) music. The ecstatic shouting and visions of African worship services also made their way into Baptist and Methodist church services. These borrowings were usually silent. Black influences quietly made their way into white culture, in the process creating a culture that was neither fully African nor fully European.



Notice the similarities in construction between the Zaire home (top) and the Virginia cabin (bottom left). Although the photo of the Zaire home is from c. 1910 and the Virginia cabin from 1897, they suggest how African homes and Virginia slave cabins looked in the late eighteenth century. The planter's "big house" and the slave cabins and other out buildings made a small village, similar in layout to that of an African chieftain's. The photo (bottom right) is of the plantation community at Green Hill Plantation, built in the late eighteenth century.

Growing Up in America features

spotlight the history of young people, showing how American youth have always been part of a larger political economy.

GROWING UP IN AMERICA

Jane Addams at College

Jane Addams became a successful activist while still in school, long before she became famous for her social work among Chicago's poor. In 1877, at the age of 17, Addams enrolled in a seminary at Rockford, Illinois, to begin her college education. The fact that the school still called itself a seminary rather than a college was one indication that it had yet to transform its curriculum along the lines of Johns Hopkins, Cornell, or Harvard. Nevertheless, over the next several years, Jane and her contemporaries brought the struggle over the modern curriculum to Rockford. "So much of our time is spent in preparation, so much in routine . . .," Addams complained while at the seminary. She and her companions therefore made "various and restless attempts" to challenge the "dull obtuseness" of the college curriculum.

In one of those "various attempts" Jane and her friends took opium in an effort to stimulate their imaginations; it didn't work. They fell in love with the grand themes of Greek philosophy and Romantic literature, but in the end they yearned for a more practical course of study in history and economics. More than the others in her group, Jane resisted the "evangelical" pressure to become a missionary. Instead, she threw herself into the movement to upgrade Rockford's curriculum so that it could join the growing number of colleges that awarded bachelor's degrees to women. She and her friends studied mathematics. They represented Rockford at the state intercollegiate oratory competition, the first time a women's college in Illinois was represented at such an event.

Above all, Jane and her colleagues were fascinated by science. In it they saw the unvarnished search for truth, freed from all dogmatism. They were inspired by the example of Charles Darwin. They were frustrated by those teachers who had yet to accept the theory of natural selection and also by the meager scientific holdings in the school's library. "I used to bring back in my handbag books belonging to an advanced brother-in-law who had studied medicine in Germany," Addams wrote some years later, "and who was therefore quite emancipated."

By studying mathematics, science, history, and economics, Addams had taken it upon herself to step outside the



A young Jane Addams was one of a new generation of college-educated women who committed themselves to social reforms.

boundaries of the traditional seminary curriculum. In so doing she and her friends transformed Rockford. A year after she had left college, Addams and a classmate returned "to receive the degree we had so eagerly anticipated." Together with two new graduates, they "were dubbed B.A. on the very day that Rockford Seminary was declared a college in the midst of tumultuous anticipations."

ON TRIAL

The Supernatural on Trial—Witchcraft at Salem

The eruption of accusations had begun in the household of Salem Village's minister, Samuel Parris, a dissatisfied and bitter man, often at odds with the members of his congregation, when his daughter Betty and her cousin Abigail Williams tried to foresee their future husbands. These young women and the others who became accusers were among the most powerless segment of New England's white population, and they must have enjoyed these outbursts against order and authority and the attention they drew to themselves.

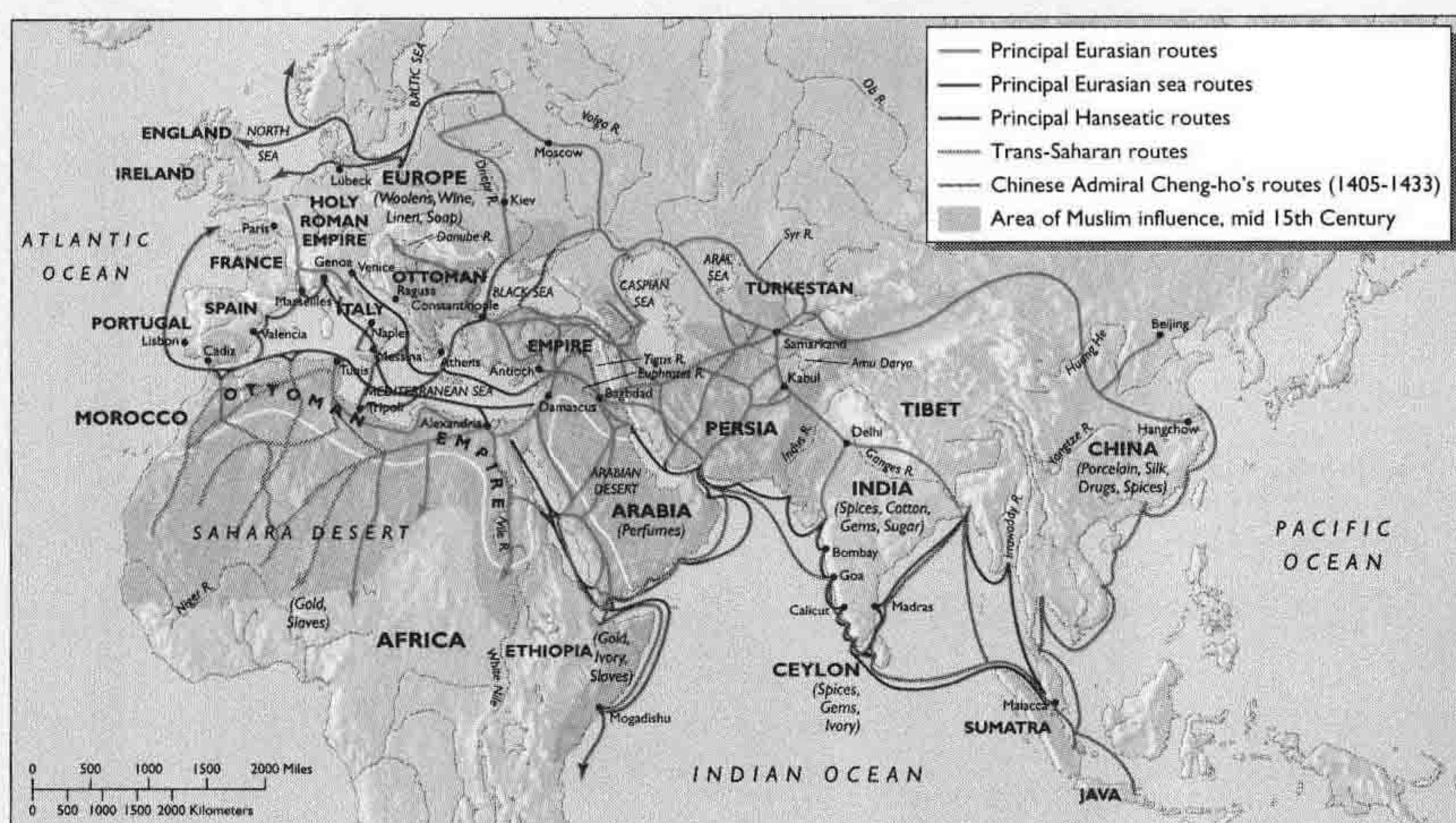
When questioned by those in authority, curses and shouts

guilty by at least two witnesses who had observed a particular act of malice. As Tituba discovered when she confessed and pointed the finger at others, in Salem all those who confessed were ultimately released, while all those who were executed maintained their innocence, even when they were tortured. Richard Carrier, age 28, and his brother Andrew, 16, confessed only when they were "tyed . . . Neck and Heels till the Blood was ready to come out of their Noses." They said their mother had recruited them. Their lives were spared; their mother, Martha Carrier, however, was executed.

Although it soon became evident that a confession was the

On Trial sidebars illuminate courtroom battles that profoundly affected the political, social, and cultural issues of the day.

Global Maps vividly illustrate the global context of American history.



Map 1-1 World Trade on the Eve of Discovery.

For a thousand years, world trade centered on the Mediterranean. European, Arab, and Asian traders criss-crossed much of the Eastern Hemisphere, carrying spices, silks, and cottons from Asia; linens, woolens, and wine from Europe; and gold and slaves from Africa.

W web connection

Stamping out Stamps

www.prenhall.com/boydston/stampact

In 1765, in the wake of its great victory in the Seven Years' War (known as the French and Indian War in the American colonies), Great Britain set about putting its imperial house in order. Retiring the debt was a major priority, and the Stamp Act was one of several revenue measures designed to force the colonies to pay a greater share of the costs of empire. Colonists refused to pay the new stamp tax. Instead they organized a boycott of British goods and proclaimed that Parliament lacked the power to tax them, something only their own colonial legislatures could legitimately do. Use the materials here to explore how Americans forged their own peculiar notions of representation.

Web Connection boxes in each chapter, prepared by John McClymer of Assumption College and Eileen Walsh of Bemidji State University, provide a direct link to Web-based learning activities that drill down to explore the impact of key episodes in American history. Combining primary sources, visuals, graphs, audio clips, and interactive maps, Web Connections provide opportunities for further exploration of important topics presented in *Making a Nation*.

Conclusions tie together the chapter's themes, review main topics, and set the stage for developments ahead.

Conclusion

At the middle of the seventeenth century, the New England and Chesapeake colonies could hardly have appeared more different. Although the forces of capitalism shaped each region, other factors left their distinctive imprint: the objectives of the founders, disease environment, demographic patterns, and relations with local Indians. In 1660, both regions had about 35,000 inhabitants, but the colonies of New England were much more settled. As much as anything else, the early history of New England was shaped by the extraordinary energy and cohesiveness of Puritan society. In fact, the cohesiveness of the New England colonies, their early success, and their great economic and social stability make them almost unique in the history of colonial ventures throughout the world. If New

England achieved settlement within a few years, unsettlement was the norm. That surely was the case in New Spain, New France, and New Netherland, which all bore the marks of rough, frontier societies for many decades. It was particularly true of the Chesapeake colonies, which were still raw colonial outposts, disproportionately populated by aggressive young men long after New England had achieved a secure and gratifying order.

All of the North American colonies were outposts in the global political economy, created to enrich their mother countries and enhance their power. The New England colonies were the striking exceptions. Indeed, had the Virginia Company known that the founders of Massachusetts wanted to create a religious refuge rather

Review Questions in each chapter ask students to consider the central problems of each chapter.

Review Questions

1. What were the objectives of the founders of Virginia? Why did the colony survive, in spite of poor planning?
2. What were the objectives of the founders of the Puritan colonies at Plymouth and Massachusetts Bay? Compare the early years of these colonies to those of the Virginia colony?
3. What place did gender play in the social order of the Chesapeake and New England colonies? Compare and contrast family life in the two regions.
4. Compare and contrast relations with the Indians in the Chesapeake and New England.

Chronologies found at the end of each chapter provide a review of key events.

CHRONOLOGY

1838	Frederick Douglass escapes from slavery	1848	Zachary Taylor elected president
1844	Samuel F. B. Morse invents the telegraph	1851	The "Maine Law" enacts temperance reform
1846	David Wilmot introduces his "proviso"	1852	<i>Uncle Tom's Cabin</i> published in book form Franklin Pierce elected president
1847	Treaty of Guadalupe Hidalgo	1854	Gadsden Purchase Ratified Kansas-Nebraska Act

Further Readings and History on the Internet sections at the end of each chapter provide annotated lists of suggested print and Web resources.

Further Readings

Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs* (1996). A provocative interpretation of Colonial Virginia that puts gender at the center.

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983). A comparison of the ways that Indians and New Englanders used, lived off, and changed the land.

John Demos, *A Little Commonwealth: Family Life in Plymouth Colony* (1970). Brief and beautifully written, this book helped revolutionize the writing of American social history by showing how much could be learned about

ordinary people from a sensitive reading of a wide variety of sources.

Jack P. Greene, *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (1988). An interpretive overview of Colonial development that argues that the Chesapeake was the most American region of all.

Ivor Noël Hume, *The Virginia Adventure: Roanoke to James Towne: An Archaeological and Historical Odyssey* (1994). A detailed and well-written history of the early Chesapeake settlements with a focus on archaeology.

History on the Internet

"Religion and the Founding of the American Republic. America as a Religious Refuge: The Seventeenth Century"

<http://lcweb.loc.gov/exhibits/religion/rel01.html>

Through this Library of Congress website, discover the role of religion in the founding of the New England colonies. This site details the religious persecution religious "nonconformists" experienced in their European

homelands and the promise of religious freedom the New World held out to these men and women.

"From Indentured Servitude to Racial Slavery"

<http://www.pbs.org/wgbh/aia/part1/1narr3.html>

Read about Virginia's recognition of slavery, slave codes, and the need for African slave labor. The site also contains scholarly commentary on the earliest African Americans and their experiences.

SUPPLEMENTS THAT MAKE A DIFFERENCE

Making a Nation comes with an extensive package of supplementary print and multimedia materials for both instructors and students.

PRINT SUPPLEMENTS

Instructor's Resource Manual

Prepared by Laura Graves, South Plains College

Contains introduction to instructors, chapter outlines, detailed chapter overviews, discussion questions, lecture strategies, essay topics, suggestions for working with Web resources, and tips on incorporating Penguin titles in American history into lectures.

Test Item File

Prepared by Bruce Caskey, Herkimer County Community College

Includes over 1000 multiple-choice, true-false, essay, and map questions, organized by chapter. A collection of blank maps can be photocopied and used for map testing or other class exercises.

Study Guide (Volumes I and II)

Prepared by Laura Graves, South Plains College

Contains introduction to students, chapter overviews, chapter outlines, map questions, sample exam questions, analytical reading exercises, collaborative exercises, and essay questions.

Documents in United States History (Volumes I and II)

Prepared by Paula Stathakis, University of North Carolina, Charlotte, and Alan Downs, Georgia Southern University

Edited specifically for *Making a Nation*, the Documents Set brings together over 200 primary sources and scholarly articles in American history. Headnotes and review questions contextualize the documents and prompt critical inquiry.

Transparencies

This collection of over 150 full-color transparencies provides the maps, charts, and graphs from the text for classroom presentations.

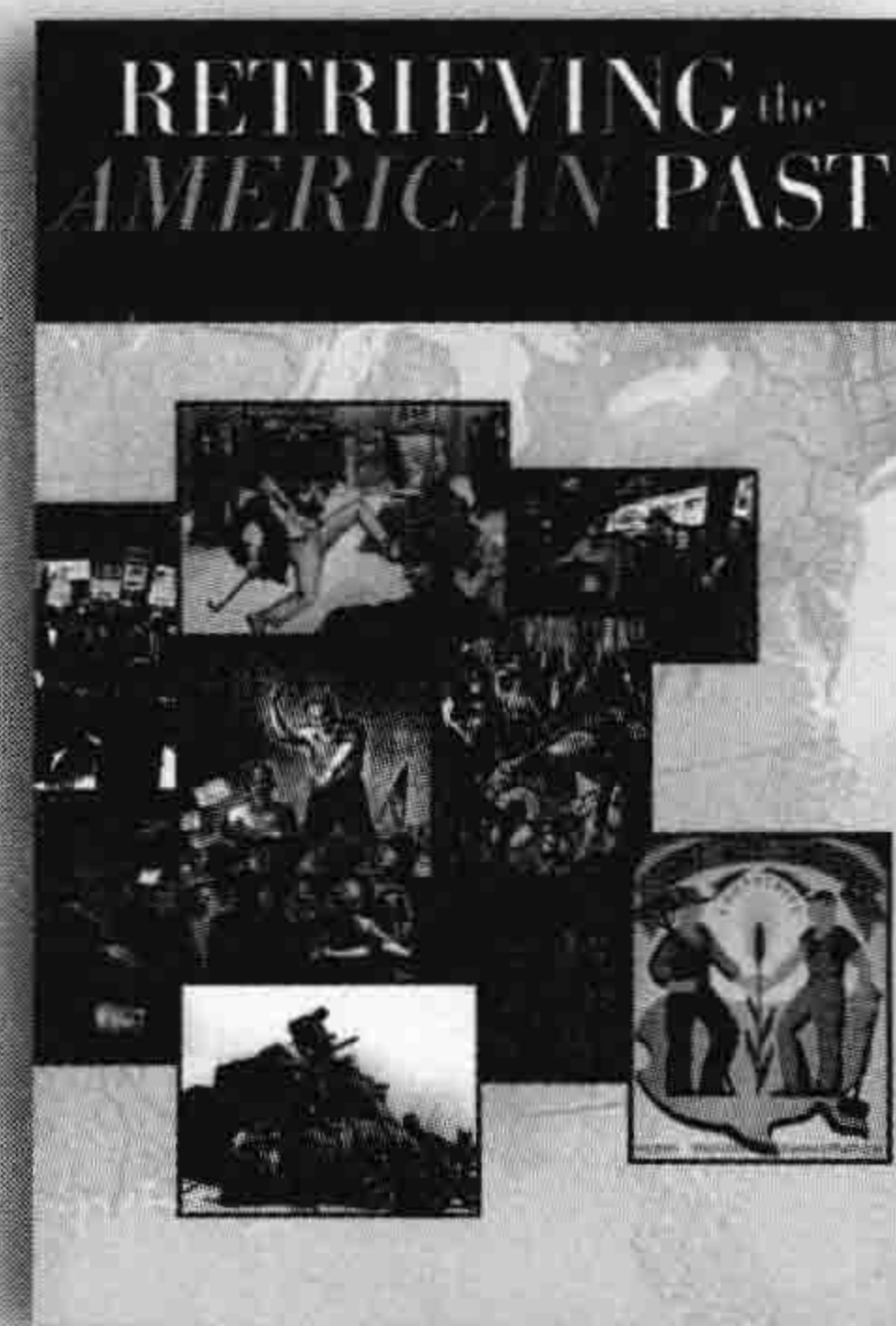
Retrieving the American Past

2001 Edition (RTAP) gives

instructors the opportunity to tailor a custom reader whose content, organization, and price exactly match the their course syllabi. Edited by

historians and educators at The Ohio State University and other respected schools, RTAP offers instructors the freedom

and flexibility to choose selections of primary and secondary source readings—or both—from 73 (14 new) chapters. Contact your local Prentice Hall representative for details about RTAP. Discounts apply when copies of RTAP are bundled with *Making a Nation*.



Themes of the Times

This special newspaper supplement is prepared



jointly for students by Prentice Hall and the premier news publication, the *New York Times*. Issued twice a year, it contains recent articles pertinent to American history, which connect the classroom to the world. Contact your Prentice Hall representative for details.

Reading Critically about History

Prepared by Rose Wassman and Lee Rinsky, DeAnza College, this brief guide provides students with helpful strategies for reading a history textbook and is available free when packaged with *Making a Nation*.

Understanding and Answering Essay Question

Prepared by Mary L. Kelley, San Antonio College, this helpful guide provides analytical tools for understanding different types of essay questions and for preparing well-crafted essay answers. It is available free when packaged with *Making a Nation*.