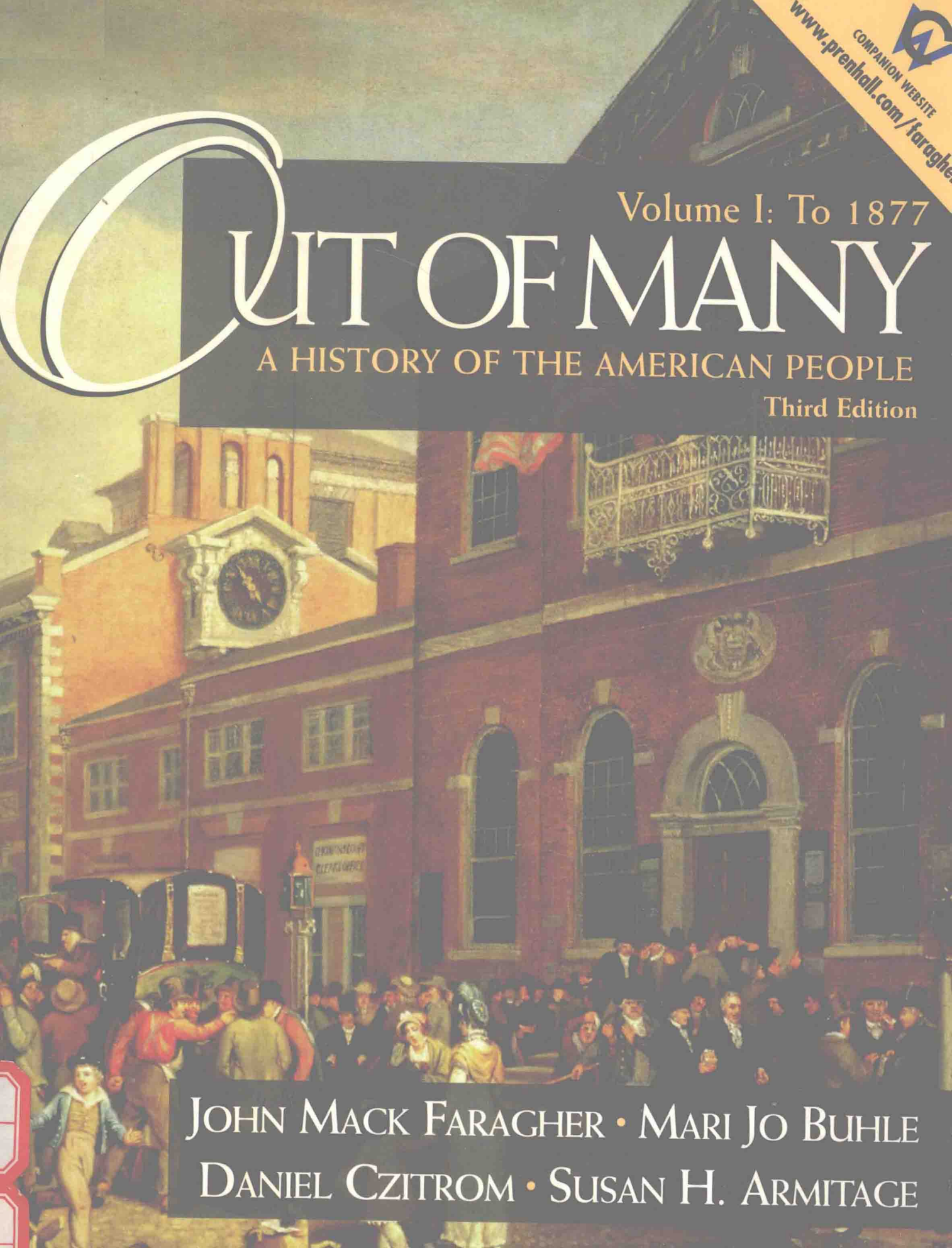


Volume I: To 1877

# OUT OF MANY

A HISTORY OF THE AMERICAN PEOPLE

Third Edition



JOHN MACK FARAGHER • MARI JO BUHLE  
DANIEL CZITROM • SUSAN H. ARMITAGE

VOLUME I  
TO 1877

# UT OF MANY

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## A HISTORY OF THE AMERICAN PEOPLE

THIRD EDITION

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TO OUR STUDENTS,  
OUR SISTERS,  
AND OUR BROTHERS



# PREFACE

*Out of Many, A History of the American People*, third edition, offers a distinctive and timely approach to American history, highlighting the experiences of diverse communities of Americans in the unfolding story of our country. These communities offer a way of examining the complex historical forces shaping people's lives at various moments in our past. The debates and conflicts surrounding the most momentous issues in our national life—independence, emerging democracy, slavery, westward settlement, imperial expansion, economic depression, war, technological change—were largely worked out in the context of local communities. Through communities we focus on the persistent tensions between everyday life and those larger decisions and events that continually reshape the circumstances of local life. Each chapter opens with a description of a representative community. Some of these portraits feature American communities struggling with one another: African slaves and English masters on the rice plantations of colonial Georgia, or Tejanos and Americans during the Texas war of independence. Other chapters feature portraits of communities facing social change: the feminists of Seneca Falls, New York, in 1848; the sitdown strikers of Flint, Michigan, in 1934; and the African Americans of Montgomery, Alabama, in 1955. As the story unfolds we find communities growing to include ever larger groups of Americans: The soldiers from every colony who forged the Continental Army into a patriotic national force at Valley Forge during the American Revolution; the movie-goers who dreamed a collective dream of material prosperity and upward mobility during the 1920s; and the Americans linked in ever-growing numbers in the virtual communities of cyberspace as the twenty-first century begins.

*Out of Many* is also the only American history text with a truly continental perspective. With community vignettes from New England to the South, the Midwest to the far West, we encourage students to appreciate the great expanse of our nation. For example, a vignette of seventeenth-century Santa Fé, New Mexico illustrates the founding of the first European settlements in the New World. We present territorial expansion into the American West from the point of view of the Mandan villagers of the upper Missouri River of North Dakota. We introduce the policies of the Reconstruction era through the experience of African Americans in the Sea Island of South Carolina. This continental perspective drives home to students

that American history has never been the preserve of any particular region.

In these ways *Out of Many* breaks new ground, but without compromising its coverage of the traditional turning points that we believe are critically important to an understanding of the American past. Among these watershed events are the Revolution and the struggle over the Constitution, the Civil War and Reconstruction, and the Great Depression and World War II. In *Out of Many*, however, we seek to *integrate* the narrative of national history with the story of the nation's many diverse communities. The Revolutionary and Constitutional period tried the ability of local communities to forge a new unity, and success depended on their ability to build a nation without compromising local identity. The Civil War and Reconstruction formed a second great test of the balance between the national ideas of the revolution and the power of local and sectional communities. The Depression and the New Deal demonstrated the impotence of local communities and the growing power of national institutions during the greatest economic challenge in our history. *Out of Many* also looks back in a new and comprehensive way—from the vantage point of the beginning of a new century and the end of the Cold War—at the salient events of the last fifty years and their impact on American communities. The community focus of *Out of Many* weaves the stories of the people and of the nation into a single compelling narrative.

## SPECIAL FEATURES

With each edition of *Out of Many* we have sought to strengthen its unique integration of the best of traditional American history with its innovative community-based focus and strong continental perspective. A wealth of special features and pedagogical aids reinforces our narrative and helps students grasp key issues.

- ◆ **Community and Diversity.** *Out of Many*, third edition, opens with an introduction, titled "Community and Diversity," that acquaints students with the major themes of the book, providing them with a framework for understanding American history.
- ◆ **Immigration and Community: The Changing Face of Ethnicity in America.** This feature, new to this edition, highlights

the impact of the immigrant experience on the formation of American communities. There are four Immigration and Community features in the book. The first covers the colonial period through 1800, the second covers from 1800 to 1860, the third covers from 1860 to 1930, and the last covers the period since 1930. Each is six pages long and opens with an overview of the character of immigration during the period in question. This overview is followed by a section called "In Their Own Words" that consists of extracts from primary sources written by immigrants themselves and by native-born Americans in response to the new arrivals. Study questions at the end of each Immigration and Community feature ask students to relate issues raised in the overview and documents to broader issues in American history.

- ◆ **History and the Land.** These features focus on the geographical dimension of historical change to give students an appreciation of the relationship between geography and history. Each elucidates an important historical trend or process with a map and a brief explanatory essay.
- ◆ **American Communities.** Each chapter opens with an American Communities vignette that relates the experience of a particular community to the broader issues discussed in the chapter.
- ◆ **Maps.** *Out of Many*, third edition, has more maps than any other American history textbook. Many maps include topographical detail that helps students appreciate the impact of geography on history.
- ◆ **Overview tables.** Overview tables, also new to this edition, provide students with a summary of complex issues.
- ◆ **Graphs, charts and tables.** Every chapter includes one or more graphs, charts, or tables that help students understand important events and trends.
- ◆ **Photos and illustrations.** The abundant illustrations in *Out of Many*, third edition, include many images that have never before been used in an American history text. None of the images is anachronistic—each one dates from the historical period under discussion. Extensive captions treat the

images as visual primary source documents from the American past, describing their source and explaining their significance.

- ◆ **Chapter-opening outlines and key topics lists.** These pedagogical aids provide students with a succinct preview of the material covered in each chapter.
- ◆ **Chronologies.** A chronology at the end of each chapter helps students build a framework of key events.
- ◆ **Review Questions.** Review questions help students review, reinforce, and retain the material in each chapter and encourage them to relate the material to broader issues in American history.
- ◆ **Recommended Reading and Additional Bibliography.** The works on the short, annotated Recommended Reading list at the end of each chapter have been selected with the interested introductory student in mind. The extensive Additional Bibliography provides a comprehensive overview of current scholarship on the subject of the chapter.

## CLASSROOM ASSISTANCE PACKAGE

In classrooms across the country, many instructors encounter students who perceive history as merely a jumble of names, dates, and events. *Out of Many*, third edition, brings our dynamic past alive for these students with a text and accompanying print and multimedia classroom assistance package that combine sound scholarship, engaging narrative, and a rich array of pedagogical tools.

## PRINT SUPPLEMENTS

### Instructor's Resource Manual

A true time-saver in developing and preparing lecture presentations, the *Instructor's Resource Manual* contains chapter outlines, detailed chapter overviews, lecture topics, discussion questions, readings, and information on audio-visual resources.

### Test Item File

Prepared by Gisela Ables, Mike McCormick, and David Aldstadt, Houston Community College

The *Test Item File* offers a menu of more than 1,500 multiple-choice, identification, matching, true-false, and essay test questions and 10–15 questions per chapter on maps found in each chapter. The guide

includes a collection of blank maps that can be photocopied and used for map testing purposes or for other class exercises.

#### Prentice Hall Custom Test

This commercial-quality computerized test management program, available for Windows, DOS, and Macintosh environments, allows instructors to select items from the Test Item File and design their own exams.

#### Transparency Pack

Prepared by Robert Tomes, St. John's University

This collection of more than 160 full-color transparency acetates provides instructors with all the maps, charts, and graphs in the text for use in the classroom. Each transparency is accompanied by a page of descriptive material and discussion questions.

#### Study Guide, Volumes I and II

Prepared by Elizabeth Neumeyer, Kellogg Community College, and S. Ross Doughty, Ursinus College

Each chapter in the *Study Guide* includes a chapter commentary and outline, identification terms, multiple-choice questions, short essay questions, map questions, and questions based on primary source extracts.

#### Documents Set, Volumes I and II

Prepared by John Mack Faragher, Yale University, and Daniel Czitrom, Mount Holyoke College

The authors have selected and carefully edited more than 300 documents that relate directly to the themes and content of the text and organized them into five general categories: community, social history, government, culture, and politics. Each document is approximately two pages long and includes a brief introduction and study questions intended to encourage students to analyze the document critically and relate it to the content of the text. The Documents Set is available at a substantial discount when packaged with *Out of Many*.

#### Retrieving the American Past:

##### A Customized U.S. History Reader

Written and developed by leading historians and educators, this reader is an on-demand history database that offers 52 compelling modules on topics in American History, such as: Women on the Frontier, The Salem Witchcraft Scare, The Age of Industrial Violence, and Native American Societies, 1870–1995. Approximately 35 pages in length, each module includes an introduction, several primary documents and secondary sources, follow-up questions, and

recommendations for further reading. By deciding which modules to include and the order in which they will appear, instructors can compile the reader they want to use. Instructor-originated material—other readings, exercises—can be included. Contact your local Prentice Hall Representative for more information about this exciting custom publishing option.

#### Understanding and Answering Essay Questions

Prepared by Mary L. Kelley, San Antonio College

This brief guide suggests helpful study techniques as well as specific analytical tools for understanding different types of essay questions and provides precise guidelines for preparing well-crafted essay answers. The guide is available free to students when packaged with *Out of Many*.

#### Reading Critically About History

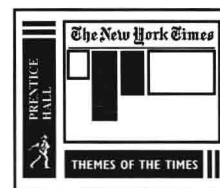
Prepared by Rose Wassman and Lee Rinsky, both of DeAnza College

This brief guide provides students with helpful strategies for reading a history textbook. It is available free when packaged with *Out of Many*.

#### Themes of the Times

*Themes of the Times* is a newspaper supplement prepared jointly by Prentice Hall and the premier news publication, *The New York Times*. Issued twice a year, it contains recent articles pertinent

to American history. These articles connect the classroom to the world. For information about a reduced-rate subscription to *The New York Times*, call toll-free: (800) 631-1222.



## MULTIMEDIA SUPPLEMENTS

#### History on the Internet

This brief guide introduces students to the origin and innovations behind the Internet and World Wide Web and provides clear strategies for navigating the web to find historical materials. Exercises within and at the end of the chapters allow students to practice searching the wealth of resources available to the student of history. This 48-page supplementary book is free to students when packaged with *Out of Many*.

#### Out of Many CD-ROM

This innovative electronic supplement takes advantage of the interactive capabilities of multimedia technology to enrich students' understanding of the geographic dimension of history with animated maps,

timelines, and related on-screen activities tied to key issues in each chapter of *Out of Many*.

#### Out of Many Companion Website

Address: <http://www.prenhall.com/faragher>

With the *Out of Many* Companion Website, students can now take full advantage of the World Wide Web and use it in tandem with the text to enrich their study of American history. The Companion Website ties the text to related material available on the Internet. Its instructional features include chapter objectives, study questions, news updates, and labeling exercises.

#### The American History CD-ROM

This vast library of more than 2500 images was compiled by Instructional Resources Corporation for instructors for creating slide shows and supplementing lectures. Among its resources are 68 film sequences, 200 works of art, and more than 100 maps. It also includes an overview of historical periods narrated by Charles Kuralt.

## ACKNOWLEDGMENTS

In the years it has taken to bring *Out of Many* from idea to reality and to improve it in successive editions, we have often been reminded that although writing history sometimes feels like isolated work, it actually involves a collective effort. We want to thank the dozens of people whose efforts have made the publication of this book possible.

At Prentice Hall, Todd Armstrong, Executive Editor, gave us his full support and oversaw the entire publication process. David Chodoff, Senior Development Editor, greatly helped to strengthen the book's most distinctive features with his careful attention to detail and clarity. Susanna Lesan, now Editor-in-Chief of Development, worked with us on the first edition of the text; without her efforts this book would never have been published. Louise Rothman, Production Editor, oversaw the entire complicated production process in an exemplary fashion. Barbara Salz, our photo researcher, expertly tracked down the many pertinent new images that appear in this edition.

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wrote chapters 18–20, 25–26, 29–30; Daniel Czitrom wrote chapters 17, 21–24, 27–28, 31; and Susan Armitage wrote chapters 9–16.

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# COMMUNITY & DIVERSITY

One of the most characteristic features of our country has always been its astounding variety. The American people include the descendants of native Indians, colonial Europeans, Africans, and migrants from virtually every country and continent. Indeed, as we enter the new century the nation is absorbing a tide of immigrants from Latin America and Asia that rivals the great tide of immigrants from eastern and southern Europe that arrived at the beginning of the twentieth century. Moreover, the United States is one of the world's largest nations, incorporating more than 3.6 million square miles of territory. The struggle to make a nation out of our many communities is what much of American history is all about. That is the story told in this book.

Every human society is made up of communities. A community is a set of relationships that link men, women, and their families into a coherent social whole, more than the sum of its parts. In a community people develop the capacity for unified action. In a community people learn, often through trial and error, how to transform and adapt to their environment. The sentiment that binds the members of a

community together is the origin of group identity and ethnic pride. In the making of history, communities are far more important than even the greatest of leaders, for the community is the institution most capable of passing a distinctive historical tradition to future generations.

Communities bind people together in multiple ways. They can be as small as the local neighborhood, in which people maintain face-to-face relations, or as large as the imagined entity of the nation. This book examines American history from the perspective of community life—an ever widening frame that has included larger and larger groups of Americans.

Networks of kinship and friendship, and connections across generations and among families, establish the bonds essential to community life. Shared feelings about values and history establish the basis for common identity. In communities, people find the power to act collectively in their own interest. But American communities frequently took shape as a result of serious conflicts among groups, and within communities there often has been significant fighting among competing groups or classes. Thus the term community,



John L. Krimmel, Election Day in Philadelphia (1815).

John L. Krimmel, Painting, (1786-1821); oil on canvas, H. 16" x W. 25". (AN.59.131) Courtesy, Winterthur Museum, Election Day in Philadelphia (1815).

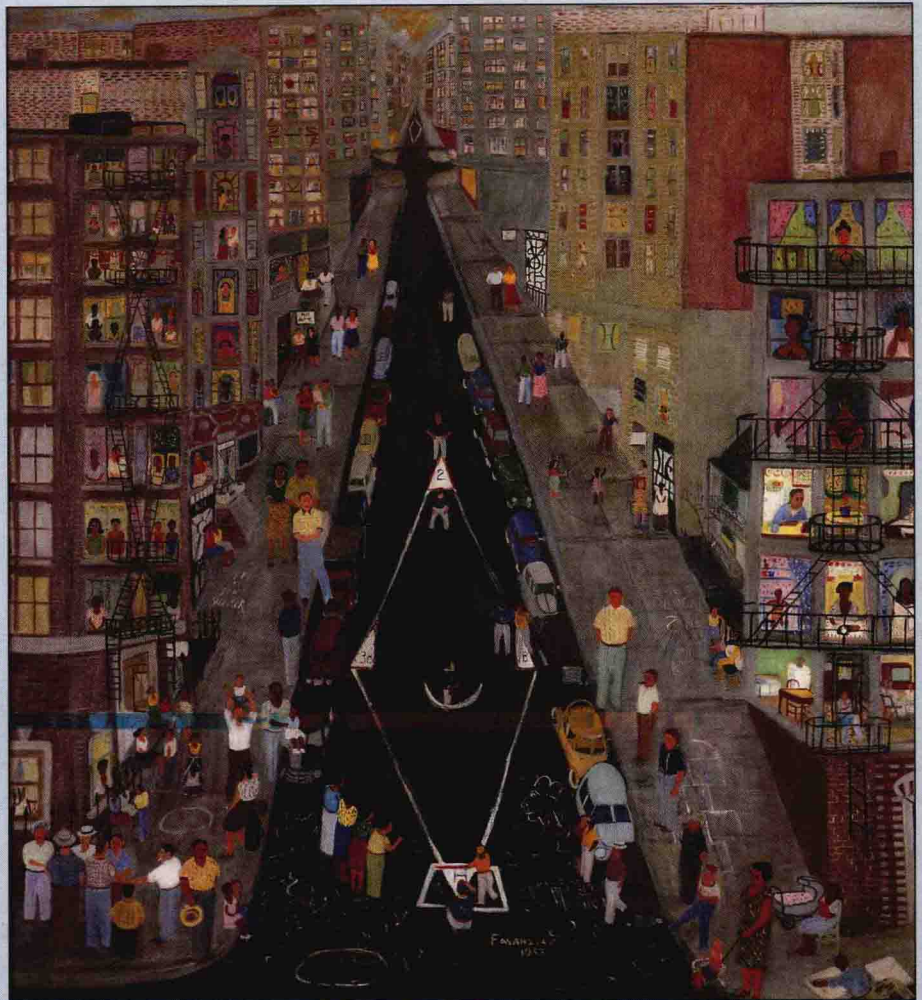


as we employ it here, includes tension and discord as well as harmony and agreement.

For years there have been persistent laments about the “loss of community” in modern America. But community has not disappeared—it is continually being reinvented. Until the late eighteenth century, community was defined primarily by space and local geography. The closer one gets to the present, the more community is reshaped by new and powerful historical forces such as the nation state, the marketplace, industrialization, the corporation, mass immigration, and electronic media.

The American Communities vignettes that open each chapter of *Out of Many* reflect this shift. Most of the vignettes in the pre-Civil War chapters focus on geographically-defined communities, such as the ancient Indian city at Cahokia, or the experiment in industrial urban planning in early nineteenth-century Lowell, Massachusetts. In the post-Civil War chapters different and more modern kinds of communities make their appearance—the community of Hollywood movie audiences in the 1920s, or the “virtual communities” made possible by new computer technologies. Also, the nearer we get to the present, the more we find Americans struggling to balance their membership in several communities simultaneously. These are defined not simply by local spatial arrangements, but by categories as varied as racial and ethnic groups, occupations, political affiliations, and consumer preferences.

The title for our book was suggested by the Latin phrase selected by John Adams, Benjamin Franklin, and Thomas Jefferson for the Great Seal of the United States: *E Pluribus Unum*—“Out of Many Comes Unity.” These men understood that unity could not be imposed by a powerful central authority but had



Ralph Fasanella, *Sunday Afternoon—Stickball Game*, 1953

to develop out of mutual respect among Americans of different backgrounds. The revolutionary leadership expressed the hope that such respect could grow on the basis of a remarkable proposition: “We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.” The national government of the United States would preserve local and state authority but would guarantee individual rights. The nation would be strengthened by guarantees of difference.

*Out of Many*—that is the promise of America, and the premise of this book. The underlying dialectic of American history, we believe, is that as a people





William Hahn, *Market Scene, Sansome Street, San Francisco*. Crocker Art Museum, Sacramento, CA. E.B. Crocker Collection.

William Hahn, *Market Scene, Sansome Street, San Francisco*.

we need to locate our national *unity* in the celebration of the *differences* that exist among us; these differences can be our strength, as long as we affirm the promise of the Declaration. Protecting the "right to be different," in other words, is absolutely fundamental to the continued existence of democracy, and that right is best protected by the existence of strong and vital communities. We are bound together as a nation by the ideal of local and cultural differences protected by our common commitment to the values of our revolution.

Today—with the many social and cultural conflicts that abound in the United States—some Americans have lost faith in that vision. But our history shows that the promise of American unity has always been problematic. Centrifugal forces have been powerful in the American past, and at times the country has seemed about to fracture into its component parts. Our transformation from a collection of groups and regions into a nation has been marked by painful and often violent struggles. Our past is filled with conflicts between Indians and colonists, masters and slaves,

Patriots and Loyalists, Northerners and Southerners, Easterners and Westerners, capitalists and workers, and sometimes the government and the people. Americans often appear to be little more than a contentious collection of peoples with conflicting interests, divided by region and background, race and class.

Our most influential leaders also sometimes suffered a crisis of faith in the American project of "liberty and justice for all." Thomas Jefferson not only believed in the inferiority of African Americans, but he feared that immigrants from outside the Anglo-American tradition might "warp and bias" the development of the nation "and render it a heterogeneous, incoherent, distracted mass." We have not always lived up to the American promise, and there is a dark side to our history. It took the bloodiest war in American history to secure the human rights of African Americans, and the struggle for full equality continues nearly a century and a half later. During the great influx of immigrants in the early twentieth century, fears much like Jefferson's led to movements to *Americanize* the foreign born by forcing them, in the words of one leader, "to give



up the languages, customs, and methods of life which they have brought with them across the ocean, and adopt instead the language, habits, and customs of this country, and the general standards and ways of American living." Similar thinking motivated Congress at various times to bar the immigration of Asians and other ethnic groups into the country, and to force assimilation on American Indians by denying them the freedom to practice their religion or even to speak their own language. Such calls for restrictive unity resound in our own day.

But other Americans have argued for a more idealistic version of *Americanization*. "What is the American, this new man?" asked the French immigrant Michel Crèvecoeur in 1782. "A strange mixture of blood which you will find in no other country," he answered; in America, "individuals of all nations are melted into a new race of men." A century later Crèvecoeur was echoed by historian Frederick Jackson Turner, who believed that "in the crucible of the frontier, the immigrants were Americanized, liberated, and fused into a mixed race, English in neither nationality nor characteristics. The process has gone on from the early days to our own."

The process by which diverse communities have come to share a set of common American values is one of the most fundamental aspects of our history. It did not occur, however, because of compulsory *Americanization* programs, but because of free public education, popular participation in democratic politics, and the impact of popular culture. Contemporary America does have a common culture: we laugh at the same television sitcoms and share the same aspirations to

own a home and send our children to college—all unique American traits.

To a degree that too few Americans appreciate, this common culture resulted from a complicated process of mutual discovery that took place when different ethnic and regional groups encountered one another. Consider just one small and unique aspect of our culture, the barbecue. Americans have been barbecuing since before the beginning of written history. Early settlers adopted this technique of cooking from the Indians—the word itself comes from a native term for a framework of sticks over a fire on which meat was slowly cooked. Colonists typically barbecued pork, fed on Indian corn. African slaves lent their own touch by introducing the use of hot sauces. Thus the ritual that is a part of nearly every American family's Fourth of July silently celebrates the heritage of diversity that went into making our common culture.

The American educator John Dewey recognized this diversity early in this century. "The genuine American, the typical American is himself a hyphenated character," he declared, "international and interracial in his make-up." The point about our "hyphenated character," Dewey believed, "is to see to it that the hyphen connects instead of separates." We, the authors of *Out of Many*, share Dewey's perspective on American history. "Creation comes from the impact of diversity," wrote the American philosopher Horace Kallen. We also endorse Kallen's vision of the American promise: "A democracy of nationalities, cooperating voluntarily and autonomously through common institutions, . . . a multiplicity in a unity, an orchestration of mankind." And now, let the music begin.



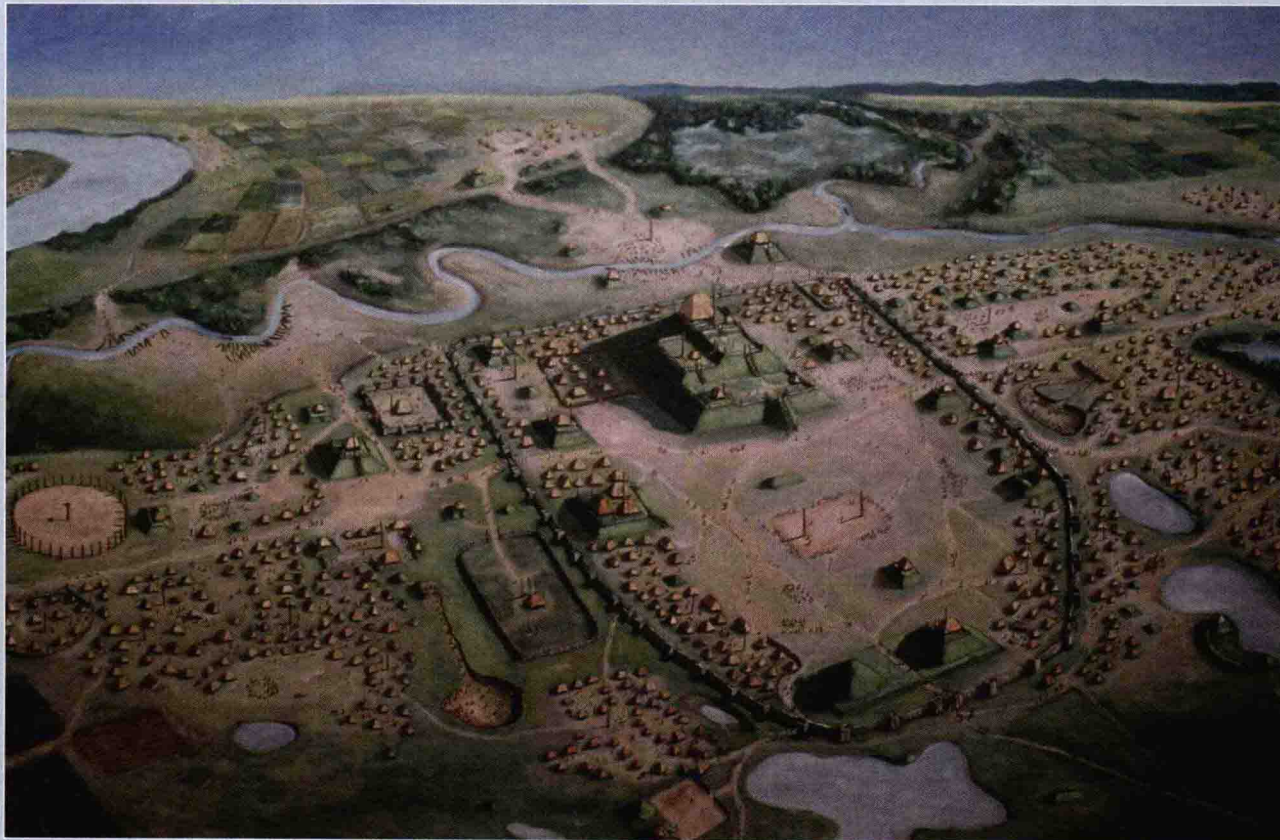


# CHAPTER ONE

## A CONTINENT OF VILLAGES

TO 1500

Painting of aerial view of Cahokia Mounds circa A.D. 1100–1150. By William R. Iseninger. Cahokia Mounds State Historic Site.



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