

THE AMERICAN JOURNEY

A HISTORY OF THE UNITED STATES



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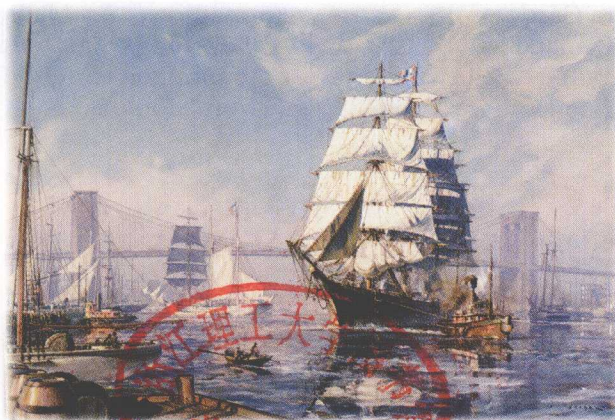
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AMERICAN JOURNEY

A HISTORY OF THE UNITED STATES

COMBINED VOLUME

BRIEF SECOND EDITION



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PREFACE

The journey that led us to *The American Journey* began in the classroom with our students. We wrote this book for them and we kept their needs foremost as we set about preparing this second edition.

Over the years we have subjected our students to many American history books—including the first edition of this one—and they have let us know what they liked and disliked, what they found difficult and what they grasped easily, what they skipped and what they devoured. Most important, they have told us what connects history to their own experience and brings it alive.

Our goal is to make American history accessible to students. The key to that goal—the core of the book—is a strong clear narrative. American history is a compelling story and we seek to tell it in an engaging, forthright way. But we also provide students with an abundance of tools—including outlines, key topics lists, chronologies, overview tables, highlighted key terms, review questions, and hundreds of maps, graphs, and illustrations—to help them absorb that story and put it in context. We introduce them to the concerns of the participants in history with primary source documents. And, in a new feature called “America’s Journey: From Then to Now,” we connect events and issues from the past to the concerns of the present.

But if we wrote this book to appeal to our students, we also wrote it to engage their minds. We wanted to avoid academic trendiness, particularly the restricting categories that have divided the discipline of history over the last twenty years or so. We believe that the distinctions involved in the debates about multiculturalism and identity, between social and political history, between the history of the common people and the history of the elite, are unnecessarily confusing.

What we seek is integration—to combine political and social history, to fit the experience of particular groups into the broader perspective of the American past, to give voice to minor and major players alike because of their role in the story we have to tell.

Approach

In telling our story, we had some definite ideas about what we might include and emphasize that other texts do not—information we felt that the current and next generations of students will need to know about our past to function best in a new society.

CHRONOLOGICAL ORGANIZATION A strong chronological backbone supports the book. We have found that the jumping back and forth in time characteristic of some American history textbooks confuses students. They abhor dates but need to know the sequence of events in history. A chronological presentation is the best way to be sure they do.

GEOGRAPHICAL LITERACY We also want students to be geographically literate. We expect them not only to know what happened in American history, but where it happened as well. Physical locations and spatial relationships were often important in shaping historical events. The abundant maps in *The American Journey*—all numbered and called out in the text—are an integral part of our story.

COVERAGE OF THE SOUTH AND WEST The South and the West play significant roles in this text. American history is too often written from a Northeastern perspective, at least when it comes to discussing cities, economic development, and reform. But not only were the South and West developing in their own ways throughout American history, they were and remain important keys to the emerging character of the nation as a whole.

POINT OF VIEW *The American Journey* presents a balanced overview of the American past. But “balanced” does not mean bland. We do not shy away from definite positions on controversial issues, such as the nature of early contacts between Native Americans and Europeans, why the political crisis of the 1850s ended in a bloody Civil War, and how Populism and its followers fit into the American political spectrum. If students and instructors disagree, that’s great; discussion and dissent are important catalysts for understanding and learning.

RELIGION Nor do we shy away from some topics that play relatively minor roles in other texts, like religion. Historians are often uncomfortable writing about religion and tend to slight its influence. This text stresses the importance of religion in American society both as a source of strength and a reflection of some of its more troubling aspects.

Historians mostly write for each other. That’s too bad. We need to reach out and expand our audience. An American history text is a good place to start. Our students are not only our future historians, but more important, our future. Let their American journey begin.

The Brief Edition

We prepared the brief version of our text, *The American Journey*, in response to the demand for abridged textbooks in the field, by instructors who wanted to use readings, computer simulations, or a variety of other sources of information as well as a textbook in their courses.

The Brief Edition of *The American Journey* is about 60 percent as long as the complete version. We cut 25 percent of the text, and made up the rest of the cuts by eliminating some of the photographs and maps. In cutting the text, deletions were made on a line-by-line basis, mostly by cutting extra details and examples. Painful as that process was, we are pleased that we were able to keep all of the topics covered in the big book, the narrative chronology, and many of the revealing quotes. All of the pedagogical features are still there—the key topics at the beginning of the chapter, the chronologies, summary tables, and the America's Journey Essays in the body of the chapter, and the review questions at the end of the chapter.

Features of the Text

The American Journey includes an array of features and pedagogical tools designed to make American history accessible to students.

- ❖ The **Student Tool Kit** that follows this preface helps students get the most out of the text and its features. It introduces students to key conventions of historical writing and it explains how to read maps, graphs, and tables.
- ❖ A new feature, **America's Journey: From Then to Now**, relates important issues and events in each chapter to the issues and events of today, letting students see the relevance of history to their lives. Examples include “The American Revolution and the Teaching of American History” (Chapter 6), “From the Eaton Affair to Monicagate” (Chapter 10), “The Confederate Battle Flag” (Chapter 19), and “The Culture Wars” (Chapter 26).
- ❖ An **Outline** and **Key Topics** list give students a succinct overview of each chapter.
- ❖ Each chapter begins with an engaging **opening story** that highlights important themes.
- ❖ **Overview Tables** in each chapter summarize complex issues.
- ❖ Chapter **chronologies** help students build a framework of key events.

- ❖ **Key Terms** are highlighted within each chapter and defined in an end-of-book **Glossary**.
- ❖ Chapter **Review Questions** help students review the material in a chapter and relate it to broader themes.
- ❖ A list of **Recommended Readings** at the end of each chapter directs interested students to further information about the subject of the chapter.
- ❖ **Where To Learn More** sections describe important historical sites students can visit to gain a deeper understanding of the events discussed in the chapter.
- ❖ A list of **Web Resources** at the end of each chapter directs students to relevant web sites.
- ❖ Abundant maps, charts, and graphs help students understand important events and trends. The *topographical detail* in many of the maps helps students understand the influence of geography on history.
- ❖ Illustrations and photographs—tied to the text with detailed captions—provide a visual dimension to history.

Supplementary Instructional Materials

The American Journey comes with an extensive package of supplementary print and multimedia materials for both instructors and students.

Print Supplements

The print supplements that are available to users of *The American Journey* will expand the possibilities available to instructors while enhancing the learning experiences of their students.

Instructor's Resource Manual

Test Item File

Prentice Hall Custom Test

Transparency Pack

Study Guide (Volumes I and II)

Documents in U.S. History (Volumes I and II)

Retrieving the American Past: A Customized U.S. History Reader

Reading Critically about History

Understanding and Answering Essay Questions

Themes of the Times

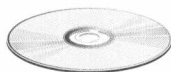
Course Management Systems

Prentice Hall now offers unprecedented opportunity for instructors to design their own on-line courses through our new **CourseCompass™**.

Multimedia Supplements

Mapping American History: Interactive Explorations CD-ROM.

Prepared by Gerald Danzer, University of Illinois–Chicago, and attached to the text, this unique resource provides more than 120 interactive map activities and exercises organized by chapters in the text. The program uses audio, video, photographs, and illustrations to provide a complete multimedia experience. The icon of a CD shown here will identify the maps that appear on the CD-ROM.



Powerpoint Images CD-ROM

Available in Windows and Mac formats, this CD-ROM provides maps, charts, graphs, summary tables, and other useful material from *The American Journey*.

Companion Website™

Available at <http://www.prenhall.com/goldfield>, this interactive history center provides students with review questions as well as interactive maps and timelines and source documents, including the American Views primary documents that appeared in the previous edition. Entry to these resources is available through access codes that are provided free to students with the purchase of the text.

The *Faculty Mode* contains materials for instructors, including a downloadable Microsoft PowerPoint™ presentation with maps, charts and graphs, summary tables, and other lecture material that can be presented as is or can be customized according to an instructor's specific needs.

STUDENT TOOL KIT

When writing history, historians use maps, tables, and graphs to help their readers understand the past. What follows is an explanation of how to use the historian's tools that are contained in this book.

Text

Whether it is a biography of George Washington, an article on the Civil War, or a survey of American history such as this one, the text is the historian's basic tool for discussing the past. Historians write about the past using narration and analysis. *Narration* is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us

to know, what they thought, felt, feared, or desired. Using *analysis*, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history. In this book, narration and analysis are interwoven in each chapter.

Study Aids

A number of features in this book are designed to aid in the study of history. Each chapter begins with *Key Topics*, a short list of the most important issues that will be covered in the chapter. A *Conclusion* at the end of each chapter puts the subject of the chapter in the broader perspective of U.S. history. Both these study aids can be used to review important concepts.

WORLDS APART, TO 1600

OUTLINE

- before 1492
- Misperceptions of Discovery
- Colonization

KEY TOPICS

- ❖ Native-American, West African, and European society on the eve of contact
- ❖ The reasons for Europe's impulse to global exploration
- ❖ The Spanish, French, and English experiences in America in the sixteenth century
- ❖ Consequences of contact between the Old and New Worlds

Key Topics List

Maps

Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 5-1 from Chapter 5 shows the British colonies on the eastern seaboard of North America in 1763, about twelve years before the American Revolution. It has three features to help you read it: a *caption*, a *legend*, and a *scale*. The caption explains the historical significance of the map. Here the caption tells us that in 1763 the British government sought to restrict colonial settlement west of the Appalachian Mountains to prevent conflict between colonists and Indians. Colonial frustration with this policy contributed to the outbreak of the American Revolution.

The legend and the scale appear in the lower right corner of the map. The legend provides a key to what the symbols on the map mean. The solid line stretching along the Appalachian Mountains from Maine to Georgia represents the Proclamation Line of 1763—the line meant to restrict colonial

settlement. Cities are marked with a dot, capitals with a star, and forts by a black square. Spanish territory west of the Mississippi River is represented in yellow-brown; territory settled by Europeans is represented in green. The scale tells us that $7/8$ ths of an inch on the map represents 300 miles (about 480 kilometers) on the ground. With this information, estimates of the distance between points on the map are easily made.

The map also shows the *topography* of the region—its mountains, rivers, and lakes. This helps us understand how geography influenced history in this case. For example, the Appalachian Mountains divide the eastern seaboard from the rest of the continent. The mountains obstructed colonial migration to the west for a long time. By running the Proclamation Line along the Appalachians, the British hoped to use this natural barrier to separate Indians and colonists. Note how small the green areas are, that is, the areas of European settlement, relative to the immense size of North America. Note also how the map shows that the Europeans tended to settle near the coasts and along rivers and across plains.

Map 5-1 Colonial Settlement and the Proclamation Line of 1763

This map depicts the regions claimed and settled by the major groups competing for territory in eastern North America. With the Proclamation Line of 1763, positioned along the crest of the Appalachian Mountains, the British government tried to stop the westward migration of settlers under its jurisdiction, and thereby limit conflict with the Indians. The result, however, was frustration and anger on the part of land-hungry settlers.

Caption

Scale

Legend



Graphs

Historians use graphs to make comparisons and summarize trends. Comparisons can be made between groups of people, regions of the country, products, time periods—whatever focuses the reader's attention on an important historical development. The two types of graphs used in this book are *pie charts* and *line graphs*. The names denote the way the graphs are drawn to make comparisons. All graphs show the num-

bers of some significant factor—people, goods, or prices—at a given time or how they fluctuated over a given period. Figure 20-1 is a pie chart—so called because it looks like a pie cut into slices. It illustrates changes in the types of jobs people held in the American labor market during the period 1870–1910. Figure 10-1 is a bar graph that shows voter turnout in national elections during the Jacksonian period.

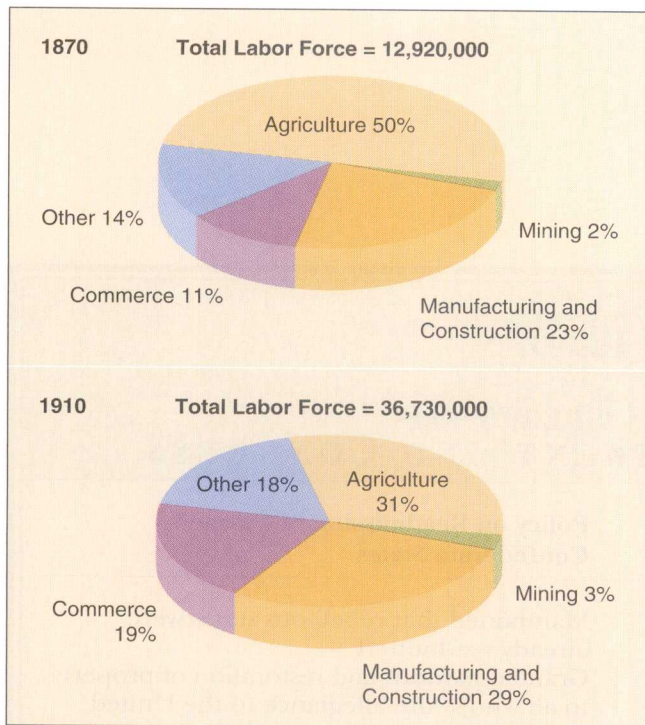


Figure 20-1 Changes in the American Labor Force, 1870–1910

The transformation of the American economy in the late nineteenth century changed the nature and type of work. By 1910 the United States was an urban, industrial nation with a matching work force that toiled in factories and for commercial establishments (including railroads), and less frequently on farms.

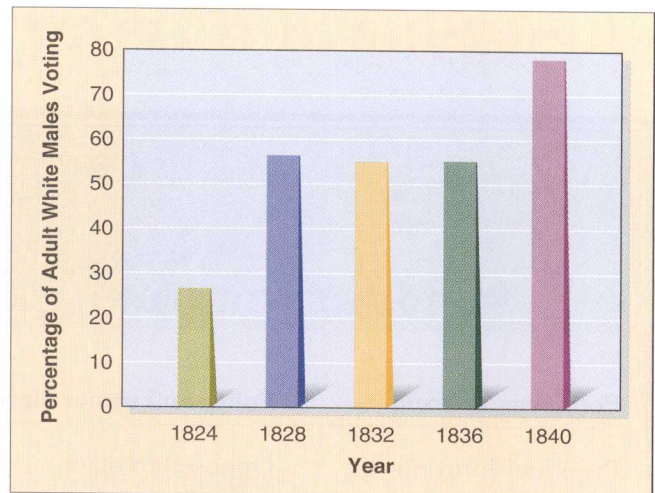


Figure 10-1 Voter Turnout in Presidential Elections, 1824–1840

The creation of mass-based political parties dramatically increased voter turnout in presidential elections. Voting surged in 1828 with the emergence of the Jacksonian Democratic Party, and again in 1840 when the Whig Party learned to appeal to the mass electorate.

Source: Richard P. McCormick, "New Perspectives on Jacksonian Politics" in *The Nature of Jacksonian America*, ed. Douglas T. Miller (1972), p. 103.

Overview Tables

The *Overview* tables in this text are a special feature designed to highlight and summarize important topics within a chapter. The Overview table shown here, for example, summarizes the contrasting views of Reconstruction held by prominent individuals and political groups during that period.

Chronologies

Each chapter includes a *Chronology*, a list of the key events discussed in the chapter arranged in chronological order. The chronology for Chapter 18 lists the dates of key events during the Reconstruction era from 1865 to 1877. Chronologies provide a review of important events and their relationship to one another.

OVERVIEW

CONTRASTING VIEWS OF RECONSTRUCTION: PRESIDENT AND CONGRESS

| Politician or Group | Policy on Former Slaves | Policy on Readmission of Former Confederate States |
|----------------------|---|---|
| President Johnson | Opposed to black suffrage Silent on protection of black civil rights Opposed to land redistribution | Maintained that rebellious states were already readmitted Granted pardons and restoration of property to all who swore allegiance to the United States |
| Radical Republicans | Favored black suffrage Favored protection of black civil rights Favored land redistribution | Favored treating rebellious states as territories and establishing military districts* Favored limiting franchise to black people and loyal white people |
| Moderate Republicans | Favored black suffrage Favored protection of civil rights Opposed land redistribution | Favored some restrictions on white suffrage* Favored requiring states to meet various requirements before being readmitted* Split on military rule |

*True of most but not all members of the group.

America's Journey: From Then to Now

The feature called *America's Journey: From Then to Now* connects events and trends in the past to issues that

confront Americans today, illustrating the value a historical perspective can contribute to our understanding of the world we live in. The example here, from Chapter 4, traces the vitality and diversity of religion in America today to the religious diversity of the earliest colonists.

AMERICA'S JOURNEY FROM THEN TO NOW The Columbus Quincentenary

In the early 1990s, Americans struggled over how to commemorate the upcoming quincentenary of Columbus's 1492 voyage to the New World. To celebrate the anniversary of the event that launched the "Age of Discovery," New York City arranged for an impressive display of tall ships sailing into its harbor. These plans, however, sparked a vigorous opposition. Critics urged a boycott of New York's festivities, fearing that they would encourage an "extravaganza of Nationalism, Patriotism, and self-congratulatory media messages reinforcing current-day Western mythology." They called for very different public observances, including a commemoration of five hundred years of Native American

several continents that began with Columbus's voyage. The notion of encounter provided a framework within which to understand the intertwined fates of Native Americans, African slaves, and European immigrants. It likewise provoked consideration of nonhuman transatlantic travelers—plants, animals, germs—and the dramatic ways in which they shaped history.

The debate over the Columbus Quincentenary reminded Americans that historical commemorations can be vexed affairs. Because they are public occasions, such observances invite citizens to grapple with the complexity of the past and to realize that no single perspective can illumi-

Recommended Readings, and Where to Learn More

At the end of each chapter is a lists of books—*Recommended Readings*—that provides greater information about the topics discussed in the chapter. The section called *Where to Learn More* lists important historical sites and museums that provide first-hand exposure to historical artifacts and settings.

Web Resources

At the end of each chapter is an annotated list of web sites that contain sources and materials relevant to the chapter content.

Glossary

Significant historical terms are called out in **heavy type** throughout the text. These are listed alphabetically and defined in a *glossary* at the end of the book.

Where to Learn More

- ❖ **Henry Ford Museum and Greenfield Village**, Dearborn, Michigan. With 12 acres of exhibit space, the museum houses nearly 250,000 artifacts of American industry (not merely the automobile industry). The major attraction is a long-term exhibit, "Made in America: The History of the American Industrial System."
- ❖ **Edison National Historic Site**, West Orange, New Jersey. The site contains the Edison archives, including photographs, sound recordings, and industrial and scientific machinery. Its twenty historic structures dating from the 1880–1887 period include Edison's home and laboratory.
- ❖ **Japanese American National Museum**, Los Angeles, California. Housed in a converted Buddhist temple, this museum includes artifacts and photographs of early Japanese immigration

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