

THE ESSENTIAL AMERICA

GEORGE B. TINDALL

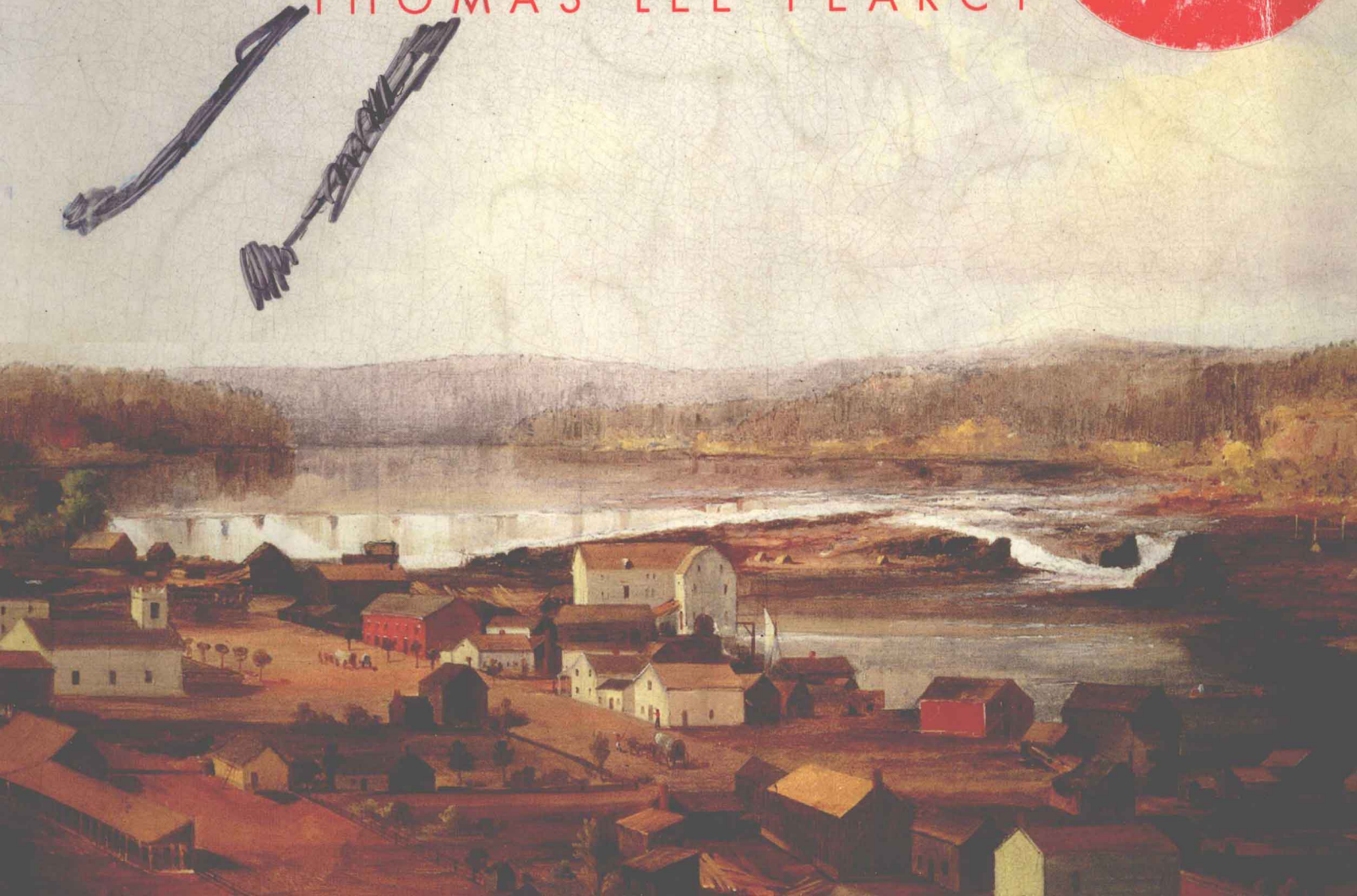
DAVID E. SHI

THOMAS LEE PEARCY

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AMERICA

VOLUME 1

George B. Tindall

David E. Shi

Thomas Lee Percy

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The Essential

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The Essential AMERICA

For Bruce and Blair
For Jason and Jessica
For Shauna

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PREFACE

Most observers agree that we are living through a digital revolution. There is less agreement, however, about the impact this revolution will have on our habits of reading and learning. Some confidently predict that printed books will be outmoded in the twenty-first century, completely replaced by digital technologies. At the other end of the spectrum, there are those who express alarm at our willingness to embrace new digital technologies at the expense of the book. Such critics warn that we are sacrificing the opportunity for thinking deeply in our rush to gain access to information.

To a surprising degree, the warring champions of the pixel and the page share the assumption that these technologies represent fundamentally opposed forces that cannot coexist in our high-tech future. We beg to differ. The printed book and the new multimedia technologies can complement each other very well.

This assumption undergirds the publication before you: The printed *Essential America* and the electronic *Essential America* were conceived together and developed in tandem. Printed book and E-book, each makes the most of its distinctive medium to convey the basics of American history to beginning students and arouse in them the desire to know more.

The aim of *The Essential America* is to furnish students with the fundamental elements of American history. To do so, we have compressed the brief version of *America* by at least one-third, omitting some supporting detail, examples, and quotations while maintaining the book's broad coverage, accuracy, and, we hope, appeal. As you can see, the look of *The Essential America* represents a major departure. With its four-color design, large trim size, and clear double-column page, this version of *America* allows us to enrich the essentials with many color illustrations, a new full-color map program, and some new pedagogical features.

The new educational tools aim to help students grasp the essentials while never losing sight of the larger themes running through the book. The seven parts of the book open with multipage spreads that identify and outline five basic themes: political, economic, social, cultural, and global. Each theme is stated by way of a general question that applies to that part of the book. We hope these thematic questions suggest to students the larger developments at work over longer periods of time. The questions can guide students' reading or serve as essay topics. Each theme is also outlined at the start of each part so that students can readily follow its development through the relevant chapters. Finally, each theme is highlighted by an icon that appears "lit" (in color) at the top of each page



that addresses that theme. Students can use these icons to follow a thematic thread through the book or to keep themselves oriented thematically as they read chapters. Our aim is to give students thematic guidance throughout the text.

In the electronic *Essential America*, we hope to have realized some of the potential that the new digital technologies hold for teaching and learning. The E-book delivers the full text, maps, and illustrations of the printed text enhanced with multimedia materials for review and enrichment. It employs a technology that achieves a smooth integration of text and multimedia elements. It has an attractive on-screen design, readable type, and intuitive navigation devices. The E-book also furnishes students with a suite of study tools, from highlighters and sticky notes to custom searches and a personal notebook for assembling multimedia materials. For a preview of the electronic *Essential America*, visit the Web site at www.wwnorton.com/eamerica.

To offer a more complete integration of pixel and page, we have also created *The Essential America* On-line Tutor, which students can access at no charge, whether they are using the printed or the electronic *Essential America*. The On-line Tutor features review and research materials developed specifically for *The Essential America*. Its on-line quizzes test the students' grasp of the text; the on-line topic for each chapter encourages further research, since documents, still images, audio, and video materials are accessible through the site.

Just as the pencil has survived the typewriter, we are confident that printed books will survive in our digital world. Through this distinctive attempt to harness the considerable powers of both print and digital technologies, we hope we are advancing the efforts of all to teach and learn American history ever more effectively.

This new version of *America* features an outstanding ancillary package that supplements the text. *For the Record: A Documentary History of America*, by David E. Shi and Holly A. Mayer (Duquesne University), is a rich resource with over 300 primary-source readings from diaries, journals, newspaper articles, speeches, government documents, and novels. It also has four special chapters on interpreting illustrations and photographs as historical documents. The Study Guide, by Charles Eagles (University of Mississippi), is another valuable resource. It contains chapter outlines, learning objectives, timelines, vocabulary exercises, short-answer questions, and essay questions, as well as source readings for each chapter. Norton Presentation Maker is a CD-ROM slide and text resource that includes all the images from the text as well as four-color maps, 1,000 additional images from Library of Congress archives, and 30 audio clips from significant historical speeches. Finally, the Instructor's Manual and Test Bank, by Jonathan Lee (San Antonio College), includes a test bank of short-answer and essay questions as well as detailed chapter outlines, lecture suggestions, and bibliographies that include the addresses of useful Web sites.

This version of *America* benefited from the insights and suggestions of many people. The following scholars have provided close readings at var-

ious stages: Lucy Barber (University of California at Davis), Michael Barnhart (State University of New York at Stony Brook), Saul Cornell (Ohio State University), Charles Eagles (University of Mississippi), Timothy Gilfoyle (Loyola University), Tera Hunter (Carnegie-Mellon University), Walter Johnson (New York University), Peter Kolchin (University of Delaware), Christopher Morris (University of Texas at Arlington), Arwen Mohun (University of Delaware), David Parker (Kennesaw State University), Thomas Sugrue (University of Pennsylvania), and Marilyn Westerkamp (University of California at Vera Cruz). Once again, we thank our friends at W. W. Norton & Company, especially Steve Forman, Jon Durbin, Steve Hoge, Kate Lovelady, Kate Nash, Lory Frenkel, Matthew Arnold, Rubina Yeh, and Nan Sinauer for their care and attention along the way.

—George B. Tindall

—David E. Shi

—Thomas L. Pearcy



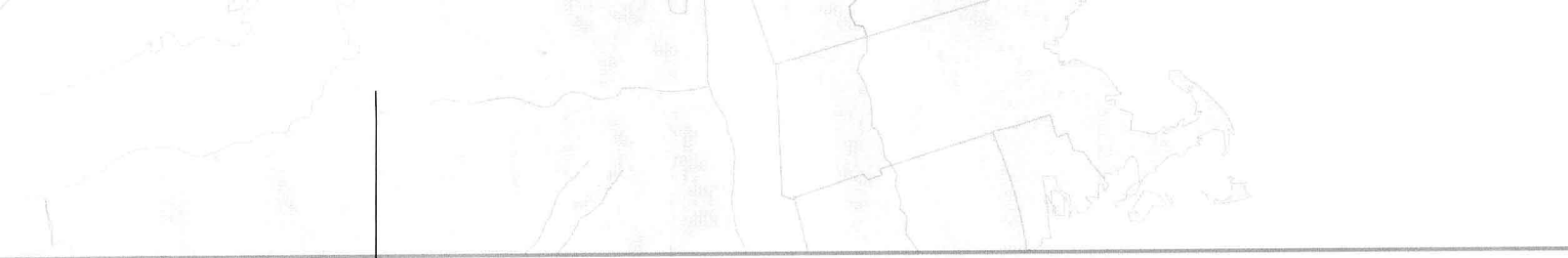
PART

A New World

1

Long before Christopher Columbus accidentally discovered the New World in his effort to find a passage to Asia, the tribal peoples he mislabeled “Indians” had occupied and shaped the lands of the Western Hemisphere. By the end of the fifteenth century, when Columbus began his voyage west, there were millions of Native Americans living in the “New World.” Over the centuries, they had developed stable, diverse, and often highly sophisticated societies, some rooted in agriculture, others in trade or imperial conquest.

The Native American cultures were, of course, profoundly affected by the arrival of peoples from Europe and Africa. The Indians were exploited, enslaved, displaced, and exterminated. Yet this conventional tale of conquest oversimplifies the complex process by which Indians, Europeans, and Africans interacted. The Indians were more than passive victims; they



were also trading partners and rivals of the transatlantic newcomers. They became enemies and allies, neighbors and advisors, converts and spouses. As such they fully participated in the creation of the new society known as America.

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

Yet such enticements were not sufficient to attract enough workers to keep up with the rapidly expanding colonial economies. The Europeans began to force Indians to work for them, but there were never enough of them to meet the unceasing demand. Moreover, Indian slaves often escaped or were so rebellious that several colonies banned their use. The Massachusetts legislature did so because Indians were of such “a malicious, surly and revengeful spirit; rude and insolent in their behavior, and very ungovernable.”

Beginning early in the seventeenth century, more and more colonists turned to the African slave trade for their labor needs. This development would transform American society in unexpected ways. Few Europeans during the colonial era saw the contradiction between the New World’s promise of individual freedom and the expanding institution of race slavery. Nor did they reckon with the problems associated with introducing into the new society a race of peoples they considered alien and unassimilable.

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

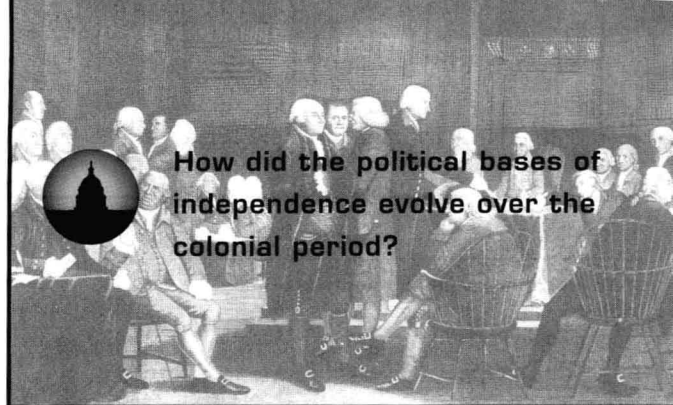
At the same time, imperial rivalries among the Spanish, French, English, and Dutch produced numerous intrigues and costly wars. The monarchs of Europe had a difficult time trying to manage and exploit this fluid and often volatile colonial society. Many of the colonists brought with them to the New World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

ESSENTIAL THEMES

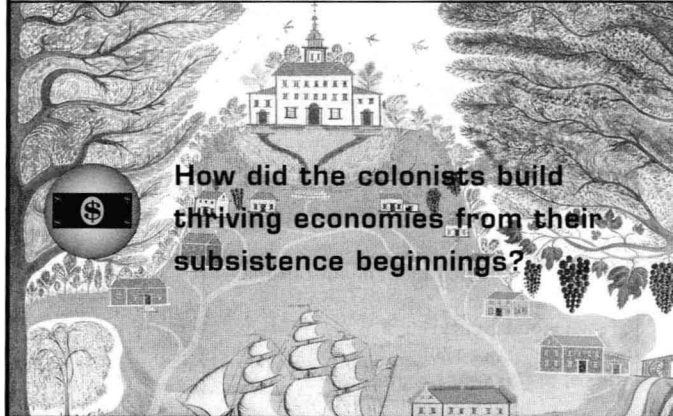
CRITICAL QUESTIONS



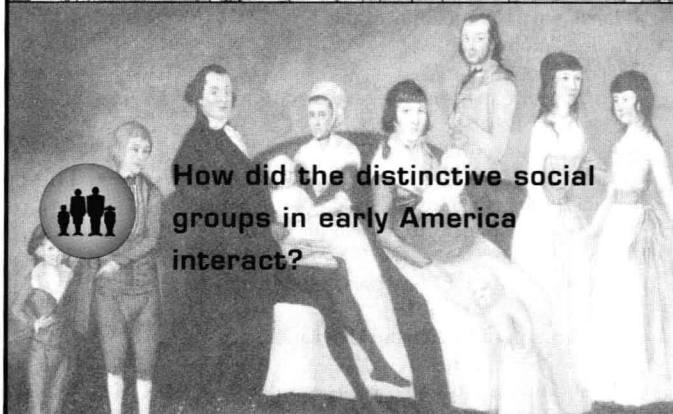
How did the political bases of independence evolve over the colonial period?



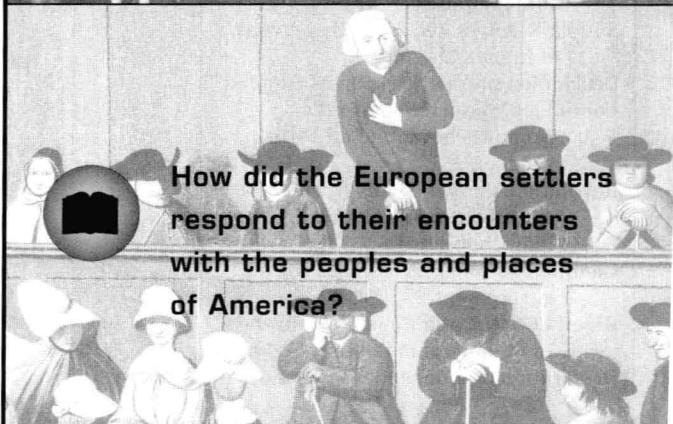
How did the colonists build thriving economies from their subsistence beginnings?



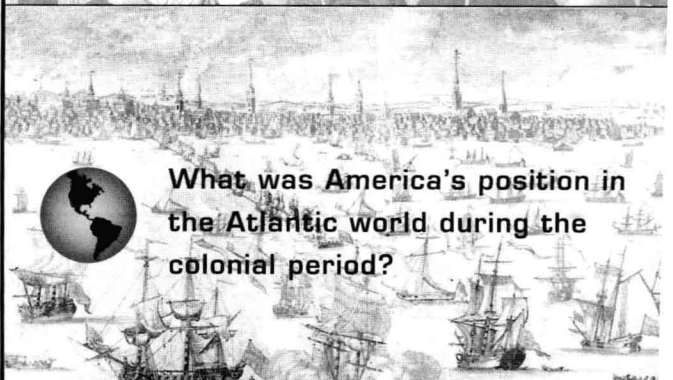
How did the distinctive social groups in early America interact?



How did the European settlers respond to their encounters with the peoples and places of America?



What was America's position in the Atlantic world during the colonial period?





How did the political bases of independence evolve over the colonial period?

An emerging social and political order

Slavery in the South
New England trade
Diversity in the middle colonies
The cities

Royal Proclamation of 1763

George Grenville, first lord of the

Treasury

Sugar Act (1764)
Currency Act of 1764
Stamp Act (1765)
Quartering Act (1765)

Charles Townshend, chancellor of the
Exchequer

Townshend Acts (1767)
Revenue Act of 1767
Board of Customs Commissioners
established in Boston (1767)

Lord North, chancellor of the
Exchequer

Tea Act of 1773
Boston Port Act, seeking remuneration
for Boston Tea Party (1774)

A new Quartering Act (1774)
Massachusetts Governing Act (1774)
Conciliatory Resolution (1775)

Colonial responses to British political
intransigence

Virginia House of Burgesses responds to
Stamp Act (1765)
Declaration of Rights and Grievances of
the Colonies (1765)

First Continental Congress assembles in
Philadelphia (1774)

Suffolk Resolves declare null and void
1774 Intolerable Acts

Declaration of American Rights adopted

Continental Association of 1774
promotes boycott of all British
goods

Revolutionary War begins April 18–19
at Lexington and Concord,
Massachusetts (1775)

Continental Congress assumes role of
government

Second Continental Congress convenes
in Philadelphia in May (1775)

Declaration of Independence issued
July 4, 1776

CHAPTER 1

Discovery and Settlement

Native-American empires and the
extension of European hegemony
in the “New World” •

CHAPTER 2

Colonial Ways of Life

• Diversity and authority

CHAPTER 3

The Imperial Perspective

Precursors to self-government •

CHAPTER 4

From Empire to Independence

• The culmination of political tensions
between England and America

Zenith of Mayan civilization (300– 900 A.D.)

Collapse of Mayan civilization
(approximately A.D. 900)

Aztecs found capital city of Tenochtitlán

Conquest of Aztecs by Cortés (1521)

The Spanish empire in America

English exploration and settlements

Jamestown (1607)

Plymouth and the Mayflower Compact
(1620)

John Winthrop and Massachusetts Bay
Colony (1630)

The Massachusetts Charter

Roger Williams and Rhode Island (1636)

Connecticut (1637)

“Fundamental Orders of
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The Restoration colonies

Other European settlements in the
Americas

French Québec (1608)

Spanish St. Augustine, Fla. (1565), and
Santa Fe, N.M. (1610)

English administration of the colonies

The Glorious Revolution in America

An emerging colonial system

The habit of self-government

Judiciaries

Governors

Colonial assemblies

House of Burgesses (Virginia)

House of Delegates (Maryland)

House of Representatives

(Massachusetts)

War and self-rule



CHAPTER 1

Discovery and Settlement

- Economic motives for exploration and empire •
- Regional distinctions in early English colonies •

The Virginia Company

John Rolfe and Virginia tobacco
Competition for land triggered by tobacco

The Southern colonies

Trading furs with the Carolina Native Americans
Tobacco and the emergence of an export economy in the South
Slave labor in the emerging economy

New England

Lumber as an economic staple in the North

The sea and shipbuilding in the northern economy

Trade in the middle colonies

Fur trading on the western frontier
The Iroquois League

Economic success of the English colonies

Women as a workforce

CHAPTER 2

Colonial Ways of Life

- Integration into the North Atlantic trade Network

Southern crops and access to British markets

Plantation economics and the increasing demand for slaves

Northern lumber and abundant fishing grounds fueled trade

Northern lack of staples: comparatively sparse agriculture and pastoral resources

The “Triangular Trade” network

Agriculture and trade in the middle colonies

Urban economies

CHAPTER 3

The Imperial Perspective

- Challenges to British mercantilism •

CHAPTER 4

From Empire to Independence

- Economic tensions between crown, colonists

British efforts to raise revenues in the colonies

Colonists issue paper money (early 1760s)

Townshend Acts heighten colonial resistance (1767)

Colonists impose embargo on British manufacturers (1765)

Tea Act (1773)

Colonists boycott all British goods (1774)

Dutch shipping competes with British merchants

French trading posts dot waterways and reach the heartland

The Great Lakes, Des Moines, Terre Haute

British efforts to protect their colonial markets

The Navigation Acts (1651, 1660, 1663, 1673)



How did the distinctive social groups in early America interact?

CHAPTER 1

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Indian society
Hierarchies in Spanish America
Social structure in the Chesapeake
Religion and gender in New England
Anne Hutchinson's trial (1637) and
banishment (1638)
Indian-white relations in the colonies

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Colonial Ways of Life

• Demography, gender, and race

CHAPTER 3

The Imperial Perspective

Heightened tensions in the colonies •

The Glorious Revolution in America
Social effects
Claims of white settlers on Indian lands
King Philip's War (1675–1676)
Bacon's Rebellion (1676)
Social effects of the colonial wars

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From Empire to Independence

• Surging American nationalism
Resistance on the frontier •

The origins of slavery

Ethnic diversity of African slaves

Adapting to slavery

Social relations in New England

Cohesive forces

Diversity and social strains

The Salem witch trials (1692)

Social relations in the middle colonies

Class

Ethnic mix

Cities

The social order

The urban web

Education and society

Founding of first colleges

The Great Awakening as a social movement

Revivalism and clerical authority

Sons of Liberty and popular discontent

Social strains on the frontier

The mob as a political force

Committees of Correspondence
(1772–1773)

Boston Tea Party (1773)

**Ethan Allen and the Green Mountain
Boys (late 1770s)**

The Paxton Boys of Pennsylvania

**The Regulators of North Carolina and
the Battle of Alamance (1771)**

**Daniel Boone and settlers create the
Wilderness Road (1774)**

