

VOLUME 1

# AMERICA

*Second  
Edition*

## PAST AND PRESENT

*The Exploration of a Continent*



ATHERINE L. HARRINGTON

KATHERINE L. HARRINGTON

# America Past & Present

SECOND EDITION

VOLUME I

THE EXPLORATION OF A CONTINENT



HEINLE & HEINLE PUBLISHERS

*A Division of Wadsworth, Inc.*  
BOSTON, MASSACHUSETTS 02116

Publisher: Stanley J. Galek  
Editor: Erik Gundersen  
Associate Editor: Lynne Telson Barsky  
Editorial Production Manager: Elizabeth Holthaus  
Production Editor: Kristin M. Thalheimer  
Photo Coordinator: Martha Leibs-Heckly  
Manufacturing Coordinator: Jerry Christopher  
Project Manager: Ros Herion Freese  
Interior Design: Ros Herion Freese  
Composition: A+ Publishing Services  
Cover Design: Hannus Design Associates  
Map Illustrations: Leslie Genser Design

*America: Past and Present*  
*Volume I: The Exploration of a Continent*

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**Library of Congress Cataloging in Publication Data**

Harrington, Katherine L. (Katherine Lancelot), 1943–  
America, past & present / Katherine L. Harrington.  
p. cm.  
Rev. ed. of: America, past and present. 1981–1985.  
Contents: v. 1. The exploration of a continent. -- v. 2. The  
challenge of new frontiers -- v. 3. The continuing quest.  
ISBN 0-8384-3439-8 (v. 1). -- ISBN 0-8384-3440-1 (v. 2). -- ISBN  
0-8384-3441-X (v. 3)  
1. Readers--United States. 2. English language--Textbooks for  
foreign speakers. 3. United States--History--Problems, exercises,  
etc. I. Harrington, Katherine L. (Katherine Lancelot), 1943–  
America, past and present. II. Title. III. Title: America past and  
present.  
PE1127.H5H3 1993 92-31762  
428.6'4--dc20 CIP

ISBN 0-8384-3439-8

10 9 8 7 6 5

# *America: Past and Present*

## **Volume I: The Exploration of a Continent**

## ***Dedication***

*America: Past and Present* is dedicated,  
with much affection,  
to Joey and Chris.

# Preface to the Second Edition

## RATIONALE

*America: Past and Present* is a comprehensive cultural history of the United States for students of English as a Second Language or Foreign Language. It has also been used effectively by native-speaking students enrolled in English or Social Studies developmental programs. The texts are especially suited for university pre-university, or secondary school curricula, where students must acquire good English language skills as well as a fundamental knowledge of American social and cultural history.

Taken as a series, the three volumes trace the origin and growth of American social, political, and cultural traditions from colonial times through the twentieth century. Though designed for the English language student, these volumes follow the content-based sequence of mainstream American Social Studies programs, covering all of the major topics presented in the basic curriculum. Volume I begins with a discussion of Native American culture, continues through the Age of European Discovery and the Revolutionary Era, and concludes with Jefferson at the dawn of the nineteenth century. Volume II offers an overview of key developments and personalities in nineteenth-century America, beginning with the Age of Jackson and ending with an analysis of the Civil War and of the effects of that tragic struggle on the nation as a whole. In Volume III, the most important events and leading personalities of twentieth-century American history are analyzed. Although the volumes follow one another in historical sequence, each is a separate and independent text and can be used effectively either as part of a series or in isolation.

## ORGANIZATION OF THE TEXT

This second edition of *America: Past and Present* retains the many key features that were judged highly effective by teachers and program coordinators over the past ten years. Thus, each volume in the series remains a combination reader, anthology, and language skills workbook, with the twelve units in each volume divided into three major parts.

The first part, a **Historical Background** reading, offers an overview of the leading personalities and main events of each period. Following the background summary is a short illustrative anthology **Selection**. These original selections, taken from the works of famous writers and thinkers, serve to introduce students to some of the most important representatives of America's literary, political, social, and philosophical heritage. They also offer important primary-source commentary on the historical background readings, putting students in touch with *original* material from each of the main historical periods. In addition, by continuing the themes of the historical background readings, these anthology selections serve to review vocabulary, idiomatic expressions, and grammatical structures introduced in the historical surveys.

Both in the background summaries and in the anthology selections, the cultural and ethnic diversity in America's developing history continues to be emphasized. Volume I, for example, focuses on the extensive Hispanic contributions to the development of America and the shaping of its traditions. The contributions of Native American cultures—from the magnificent Aztec civilization to the rich Pacific Northwest heritage—are also discussed, with photographs, maps, and original Native American and Spanish selections supporting historical summaries and providing topics for discussion.

The role of women in American history remains central to this second edition of *America: Past and Present*. From colonial times to the present, both the ongoing contributions of women and their continuing struggle for equality have been emphasized, with selections from the works of great female poets, novelists, explorers, and reformers enhancing the historical background summaries. Also of major significance in the series is the critical role of African-American history. Here again, photographs, maps, and original selections from the works of famous African-American writers, educators, and political leaders support the historical narrative and provide opportunities for discussion and composition.

Coordinated Exercises, reflecting an integrated task-oriented approach to language study, comprise the third section of each unit in the series. All exercises are designed to develop reading, writing, and oral skills by means of interactive processes that invite creative student participation. Throughout, the underlying principle is the belief that reading, writing, and speaking skills are closely interrelated, and that a variety of exercises reflecting this interconnection can best help students maintain interest, develop confidence, and improve oral and written language proficiency.

For purposes of classroom organization, the exercises have been grouped into five general categories:

1. *Reading Comprehension* In every unit, there is a variety of exercises designed to teach—and not merely test—such critical reading skills as making inferences, summarizing, sequencing, finding the main topic, identifying cause and effect, comparing, contrasting, and drawing conclusions. To provide further practice in the techniques of information gathering, some of these exercises are keyed to the maps, graphs, and time-lines in each volume.

*Prereading exercises*, corresponding to the photographs or illustrations that introduce each unit, are a new feature of this second edition. These exercises encourage students to interact with new material in terms of information and vocabulary already learned. They also provide the context for creative class discussion, inviting shared student responses to each historical period as it is introduced.

2. *Vocabulary and Idiomatic Expressions* Reflecting a belief that good vocabulary skills are critical to the study of both history and literature, the exercises in this section serve to introduce new vocabulary and to review words and idioms learned in previous chapters. Again, to avoid tedious repetition, there is a wide variety of exercise types, helping students to guess meaning from context, to supply appropriate words in cloze paragraphs, to practice with synonyms, antonyms, phrasal verbs, prefixes and suffixes, and to expand vocabulary



through related word formation. As in the *Reading Comprehension* section, these exercises are devised to go over the historical content *as they review* the target language skills. In that way, students are constantly expanding their familiarity with both American cultural history and American English.

3. *Structures* Exercises designed to review key grammatical structures follow the vocabulary section in each unit. These exercises have been graded so that students can progress to a review of increasingly difficult structures as they progress chronologically across the panorama of American history. The underlying principle has been to engage students interactively with both historical *and* grammatical content by providing the opportunity for creative response to structural models.
4. *Topics for Composition* In every unit, there are several opportunities for written evaluations of historical content. Instead of asking students merely to summarize, however, these questions encourage creative, personal responses. For example, students may be asked to write a personal opinion letter, to make a character sketch, to agree or disagree with received historical judgment, to design an interview, to analyze time-lines, graphs, and photographs, to draw conclusions, to make comparisons and contrasts, or to expand upon well-known proverbs in analyzing historical facts and figures. Throughout, the operating principle has been to engage the student's enthusiastic involvement, and not just to elicit a repetition of facts.
5. *Questions for Class Discussion* Many of the exercises in this section involve pairing or small group discussion as well as task-oriented activities. They include directives for interviewing, decision making, role playing, reporting, opinion gathering, description, and persuasion. Students are also encouraged to share their own personal experiences and to relate the customs and traditions of their own families and cultures to the historical content presented in each unit.

At the end of each unit is a list of **Some Interesting Places to Visit**. These may include museums, libraries, battlefields, historical houses, national memorials, universities, and state and national parks. Also included are new photographs in all three volumes of this second edition. Where needed, information contained in statistical graphs has been updated. Appendix C, the list of American Presidents at the end of each volume, has also been updated, and Appendix D, a list of American states and their abbreviations, has been included. Appendix A, The Declaration of Independence, and Appendix B, The Constitution of the United States of America, have been retained in all three volumes. In some units, students have been asked to refer to these documents as they prepare their responses to discussion or composition questions. For example, in Volume I, prereading questions on the development of slavery are used to direct students to a specific analysis of the Declaration of Independence. In Volume II, students are again referred to the Declaration of Independence as part of a larger analysis of Elizabeth Stanton's Seneca Falls Declaration. As part of a creative interpretation of the Jacksonian Era, students are also directed to the American Constitution, specifically to a comparison of Article 1, Section 7, with the significance of a well-known political cartoon.



Teachers should feel free to make further reference to these documents as time and needs dictate. For example, a discussion of the First Amendment to the Constitution could follow the analysis of the quest for religious freedom as presented in Units 4 and 5 of Volume I. A reading of Articles 1–8 of the Constitution could underscore the analysis of the Constitutional Convention as presented in Unit 8 of Volume I. In Volume II, a discussion of the contributions of Susan Anthony and Elizabeth Stanton could be followed by a reference to the 19th Amendment to the Constitution. Similarly, a reading of Amendments 13–15 to the Constitution might be assigned after Units 10–12 of Volume II, while a discussion of Amendments 18 and 21 could follow the Jazz Age presentation of Unit 7 of Volume III.

Throughout, teachers should also feel free to use all or part of the exercises in each volume. The units have been designed with enough flexibility to fit the concentrated format of intensive programs as well as the extended syllabus of longer semesters. They have also been designed to allow for paired student work and small group activities if teachers so choose. In each volume, however, the readings should be assigned in order, as both the historical background and the primary source selections often build upon information given in previous readings. Several exercises refer directly to previous units, so that students can learn to place new information in meaningful relation to knowledge already learned. The total effect of each text in the series, then, is greater than the sum of its parts. As students gain skills in making comparisons and contrasts, as they learn to recognize subtle relationships of cause and effect, and as they begin to make their own considered historical judgments, the panorama of American culture as it has evolved will sharpen in focus and significance.

## CONCLUSION

In conclusion, I am grateful to the many teachers and students, both in the United States and abroad, who have continued to find *America: Past and Present* an effective and informative series throughout the years. I am thankful, too, for their generous comments and insightful suggestions, which I have attempted to incorporate into this new edition. In so doing, I hope that I have brought an in-depth knowledge of American culture—too often reserved for the advanced history student—well within the range of intermediate-language students.

*Katherine L. Harrington*

# Acknowledgments

It is a pleasure to acknowledge the debt of gratitude I have incurred in the writing of this second edition of *America: Past and Present*. For their expert advice throughout all phases of this project, I am grateful to Erik Gundersen, Lynne Telson Barsky, and Kristin Thalheimer of Heinle & Heinle Publishers. I am also indebted to Rosalie Herion Freese, who coordinated all aspects of production for the series; Terry Eppridge, whose original maps have remained an inspiration to me; and Leslie Genser, who provided new maps for this second edition.

As always, I am especially indebted to my family. For their continuing encouragement, I wish to thank my parents, Dolores and Milton Lancelot. For their generous enthusiasm, I remain grateful to my sons, Joey and Chris. Finally, for his unfailing personal and professional support, I wish to thank my husband, Joe.

# *About the Author*

Katherine Harrington took her M.A. and Ph.D. in Comparative Literature at Harvard University, where she entered as a Woodrow Wilson National Fellow in 1965. She has lectured widely in European and American cultural history, and has taught Western Cultural History, Spanish, and English at the university level.

In 1977, Dr. Harrington founded the Scarsdale Institute, a private academy for intercultural exchange and language study. In addition to *America: Past and Present*, she is the author of *O Susannah!*—an award-winning drama about Susan Anthony and Elizabeth Cady Stanton and their struggle for human rights.

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# *America: Past and Present*

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# 1

## *Native Americans*

### **The First Pioneers**