

VOLUME **I** TO 1877

AMERICAN PASSAGES

A HISTORY OF THE UNITED STATES



AYERS GOULD OSHINSKY SODERLUND

VOLUME I TO 1877

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A HISTORY OF THE UNITED STATES

EDWARD L. AYERS

University of Virginia

LEWIS L. GOULD

University of Texas at Austin

DAVID M. OSHINSKY

Rutgers University

JEAN R. SODERLUND

Lehigh University

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ABOUT THE AUTHORS



EDWARD L. AYERS Edward Ayers is the Hugh P. Kelly Professor of History at the University of Virginia. He was educated at the University of Tennessee and Yale University, where he received his Ph.D. in American Studies. He has written and edited five books. *The Promise of the New South: Life After Reconstruction* (1992) won prizes for the best book on the history of American race relations and on the history of the American South. It was a finalist for both the National Book Award and the Pulitzer Prize. He is the co-editor of *The Oxford Book of the American South* (1997) and *All Over the Map: Rethinking American Regions* (1996). Ayers has won a number of teaching awards, including the Outstanding Faculty Award from the State Council of Higher Education and the Distinguished Young Teacher Award from the Alumni Board of Trustees.

Ayers' current work is "The Valley of the Shadow: Two Communities in the American Civil War." The World Wide Web version of the project has been ranked as one of the top forty education sites in the world by the *Encyclopedia Britannica* and named as the best Civil War site by Yahoo! Ayers is Executive Director of the Center for Digital History, an institute at the University of Virginia dedicated to crafting and teaching history in new media. Ayers is the author of Chapters 9–15.



LEWIS L. GOULD Lewis Gould is the Eugene C. Barker Centennial Professor Emeritus at the University of Texas at Austin. After receiving his Ph.D. from Yale University, he began a teaching career in which he had more than ten thousand students. He was recognized for outstanding undergraduate teaching in large lecture sections of the American History survey and for his excellent graduate teaching. He remains active in teaching correspondence and distance learning courses at The University of Texas at Austin in Texas History, Women's History, and American Diplomatic History.

Gould is a nationally recognized authority on First Ladies and the presidency. His comments have appeared in numerous press accounts about presidential wives, including *The New York Times*, *The Washington Post*, and *The Los Angeles Times*. He has appeared on C-Span, The CBS Morning News, Nightline, the ABC Evening News, and a large number of nationally syndicated radio programs. He also participated in the PBS program on Lyndon Johnson and the A&E biography of Lady Bird Johnson. Among his important publications are *American First Ladies: Their Lives and Their Legacy* (1996); *1968: The Election That Changed America* (1993); *The Presidency of Theodore Roosevelt* (1991); *Lady Bird Johnson and the Environment* (1988); and *The Presidency of William McKinley* (1980). Gould is the author of Chapters 16–24, 31, and 32.



DAVID M. OSHINSKY David Oshinsky received his undergraduate degree from Cornell University and his doctorate from Brandeis. He has taught history for the past 26 years at Rutgers University, where he holds the Board of Governors Chair and is presently chairman of the History Department. Oshinsky is the author of four books, including *A Conspiracy So Immense: The World of Joe McCarthy* (1983), which was voted one of the year's "best books" by the "New York Sunday Times Book Review," and won the Hardeman Prize for the best work about the U.S. Congress. His latest book, *"Worse than Slavery": Parchman Farm and the Ordeal of Jim Crow Justice* (1996), won both the Robert Kennedy Book Award for the year's most distinguished contribution to the field of human rights, and the American Bar Association's Scribes Award for distinguished legal writing.

Oshinsky is a regular contributor to scholarly journals, to the "Washington Post Book World," "New York Sunday Times Book Review," "New York Times Op-Ed Page," and "New York Times Sunday Magazine." He has been awarded a senior fellowship by the National Endowment for the Humanities and will spend 1999–2000 as a Phi Beta Kappa Visiting Scholar. Oshinsky is the author of Chapters 25–30.



JEAN R. SODERLUND Jean Soderlund is Professor and Chair of the Department of History at Lehigh University and Co-Director of the Lawrence Henry Gipson Institute for Eighteenth-Century Studies. She received her Ph.D. from Temple University and was a post-doctoral fellow at the Philadelphia Center for Early American Studies at the University of Pennsylvania. Her book, *Quakers and Slavery: A Divided Spirit*, won the Alfred E. Driscoll Publication Prize of the New Jersey Historical Commission. Soderlund was an editor of three volumes of the Papers of William Penn (1981–1983) and co-authored *Freedom by Degrees: Emancipation in Pennsylvania and Its Aftermath* (1991).

She has written articles and chapters in books on the history of women, African Americans, Native Americans, Quakers, and the development of abolition in the British North American colonies and early United States. She is currently working on a study of race and cultural identity in early New Jersey and Pennsylvania. She is a council member of the Philadelphia Center for Early American Studies, the Pennsylvania Historical Association, and the David Library of the American Revolution, and served as a committee chair for the American Historical Association. Soderlund is the author of Chapters 1–8.



IT'S ABOUT TIME

Everyone who writes about history faces the same problem: how do we get the past to stay still long enough to see it clearly? Textbooks on the history of the United States typically pursue one topic at a time. They devote chapters to a particular part of the country, such as the slave South or the Old West, or focus on broad topics such as immigration, urbanization, or industrialization. They place certain groups or individuals in special boxes or on specially colored pages. They set aside politics or diplomacy for long periods while they describe social or cultural life. Such ways of organizing textbooks have obvious costs—loss of continuity, context, and narrative force—but these strategies have seemed necessary bargains with the complexity of the past.

This book follows a different strategy. Rather than isolating people and topics it integrates them into the flow of time. Rather than sorting topics into tidily organized chapters, we show the complicated and subtle ways that strands of history interact. Each chapter is devoted to a particular sequence of years, carefully following the contours of events, weaving politics, economics, and culture into an interrelated pattern. As a result, foreign policy and domestic life connect and influence one another. The history of blacks and whites, men and women, emerge as parts of the same stories. Authors and artists speak of their particular times. Political battles continually punctuate the story. Depressions and panics disrupt the lives of people in every class. Technological innovations do not merely happen but emerge as solutions to felt problems.

Students who read *American Passages* come to understand that history is often about the unexpected. No one, after all, could have predicted figures such as Thomas Paine, Harriet Beecher Stowe, Henry Ford, or Martin Luther King, Jr. Nor could Americans have foreseen events such as Bacon's Rebellion, John Brown's Raid, the Haymarket Riot, or the Watergate break-in. While long-term processes are fully treated in this book, it also strives to show that history often turns around unique events, unintended outcomes, and singular individuals. *American Passages* calls our attention to the twists and turns of history, to the way various facets of history are connected.

Not only does the thoroughly chronological organization of this book make for a good story, we believe, but it helps history make sense. In our own lives, after all, things happen simultaneously. Every newspaper and news show reminds us of the way that events abroad touch on events at home, the way that politics and economics entangle, the pervasiveness of a particular book or film in a certain season. We are used to the idea that our lives are defined by a mixture of major and minor events, by the interplay between the momentary and the momentous. The past was like that as well.

American Passages offers several tools to help us see the past as a whole. Its timelines and "Passages" sections provide broad overviews that connect across chapters. Its illustrations and graphs are tightly woven into the narrative. Its rich Web site amplifies the themes and materials of the book, offering hundreds of documents, maps, illustrations, and multimedia selections carefully attuned to the time in which they were produced. We hope that such a story will help convey the excitement, drama, and importance of this nation's past.

ANCILLARY ITEMS

Test Manual, Volume I: To 1877;

Volume II: From 1863

Marlette Rebhorn, Austin Community College

This test manual provides the instructor with a variety of question styles which emphasize critical thinking skills for the student. In addition to multiple choice questions, there are identification questions, essay questions, and book report questions. This item is free to instructors.

Computerized Test Banks

The EXAMaster+ system simplifies test generation and allows instructors the flexibility to add or edit questions. It includes all test items from both volumes of the printed Test Bank and is free to instructors.

Available in the following formats: CD-ROM for MS Windows™ and Macintosh®, 3.5" disks in both MS Windows™ and Macintosh®.

Instructor's Manual, Volume I: To 1877;

Volume II: From 1863

Barbara Stites, Los Angeles City College

This guide is designed to support the instructor in preparing lectures and developing discussion questions and assignments. This manual contains objectives for each chapter; a "Making it Real" section which provides recommendations for assignments, lecture topic suggestions, and a "Further Resources" part which lists additional readings and audio and visual resources.

Overhead Transparency Acetates

Burt Rieff, University of North Alabama

This full color OHT package contains over 180 transparencies comprising most of the outstanding maps, charts, and graphs from *American Passages*. Also included are a number of carefully selected images from the text. Provided for each acetate are teaching notes which provide the instructor with a brief explanation of each acetate, features to note, and questions to facilitate classroom discussion.

American Passages: A History of the United States

Online Resources

This innovative *American Passages* Web site provides access to many online resources for both instructors and students. On this site can be found the following:

- **Chapters:** All items are organized according to the same thirty-two chapters contained in the *American Passages* text. Within each chapter, the primary source materials are presented in modules organized around a particular event, place, time, or theme within the chapter's chronological structure.
- **Exercises:** Study questions, with answers, encourage students to think more deeply about the primary source materials, the issues and themes to which they connect, and the relevant parts of *American Passages* to which they relate. The exercises follow a variety of strategies: some focus on a particular document; others concentrate on several documents within one chapter, still others address themes and issues which connect items in different chapters and across time periods.
- **Links:** An annotated list of links directs students outside the *American Passages* Web site to especially useful and relevant content-rich sites on the Internet. The list is organized by chapter and is designed to complement material presented both in the Web site and in the text.
- **Maps:** Dynamic and animated interactive maps dramatically illustrate major developments and changes occurring over a period of time.
- **Index:** Several indices provide an archive of all primary source materials in the site. The indices point to summaries of the documents and to the documents themselves. Students may browse by subject, chapter, date, and type of item.

***American Passages* Web site Manual**

It's about time . . . for an American history textbook and its Web site to be fully integrated; for the narrative of the text and the primary materials of the Web site to work together to heighten students' understanding of the past; and for both components to be organized chronologically so as to remain true to the flow of history.

Study Guide, Volume I: To 1877;

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Richard McMillan, Los Angeles Pierce College

This Student Resource Guide is organized to assist the student in his or her comprehension of the material found in each chapter. It contains not only a thorough chapter outline, but also includes essay questions, identification questions, and objective questions which provide aid in the student's understanding of the text. At the end of each chapter are map exercises, which reinforce the student's geographical knowledge as well.

Computerized Student Tutorial

Available to students, at an affordable price, are a variety of interactive exercises taken directly from the Student Manual.

American Passages Historical Geography Guide, Volume I: To 1877; Volume II: From 1863

Marlette Rebhorn, Austin Community College

This mapping workbook provides students with challenging and engaging exercises designed to test their geographical knowledge. In addition to labeling exercises there are also fill-in questions to reinforce the student's comprehension.

United States History Documents Collection, Volume I: To 1877; Volume II: From 1863

Robert Weise, Eastern Kentucky University

This outstanding collection of documents includes over 100 primary source readings with introductory notes for each selection. This is available free to instructors and may be purchased by the student.

PowerPoint Slide Archive for U.S. History Presentation CD-ROM

Prepared by Raymond M. Hyser and J. Christopher Arndt, James Madison University

This electronic archive is intended to enhance lectures by providing historical photos, cartoons, posters, maps, charts and graphs as well as lecture outlines, which can be used as framework for the material. The 1642 slides (including 669 photos and 143 maps) are organized in chronological units. The professor has flexibility to edit, add, delete, and rearrange slides into customized presentations. The CD-ROM includes separate indexes of the images, maps, and charts/graphs for ease in locating specific illustrations, as well as PowerPoint viewers for both Mac and PC platforms.

The American History CD-ROM

The American History CD-ROM is an interactive learning tool that provides a vast library of pictures, film clips, sound recordings, and maps. It is indexed and organized in a unique, flexible format that makes it easy to explore U.S. history from ancient times through the 1990s. Features include: Overviews, narrated by Charles Kuralt; thousands of captioned illustrations; 68 motion pictures; dozens of brief sound bites; a quiz that offers students several levels and options for self-assessment;

and *The Histriopix Game*, a challenging test of students' recall for key concepts and information that is conveyed through the images. In addition to independent study, students and professors can create lessons, lesson plans, and presentations. Adoption requirements apply.

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EDWARD L. AYERS

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DAVID M. OSHINSKY

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JEAN R. SODERLUND

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VOLUME **I** TO 1877

AMERICAN
PASSAGES

A HISTORY OF THE UNITED STATES

PREHISTORY TO — 1763 —

And so we journeyed for seventeen days, at the end of which we crossed the river [Rio Grande] and traveled for seventeen more.

At sunset, on plains between some very tall mountains, we found some people who eat nothing but powdered straw for a third of the year. Since it was that season of the year, we had to eat it too. At the end of our journey we found a permanent settlement where there was abundant corn. The people gave us a large quantity of it and of cornmeal, squash, beans and cotton blankets. . . . From here we traveled [to where people] gave me five emeralds made into arrowheads. . . . Since they seemed very fine

to me, I asked them where they had gotten them. They told me that they brought them from some very high mountains to the North.

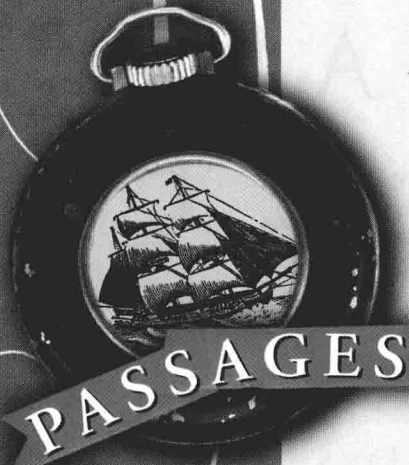
— CABEZA DE VACA, 1542*

FROM 1534 TO 1536, the Spanish explorer, Álvar Núñez Cabeza de Vaca, and three others, including a black man, Esteban, traveled through Texas and northern Mexico, trying to reach Mexico City. They had been part of an expedition to Florida that ran afoul of Apalachee Indians, escaped across the Gulf of Mexico in makeshift boats, then were enslaved in Texas by Karankawa Indians. In his *Relación*, Cabeza de Vaca described their adventures, including the harrowing passage across the gulf, long journeys without food, and sojourns among Texas Indians.

Warpaths, ocean voyages, hunting trails, trade routes, death, communication and exchange among people—creating societies in America embodied passages of every kind. Asians moved across the Bering land bridge more than 14,000 years ago, settling throughout North and South America. Over time, they created distinct cultures in every part of the hemisphere, from the empire-building Aztecs of Mexico to the peaceful Lenape, whom the English called Delawares, of eastern North America. Over thousands of years, American civilizations rose and fell, as empires built pyramids and temple mounds, developed cities and cultures, and competed for territory and trade.

XXXII

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