

Second Edition

MAKING

Volume
One:
To 1877



AMERICA

Berkin

Miller

Cherny

Gormly

History of the United States



Making America

A History of the United States

Second Edition

Volume I: To 1877

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On a snowy day in January 1998, on the last day of the semester, a student approached one of the authors of *Making America*. Putting out his hand, he shook hers and then rather shyly said: “Thanks for the life preserver.” Seeing she was a little puzzled, he laughed. “You know,” he said, “*Making America*—the book that rescued me from drowning in the sea of history.”

As the authors of *Making America*, we take considerable satisfaction in this young man’s endorsement. From the beginning, our goal has been to create a different kind of textbook, one suited to the modern college classroom—with its rich cultural diversity, its mixture of native-born Americans and recent immigrants, and its significant number of serious-minded men and women whose formal skills lagged behind their interest and enthusiasm for learning. As professors in large public universities located on three of the nation’s borders—the Pacific Ocean, the Atlantic, and the Rio Grande—we knew the basic elements needed in such a survey text: a historical narrative that did not demand a lot of prior knowledge about the American past; information organized sequentially, or chronologically, so that students were not confused by too many topical digressions; and a full array of integrated and supportive learning aids to help students at every level of preparedness comprehend and retain what they read.

The first edition of *Making America* was an account of the American past firmly anchored by a political chronology framing the many centuries under discussion. In it, people and places were brought to life not only through words but also with maps, paintings, and photos. We made a genuine effort to communicate with students rather than to impress them. And *Making America* presented history as a dynamic process shaped by human expectations, difficult choices, and often surprising consequences. With this focus on history as a process, *Making America* encouraged students to think historically and to develop into citizens who value the past.

Yet, as veteran teachers, we the authors of *Making America* knew that any history project, no matter how good, could be improved. Having scrawled “Revise” across the top of student papers for several decades, we decided to impose the same demands

on ourselves. As we worked on this revised edition of the text, we were guided by suggestions from professors and students across the country who had used the first edition of *Making America*.

The Approach

Professors and students who have used the first edition of *Making America* will recognize immediately that we have preserved many of its central features. We have again set the nation’s remarkable and complex story within an explicit political chronology, relying on a basic and familiar structure that is broad enough to accommodate generous attention to social, economic, and diplomatic aspects of our national history. We remain confident that this political framework allows us to integrate the experiences of all Americans into a meaningful and effective narrative of our nation’s development. Because our own scholarly research often focuses on these very topics, we would not have been content with a framework that excluded or marginalized that history. *Making America* continues to be built on the premise that all Americans are historically active figures, playing significant roles in creating the history that we and other authors narrate.

Once again, we have infused the text with the perception of history as a dynamic process resulting from the decisions and actions of all women and men in our American past. Thus, our second edition continues the tradition of ECCO, our acronym for four fundamental aspects of the historical process: expectations, constraints, choices, and outcomes. In each chapter, *Making America* examines the variety of *expectations* people held about their futures; the *constraints* of time, place, and multiple social and economic factors that these historical figures faced; the *choices* they made, given the circumstances of their lives; and the expected and unexpected *outcomes* flowing from their decisions. In this revised edition, we have chosen to retain ECCO as an explicit device in each chapter introduction and summary but have made it implicit within the chapter narrative, allowing students to recognize the dynamic ECCO elements as providing an underlying

structure and organizing principle rather than as a surface device.

Themes

This edition continues to thread five central themes through the *Making America* narrative. The first of these themes, the political development of the nation, is evident in the text's coverage of the creation and revision of the federal and local governments, the contests waged over domestic and diplomatic policies, the internal and external crises faced by the United States and its political institutions, and the history of political parties. The second theme is the diversity of a national citizenry created by immigrants. To do justice to this theme, *Making America* explores not only English and European immigration but immigrant communities from Paleolithic times to the present. The text attends to the tensions and conflicts that arise in a diverse population, but it also examines the shared values and aspirations that define the majority of ordinary, middle-class American lives.

Making America's third theme is the significance of regional economies and cultures. This regional theme is developed for society before European colonization and for the colonial settlements of the seventeenth and eighteenth centuries. It is evident in our attention to the striking social and cultural divergences that existed between the American Southwest and the Atlantic coastal regions as well as between the antebellum South and North. A fourth theme is the rise and impact of large social movements, from the Great Awakening in the 1740s to the rise of youth cultures in the post-World War II generations, prompted by changing material conditions or by new ideas challenging the status quo.

The fifth theme is the relationship of the United States to other nations. In *Making America* we explore in depth the causes and consequences of this nation's role in world conflict and diplomacy, whether in the era of colonization of the Americas, the eighteenth-century independence movement, the removal of Indian nations from the their traditional lands, the impact of the rhetoric of manifest destiny, American policies of isolationism and interventionism, or in the modern role of the United States as a dominant player in world affairs.

Learning Features

The chapters in *Making America* follow a format that provides students essential study aids for mastering the historical material. Each chapter begins with a map that sets the scene for the most significant events and developments in the narrative that follows. Accompanying the map is a chronological chart of these significant events and a time line that illustrates where these events fit in a broader time frame. On the chapter-opening page, there is a topical outline of the new material students will encounter in the chapter, along with several new and, we think, thought-provoking critical thinking questions to help students focus on the broad, overarching themes of the chapter. Then, to help students focus on the broad questions and themes, at the beginning of each major chapter section we reintroduce the critical thinking questions.

Each chapter offers an introduction in which we apply the ECCO model to the subject matter the students are about to explore. Each chapter ends with a summary, also structured in accordance with the ECCO model, plus suggestions for further reading on events, movements, or people as well as a selected bibliography at the end of the text citing the best scholarship in the field, old and new.

To ensure that students have full access to the material in each chapter, we provide a page-by-page glossary, defining terms and explaining their historically specific usage the first time they appear in the narrative. This running glossary will help students build their vocabularies and review for tests, and they reflect our concern about communicating fully with student readers without sacrificing the complexity of the history we are relating.

The illustrations in each chapter provide a visual connection to the past, and their captions analyze the subject of the painting, photograph, or artifact and comment on its significance. For this edition we have selected many new illustrations to reinforce or illustrate the themes of the narrative.

Within each chapter is an "Individual Choices" feature, which helps students understand an important point raised in the chapter. The "Individual Choices" provide intimate portraits of famous people such as President Grover Cleveland and the antislavery reformer Frederick Douglass and ordinary people such as the eighteenth-century servant James Revel and the twentieth-century farmers' advocate Milo Reno. By exploring how individuals

arrived at decisions that shaped their lives, “Individual Choices” dramatize the fact that historical events are not inevitable but are the result of real people making real choices.

New to This Edition

In this new edition we have preserved what our colleagues and their students considered the best and most useful aspects of the first edition of *Making America*. We also have replaced what was less successful, revised what could be improved, and added new elements to strengthen the book—and we have achieved each of these goals without increasing the length of the text.

A new chapter places the English colonial world and the empire of which it was a part in their broad historical context. Chapter 2, “A Continent on the Move, 1400–1725,” prepares students to see the origins of the Anglo-American world in the expansionist ideology of western Europe, to recognize that the colonies were part of a transatlantic community of ideas and policies, and to understand that Indians, Europeans, and the English were all critical players in the development of the seventeenth- and eighteenth-century society that became the United States.

Changes that improve the coverage of content in *Making America* are evident in every chapter. The newest contributions to scholarship in American history have been integrated throughout the text. There is, for example, more coverage of the West throughout the text, and the coverage of the Kennedy and Johnson presidencies has been revised to reflect the insights of the best new work in this field of modern politics and diplomacy. In other chapters, including those on antebellum society, important material has been recast in the preferred chronological form rather than in topical fashion.

This new edition also offers a new feature: “Making History: Using Sources from the Past.” This feature encourages students to work with primary documents in order to answer important historical questions. In each “Making History” feature, the student is presented with a brief background statement entitled “The Context.” This is followed by the statement of a problem, “The Historical Question.” Then students are given “The Challenge” to write an essay or hold a discussion on the challenge question, drawing on knowledge and information that they gain from reading the text and extrapolating from primary sources that accompany the feature. There is

no single, correct answer, of course; students will come to different conclusions just as historians do. This feature is flexible enough to provide teachers the opportunity to hone students’ essay-writing skills, critical thinking abilities, and understanding of historical methods of inquiry and standards of proof. The historical issue raised in each feature is a significant one and arises from the material covered in the chapters that immediately precede it.

We the authors of *Making America* believe that this new edition will be effective in the history classroom. Please let us know what you think by sending us your views through Houghton Mifflin’s American history web site, located at www.hmco.com/college/.

Study and Teaching Aids

A number of useful learning and teaching aids accompany the second edition of *Making America*. They are designed to help students get the most from the course and to provide instructors with some useful teaching tools.

@history: an interactive American history source is a multimedia teaching/learning package that combines a variety of material on a cross-platformed CD-ROM—primary sources (text and graphic), video, and audio—with activities that can be used to analyze, interpret, and discuss primary sources; to enhance collaborative learning; and to create multimedia lecture presentations. @history also has an accompanying web site, located at www.hmco.com/college/, where additional primary sources, online resources for *Making America*, and links to relevant sites can be found.

The **two-volume Study Guide**, written by Eli Faber of John Jay College of Criminal Justice, provides students with many review exercises and tips on how to study and take tests effectively. Each chapter includes learning objectives, an annotated outline of the chapter, and approximately twenty-five key terms, concepts, and people. The fifteen multiple-choice questions per chapter include a text-page reference and a rejoinder for all answers. Also included in each chapter are three to five essay questions with answer guidelines, one question based on analysis of a primary source, and one map exercise.

An **On-line Study Guide** is also available for students. Accessible through Houghton Mifflin’s @history web site (www.hmco.com/college/), it functions as a tutorial, providing rejoinders to all

multiple-choice questions that explain why the student's response is or is not correct.

The *Instructor's Resource Manual*, prepared by Kelly Woestman of Pittsburgh State University, includes for every chapter instructional objectives that are drawn from the textbook's critical thinking questions, a chapter summary and annotated outline, and three lecture topics that include resource material and references to the text. Each chapter also includes discussion questions, answers to the critical thinking questions that follow each major heading in the text, cooperative and individual learning activities, map activities, ideas for paper topics, and a list of audiovisual resources.

A *Test Items* file, prepared by the late Bill Cecil-Fronsman, formerly of Washburn University, provides twenty key terms and definitions, forty to fifty multiple-choice questions, five to ten essay questions with answer guidelines, and an analytical exercise to test critical thinking skills.

A *Computerized Test Items File* is available for IBM PC or compatible and Macintosh computers. This computerized version of the printed Test Items file allows professors to create customized tests by editing and adding questions.

A set of over 150 full-color *American History Map Transparencies* is available in two-volume sets upon adoption.

A variety of *videos*, documentaries and docudramas by major film producers, is available for use with *Making America*.

Please contact your local Houghton Mifflin representative for more information about the ancillary items or to obtain desk copies.

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his classes, who, over the years, have provided the testing ground for much that is included in his chapters, and especially to thank his student assistants Randolph Arguelles, Marie Bolton, Katherine Davis, Beth Haigen, Cynthia Taylor, and David Winn for their work on various stages of both the first and the second editions. Among his colleagues at San Francisco State, Jerry Combs, Bill Issel, Paul Longmore, Barbara Loomis, and Jules Tygiel stand out for their helpfulness and their advice. Rebecca Marshall Cherny and Sarah Cherny have been unfailing in their encouragement, inspiration, and support.

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The editorial staff at Houghton Mifflin demonstrated creativity, patience, and a love of history as they assisted us with this edition of *Making America*. We want especially to thank Jean Woy, editor-in-chief, and Colleen Kyle, associate sponsoring editor, who guided the project to completion with unflagging enthusiasm and unfailing good judgment. The editing suggestions by Jan Fitter enhanced the clarity and precision of our prose, and Jeff Greene and Carol Newman ensured that the final production process went as smoothly as possible. Working with this talented team of editors was a privilege.

C. B.	R. W. C.
C. L. M.	J. L. G.

TO THE STUDENTS

To most students, the authors of a textbook are little more than names on the spine of a heavy book. We the authors of *Making America*, however, hope you'll give us a chance to be more than "Berkin et al." If you'll give us a moment, we'll introduce ourselves—and our book—to you. We also want to give you some solid suggestions about how to get the most out of this text and out of the study of American history it is designed to assist.

We—Carol Berkin, Robert Cherny, James Gormly, and Christopher Miller—have been historians, teachers, and friends for many years. Carol and Bob went to graduate school together; Jim and Chris taught at University of Texas—Pan American together. As scholars, we spend much of our time in libraries or historical archives, leafing through centuries-old letters from a wife to a husband, reading government reports on Indian policy, analyzing election returns from the 1890s, or examining newspaper editorials on the Cold War. At those moments, immersed in the past, we feel as if we have conquered time and space, traveling to eras and to places that no longer exist. This experience is part of the reason why we are historians. But we also are historians because we believe that knowing about the past is critical for anyone who hopes to understand the present and chart the future.

About six years ago, the four of us got together to talk about history and the challenges of teaching it in the 1990s. Out of this conversation came the idea for a new textbook, *Making America*. Our goals were deceptively simple: we wanted to tell the story of America from its earliest settlement to the present, to make that story complex and interesting, and to tell it in a language and format that would help students enjoy learning that history. Achieving those goals has been hard work, and with each edition of *Making America*, we hope we move closer to success.

You and other students arrived at college with a variety of skills, interests, knowledge, and experiences, not to mention a range of motivations for being there. What you and others have in common is the decision to take this American history course, in which *Making America* is the book you will be relying on to help you master that history. This textbook is organized and designed to help you do just that. Our narrative is chronological, telling the story as it hap-

pened, decade by decade or era by era. If you look at the table of contents, you can see that, with few exceptions, the chapters cover specific time periods rather than large themes. This does not mean that themes are absent; it means that we present them to you in the context of specific moments in time.

Each chapter follows the same pattern. It begins with a map of the United States on which vital information for that chapter is provided. For instance, the chapter on English settlement in the colonial era shows you the boundaries of each colony, gives you the date it was founded, and tells you what type of colony it was. The map locates for you in space what the chronological narrative locates in time. Below the map you will see a time line, which gives you the dates of important events to be covered in the chapter and a sense of where in the larger history of the nation these events fit. On the opposite page, you will see a chapter outline with focus questions, and when you turn the page, you will see a chart that lists in chronological order the significant events that we describe in the chapter. Together, the map, time line, outline, and chronology provide an overview of what you will be reading in the pages that follow.

The introduction to each chapter is a narrative preview, which sets the scene and tells you what major themes and issues you will find as you read on. You will notice that the introductions present the story in a very particular way: as a series of *expectations*, or hopes and desires held by the people of the era; of *constraints*, or limitations that they confronted as they tried to fulfill their expectations; of *choices*, or decisions that they finally made; and of *outcomes*, or consequences of the actions prompted by those choices. Our shorthand name for this approach is ECCO, an acronym formed from the first letter of each of the four elements. Expectations, constraints, choices, outcomes—ECCO—are the dynamic elements of history. ECCO is a way to remind you that what we call "the past" was "the present" to the people who lived it. They could not know what would happen as a result of their actions—and this is the excitement of the story we have to tell.

Then the chapter itself begins. It consists of sections that you can read as mini-narratives. Each of them opens with focus questions, to alert you to the

central points that will be raised and examined. A summary at the end of each chapter recaps the material in the text. If you want to make sure you have focused on the important points in the chapter, you can review by reading the summary and then trying to answer the focus questions at the beginning of each section.

Because a serious examination of a history as rich and complex as our nation's requires us to introduce you to many new people, places, events, and ideas, it is easy to get lost in details or panic over what is most important to remember. You may also encounter words that are unfamiliar or words that seem to be used in a different way from the way you use them in everyday speech. Both problems can distract you from learning what happened—and why—and enjoying the story. To prevent this distraction, we have provided a running glossary on each page to define key terms and possibly unfamiliar words when you first encounter them. Each chapter also has suggestions for further reading on the subjects covered in the text, so that you can explore other viewpoints or look in depth at subjects that interest you.

Because students learn from visual as well as written sources, each chapter provides reproductions of paintings, photographs, artifacts, cartoons, and maps. These are not intended just to be decorative—to brighten up a page or add a touch of color. They are there to give faces to the people you are reading about, to show you what the environment, both natural and constructed, was like in the era under discussion, and to provide images of objects from the era that make clear their similarity to or difference from material objects in the world around you today. In the captions we identify each visual aid and suggest ways to interpret it.

For each chapter we have created a feature called “Individual Choices.” In this feature we present a man or woman from the past who needed to make a choice. After all, individuals, including you, shape their history at the same time that history is shaping their lives. We believe that by reading about real people—some famous, some not—as they face an important choice and an uncertain outcome, you will better understand the era in which they lived.

A feature called “Making History” also appears throughout the text. It gives you the opportunity to work with the raw materials of history: the primary sources that help historians reconstruct the past. This feature is designed to answer, in part, the most common question students ask a history professor: “How do you know what happened or how it happened or why?” In “Making History” we pose a question to you, provide a variety of primary sources on the topic, then challenge you to offer your interpretation of the issue. “Making History” gives you a chance to be a historian, not just to read history. You will quickly see that your conclusions are not the same as those of your classmates, and these discrepancies will demonstrate why historians often disagree about issues in the past.

At the back of the textbook, you will find some additional resources. In the Appendix you will find a bibliography listing the books on which we relied in writing the chapters. You will also find reprinted several of the most important documents in American history: the Declaration of Independence, the Articles of Confederation, and the Constitution. Here too are tables that give you quick access to important data on the presidents and their cabinets. Finally, you will see the index, which will help you locate a subject quickly if you want to read about it.

In addition, the two-volume *Study Guide*, written by Eli Faber of John Jay College of Criminal Justice, provides you with many review exercises and tips on how to study and take tests effectively (ask your bookstore for a copy). There also is an *On-line Study Guide*, accessible through Houghton Mifflin's @history web site (www.hmco.com/college/). It functions as a tutorial, providing for all multiple-choice questions rejoinders that explain why your response is or is not correct. At this web site you'll also find other resources that can help you to succeed in the course.

We the authors of *Making America* hope that our textbook conveys to you our own fascination with the American past and sparks your curiosity about the nation's history. We invite you to share your feedback on the book: you can reach us through Houghton Mifflin's American history web site, which is located at www.hmco.com/college/.

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Born in Mobile, Alabama, Carol Berkin received her undergraduate degree from Barnard College and her Ph.D. from Columbia University. Her dissertation won the Bancroft Award. She is now professor of history at Baruch College and the Graduate Center of City University of New York, where she serves as deputy chair of the Ph.D. program in history. She has written *Jonathan Sewall: Odyssey of an American Loyalist* (1974) and *First Generations: Women in Colonial America* (1996). She has edited *Women of America: A History* (with Mary Beth Norton, 1979), *Women, War and Revolution* (with Clara M. Lovett, 1980), and *Women's Voices, Women's Lives: Documents in Early American History* (with Leslie Horowitz, 1998). She was contributing editor on southern women for *The Encyclopedia of Southern Culture* and has appeared in the PBS series *Liberty! The American Revolution* and The Learning Channel series *The American Revolution*. Professor Berkin chaired the Dunning Beveridge Prize Committee for the American Historical Association, the Columbia University Seminar in Early American History, and the Taylor Prize Committee of the Southern Association of Women Historians, and she served on the program committees for both the Society for the History of the Early American Republic and the Organization of American Historians. In addition, she has been a historical consultant for the National Parks Commission and served on the Planning Committee for the U.S. Department of Education's National Assessment of Educational Progress.

Christopher L. Miller

Born and raised in Portland, Oregon, Christopher L. Miller received his undergraduate degree from Lewis and Clark College and his Ph.D. from the University of California, Santa Barbara. He is currently associate professor of history at the University of Texas—Pan American. He is the author of *Prophetic Worlds: Indians and Whites on the Columbia Plateau* (1985), and his articles and reviews have appeared in numerous scholarly journals. In addition

to his scholarship in the areas of American West and American Indian history, Professor Miller has been active in projects designed to improve history teaching, including programs funded by the Meadows Foundation, the U.S. Department of Education, and other agencies.

Robert W. Cherny

Born in Marysville, Kansas, and raised in Beatrice, Nebraska, Robert W. Cherny received his B.A. from the University of Nebraska and his M.A. and Ph.D. from Columbia University. He is now professor of history at San Francisco State University. His books include *American Politics in the Gilded Age, 1868–1900* (1997), *San Francisco, 1865–1932: Politics, Power, and Urban Development* (with William Issel, 1986), *A Righteous Cause: The Life of William Jennings Bryan* (1985, 1994), and *Populism, Progressivism, and the Transformation of Nebraska Politics, 1885–1915* (1981). His articles on politics and labor in the late nineteenth and early twentieth centuries have appeared in scholarly journals, anthologies, and historical dictionaries and encyclopedias. He has been an NEH fellow, Distinguished Fulbright Lecturer at Moscow State University (Russia), and Visiting Research Scholar at the University of Melbourne (Australia). He has also served as president of the Society for Historians of the Gilded Age and Progressive Era and of the Southwest Labor Studies Association.

James L. Gormly

Born in Riverside, California, James L. Gormly received a B.A. from the University of Arizona and his M.A. and Ph.D. from the University of Connecticut. He is now professor of history and chair of the history department at Washington and Jefferson College. He has written *The Collapse of the Grand Alliance* (1970) and *From Potsdam to the Cold War* (1979). His articles and reviews have appeared in *Diplomatic History*, *The Journal of American History*, *The American Historical Review*, *The Historian*, *The History Teacher*, and *The Journal of Interdisciplinary History*.

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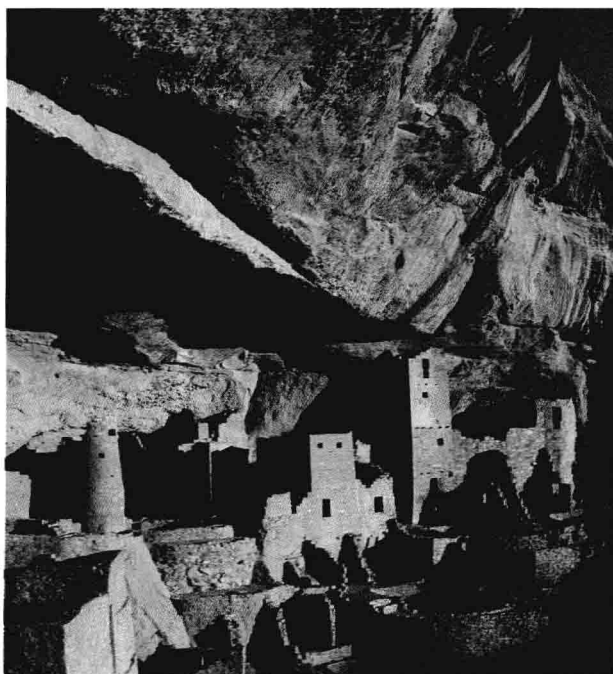
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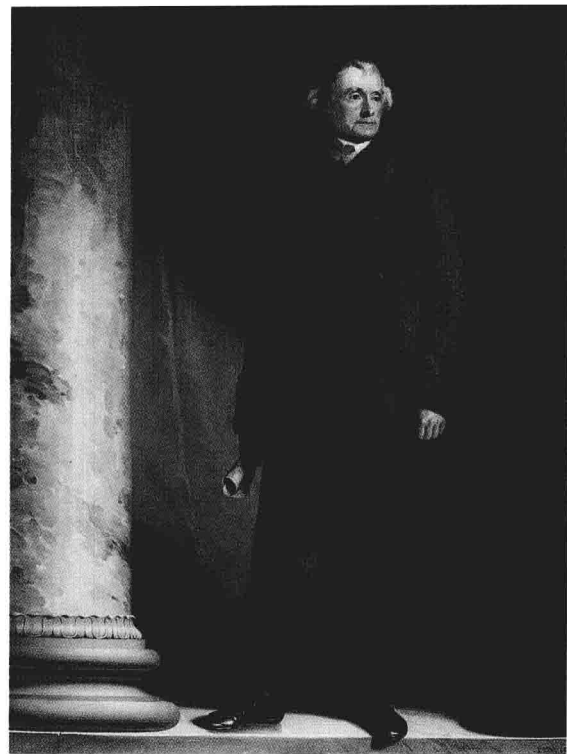
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