

# AMERICA AND ITS PEOPLE

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THE FIRST DIVISION  
SAINT PAUL & PACIFIC RAILROAD  
WINTER TIME TABLE

Being the Guide for the Year

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SECOND  
EDITION

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JAMES KIRBY MARTIN  
RANDY ROBERTS • STEVEN MINTZ  
LINDA O. McMURRY • JAMES H. JONES



# America and Its People

Second Edition

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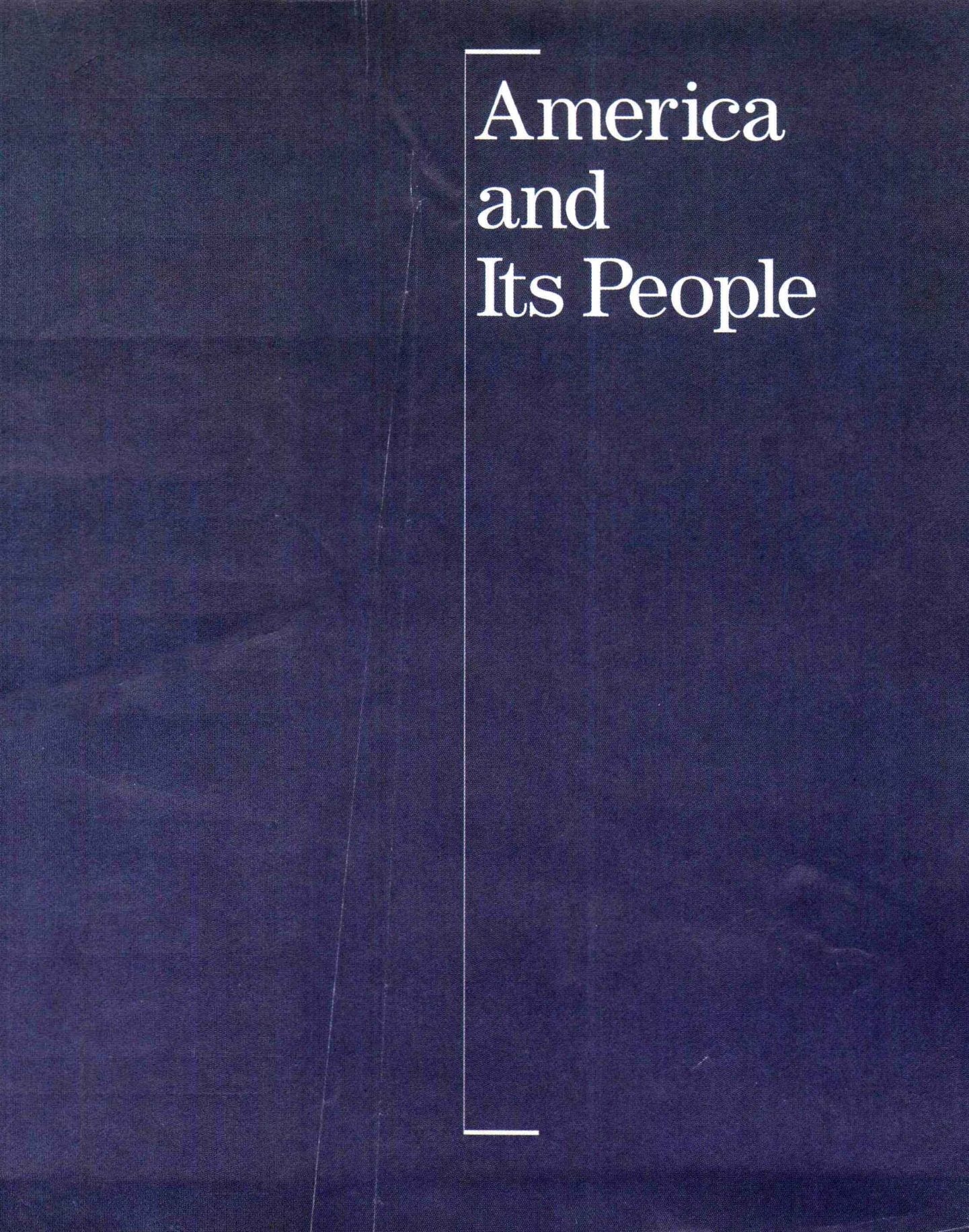
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# America and Its People



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# CHARLESTON MERCURY EXTRA.

## UNION DISSOLVED



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### THE GREAT DIVISION SAINT PAUL & PACIFIC RAILROAD THROUGH THE TWIN CITIES.

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The survey textbook in U.S. history is an essential learning instrument. It must do much more than present a chronological rendering of names, dates, and facts. It must gain the attention of students and engage them, and it must challenge students intellectually. It must not deal in caricature but show real people confronting real problems, complete with their triumphs and failures. It must offer historical perspectives on the lives of diverse groups of peoples as well as on the tumultuous affairs of nations. It must increase the tolerance of students for differing interpretations of formative historical change. As such, it must encourage thinking in historical perspective while seeking to enhance such fundamental skills as the recognition of key issues and the solving of difficult problems. The U.S. survey history text, in sum, must function as a work of synthesis that will assist course instructors in making history interesting and meaningful for students.

This is not an easy set of assignments for any textbook. In our increasingly technocratic culture, students have been repeatedly advised to concentrate their academic energies in courses that will ensure them steady incomes as workers in society. An exciting, intelligently conceived history textbook, we are convinced, can help course instructors challenge this mentality by demonstrating that history functions as a central laboratory for learning about life and for acquiring knowledge and skills essential for successful living.

As instructors actively involved in teaching U.S. survey history, we began the development of *America and Its People* with these thoughts in mind. The most compelling works of history, we concluded, focus on people, both the great and the ordinary. They establish the importance of time, place, and circumstance in comprehending the varieties of human endeavor. They do not smooth over but highlight the dramatic conflict among individuals and groups that has so often produced meaningful historical change. They frame their themes rigorously, and they tell

their story with a strong narrative pulse. The most effective works of history, we believe, encourage readers to comprehend their own times and themselves more clearly in the light of what has come before them. In this sense, studying the past provides broadened perspective, if not greater tolerance and understanding about the human condition, not only about the past but also for the formulation of present and future realities.

In writing *America and Its People* we have followed these guidelines. We have sought to impart to today's generation of college students our enthusiasm for the value of historical inquiry and our sense of which fundamentals a well-educated person needs to know about the American experience. In our opinion, the story of the United States—of colonization, Indian removal, the Revolution, slavery, social reform, the Civil War, global expansion, the Great Depression and New Deal, and the more recent civil rights and women's liberation movements—is best told by focusing on the dilemmas and struggles faced by passing generations of Americans. Thus our “people-centered” approach encourages students to grasp and evaluate the difficult choices human beings have made in molding the texture of life in the modern United States.

Besides structuring the book's contents to encourage student involvement, we have worked to keep the needs of history faculty members very much in mind. The text's structure conforms to the course outlines used by most history instructors. *America and Its People* also places a premium on chronological flow, an essential organizational element for college students grappling with the complexities of U.S. history. It also provides a clear narrative rendering of essential political, diplomatic, cultural, social, intellectual, and military history and concisely identifies major historical concepts and themes.

Finally, we have taken great care to present a text offering both breadth and balance. We have



found that the often-expressed dichotomies between political and diplomatic history and social and cultural history disappear when history is people-centered from its inception. Materials on ethnicity, gender, and race belong at the core of the historical narrative, not as adjunct information, and we have attempted to include the important findings and insights of both traditional and newer historical subjects. It is our hope that we have achieved a sensitive and compelling presentation.

## FEATURES

The book's structure is organized to heighten and sustain student interest. To borrow a phrase associated with computers, we have aimed at the production of a "user-friendly" text. Each chapter begins with an **outline of contents** and a carefully selected **anecdote** or **incident** that frames the chapter's themes while drawing students into the material. A chronological and topical narrative follows, building toward a **chapter conclusion** highlighting and reinforcing essential points. In addition, each chapter contains a **chronology of key events**; a **bibliography of suggested readings**; and a **special feature essay** designed to offer students an in-depth look at a significant topic in one of the following people-oriented categories that illustrate change over time: Aspects of Family Life, Sports and Leisure, The American Mosaic, Medicine, The Human Toll of Combat, and Perspectives on Lawbreaking. For this new edition we have developed two important new special feature categories: **America and the World** and **Primary Source Essays**.

Other features of the text include an extensive **full-color map, photo**, and **figure art program** including four full-page battlefield picture maps with accompanying essays; a **multidimensional timeline** at the front of the book that is replete with high interest items; and valuable tables, charts, graphs, and maps in the **Appendix**.

## NEW TO THIS EDITION

As authors we are grateful for the extremely positive reception accorded the first edition of *America and*

*Its People*. As with all books, however, there is always room for improvement, and we have worked very hard to make our text even more balanced in this new edition. One objective was to clarify numerous small points along the way. A second was to update our interpretations according to the latest findings in particular subfields. A third was to enhance coverage of political, diplomatic, and intellectual history. Users will find that we have taken Chapter 7, formerly entitled "Shaping the New Nation, 1789–1815," and expanded it into two chapters: Chapter 7, "Shaping the New Nation, 1789–1800," and Chapter 8, "The Jeffersonians in Power, 1800–1815." This expansion has allowed us to deepen and enrich our narrative of key political and diplomatic events in the young American republic from Washington's presidential administration through the War of 1812.

We have also included new materials on key intellectual trends, such as the flowering of a distinct American literature in antebellum America (Chapter 11), and major developments in science and technology (Chapter 9). With respect to diplomatic and intellectual history, we direct attention to the two new categories of special feature essays, which provide supplementary coverage of pivotal subjects ranging from America's first encounters with Japan to Benjamin Franklin's impressions of George Whitefield as presented in Franklin's *Autobiography*.

Still another objective in this revision was to enhance the chronological flow of our presentation. A number of reviewers suggested that we move the chapter focusing on urbanization and city culture to follow directly the chapter on immigration. Thus the sequence of chapters covering the late nineteenth century is as follows: Chapter 18, "Immigrants and Workers in Industrial America"; Chapter 19, "The Rise of an Urban Society and City People"; Chapter 20, "Imperial America, 1870–1900"; and Chapter 21, "End of the Century Crisis." In addition, in Volume II, we have increased the coverage of Native Americans (Chapter 18), added new material in the Vietnam War (Chapter 29), and refocused the last chapter (Chapter 31) to deal with the economic conditions of the late 1980s and early 1990s and to cover in detail the changes in the United States and the world. The collapse of the Soviet Union and the dramatic conclusion of the Cold War both receive extended discussion.



Finally, we have written new opening vignettes for several of the chapters in order to focus more directly on the chapter's themes. Chapter 7, for example, now begins with a discussion of the United States' first census in 1790; the opening vignette in Chapter 18 deals with Chinese immigrants and the building of the transcontinental railroad; and Chapter 30 opens with a discussion of consumer advocate Ralph Nader. Chapters 4, 8, 11, and 31 also feature new opening vignettes.

## ACKNOWLEDGMENTS

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## SUPPLEMENTS

A comprehensive and up-to-date supplements package accompanies *America and Its People*.



## For Instructors

### ***AMERICA THROUGH THE EYES OF ITS PEOPLE: A COLLECTION OF PRIMARY SOURCES***

Prepared by Carol Brown, of Houston Community College, this one-volume collection of primary documents portraying the rich and varied tapestry of American life contains documents of Native Americans, women, African-Americans, Hispanics, and others who helped to shape the course of U. S. history. Designed to be duplicated by instructors for student use, the documents have accompanying student exercises.

### ***"THIS IS AMERICA" IMMIGRATION VIDEO***

Produced by the Museum of Immigration, these two 20-minute videos tell the story of immigrant America and the personal stories and accomplishments of immigrants. By showing how the richness of our culture is due to the contributions of millions of immigrant Americans, the videos make the point that America's strength lies in the ethnically and culturally diverse backgrounds of its citizens.

### ***INSTRUCTOR'S RESOURCE MANUAL***

This extensive resource by Mark Newman of the University of Illinois, Chicago, begins with essays on teaching history through maps, film, and primary sources. Each chapter contains a synopsis, sample discussion questions, lecture supplements called "Connections and Extensions," and instructional flowcharts. The manual includes a special reproducible set of map exercises by James Conrad of Nichols College, designed to teach basic geographic literacy.

### ***DISCOVERING AMERICAN HISTORY THROUGH MAPS AND VIEWS***

Created by Gerald Danzer, University of Illinois, Chicago, the recipient of the AHA's 1989 James Harvey Robinson Award for his work in the development of map transparencies, this set of 140 four-color acetates is a unique instructional tool. It contains an introduction on teaching history through maps and a detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, and works of art.

### ***VIDEO LECTURE LAUNCHERS***

Each 2 to 5 minutes in duration, these lecture launchers cover key issues in American history, from 1877 to the present. The launchers are accompanied by an Instructor's Manual.

### ***VISUAL ARCHIVES OF AMERICAN HISTORY***

This video laser disc provides over 500 photos, and 29 minutes of film clips of major events in American history. Each photo or film clip may be instantly accessed, making this collection ideal for classroom use.

### ***TEXT MAP TRANSPARENCIES***

A set of 30 four-color transparencies from the maps in the text.

### ***TEST BANK***

Created by Ken Weatherbie of Del Mar College, this test bank features approximately 45 multiple-choice, 10 essay, and 5 map items per chapter. Multiple-choice items are referenced by topic, text page number, and type (factual or interpretive).

### ***TESTMASTER COMPUTERIZED TESTING SYSTEM***

This flexible, easy-to-master computer test bank includes all the test items in the printed Test Bank. The TestMaster software allows you to edit existing questions and add your own items. Tests can be printed in several different formats and can include figures such as graphs and tables. Available for IBM and Macintosh computers.

### ***GRADES***

A grade-keeping and classroom management software program that maintains data for up to 200 students.

## For Students

### ***LEARNING TO THINK CRITICALLY: FILMS AND MYTHS ABOUT AMERICAN HISTORY***

Randy Roberts and Robert May of Purdue University use well-known films such as *Gone with the Wind* and *Casablanca* to explore some common myths about America and its past. Many widely held as-



sumptions about our country's past come from or are perpetuated by popular films. Which are true? Which are patently not true? And how does a student of history approach documents, sources, and textbooks with a critical and discerning eye? This short handbook subjects some popular beliefs to historical scrutiny to help students develop a method of inquiry for approaching the subject of history in general.

### ***STUDY GUIDE AND PRACTICE TESTS***

Each chapter of this study guide, by Ken Chiaro of Pima Community College, contains a student introduction, reading comprehension and geography exercises, true-false, completion, and multiple-choice "Practice Tests."

### ***SUPERSHELL COMPUTERIZED TUTORIAL***

This interactive program for IBM computers helps students learn the major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell provides immediate correct answers and the text page number on which the material is discussed. Missed questions appear with greater fre-

quency; a running score of the student's performance is maintained on the screen throughout the session.

### ***MAPPING AMERICAN HISTORY: STUDENT ACTIVITIES***

Written by Gerald Danzer of the University of Illinois, Chicago, this free map workbook for students features exercises designed to teach students to interpret and analyze cartographic materials as historical documents. The instructor is entitled to a free copy of the workbook for each copy of the text purchased from HarperCollins.

### ***TIMELINK COMPUTER ATLAS OF AMERICAN HISTORY***

This atlas, compiled by William Hamblin of Brigham Young University, is an introductory software tutorial and textbook companion. This Macintosh program presents the historical geography of continental United States from colonial times to the settling of the West and the admission of the last continental state in 1912. The program covers territories in different time periods, provides quizzes, and includes a special Civil War module.

The Authors





## about the Authors

JAMES KIRBY MARTIN is a member of the Department of History at the University of Houston. A graduate of Hiram College in Ohio, he earned his Ph.D. degree at the University of Wisconsin in 1969, specializing in Early American history. His interests also include American social and military history. Among his publications are *Men in Rebellion* (1973), *In the Course of Human Events* (1979), *A Respectable Army* (1982), and *Drinking in America: A History*, rev. ed. (1987), the latter two volumes in collaboration with Mark E. Lender. Martin serves as general editor of the *American Social Experience* series, New York University Press. He recently was a senior fellow at the Philadelphia Center for Early American Studies, University of Pennsylvania, as well as scholar-in-residence at the David Library of the American Revolution, Washington Crossing, Pennsylvania. He is completing a biography of Benedict Arnold.

RANDY ROBERTS earned his Ph.D. degree in 1978 from Louisiana State University. His areas of specialization include modern U.S. history and the history of American popular culture and sports. He is a member of the Department of History at Purdue University, where he recently won the Murphy Award for outstanding undergraduate teaching. His publications include *Jack Dempsey: The Manassa Mauler* (1979), *Papa Jack: Jack Johnson and the Era of White Hopes* (1983), and, in collaboration with James S. Olson, *Playing for Keeps: Sports and American Society, 1945 to the Present* (1989) and *Where the Domino Fell: America and Vietnam, 1945–1990* (1991). Roberts serves as co-editor of the *Studies in Sports and Society* series, University of Illinois Press, and is on the editorial board of the *Journal of Sports History*. His current research and writing interests include a biographical investigation of Hollywood actor John Wayne.

STEVEN MINTZ graduated from Oberlin College in Ohio before earning his Ph.D. degree at Yale University in 1979. His special interests include American social history with particular reference to families, women, children, and communities. Mintz is a member of the Department of History at the University of Houston. From 1989 to 1990 he was a vis-

iting scholar at Harvard University's Center for European Studies, and has served as a consultant to the Smithsonian Institution's National Museum of American History. His books include *A Prison of Expectations: The Family in Victorian Culture* (1983), and, in collaboration with Susan Kellogg, *Domestic Revolutions: A Social History of American Family Life* (1988). Mintz is an editor of the *American Social Experience* series, New York University Press, and is completing a book on pre-Civil War American reform.

LINDA O. McMURRY is a member of the Department of History at North Carolina State University. She completed her undergraduate studies at Auburn University, where she also earned her Ph.D. degree in 1976. Her fields of specialization include nineteenth- and twentieth-century U.S. history with an emphasis on the African-American experience and the New South. A recipient of a Rockefeller Foundation Humanities fellowship, she has written *George Washington Carver: Scientist and Symbol* (1981), and *Recorder of the Black Experience: A Biography of Monroe Nathan Work* (1985). McMurry has been active as a consultant to public television stations and museums on topics relating to black history, and is currently completing a study of biracial organizations in the South from the Reconstruction era to World War II.

JAMES H. JONES earned his Ph.D. degree at Indiana University in 1972. His areas of specialization include modern U.S. history, the history of medical ethics and medicine, and the history of sexual behavior. A member of the Department of History at the University of Houston, Jones has been a senior fellow of the National Endowment for the Humanities, a Kennedy fellow at Harvard University, a senior research fellow at the Kennedy Institute of Ethics, Georgetown University, and a Rockefeller fellow at the University of Texas Medical Branch, Galveston. His published writings include *Bad Blood: The Tuskegee Syphilis Experiment* (1981), and he is currently finishing a book on Alfred C. Kinsey and the emergence of scientific research dealing with human sexual behavior.

# COMPARATIVE CHRONOLOGIES

## POLITICAL/DIPLOMATIC

## SOCIAL/ECONOMIC

## CULTURAL

### 30,000 B.C. – 1450

**300–900** Mayan civilization flourishes in present-day Mexico and Guatemala.  
**c.900** Toltecs rise to power in the Valley of Mexico and later conquer the Maya.  
**c.1000** Vikings led by Leif Ericson reach Labrador and Newfoundland.  
**1095** European Christians launch the Crusades to capture the Holy Lands from Muslims.  
**c.1100** Inca civilization emerges in what is now Peru.

**30,000–20,000 B.C.** First people arrive in North America from Asia across what is now the Bering Strait.  
**8000–5000 B.C.** Central American Indians begin to practice agriculture.

**1271** Marco Polo begins a 20-year journey to China.  
**1347–1353** “Black Death” kills one-third of Europe’s population.  
**1420s** Prince Henry of Portugal sends out mariners to explore Africa’s western coast.  
**c.1450** Johannes Gutenberg, a German printer, develops movable type, the basis of modern printing.

### 1450–1550

**1494** Treaty of Tordesillas divides the New World between Portugal and Spain.  
**1497–1498** John Cabot’s voyages to Newfoundland and Cape Breton Island lay the basis of English claims to North America.  
**1519** Hernando Cortés and 600 Spanish conquistadores begin the conquest of the Aztec empire.  
**1531** Francisco Pizarro and 180 Spanish soldiers start the conquest the Inca empire.

**1492** Columbus makes the first of his voyages to the Americas.  
**1496** Columbus introduces cattle, sugarcane, and wheat to the West Indies.  
**1501** Spain authorizes the first shipment of African slaves to the Caribbean.  
**1507** The New World is named America after Florentine navigator Amerigo Vespucci.  
**1508** First sugar mill is built in the West Indies.  
**1517** Coffee is introduced in Europe.  
**1542** Spain outlaws the *encomienda* system and the enslavement of Indians.

**1517** Martin Luther’s public protest against the sale of indulgences (pardons of punishment in purgatory) marks the beginning of the Protestant Reformation.  
**1518** Bartolomé de Las Casas proposes that Spain replace Indian laborers with African slaves.  
**1527** Henry VIII of England begins to sever ties with the Roman Catholic church.  
**1539** First printing press in the New World is established in Mexico City.

### 1550–1650

**1607** English adventurers establish first permanent English settlement at Jamestown in Virginia.  
**1608** Samuel de Champlain claims Quebec for France.  
**1610** Spanish found Santa Fe, New Mexico.  
**1619** First representative assembly in English North America meets in Jamestown.  
**1620** Pilgrims arrive at Cape Cod on the *Mayflower* and establish a colony at Plymouth.

**1553** Europeans learn about the potato.  
**1576** Some 40,000 slaves brought to Latin America.  
**1585–1587** Sir Walter Raleigh sponsors England’s first North American settlements at Roanoke Island, along the coast of present-day North Carolina.  
**1616** Chicken pox wipes out most New England Indians.  
**1617** England begins transporting criminals to Virginia as punishment.

**1584** Richard Hakluyt’s *Discourse of Western Planting* encourages English exploration, conquest, and colonization.  
**1613** Pocahontas becomes the first Indian in Virginia to convert to Christianity.  
**1636** Harvard College founded.  
**1637–1638** Anne Hutchinson convicted of heresy in Massachusetts and flees to Rhode Island.  
**1640** The first book is published in the colonies, the *Bay Psalm Book*.



## POLITICAL/DIPLOMATIC

**1624** New York is settled by the Dutch and named New Netherland.

**1630** The Puritans establish Massachusetts Bay Colony.

**1632** Maryland, the first proprietary colony, is established as a refuge for Roman Catholics.

**1638** Delaware is settled by Swedes and is named New Sweden.

**1649** Charles I of England beheaded.

## SOCIAL/ECONOMIC

**1619** Cargoes of Englishwomen begin to arrive in Virginia.

**1619** A Dutch ship brings the first Africans to Virginia.

**1624** Cattle are introduced into New England.

**1630** Colonial population totals about 5700.

## CULTURAL

## 1550–1650

**1647** Massachusetts Bay Colony adopts the first public school law in the colonies.

**1649** Maryland's Act of Toleration affirms religious freedom for all Christians in the colony.

## 1650–1750

**1660, 1663** Parliament passes Navigation Acts to ensure that the colonies trade exclusively with England.

**1664** Dutch settlers in New Netherlands surrender to the English, who rename the colony New York.

**1676** Bacon's Rebellion in Virginia.

**1681–1682** William Penn founds Pennsylvania as a "holy experiment" in which diverse groups can live together in harmony.

**1688–1689** The English drive James II from the throne in the Glorious Revolution and replace him with William and Mary.

**1733** Georgia founded as a haven for debtors and a buffer against Spanish Florida.

**1670** Colonial population totals about 114,500, including 4535 slaves.

**1673** Regular mail service between Boston and New York begins.

**1699** Parliament outlaws the export of woolen products from the colonies.

**1714** Tea is introduced in the colonies.

**1739** Stono slave uprising occurs in South Carolina.

**1749** Benjamin Franklin invents the lightning rod.

**1650** Anne Bradstreet, New England's first poet, publishes *The Tenth Muse*.

**1692** Witchcraft scare in Salem, Massachusetts, results in the execution of 20 men and women.

**1731** Benjamin Franklin founds first circulating library in Philadelphia.

**1732** Benjamin Franklin begins publishing *Poor Richard's Almanac*.

**1735** John Peter Zenger acquitted on charge of seditious libel on ground that truth can be no libel.

**1739** George Whitefield begins preaching tours, turning local revivals into the Great Awakening.

## 1750

**1750** Parliament passes the Iron Act, which prohibits colonists from expanding the production of finished iron or steel products.

**1754** Albany Congress draws up a plan to unite the 13 colonies under a single government.

**1754–1763** French and Indian War.

**1759** British forces under General James Wolfe conquer Quebec.

**1750** The flatboat and the Conestoga wagon appear in Pennsylvania.

**1756** Stagecoach line is established between New York and Philadelphia.

**1755** A British army surgeon, Dr. Richard Schuckburg, composes *Yankee Doodle* during the French and Indian war.

**1756** Wolfgang Amadeus Mozart born in Salzburg, Austria.



## POLITICAL/DIPLOMATIC

## SOCIAL/ECONOMIC

## CULTURAL

1760

**1760** George III becomes king of England.

**1763** Pontiac leads an unsuccessful Indian rebellion on the western frontier.

**1763** The Proclamation of 1763 forbids white settlement west of the Appalachian Mountains.

**1764** The Sugar Act levies new duties on coffee, indigo, sugar, and wine.

**1764** Currency Act prohibits colonial governments from issuing paper money and requires all taxes and debts to British merchants to be paid in British currency.

**1765** Quartering Act requires colonists to provide barracks, candles, bedding, and beverages to soldiers stationed in their area.

**1765** Stamp Act, which requires stamps to be affixed to all legal documents, almanacs, newspapers, pamphlets, and playing cards, among other items, provokes popular protests.

**1766** Parliament repeals the Stamp Act, but asserts its authority to tax the colonists in the Declaratory Act.

**1767** Townshend Duties Act imposes taxes on imported glass, lead, paint, paper, and tea to defray the cost of colonial administration.

**1760** Colonial population numbers about 1.6 million, including 325,000 slaves.

**1763** English surveyors Charles Mason and Jeremiah Dixon set the boundary between Pennsylvania and Maryland—the Mason-Dixon line.

**1765** The first medical school in the colonies is established in Philadelphia.

**1766** Mastodon bones are discovered along the Ohio River.

**1767** Daniel Boone undertakes his first exploration west of the Appalachian Mountains.

**1759** Touro Synagogue in Newport, Rhode Island, is designed. It is the first synagogue in the 13 colonies.

**1761** *The Complete Housewife*, a cookbook, is published in New York City.

**1766** Robert Rogers writes the first play on a Native American subject, *Ponteach, or the Savages of America*.

1770

**1770** The Boston Massacre leaves five colonists dead and others wounded.

**1770** Townshend Duties are repealed, except the tax on tea.

**1772** Parliament declares that the crown will pay the salaries of royal governors and colonial judges.

**1773** Tea Act allows the East India Company to sell tea directly to American retailers.

**1773** Boston Tea Party occurs when a band of "Indians" boards three British vessels and dumps 342 chests of tea into Boston Harbor.

**1774** The Coercive Acts close the port of Boston; modify the Massachusetts charter; provide for trials outside colonies when royal officials are accused of serious crimes; and call for billeting of troops in unoccupied private homes.

**1770** Colonial population is about 2.2 million.

**1773** Harvard College announces that it will no longer rank students in order of social prominence.

**1774** Mother Ann Lee, founder of the Shakers in America, lands in New York City.

**1771** Historical painter Benjamin West renders *Death of Wolfe* and *Penn's Treaty with the Indians*.

**1773** Phillis Wheatley, the slave of a Boston merchant, publishes *Poems on Various Subjects*.

**1776** Thomas Paine publishes *Common Sense*, urging immediate separation from England.



## POLITICAL/DIPLOMATIC

## SOCIAL/ECONOMIC

## CULTURAL

1770

**1775** The shot "heard 'round the world"—the first military clashes between British troops and patriots take place at Lexington and Concord.

**1775** George III issues declarations that a state of rebellion exists in the colonies.

**1776** Continental Congress adopts the Declaration of Independence.

**1778** Benjamin Franklin negotiates an American alliance with France.

1780

**1781** Lord Cornwallis surrenders to George Washington at Yorktown.

**1781** The states approve the nation's first constitution, the Articles of Confederation.

**1783** The Treaty of Paris is signed, ending the American Revolution.

**1787** Congress passes the Northwest Ordinance, forever barring slavery north of the Ohio River.

**1787** Constitutional convention convenes in Philadelphia.

**1788** Constitution is ratified.

**1789** Electoral College names George Washington the first president.

**1780** U.S. population is about 2,780,400.

**1783** Benjamin Franklin invents bifocals.

**1784** The *Empress of China* inaugurates sea trade with China.

**1786** Western Massachusetts farmers, led by Daniel Shays, close county courthouses to protest low farm prices and high state taxes.

**1787** Levi Hutchins, a Concord, New Hampshire, clockmaker invents the alarm clock.

**1782** J. Hector St. John de Crèvecoeur publishes *Letters from an American Farmer*.

**1786** Virginia legislature enacts separation of church and state.

**1786** Charles Willson Peale opens the first art gallery in Philadelphia.

**1789** William Hill Brown's *The Power of Sympathy* is the first novel published in the United States.

1790

**1790** Congress adopts Hamilton's proposal to fund the national debt at full value and to assume state debts from the revolutionary war.

**1791** Bank of the United States established.

**1791** The Bill of Rights becomes part of the Constitution.

**1794** General Anthony Wayne defeats an Indian alliance at the Battle of Fallen Timbers, opening Ohio to white settlement.

**1796** Washington issues a Farewell Address, warning against political factionalism and foreign entanglements.

**1798** Congress adopts the Alien and Sedition acts.

**1798–1799** Kentucky and Virginia resolutions declare the Alien and Sedition acts unconstitutional.

**1790** U.S. population is 3,929,214.

**1790** Samuel Slater opens the first textile factory in the United States.

**1793** Eli Whitney invents the cotton gin.

**1794–1795** The Whiskey Rebellion, protesting the federal excise tax on whiskey, is put down.

**1793** Louis XVI of France sent to the guillotine.

**1794** Thomas Paine publishes *The Age of Reason*.

**1798** Charles Brockden Brown publishes *Wieland*.



## POLITICAL/DIPLOMATIC

## SOCIAL/ECONOMIC

## CULTURAL

1800

**1801** House of Representatives selects Thomas Jefferson as third president.

**1801** Jefferson sends eight ships to enforce a blockade of Tripoli.

**1803** Thomas Jefferson purchases Louisiana Territory from Napoleon for \$15 million or 4 cents an acre.

**1803** *Marbury v. Madison* upholds the principle of judicial review.

**1804** Vice president Aaron Burr kills Alexander Hamilton in a duel.

**1807** Jefferson imposes a trade embargo in order to pressure Britain and France to respect American rights.

**1807** Congress votes to prohibit the African slave trade.

**1809** Embargo Act repealed.

**1809** Non-Intercourse Act prohibits trade with Britain and France.

**1800** U.S. population is 5,308,483, including 896,849 slaves.

**1800** John Chapman, better known as Johnny Appleseed, passes out religious tracts and apple seeds throughout the Ohio Valley.

**1804** Lewis and Clark expedition sets out from St. Louis to explore the Louisiana Purchase.

**1807** Seth Thomas and Eli Terry begin to manufacture clocks out of interchangeable parts.

**1807** Robert Fulton proves the practicality of the steamboat by sailing the *Clermont* from New York City to Albany in 32 hours.

**1800** Mason Locke Weems publishes his *Life of Washington*, the source of the legend about Washington chopping down the cherry tree.

**1806** Noah Webster's *Compendious Dictionary of the English Language* is published.

1810

**1812** Congress declares war against Britain.

**1813–1814** Creek War.

**1814** United States and Britain sign Treaty of Ghent, which ends the War of 1812.

**1816** Second Bank of the United States chartered.

**1818** United States and Britain agree to joint occupation of Oregon.

**1819** Spain cedes Florida to the United States.

**1819** "A Firebell in the Night." A crisis over slavery erupts after Missouri applies for admission to the Union as a slave state.

**1810** U.S. population is 7,239,881.

**1814** The first totally mechanized factory producing cotton cloth from raw cotton opens in Waltham, Massachusetts.

**1817** American Colonization Society is founded to colonize free blacks in Africa.

**1819** Panic of 1819.

**1819** An asylum for the deaf, dumb, and blind opens in Hartford, Connecticut, inaugurating a new era of humanitarian concern for the handicapped.

**1819** The *Savannah* becomes the first steamship to cross the Atlantic.

**1819** *Dartmouth v. Woodward* upholds the sanctity of contracts. *McCulloch v. Maryland* upholds the constitutionality of the second Bank of the United States.

**1814** Francis Scott Key writes the lyrics to "The Star-Spangled Banner" during the British assault on Fort McHenry, Maryland.

**1818** Washington Irving publishes *Rip Van Winkle*.

**1819** William Ellery Channing helps found American Unitarianism.

## POLITICAL/DIPLOMATIC

**1820** Missouri Compromise prohibits slavery in the northern half of the Louisiana Purchase; Missouri enters the union as a slave state and Maine as a free state.

**1821** Mexico declares independence from Spain.

**1823** President James Monroe opposes any further European colonization or interference in the Americas, establishing the principle now known as the Monroe Doctrine.

## SOCIAL/ECONOMIC

**1820** U.S. population is 9,638,453.

**1820** Land Act reduces the price of public land to \$1.25 per acre.

**1822** Stephen F. Austin founds the first American colony in Texas.

**1822** Liberia founded as a colony for free blacks.

**1825** Erie Canal opens.

**1827** *Freedom's Journal*, the first black newspaper, begins publication in New York City.

**1828** The *Cherokee Phoenix*, the first Indian newspaper, begins publication.

**1829** The first U.S. school for the blind opens in Boston.

## CULTURAL

1820

**1821** Emma Willard founds the Troy Female Seminary, one of the first academies to offer women a higher education.

**1823** John Howard Payne and Henry Bishop compose the song "Home, Sweet Home."

**1823** James Fenimore Cooper publishes *The Pioneers*, the first of his Leatherstocking tales.

**1827** James Audubon publishes *Birds of America*, consisting of 435 lifelike paintings of birds.

**1829** David Walker issues his militant "Appeal to the Colored Citizens of the World."

1830

**1830** Indian Removal Act provides funds to purchase Indian homelands in exchange for land in present-day Oklahoma and Arkansas.

**1832** Jackson vetoes the bill to recharter the second Bank of the United States.

**1832** South Carolina nullifies the federal tariff.

**1836** Texans under Sam Houston defeat the Mexican army at the Battle of San Jacinto.

**1837** Panic of 1837 begins.

**1830** U.S. population is 12,866,020.

**1830** Joseph Smith, Jr., founds the Church of Jesus Christ of Latter-Day Saints.

**1830** America's first commercially successful steam locomotive, the *Tom Thumb*, loses a race against a horse.

**1831** William Lloyd Garrison begins publishing the militant abolitionist newspaper *The Liberator*.

**1831** Oberlin College opens its doors as the nation's first coeducational college. In 1835, it becomes the first American college to admit blacks.

**1831** Nat Turner's slave insurrection occurs in Southampton County, Virginia.

**1832** Samuel F. B. Morse invents the telegraph.

**1835** The Liberty Bell cracks as it tolls the death of Chief Justice John Marshall.

**1837** Horace Mann becomes Massachusetts's first superintendent of education.

**1839** Liberty party founded.

**1839** Charles Goodyear successfully vulcanizes rubber.

**1831** Samuel Francis Smith composes the words to the song "America."

**1834** *A Narrative of the Life of David Crockett* is published.

**1836** William Holmes McGuffey publishes his first and second *Reader*.

**1838** Sarah Grimké publishes *Letters on the Equality of the Sexes and the Condition of Women*, one of the earliest public defenses of sexual equality.