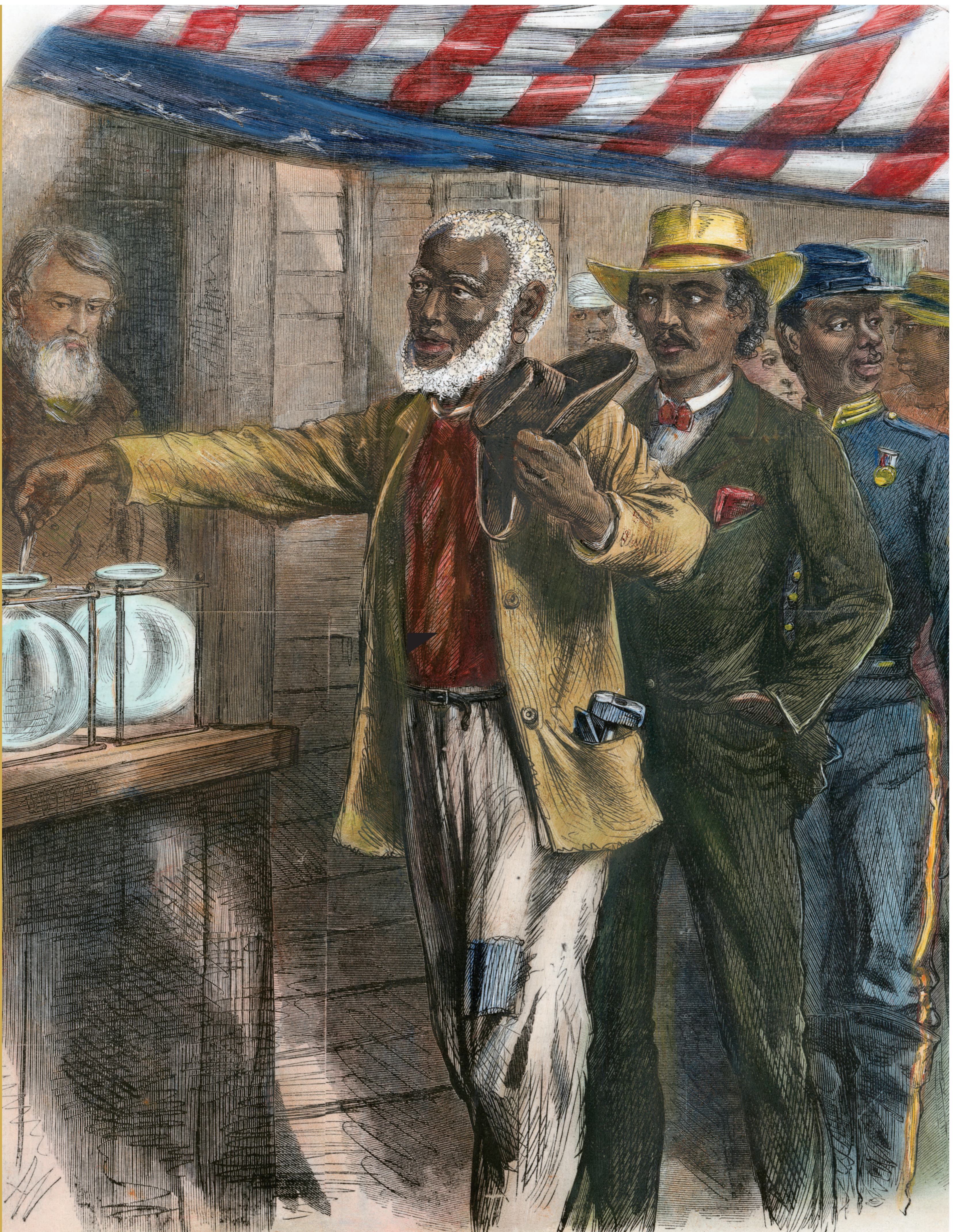
GIVE ME LIBERTY!

AN AMERICAN HISTORY

Sixth AP® Edition

gml6ap_ch00_FM_i-lxxxii,1.indd 1 14/10/19 8:44 PM



gml6ap_ch00_FM_i-lxxxii,1.indd 2 14/10/19 8:44 PM

GIVE ME LIBERTY!

AN AMERICAN HISTORY

Sixth AP® Edition

ERIC FONER

W. W. NORTON & COMPANY
NEW YORK • LONDON

gml6ap_ch00_FM_i-lxxxii,1.indd 3 14/10/19 8:44 PM

For my mother, Liza Foner (1909–2005), an accomplished artist who lived through most of the twentieth century and into the twenty-first

---

W. W. Norton & Company has been independent since its founding in 1923, when William Warder Norton and Mary D. Herter Norton first published lectures delivered at the People's Institute, the adult education division of New York City's Cooper Union. The firm soon expanded its program beyond the Institute, publishing books by celebrated academics from America and abroad. By midcentury, the two major pillars of Norton's publishing program—trade books and college texts—were firmly established. In the 1950s, the Norton family transferred control of the company to its employees, and today—with a staff of five hundred and hundreds of trade, college, and professional titles published each year—W. W. Norton & Company stands as the largest and oldest publishing house owned wholly by its employees.

Copyright © 2020, 2017, 2014, 2011, 2008, 2005 by Eric Foner
All rights reserved
Printed in Canada

Director of High School Publishing: Jenna Bookin Barry
Editor: Steve Forman
Associate Managing Editor: Melissa Atkin
High School Marketing and Market Development Manager: Christina Magoulis
High School Editorial Assistant: Anna Goodlett
Project Editor: Jennifer Barnhardt
Assistant Editor: Lily Gellman
Managing Editor, College: Marian Johnson
Production Manager: Sean Mintus
Media Editor: Carson Russell
Associate Media Editors: Sarah Rose Aquilina and Alexander Lee
Media Project Editor: Rachel Mayer
Assistant Media Editor: Alexandra Malakhoff
Managing Editor, College Digital Media: Kim Yi
Ebook Production Manager: Danielle Lehmann
Marketing Manager, History: Sarah England Bartley
Design Director: Rubina Yeh
Designer: Chin-yee Lai
Director of College Permissions: Megan Schindel
College Permissions Manager: Bethany Salminen
Photo Editor: Stephanie Romeo
Composition: Six Red Marbles
Illustrations: Mapping Specialists, Ltd.
Manufacturing: Transcontinental

Permission to use copyrighted material is included on page A-75.

AP® and Advanced Placement Program are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, this product. Reprinted by permission of the College Board.

Library of Congress Cataloging-in-Publication Data

Names: Foner, Eric, 1943- author.
Title: Give me liberty! : an American history / Eric Foner.
Description: Sixth AP® edition. | New York : W.W. Norton & Company, 2020. | Includes index.
Identifiers: LCCN 2019031048 | **ISBN 978-0-393-69701-8**
Subjects: LCSH: United States—History—Textbooks.
Classification: LCC E178 .F66 2019 | DDC 973—dc23
LC record available at https://lccn.loc.gov/2019031048

W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110
wwnorton.com
W. W. Norton & Company Ltd., 15 Carlisle Street, London W1D 3BS

1 2 3 4 5 6 7 8 9 0

CONTENTS

DEDICATION ... iv
LIST OF MAPS, TABLES, AND FIGURES ... xxx
ABOUT THE AUTHOR ... xxxiii
ABOUT THE AP® AUTHORS ... xxxiv
PREFACE ... xxxv
ACKNOWLEDGMENTS ... xlii
AP® U.S. HISTORY SKILLS HANDBOOK ... xlix

PERIOD 1: 1491–1607

1. A NEW WORLD ... 4

THE FIRST AMERICANS ... 6

The Settling of the Americas ... 6 ⋆ Indian Societies of the Americas ... 8 ⋆ Mound Builders of the Mississippi River Valley ... 9 ⋆ Western Indians ... 10 ⋆ Indians of Eastern North America ... 10 ⋆ Native American Religion ... 12 ⋆ Land and Property ... 12 ⋆ Gender Relations ... 14 ⋆ European Views of the Indians ... 14

INDIAN FREEDOM, EUROPEAN FREEDOM ... 15

Indian Freedom ... 15 ⋆ Christian Liberty ... 16 ⋆ Freedom and Authority ... 17 ⋆ Liberty and Liberties ... 17

THE EXPANSION OF EUROPE ... 18

Chinese and Portuguese Navigation ... 18 ⋆ Portugal and West Africa ... 19 ⋆ Freedom and Slavery in Africa ... 20 ⋆ The Voyages of Columbus ... 20

CONTACT ... 21

Columbus in the New World ... 21 ⋆ Exploration and Conquest ... 23 ⋆ The Demographic Disaster ... 24

THE SPANISH EMPIRE ... 24

Governing Spanish America ... 25 ⋆ Colonists in Spanish America ... 25 ⋆ Colonists and Indians ... 26 ⋆ Justifications for Conquest ... 26 ⋆ Spreading the Faith ... 27 ⋆ Las Casas's Complaint ... 28 ⋆ Reforming the Empire ... 29 ⋆ Exploring North America ... 30 ⋆ Spanish Florida ... 32 ⋆ Spain in the Southwest ... 33 ⋆ The Pueblo Revolt ... 33

THE FRENCH AND DUTCH EMPIRES ... 35

French Colonization ... 35

Voices of Freedom: *From* Bartolomé de las Casas, *History of the Indies* (1528), and *From* "Declaration of Josephe" (December 19, 1681) ... 36

gml6ap_ch00_FM_i-lxxxii,1.indd 5 14/10/19 8:44 PM

New France and the Indians ... 38 ⋆ The Dutch Empire ... 39 ⋆ Dutch Freedom ... 41 ⋆ Freedom in New Netherland ... 41 ⋆ The Dutch and Religious Toleration ... 41 ⋆ Settling New Netherland ... 43 ⋆ New Netherland and the Indians ... 43 ⋆ Borderlands and Empire in Early America ... 44

AP® REVIEW ... 45

Historians' Voices: *From* Ramón A. Gutiérrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality,* and *Power in New Mexico, 1500–1846* (1991) and *From* Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (2007) ... 48

PERIOD 2: 1607–1754

2. BEGINNINGS OF ENGLISH AMERICA, 1607–1660 ... 50

ENGLAND AND THE NEW WORLD ... 52

Unifying the English Nation ... 52 ⋆ England and Ireland ... 52 ⋆ England and North America ... 53 ⋆ Spreading Protestantism ... 53 ⋆ The Social Crisis ... 54 ⋆ Masterless Men ... 55

THE COMING OF THE ENGLISH ... 56

English Emigrants ... 56 ⋆ Indentured Servants ... 56 ⋆ Land and Liberty ... 57 ⋆ Englishmen and Indians ... 57 ⋆ The Transformation of Indian Life ... 58 ⋆ Changes in the Land ... 59

SETTLING THE CHESAPEAKE ... 59

The Jamestown Colony ... 59 ⋆ From Company to Society ... 60 ⋆ Powhatan and Pocahontas ... 61 ⋆ The Uprising of 1622 ... 61 ⋆ A Tobacco Colony ... 62 ⋆ Women and the Family ... 63 ⋆ The Maryland Experiment ... 64 ⋆ Religion in Maryland ... 65

THE NEW ENGLAND WAY ... 66

The Rise of Puritanism ... 66 ⋆ Moral Liberty ... 67 ⋆ The Pilgrims at Plymouth ... 68 ⋆ The Great Migration ... 69 ⋆ The Puritan Family ... 69 ⋆ Government and Society in Massachusetts ... 70 ⋆ Church and State in Puritan Massachusetts ... 71

NEW ENGLANDERS DIVIDED ... 72

Roger Williams ... 72 ⋆ Rhode Island and Connecticut ... 73 ⋆ The Trial of Anne Hutchinson ... 73 ⋆ Puritans and Indians ... 75

Voices of Freedom: *From* "The Trial of Anne Hutchinson" (1637), and *From* John Winthrop, Speech to the Massachusetts General Court (July 3, 1645) ... 76

The Pequot War ... 78 ⋆ The New England Economy ... 78 ⋆ The Merchant Elite ... 79 ⋆ The Half-Way Covenant ... 80

gml6ap_ch00_FM_i-lxxxii,1.indd 6 14/10/19 8:44 PM

RELIGION, POLITICS, AND FREEDOM ... 81

The Rights of Englishmen ... 81 ⋆ The English Civil War ... 82 ⋆ England's Debate over Freedom ... 82

Who Is an American? *From* Henry Care, *English Liberties, Or, The Free-Born Subject's Inheritance* (1680) ... 83

The Civil War and English America ... 84 ⋆ The Crisis in Maryland ... 84 ⋆ Cromwell and the Empire ... 85

AP® REVIEW ... 86

3. CREATING ANGLO-AMERICA, 1660–1750 ... 90

GLOBAL COMPETITION AND THE EXPANSION OF ENGLAND'S EMPIRE ... 92

The Mercantilist System ... 92 ⋆ The Conquest of New Netherland ... 92 ⋆ New York and the Rights of Englishmen and Englishwomen ... 94 ⋆ New York and the Indians ... 94 ⋆ The Charter of Liberties ... 95 ⋆ The Founding of Carolina ... 95 ⋆ The Holy Experiment ... 96 ⋆ Quaker Liberty ... 96 ⋆ Land in Pennsylvania ... 97

ORIGINS OF AMERICAN SLAVERY ... 98

Englishmen and Africans ... 98 ⋆ Slavery in History ... 98 ⋆ Slavery in the West Indies ... 99 ⋆ Slavery and the Law ... 101 ⋆ The Rise of Chesapeake Slavery ... 102 ⋆ Bacon's Rebellion: Land and Labor in Virginia ... 103

Voices of Freedom: Maryland Act Concerning Negroes and Other Slaves (1664), and *From* Letter by a Female Indentured Servant (September 22, 1756) ... 104

The End of the Rebellion, and Its Consequences ... 106 ⋆ A Slave Society ... 106 ⋆ Notions of Freedom ... 107

COLONIES IN CRISIS ... 107

The Glorious Revolution ... 108 ⋆ The Glorious Revolution in America ... 109 ⋆ The Maryland Uprising ... 109 ⋆ Leisler's Rebellion ... 110 ⋆ Changes in New England ... 110 ⋆ The Prosecution of Witches ... 110 ⋆ The Salem Witch Trials ... 111

THE GROWTH OF COLONIAL AMERICA ... 112

A Diverse Population ... 113 ⋆ Attracting Settlers ... 113 ⋆ The German Migration ... 115 ⋆ Religious Diversity ... 115

Who Is an American? *From* Benjamin Franklin, *Observations Concerning the Increase of Mankind* (1751) ... 116

Indian Life in Transition ... 117 ⋆ Regional Diversity ... 118 ⋆ The Consumer Revolution ... 119 ⋆ Colonial Cities ... 120 ⋆ Colonial Artisans ... 120 ⋆ An Atlantic World ... 121

SOCIAL CLASSES IN THE COLONIES ... 122

The Colonial Elite ... 122 * New World Cultures ... 123 * Anglicization ... 123 * The South Carolina Aristocracy ... 124 * Poverty in the Colonies ... 125 * The Middle Ranks ... 125 * Women and the Household Economy ... 126 * North America at Mid-Century ... 127

AP® REVIEW ... 128

4. SLAVERY, FREEDOM, AND THE STRUGGLE FOR EMPIRE, TO 1763 ... 130

SLAVERY AND EMPIRE ... 132

Atlantic Trade ... 132 * Africa and the Slave Trade ... 134 * The Middle Passage ... 134 * Chesapeake Slavery ... 136 * Freedom and Slavery in the Chesapeake ... 137 * Indian Slavery in Early Carolina ... 137 * The Rice Kingdom ... 138 * The Georgia Experiment ... 138 * Slavery in the North ... 139

SLAVE CULTURES AND SLAVE RESISTANCE ... 140

Becoming African-American ... 140 * African Religion in Colonial America ... 141 * African-American Cultures ... 141 * Resistance to Slavery ... 142 * The Crisis of 1739–1741 ... 143

AN EMPIRE OF FREEDOM ... 143

British Patriotism ... 143 * The British Constitution ... 144 * Republican Liberty ... 145 * Liberal Freedom ... 146

THE PUBLIC SPHERE ... 146

The Right to Vote ... 147 * Political Cultures ... 147 * Colonial Government ... 148 * The Rise of the Assemblies ... 149 * Politics in Public ... 150 * The Colonial Press ... 150 * Freedom of Expression and Its Limits ... 151 * The Trial of Zenger ... 152 * The American Enlightenment ... 152

THE GREAT AWAKENING ... 153

Religious Revivals ... 153 * The Preaching of Whitefield ... 154 * The Awakening's Impact ... 155

IMPERIAL RIVALRIES ... 155

Spanish North America ... 155 * The Spanish in California ... 158 * The French Empire ... 159

BATTLE FOR THE CONTINENT ... 160

The Middle Ground ... 160 * The Seven Years' War ... 161 * A World Transformed ... 163 * New Indian Identities ... 163 * The Proclamation Line ... 165 * Pennsylvania and the Indians ... 165

Voices of Freedom: *From* Scarouyady, Speech to Pennsylvania Provincial Council (1756), and *From* Pontiac, Speeches (1762 and 1763) ... 166

Colonial Identities ... 168

gml6ap_ch00_FM_i-lxxxii,1.indd 8 14/10/19 8:44 PM

AP® REVIEW ... 169

Historians' Voices: *From* Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975) and *From* Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998) ... 171

PERIOD 3: 1754–1800

5. THE AMERICAN REVOLUTION, 1763–1783 ... 174

THE CRISIS BEGINS ... 175

Consolidating the Empire ... 176 ⋆ Taxing the Colonies ... 177 ⋆ The Stamp Act Crisis ... 177 ⋆ Taxation and Representation ... 178 ⋆ Liberty and Resistance ... 179 ⋆ Politics in the Streets ... 180 ⋆ The Regulators ... 181

THE ROAD TO REVOLUTION ... 182

The Townshend Crisis ... 182 ⋆ Homespun Virtue ... 182 ⋆ The Boston Massacre ... 183 ⋆ The Tea Act ... 184 ⋆ The Intolerable Acts ... 185

THE COMING OF INDEPENDENCE ... 185

The Continental Congress ... 185 ⋆ The Continental Association ... 186 ⋆ The Sweets of Liberty ... 186 ⋆ The Outbreak of War ... 187 ⋆ Independence? ... 188 ⋆ *Common Sense* ... 189 ⋆ Paine's Impact ... 190 ⋆ The Declaration of Independence ... 191

Voices of Freedom: *From* Samuel Seabury, *An Alarm to the Legislature of the Province in New-York* (1775), and *From* Thomas Paine, *Common Sense* (1776) ... 192

The Declaration and American Freedom ... 194 ⋆ An Asylum for Mankind ... 194 ⋆ The Global Declaration of Independence ... 195

SECURING INDEPENDENCE ... 196

The Balance of Power ... 196 ⋆ Blacks in the Revolution ... 197 ⋆ The First Years of the War ... 198 ⋆ The Battle of Saratoga ... 198 ⋆ The War in the Borderlands ... 201 ⋆ The War in the South ... 202 ⋆ Victory at Last ... 204

AP® REVIEW ... 206

6. THE REVOLUTION WITHIN ... 208

DEMOCRATIZING FREEDOM ... 210

The Dream of Equality ... 210 ⋆ Expanding the Political Nation ... 210 ⋆ The Revolution in Pennsylvania ... 211 ⋆ The New Constitutions ... 212 ⋆ The Right to Vote ... 213 ⋆ Democratizing Government ... 213

TOWARD RELIGIOUS TOLERATION ... 214

Catholic Americans ... 215 ⋆ The Founders and Religion ... 215 ⋆ Separating Church and State ... 216 ⋆ Jefferson and Religious Liberty ... 217 ⋆ The Revolution and the Churches ... 218 ⋆ Christian Republicanism ... 218

DEFINING ECONOMIC FREEDOM ... 219

Toward Free Labor ... 219 ⋆ The Soul of a Republic ... 220 ⋆ The Politics of Inflation ... 221 ⋆ The Debate over Free Trade ... 221

THE LIMITS OF LIBERTY ... 222

Colonial Loyalists ... 222 ⋆ The Loyalists' Plight ... 223 ⋆ The Revolution as a Borderlands Conflict ... 225 ⋆ White Freedom, Indian Freedom ... 225

SLAVERY AND THE REVOLUTION ... 226

The Language of Slavery and Freedom ... 227 ⋆ Obstacles to Abolition ... 228 ⋆ The Cause of General Liberty ... 228 ⋆ Petitions for Freedom ... 229 ⋆ British Emancipators ... 230 ⋆ Voluntary Emancipations ... 231 ⋆ Abolition in the North ... 231 ⋆ Free Black Communities ... 232

DAUGHTERS OF LIBERTY ... 233

Revolutionary Women ... 233 ⋆ Gender and Politics ... 233

Voices of Freedom: *From* Abigail Adams to John Adams, Braintree, Mass. (March 31, 1776), and *From* Petitions of Slaves to the Massachusetts Legislature (1773 and 1777) ... 234

Republican Motherhood ... 237 ⋆ The Arduous Struggle for Liberty ... 238

AP® REVIEW ... 239

7. FOUNDING A NATION, 1783–1791 ... 242

AMERICA UNDER THE CONFEDERATION ... 244

The Articles of Confederation ... 244 ⋆ Congress and the West ... 246 ⋆ Settlers and the West ... 246 ⋆ The Land Ordinances ... 247 ⋆ The Confederation's Weaknesses ... 249 ⋆ Shays's Rebellion ... 250 ⋆ Nationalists of the 1780s ... 250

A NEW CONSTITUTION ... 251

The Structure of Government ... 252 ⋆ The Limits of Democracy ... 253 ⋆ The Division and Separation of Powers ... 253 ⋆ The Debate over Slavery ... 254 ⋆ Slavery in the Constitution ... 255 ⋆ The Final Document ... 256

THE RATIFICATION DEBATE AND THE ORIGIN OF THE BILL OF RIGHTS ... 257

The Federalist ... 257 ⋆ "Extend the Sphere" ... 258 ⋆ The Anti-Federalists ... 259 ⋆ The Bill of Rights ... 260

Voices of Freedom: *From* David Ramsay, *The History of the American Revolution* (1789), and *From* James Winthrop, Anti-Federalist Essay Signed "Agrippa" (1787) ... 262

"WE THE PEOPLE" ... 265

Who Belongs? The Constitution and American Citizenship ... 265 ⋆ National Identity ... 267 ⋆ Indians in the New Nation ... 267

Who Is an American? *From* J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (1782) ... 268

Blacks and the Republic ... 271 ⋆ Jefferson, Slavery, and Race ... 272 ⋆ Principles of Freedom ... 273

AP® REVIEW ... 274

8. SECURING THE REPUBLIC, 1791–1815 ... 276

POLITICS IN AN AGE OF PASSION ... 277

Hamilton's Program ... 278 ⋆ The Emergence of Opposition ... 278 ⋆ The Jefferson–Hamilton Bargain ... 279 ⋆ The Impact of the French Revolution ... 280 ⋆ Political Parties ... 281 ⋆ The Whiskey Rebellion ... 282 ⋆ The Republican Party ... 282 ⋆ An Expanding Public Sphere ... 283 ⋆ The Democratic-Republican Societies ... 283 ⋆ The Rights of Women ... 284 ⋆ Women and the Republic ... 285

THE ADAMS PRESIDENCY ... 285

Voices of Freedom: *From* Judith Sargent Murray, "On the Equality of the Sexes" (1790), and *From* Address of the Democratic-Republican Society of Pennsylvania (December 18, 1794) ... 286

The Election of 1796 ... 288 ⋆ The "Reign of Witches" ... 288 ⋆ The Virginia and Kentucky Resolutions ... 289 ⋆ The "Revolution of 1800" ... 290 ⋆ Slavery and Politics ... 291 ⋆ The Haitian Revolution ... 291 ⋆ Gabriel's Rebellion ... 292

JEFFERSON IN POWER ... 293

Judicial Review ... 294 ⋆ The Louisiana Purchase ... 295 ⋆ Lewis and Clark ... 297 ⋆ Incorporating Louisiana ... 297 ⋆ The Barbary Wars ... 298 ⋆ The Embargo ... 299 ⋆ Madison and Pressure for War ... 299

THE "SECOND WAR OF INDEPENDENCE" ... 300

The Indian Response ... 301 ⋆ Tecumseh's Vision ... 301

Who Is an American? *From* Tecumseh, Speech to the Osage (1810) ... 302

The War of 1812 ... 303 ⋆ The War's Aftermath ... 306 ⋆ The War of 1812 and the Canadian Borderland ... 306 ⋆ The End of the Federalist Party ... 307

AP® REVIEW ... 308

gml6ap_ch00_FM_i-lxxxii,1.indd 11 14/10/19 8:45 PM

Historians' Voices: *From* Edward Countryman, *The American Revolution* (1985) and *From* Gordon Wood, *The Radicalism of the American Revolution* (1991) … 310

PERIOD 4: 1800–1848

9. THE MARKET REVOLUTION, 1800–1840 ... 314

A NEW ECONOMY ... 316

Roads and Steamboats ... 317 ⋆ The Erie Canal ... 317 ⋆ Railroads and the Telegraph ... 319 ⋆ The Rise of the West ... 320 ⋆ An Internal Borderland ... 323 ⋆ The Cotton Kingdom ... 324 ⋆ The Unfree Westward Movement ... 326

MARKET SOCIETY ... 326

Commercial Farmers ... 326 ⋆ The Growth of Cities ... 327 ⋆ The Factory System ... 329 ⋆ The Industrial Worker ... 331 ⋆ The "Mill Girls" ... 332 ⋆ The Growth of Immigration ... 332 ⋆ Irish and German Newcomers ... 333

Voices of Freedom: *From* Sarah Bagley, Untitled Essay in *Voice of Industry* (1845), and Letter of Margaret McCarthy to Her Family (1850) ... 334

The Rise of Nativism ... 336 ⋆ The Transformation of Law ... 338

THE FREE INDIVIDUAL ... 339

The West and Freedom ... 339 ⋆ The Transcendentalists ... 340 ⋆ Individualism ... 340 ⋆ The Second Great Awakening ... 342 ⋆ The Awakening's Impact ... 343 ⋆ The Emergence of Mormonism ... 344

THE LIMITS OF PROSPERITY ... 345

Liberty and Prosperity ... 345 ⋆ Race and Opportunity ... 346 ⋆ The Cult of Domesticity ... 347 ⋆ Women and Work ... 348 ⋆ The Early Labor Movement ... 349 ⋆ The "Liberty of Living" ... 350

AP® REVIEW ... 352

10. DEMOCRACY IN AMERICA, 1815–1840 ... 354

THE TRIUMPH OF DEMOCRACY ... 356

Property and Democracy ... 356 ⋆ The Dorr War ... 356 ⋆ Tocqueville on Democracy ... 357 ⋆ The Information Revolution ... 358 ⋆ The Limits of Democracy ... 359 ⋆ A Racial Democracy ... 360 ⋆ Race and Class ... 360

NATIONALISM AND ITS DISCONTENTS ... 361

The American System ... 361 ⋆ Banks and Money ... 363 ⋆ The Panic of 1819 ... 363 ⋆ The Politics of the Panic ... 364 ⋆ The Missouri Controversy ... 364 ⋆ The Slavery Question ... 366

NATION, SECTION, AND PARTY ... 367

The United States and the Latin American Wars of Independence ... 367 ⋆ The Monroe Doctrine ... 368 ⋆ The Election of 1824 ... 369

gml6ap_ch00_FM_i-lxxxii,1.indd 12 14/10/19 8:45 PM

Voices of Freedom: *From* The Memorial of the Non-Freeholders of the City of Richmond (1829), and *From* Appeal of Forty Thousand Citizens Threatened with Disfranchisement (1838) ... 370

The Nationalism of John Quincy Adams ... 372 ⋆ "Liberty Is Power" ... 373 ⋆ Martin Van Buren and the Democratic Party ... 373 ⋆ The Election of 1828 ... 374

THE AGE OF JACKSON ... 375

The Party System ... 375 ⋆ Democrats and Whigs ... 376 ⋆ Public and Private Freedom ... 377 ⋆ Politics and Morality ... 378 ⋆ South Carolina and Nullification ... 379 ⋆ Calhoun's Political Theory ... 379 ⋆ The Nullification Crisis ... 381 ⋆ Indian Removal ... 382 ⋆ The Supreme Court and the Indians ... 382

THE BANK WAR AND AFTER ... 386

Biddle's Bank ... 386 ⋆ The Pet Banks and the Economy ... 387 ⋆ The Panic of 1837 ... 388 ⋆ Van Buren in Office ... 389 ⋆ The Election of 1840 ... 389 ⋆ His Accidency ... 390

AP® REVIEW ... 391

11. THE PECULIAR INSTITUTION ... 394

THE OLD SOUTH ... 396

Cotton Is King ... 396 ⋆ The Second Middle Passage ... 397 ⋆ Slavery and the Nation ... 397 ⋆ The Southern Economy ... 398 ⋆ Plain Folk of the Old South ... 399 ⋆ The Planter Class ... 400 ⋆ The Paternalist Ethos ... 401 ⋆ The Code of Honor ... 402 ⋆ The Proslavery Argument ... 402 ⋆ Abolition in the Americas ... 404 ⋆ Slavery and Liberty ... 405 ⋆ Slavery and Civilization ... 405

LIFE UNDER SLAVERY ... 406

Slaves and the Law ... 406 ⋆ Conditions of Slave Life ... 407 ⋆ Free Blacks in the Old South ... 408

Voices of Freedom: *From* Letter by Joseph Taper to Joseph Long (1840), and *From* "Slavery and the Bible" (1850) ... 410

The Upper and Lower South ... 412 ⋆ Slave Labor ... 412 ⋆ Gang Labor and Task Labor ... 413 ⋆ Slavery in the Cities ... 414 ⋆ Maintaining Order ... 414

SLAVE CULTURE ... 416

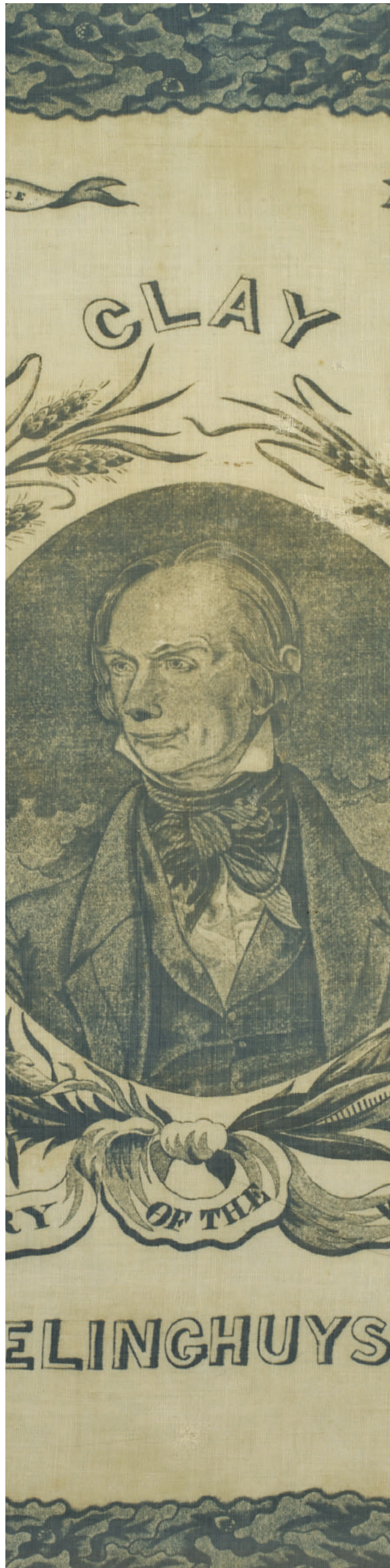
The Slave Family ... 416 ⋆ The Threat of Sale ... 417 ⋆ Gender Roles among Slaves ... 417 ⋆ Slave Religion ... 418 ⋆ The Gospel of Freedom ... 418 ⋆ The Desire for Liberty ... 419

RESISTANCE TO SLAVERY ... 420

Forms of Resistance ... 420 ⋆ Fugitive Slaves ... 422 ⋆ The Underground Railroad ... 422 ⋆ The *Amistad* ... 423 ⋆ Slave Revolts ... 423 ⋆ Nat Turner's Rebellion ... 424

AP® REVIEW ... 426

gml6ap_ch00_FM_i-lxxxii,1.indd 13 14/10/19 8:45 PM



Historians' Voices: *From* James B. Stewart, *Holy Warriors: The Abolitionists and American Slavery* (1976) and *From* Steven Mintz, *Moralists and Modernizers: America's Pre–Civil War Reformers* (1995) … 428

PERIOD 5: 1844–1877

12. AN AGE OF REFORM, 1820–1840 … 430

THE REFORM IMPULSE … 431

Utopian Communities … 432 ⭑ The Shakers … 432 ⭑ Oneida … 433 ⭑ Worldly Communities … 434 ⭑ The Owenites … 435 ⭑ Religion and Reform … 436 ⭑ The Temperance Movement … 437 ⭑ Critics of Reform … 437 ⭑ Reformers and Freedom … 438 ⭑ The Invention of the Asylum … 438 ⭑ The Common School … 439

THE CRUSADE AGAINST SLAVERY … 440

Colonization … 440 ⭑ Blacks and Colonization … 441 ⭑ Militant Abolitionism … 441 ⭑ The Emergence of Garrison … 442 ⭑ Spreading the Abolitionist Message … 442 ⭑ Slavery and Moral Suasion … 444 ⭑ Abolitionists and the Idea of Freedom … 444 ⭑ Birthright Citizenship … 445 ⭑ A New Vision of America … 446

BLACK AND WHITE ABOLITIONISM … 447

Black Abolitionists … 447 ⭑ Abolitionism and Race … 448 ⭑ Slavery and American Freedom … 448 ⭑ Gentlemen of Property and Standing … 449 ⭑ Slavery and Civil Liberties … 450

THE ORIGINS OF FEMINISM … 451

The Rise of the Public Woman … 451 ⭑ Women and Free Speech … 452 ⭑ Women's Rights … 453

Who Is an American? *From* Declaration of Sentiments of the Seneca Falls Convention (1848) … 454

Feminism and Freedom … 455 ⭑ Women and Work … 455 ⭑ The Slavery of Sex … 457 ⭑ "Social Freedom" … 457

Voices of Freedom: *From* Angelina Grimké, Letter in *The Liberator* (August 2, 1837), and *From* Catharine Beecher, *An Essay on Slavery and Abolitionism* (1837) … 458

The Abolitionist Schism … 460

AP® REVIEW … 462

13. A HOUSE DIVIDED, 1840–1861 … 464

FRUITS OF MANIFEST DESTINY … 465

Continental Expansion … 465 ⭑ The Mexican Frontier: New Mexico and California … 466 ⭑ The Texas Revolt … 467 ⭑ The Election of

gml6ap_ch00_FM_i-lxxxii,1.indd 14 14/10/19 8:45 PM

1844 ... 469 ⋆ The Road to War ... 470 ⋆ The War and Its Critics ... 471 ⋆ Combat in Mexico ... 471 ⋆ The Texas Borderland ... 473 ⋆ Race and Manifest Destiny ... 474 ⋆ Gold-Rush California ... 475 ⋆ California and the Boundaries of Freedom ... 475 ⋆ Opening Japan ... 476

A DOSE OF ARSENIC ... 477

The Wilmot Proviso ... 477 ⋆ The Free Soil Appeal ... 478 ⋆ Crisis and Compromise ... 480 ⋆ The Great Debate ... 480 ⋆ The Fugitive Slave Issue ... 481 ⋆ Douglas and Popular Sovereignty ... 482 ⋆ The Kansas-Nebraska Act ... 483

THE RISE OF THE REPUBLICAN PARTY ... 484

The Northern Economy ... 484 ⋆ The Rise and Fall of the Know-Nothings ... 485 ⋆ The Free Labor Ideology ... 488 ⋆ Bleeding Kansas and the Election of 1856 ... 489

THE EMERGENCE OF LINCOLN ... 490

The Dred Scott Decision ... 490 ⋆ The Decision's Aftermath ... 491

Who Is an American? *From* Opinion of the Court, Chief Justice Roger B. Taney, The Dred Scott Decision (1857) ... 492

Lincoln and Slavery ... 493 ⋆ The Lincoln-Douglas Campaign ... 493 ⋆ John Brown at Harpers Ferry ... 495 ⋆ The Rise of Southern Nationalism ... 496 ⋆ The Democratic Split ... 497 ⋆ The Nomination of Lincoln ... 497 ⋆ The Election of 1860 ... 498

THE IMPENDING CRISIS ... 498

The Secession Movement ... 498 ⋆ The Secession Crisis ... 499 ⋆

Voices of Freedom: *From* William Lyman and Others, Letter to the *Middletown Sentinel and Witness* (1850), and *From* The Declaration of the Immediate Causes of Secession (1860) ... 500

And the War Came ... 503

AP® REVIEW ... 506

14. A NEW BIRTH OF FREEDOM: THE CIVIL WAR, 1861–1865 ... 508

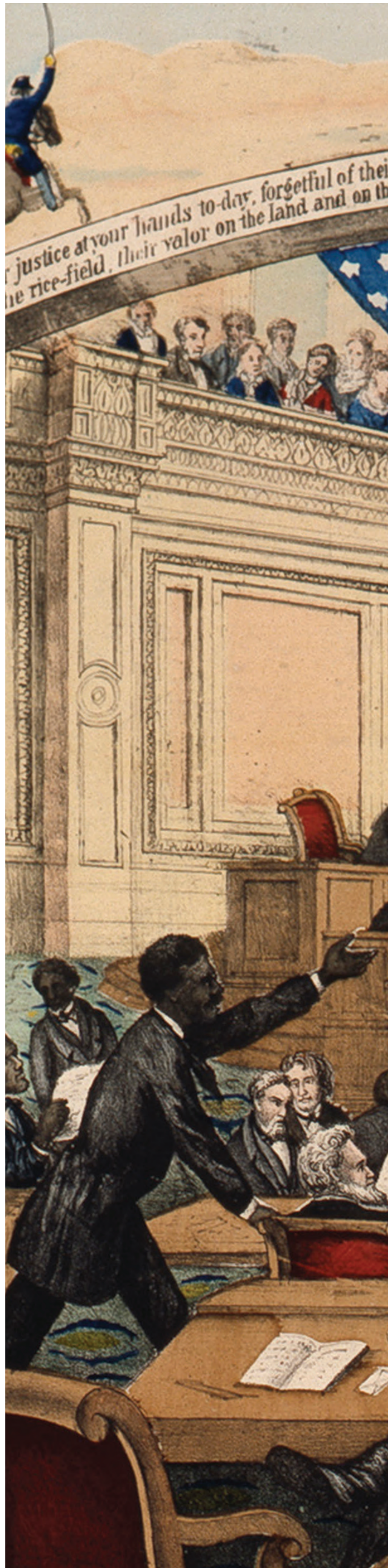
THE FIRST MODERN WAR ... 509

The Two Combatants ... 510 ⋆ The Technology of War ... 510 ⋆ The Public and the War ... 512 ⋆ Mobilizing Resources ... 513 ⋆ Military Strategies ... 513 ⋆ The War Begins ... 514 ⋆ The War in the East, 1862 ... 515 ⋆ The War in the West ... 516

THE COMING OF EMANCIPATION ... 517

Slavery and the War ... 517 ⋆ The Unraveling of Slavery ... 519 ⋆ Steps toward Emancipation ... 520 ⋆ Lincoln's Decision ... 520 ⋆ The Emancipation Proclamation ... 522 ⋆ Enlisting Black Troops ... 523 ⋆ The Black Soldier ... 524

gml6ap_ch00_FM_i-lxxxii,1.indd 15 14/10/19 8:45 PM



THE SECOND AMERICAN REVOLUTION ... 525

Liberty and Union ... 525 ⋆ Lincoln's Vision ... 526 ⋆ The War and American Religion ... 527 ⋆ Liberty in Wartime ... 528 ⋆ The North's Transformation ... 529 ⋆ Government and the Economy ... 529 ⋆ The West and the War ... 530 ⋆ A New Financial System ... 533 ⋆ Women and the War ... 534 ⋆ The Divided North ... 535

THE CONFEDERATE NATION ... 536

Leadership and Government ... 536

Voices of Freedom: *From* Letter of Thomas F. Drayton (1861), and *From* Abraham Lincoln, Address at Sanitary Fair, Baltimore (1864) ... 538

The Inner Civil War ... 540 ⋆ Economic Problems ... 540 ⋆ Southern Unionists ... 541 ⋆ Women and the Confederacy ... 542 ⋆ Black Soldiers for the Confederacy ... 544

TURNING POINTS ... 544

Gettysburg and Vicksburg ... 544 ⋆ 1864 ... 545

REHEARSALS FOR RECONSTRUCTION AND THE END OF THE WAR ... 547

The Sea Islands Experiment ... 547 ⋆ Wartime Reconstruction in the West ... 548 ⋆ The Politics of Wartime Reconstruction ... 548 ⋆ Victory at Last ... 549 ⋆ The War and the World ... 551 ⋆ The War in American History ... 552

AP® REVIEW ... 554

15. "WHAT IS FREEDOM?": RECONSTRUCTION, 1865–1877 ... 556

THE MEANING OF FREEDOM ... 558

Blacks and the Meaning of Freedom ... 558 ⋆ Families in Freedom ... 558 ⋆ Church and School ... 559 ⋆ Political Freedom ... 559 ⋆ Land, Labor, and Freedom ... 560 ⋆ Masters without Slaves ... 561 ⋆ The Free Labor Vision ... 562 ⋆ The Freedmen's Bureau ... 563 ⋆ The Failure of Land Reform ... 564 ⋆ Toward a New South ... 565 ⋆ The White Farmer ... 566 ⋆ The Urban South ... 567 ⋆ Aftermath of Slavery ... 567

Voices of Freedom: *From* Petition of Committee in Behalf of the Freedmen to Andrew Johnson (1865), and *From* A Sharecropping Contract (1866) ... 568

THE MAKING OF RADICAL RECONSTRUCTION ... 570

Andrew Johnson ... 570 ⋆ The Failure of Presidential Reconstruction ... 571 ⋆ The Black Codes ... 571 ⋆ The Radical Republicans ... 572 ⋆ The Origins of Civil Rights ... 573 ⋆ The Fourteenth Amendment ... 574 ⋆ The Reconstruction Act ... 574 ⋆ Impeachment and the Election of Grant ... 575 ⋆ The Fifteenth Amendment ... 576 ⋆ The Second Founding ... 577 ⋆ Boundaries of Freedom ... 578

gml6ap_ch00_FM_i-lxxxii,1.indd 16 14/10/19 8:45 PM

Who Is an American? *From* Frederick Douglass, "The Composite Nation" (1869) ... 579

The Rights of Women ... 580 ⋆ Feminists and Radicals ... 580

RADICAL RECONSTRUCTION IN THE SOUTH ... 582

"The Tocsin of Freedom" ... 582 ⋆ The Black Officeholder ... 583 ⋆ Carpetbaggers and Scalawags ... 584 ⋆ Southern Republicans in Power ... 585 ⋆ The Quest for Prosperity ... 586

THE OVERTHROW OF RECONSTRUCTION ... 587

Reconstruction's Opponents ... 587 ⋆ "A Reign of Terror" ... 588 ⋆ The Liberal Republicans ... 589 ⋆ The North's Retreat ... 590 ⋆ The Triumph of the Redeemers ... 592 ⋆ The Disputed Election and Bargain of 1877 ... 592 ⋆ The End of Reconstruction ... 593

AP® REVIEW ... 594

Historians' Voices: *From* Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (1970) and *From* Michael F. Holt, *The Political Crisis of the 1850s* (1978) ... 596

PERIOD 6: 1865–1898

16. AMERICA'S GILDED AGE, 1870–1890 ... 600

THE SECOND INDUSTRIAL REVOLUTION ... 601

The Industrial Economy ... 602 ⋆ Railroads and the National Market ... 603 ⋆ The Spirit of Innovation ... 605 ⋆ Competition and Consolidation ... 606 ⋆ The Rise of Andrew Carnegie ... 606 ⋆ The Triumph of John D. Rockefeller ... 609 ⋆ Workers' Freedom in an Industrial Age ... 609 ⋆ *Sunshine and Shadow*: Increasing Wealth and Poverty ... 610

FREEDOM IN THE GILDED AGE ... 612

The Social Problem ... 612 ⋆ Freedom, Inequality, and Democracy ... 612 ⋆ Social Darwinism in America ... 613 ⋆ Liberty of Contract ... 614 ⋆ The Courts and Freedom ... 615

LABOR AND THE REPUBLIC ... 616

"The Overwhelming Labor Question" ... 616 ⋆ The Knights of Labor and the "Conditions Essential to Liberty" ... 617 ⋆ Middle-Class Reformers ... 618 ⋆ *Progress and Poverty* ... 618 ⋆ *The Cooperative Commonwealth* ... 620 ⋆ Bellamy's Utopia ... 620 ⋆ Protestants and Moral Reform ... 620 ⋆ A Social Gospel ... 621 ⋆ The Haymarket Affair ... 622 ⋆ Labor and Politics ... 623

gml6ap_ch00_FM_i-lxxxii,1.indd 17 14/10/19 8:45 PM

THE TRANSFORMATION OF THE WEST ... 624

A Diverse Region ... 624 ⋆ Farming on the Middle Border ... 625 ⋆ Bonanza Farms ... 627 ⋆ The Cowboy and the Corporate West ... 628 ⋆ The Chinese Presence ... 631 ⋆ Conflict on the Mormon Frontier ... 631 ⋆ The Subjugation of the Plains Indians ... 632 ⋆ "Let Me Be a Free Man" ... 633

Voices of Freedom: *From* Speech of Chief Joseph of the Nez Percé Indians, in Washington, D.C. (1879), and *From* Letter by Saum Song Bo, *American Missionary* (October 1885) ... 634

Remaking Indian Life ... 636 ⋆ The Dawes Act ... 636 ⋆ Are Native Americans American? ... 637 ⋆ The Ghost Dance and Wounded Knee ... 638 ⋆ Settler Societies and Global Wests ... 639 ⋆ Myth, Reality, and the Wild West ... 640

POLITICS IN A GILDED AGE ... 641

The Corruption of Politics ... 641 ⋆ The Politics of Dead Center ... 642 ⋆ Government and the Economy ... 643 ⋆ Reform Legislation ... 644 ⋆ Political Conflict in the States ... 645

AP® REVIEW ... 646

17. FREEDOM'S BOUNDARIES, AT HOME AND ABROAD, 1890–1900 ... 648

THE POPULIST CHALLENGE ... 650

The Farmers' Revolt ... 650 ⋆ The People's Party ... 651 ⋆ The Populist Platform ... 652 ⋆ The Populist Coalition ... 652 ⋆ The Government and Labor ... 654 ⋆ Populism and Labor ... 655 ⋆ Bryan and Free Silver ... 656 ⋆ The Campaign of 1896 ... 656

THE SEGREGATED SOUTH ... 658

The Redeemers in Power ... 658 ⋆ The Failure of the New South Dream ... 658 ⋆ Black Life in the South ... 659 ⋆ The Kansas Exodus ... 660 ⋆ The Transformation of Black Politics ... 660 ⋆ The Emergence of Booker T. Washington ... 661 ⋆ The Elimination of Black Voting ... 662 ⋆ The Law of Segregation ... 663 ⋆ Segregation and White Domination ... 664 ⋆ The Rise of Lynching ... 664

Voices of Freedom: *From* Ida B. Wells, *Lynch Law in All Its Phases* (1893) and *From* W. E. B. Du Bois, *The Souls of Black Folk* (1903) ... 666

Politics, Religion, and Memory ... 668

REDRAWING THE BOUNDARIES ... 668

The New Immigration and the New Nativism ... 669 ⋆ Immigration Restriction ... 669 ⋆ Chinese Exclusion and Chinese Rights ... 670 ⋆ The Rise of the AFL ... 672

Who Is an American? *From* William Birney, "Deporting Mohammedans" (1897) ... 673

The Women's Era ... 674

gml6ap_ch00_FM_i-lxxxii,1.indd 18 14/10/19 8:46 PM

BECOMING A WORLD POWER ... 676

The New Imperialism ... 676 ⋆ American Expansionism ... 676 ⋆ The Lure of Empire ... 677 ⋆ The "Splendid Little War" ... 678 ⋆ Roosevelt at San Juan Hill ... 680 ⋆ An American Empire ... 680 ⋆ The Philippine War ... 682 ⋆ Citizens or Subjects? ... 684 ⋆ Drawing the Global Color Line ... 685 ⋆ "Republic or Empire?" ... 686

AP® REVIEW ... 687

Historians' Voices: *From* George C. Rable, *But There Was No Peace* (1984) and *From* Douglas R. Egerton, *The Wars of Reconstruction* (2014) ... 690

PERIOD 7: 1890–1945

18. THE PROGRESSIVE ERA, 1900–1916 ... 694

AN URBAN AGE AND A CONSUMER SOCIETY ... 696

Farms and Cities ... 696 ⋆ The Muckrakers ... 697 ⋆ Immigration as a Global Process ... 698 ⋆ The Immigrant Quest for Freedom ... 699 ⋆ Consumer Freedom ... 700 ⋆ The Working Woman ... 701 ⋆ The Rise of Fordism ... 702 ⋆ The Promise of Abundance ... 703 ⋆ An American Standard of Living ... 703

VARIETIES OF PROGRESSIVISM ... 704

Industrial Freedom ... 704 ⋆ The Socialist Presence ... 705 ⋆ The Gospel of Debs ... 707 ⋆ AFL and IWW ... 707 ⋆ The New Immigrants on Strike ... 708 ⋆ Labor and Civil Liberties ... 709

Voices of Freedom: *From* Charlotte Perkins Gilman, *Women and Economics* (1898), and *From* John Mitchell, "The Workingman's Conception of Industrial Liberty" (1910) ... 710

The New Feminism ... 712 ⋆ The Rise of Personal Freedom ... 712 ⋆ The Birth-Control Movement ... 713 ⋆ Native American Progressivism ... 714

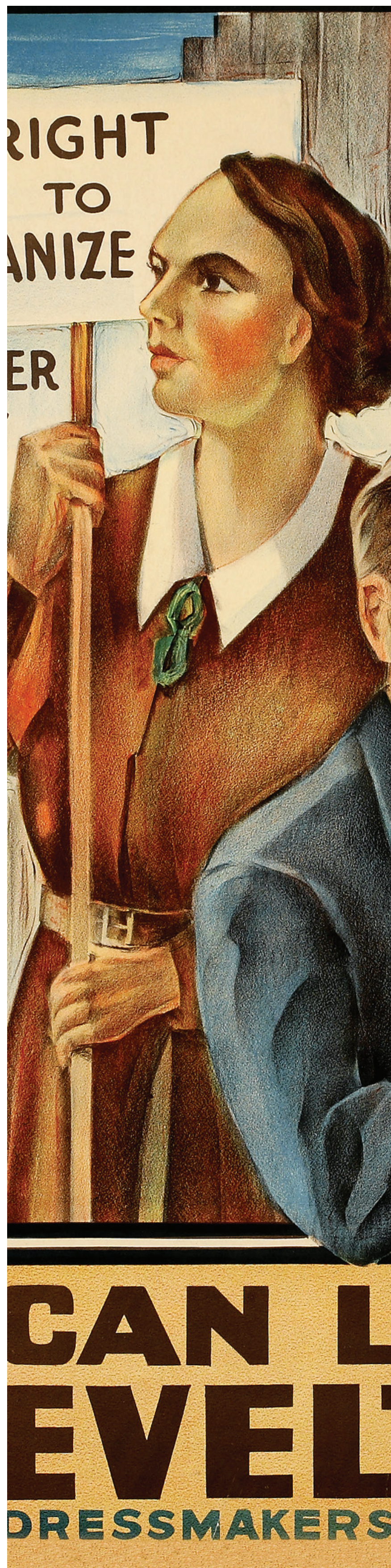
THE POLITICS OF PROGRESSIVISM ... 715

Effective Freedom ... 715 ⋆ Pragmatism ... 715 ⋆ State and Local Reforms ... 716 ⋆ Progressivism in the West ... 716 ⋆ Progressive Democracy ... 718 ⋆ Government by Expert ... 718 ⋆ Jane Addams and Hull House ... 719 ⋆ "Spearheads for Reform" ... 719 ⋆ The Campaign for Woman Suffrage ... 720 ⋆ Maternalist Reform ... 722 ⋆ The Idea of Economic Citizenship ... 723

THE PROGRESSIVE PRESIDENTS ... 724

Theodore Roosevelt ... 724 ⋆ Roosevelt and Economic Regulation ... 725 ⋆ John Muir and the Spirituality of Nature ... 725 ⋆ The Conservation Movement ... 726 ⋆ Taft in Office ... 726 ⋆ The Election of 1912 ... 727 ⋆ New Freedom and New Nationalism ... 728 ⋆ Roosevelt's Americanism ... 729 ⋆ Wilson's First Term ... 729

gml6ap_ch00_FM_i-lxxxii,1.indd 19 14/10/19 8:46 PM



Who Is an American? *From* Mary Church Terrell, "What It Means to Be Colored in the Capital of the United States" (1906) ... 730

The Expanding Role of Government ... 731

AP® REVIEW ... 732

19. SAFE FOR DEMOCRACY: THE UNITED STATES AND WORLD WAR I, 1916–1920 ... 734

AN ERA OF INTERVENTION ... 736

"I Took the Canal Zone" ... 737 ⋆ The Roosevelt Corollary ... 738 ⋆ Moral Imperialism ... 739 ⋆ Wilson and Mexico ... 741

AMERICA AND THE GREAT WAR ... 741

Neutrality and Preparedness ... 742 ⋆ The Road to War ... 743 ⋆ The Fourteen Points ... 744

THE WAR AT HOME ... 746

The Progressives' War ... 746 ⋆ The Wartime State ... 746 ⋆ The Propaganda War ... 747 ⋆ "The Great Cause of Freedom" ... 748 ⋆ The Coming of Woman Suffrage ... 749 ⋆ Prohibition ... 750 ⋆ Liberty in Wartime ... 751 ⋆ The Espionage and Sedition Acts ... 752 ⋆ Coercive Patriotism ... 753

Voices of Freedom: *From* Woodrow Wilson, War Message to Congress (1917), and *From* Eugene V. Debs, Speech to the Jury before Sentencing under the Espionage Act (1918) ... 754

WHO IS AN AMERICAN? ... 756

The "Race Problem" ... 756 ⋆ The "Science" of Eugenics ... 756 ⋆ Americanization and Pluralism ... 757

Who Is an American? *From* Randolph S. Bourne, "Trans-National America" (1916) ... 758

The Anti-German Crusade ... 759 ⋆ Groups Apart: Mexicans, Puerto Ricans, and Asian-Americans ... 760 ⋆ The Color Line ... 761 ⋆ Roosevelt, Wilson, and Race ... 762 ⋆ W. E. B. Du Bois and the Revival of Black Protest ... 763 ⋆ Closing Ranks ... 764 ⋆ The Great Migration and the "Promised Land" ... 765 ⋆ Racial Violence, North and South ... 765 ⋆ The Rise of Garveyism ... 766

1919 ... 767

A Worldwide Upsurge ... 767 ⋆ Upheaval in America ... 768 ⋆ The Great Steel Strike ... 768 ⋆ The Red Scare ... 769 ⋆ Wilson at Versailles ... 770 ⋆ The Wilsonian Moment ... 771 ⋆ The Seeds of Wars to Come ... 773 ⋆ The Treaty Debate ... 774

AP® REVIEW ... 775

gml6ap_ch00_FM_i-lxxxii,1.indd 20 14/10/19 8:46 PM

20. FROM BUSINESS CULTURE TO GREAT DEPRESSION: THE TWENTIES, 1920–1932 ... 778

THE BUSINESS OF AMERICA ... 780

A Decade of Prosperity ... 780 ⋆ A New Society ... 781 ⋆ The Limits of Prosperity ... 782 ⋆ The Farmers' Plight ... 783 ⋆ The Image of Business ... 784 ⋆ The Decline of Labor ... 785 ⋆ The Equal Rights Amendment ... 786 ⋆ Women's Freedom ... 786

BUSINESS AND GOVERNMENT ... 788

The Retreat from Progressivism ... 788 ⋆ The Republican Era ... 789 ⋆ Corruption in Government ... 790 ⋆ The Election of 1924 ... 790 ⋆ Economic Diplomacy ... 791

Voices of Freedom: *From* Lucian W. Parrish, Speech in Congress on Immigration (1921), and *From* Majority Opinion, Justice James C. McReynolds, in *Meyer v. Nebraska* (1923) ... 792

THE BIRTH OF CIVIL LIBERTIES ... 794

The "Free Mob" ... 794 ⋆ A "Clear and Present Danger" ... 795 ⋆ The Court and Civil Liberties ... 796

THE CULTURE WARS ... 797

The Fundamentalist Revolt ... 797 ⋆ The Scopes Trial ... 799 ⋆ The Second Klan ... 800 ⋆ Closing the Golden Door ... 801 ⋆ Race and the Law ... 802

Who Is an American? Immigration Quotas under the Johnson-Reed Act (1924) ... 803

Pluralism and Liberty ... 804 ⋆ Promoting Tolerance ... 805 ⋆ The Emergence of Harlem ... 806 ⋆ The Harlem Renaissance ... 807

THE GREAT DEPRESSION ... 808

The Election of 1928 ... 808 ⋆ The Coming of the Depression ... 809 ⋆ Americans and the Depression ... 811 ⋆ Resignation and Protest ... 812 ⋆ Hoover's Response ... 813 ⋆ The Worsening Economic Outlook ... 814 ⋆ Freedom in the Modern World ... 814

AP® REVIEW ... 815

21: THE NEW DEAL, 1932–1940 ... 818

THE FIRST NEW DEAL ... 820

FDR and the Election of 1932 ... 820 ⋆ The Coming of the New Deal ... 822 ⋆ The Banking Crisis ... 823 ⋆ The NRA ... 824 ⋆ Government Jobs ... 825 ⋆ Public-Works Projects ... 826 ⋆ The New Deal and Agriculture ... 827 ⋆ The New Deal and Housing ... 829 ⋆ The Court and the New Deal ... 831

gml6ap_ch00_FM_i-lxxxii,1.indd 21 14/10/19 8:46 PM

THE GRASSROOTS REVOLT ... 831

Labor's Great Upheaval ... 831 ⋆ The Rise of the CIO ... 833 ⋆ Labor and Politics ... 834 ⋆ Voices of Protest ... 834 ⋆ Religion on the Radio ... 835

THE SECOND NEW DEAL ... 836

The WPA and the Wagner Act ... 836 ⋆ The American Welfare State ... 838 ⋆ The Social Security System ... 838

A RECKONING WITH LIBERTY ... 839

Voices of Freedom: *From* Franklin D. Roosevelt, "Fireside Chat" (1934), and *From* John Steinbeck, *The Harvest Gypsies: On the Road to the Grapes of Wrath* (1938) ... 840

FDR and the Idea of Freedom ... 842 ⋆ The Election of 1936 ... 843 ⋆ The Court Fight ... 844 ⋆ The End of the Second New Deal ... 844

THE LIMITS OF CHANGE ... 845

The New Deal and American Women ... 845 ⋆ The Southern Veto ... 846 ⋆ The Stigma of Welfare ... 847 ⋆ The Indian New Deal ... 848 ⋆ The New Deal and Mexican-Americans ... 848 ⋆ Last Hired, First Fired ... 850 ⋆ A New Deal for Blacks ... 850 ⋆ Federal Discrimination ... 851

A NEW CONCEPTION OF AMERICA ... 852

The Heyday of American Communism ... 852 ⋆ Redefining the People ... 853 ⋆ Promoting Diversity ... 854 ⋆ Challenging the Color Line ... 855 ⋆ Labor and Civil Liberties ... 856 ⋆ The End of the New Deal ... 857 ⋆ The New Deal in American History ... 859

AP® REVIEW ... 860

22. FIGHTING FOR THE FOUR FREEDOMS: WORLD WAR II, 1941–1945 ... 862

FIGHTING WORLD WAR II ... 864

Good Neighbors ... 864 ⋆ The Road to War ... 865 ⋆ Isolationism ... 866 ⋆ War in Europe ... 867 ⋆ Toward Intervention ... 867 ⋆ Pearl Harbor ... 868 ⋆ The War in the Pacific ... 869 ⋆ The War in Europe ... 871

THE HOME FRONT ... 874

Mobilizing for War ... 874 ⋆ Business and the War ... 875 ⋆ Labor in Wartime ... 876 ⋆ Fighting for the Four Freedoms ... 877 ⋆ Freedom from Want ... 878 ⋆ The Office of War Information ... 879 ⋆ The Fifth Freedom ... 879 ⋆ Women at Work ... 880 ⋆ The Pull of Tradition ... 881

VISIONS OF POSTWAR FREEDOM ... 882

Toward an American Century ... 882 ⋆ "The Way of Life of Free Men" ... 882 ⋆ An Economic Bill of Rights ... 883 ⋆ *The Road to Serfdom* ... 884

THE AMERICAN DILEMMA ... 885

Patriotic Assimilation ... 885 ⋆ The *Bracero* Program ... 886 ⋆ Mexican-American Rights ... 887 ⋆ Indians during the War ... 887

gml6ap_ch00_FM_i-lxxxii,1.indd 22 14/10/19 8:46 PM

Voices of Freedom: *From* League of United Latin American Citizens, "World War II and Mexican Americans" (1945), and *From* Charles H. Wesley, "The Negro Has Always Wanted the Four Freedoms," in *What the Negro Wants* (1944) ... 888

Asian-Americans in Wartime ... 890 ★ Japanese-American Internment ... 890

Who Is an American? *From* Justice Robert A. Jackson, Dissent in *Korematsu v. United States* (1944) ... 892

Blacks and the War ... 893 ★ Blacks and Military Service ... 894 ★ Birth of the Civil Rights Movement ... 894 ★ The Double-V ... 895 ★ *What the Negro Wants* ... 896 ★ *An American Dilemma* ... 897 ★ Black Internationalism ... 897

THE END OF THE WAR ... 898

"The Most Terrible Weapon" ... 899 ★ The Dawn of the Atomic Age ... 899 ★ The Nature of the War ... 900 ★ Planning the Postwar World ... 901 ★ Yalta and Bretton Woods ... 901 ★ The United Nations ... 902 ★ Peace, but Not Harmony ... 903

AP® REVIEW ... 904

Historians' Voices: *From* John Higham, *Strangers in the Land: Patterns of American Nativism, 1860–1925* (1955) and *From* Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1994) ... 906

PERIOD 8: 1945–1980

23. THE UNITED STATES AND THE COLD WAR, 1945–1953 ... 908

ORIGINS OF THE COLD WAR ... 910

The Two Powers ... 910 ★ The Roots of Containment ... 911 ★ The Truman Doctrine ... 911 ★ The Marshall Plan ... 913 ★ The Reconstruction of Japan ... 914 ★ The Berlin Blockade and NATO ... 914 ★ The Growing Communist Challenge ... 915 ★ The Korean War ... 915 ★ Cold War Critics ... 919 ★ Imperialism and Decolonization ... 920

THE COLD WAR AND THE IDEA OF FREEDOM ... 920

The Cultural Cold War ... 920 ★ Freedom and Totalitarianism ... 922 ★ The Rise of Human Rights ... 922 ★ Ambiguities of Human Rights ... 923

THE TRUMAN PRESIDENCY ... 924

The Fair Deal ... 924 ★ The Postwar Strike Wave ... 925 ★ The Republican Resurgence ... 925 ★ Postwar Civil Rights ... 926 ★ *To Secure These Rights* ... 927 ★ The Dixiecrat and Wallace Revolts ... 928 ★ The 1948 Campaign ... 929

gml6ap_ch00_FM_i-lxxxii,1.indd 23 14/10/19 8:46 PM

THE ANTICOMMUNIST CRUSADE ... 929

Loyalty, Disloyalty, and American Identity ... 930

Who Is an American? *From* Oscar Handlin, “The Immigration Fight Has Only Begun” (1952) ... 933

The Spy Trials ... 934 ★ McCarthy and McCarthyism ... 934 ★ An Atmosphere of Fear ... 935 ★ The Uses of Anticommunism ... 936 ★ Anticommunist Politics ... 937 ★ The Cold War and Organized Labor ... 937

Voices of Freedom: *From* Joseph R. McCarthy, Speech at Wheeling (1950), and *From* Margaret Chase Smith, Speech in the Senate (1950) ... 938

Cold War Civil Rights ... 940

AP® REVIEW ... 942

24. AN AFFLUENT SOCIETY, 1953–1960 ... 944

THE GOLDEN AGE ... 946

A Changing Economy ... 946 ★ A Suburban Nation ... 948 ★ The Growth of the West ... 949 ★ A Consumer Culture ... 950 ★ The TV World ... 951 ★ A New Ford ... 951 ★ Women at Work and at Home ... 953 ★ A Segregated Landscape ... 954 ★ Public Housing and Urban Renewal ... 955 ★ The Divided Society ... 955 ★ Religion and Anticommunism ... 956 ★ Selling Free Enterprise ... 957 ★ People’s Capitalism ... 958 ★ The Libertarian Conservatives ... 959 ★ The New Conservatism ... 959

THE EISENHOWER ERA ... 960

Ike and Nixon ... 960 ★ The 1952 Campaign ... 960 ★ Modern Republicanism ... 961 ★ The Social Contract ... 962 ★ Massive Retaliation ... 963 ★ Ike and the Russians ... 964 ★ The Emergence of the Third World ... 964 ★ The Cold War in the Third World ... 966 ★ Origins of the Vietnam War ... 966 ★ Mass Society and Its Critics ... 967 ★ Rebels without a Cause ... 968 ★ The Beats ... 969

THE FREEDOM MOVEMENT ... 970

Origins of the Movement ... 970 ★ The Legal Assault on Segregation ... 971 ★ The *Brown* Case ... 972 ★ The Montgomery Bus Boycott ... 974 ★ The Daybreak of Freedom ... 975 ★ The Leadership of King ... 975

Voices of Freedom: *From* Martin Luther King Jr., Speech at Montgomery, Alabama (December 5, 1955), and *From* The Southern Manifesto (1956) ... 976

Massive Resistance ... 978 ★ Eisenhower and Civil Rights ... 979 ★ The World Views the United States ... 979

THE ELECTION OF 1960 ... 980

Kennedy and Nixon ... 980 ★ The End of the 1950s ... 982

AP® REVIEW 983

gml6ap_ch00_FM_i-lxxxii,1.indd 24 14/10/19 8:46 PM

25. THE SIXTIES, 1960–1968 ... 986

THE CIVIL RIGHTS REVOLUTION ... 988

The Rising Tide of Protest ... 988 ⋆ Birmingham ... 988 ⋆ The March on Washington ... 990

THE KENNEDY YEARS ... 991

Kennedy and the World ... 991 ⋆ The Missile Crisis ... 992 ⋆ Kennedy and Civil Rights ... 993

LYNDON JOHNSON'S PRESIDENCY ... 994

The Civil Rights Act of 1964 ... 994 ⋆ Freedom Summer ... 994 ⋆ The 1964 Election ... 996 ⋆ The Conservative Sixties ... 997 ⋆ The Voting Rights Act ... 998 ⋆ Immigration Reform ... 998 ⋆ The Great Society ... 999 ⋆ The War on Poverty ... 1000 ⋆ Freedom and Equality ... 1000

THE CHANGING BLACK MOVEMENT ... 1001

The Urban Uprisings ... 1001 ⋆ Malcolm X ... 1003 ⋆ The Rise of Black Power ... 1003

VIETNAM AND THE NEW LEFT ... 1004

Old and New Lefts ... 1004 ⋆ The Fading Consensus ... 1006 ⋆ The Rise of SDS ... 1006 ⋆ America and Vietnam ... 1007 ⋆ Lyndon Johnson's War ... 1008 ⋆ The Antiwar Movement ... 1010 ⋆ The Counterculture ... 1011 ⋆ Personal Liberation and the Free Individual ... 1012 ⋆ Faith and the Counterculture ... 1013

THE NEW MOVEMENTS AND THE RIGHTS REVOLUTION ... 1014

The Feminine Mystique ... 1014 ⋆ Women's Liberation ... 1015

Voices of Freedom: *From* Barry Goldwater, Speech at Republican National Convention (1964), and *From* Statement of Purpose, National Organization for Women (1966) ... 1016

Personal Freedom ... 1018 ⋆ Gay Liberation ... 1019 ⋆ Latino Activism ... 1019 ⋆ Red Power ... 1020 ⋆ *Silent Spring* ... 1020 ⋆ The New Environmentalism ... 1021 ⋆ The Rights Revolution ... 1022 ⋆ Policing the States ... 1023 ⋆ The Right to Privacy ... 1023

1968 ... 1024

A Year of Turmoil ... 1024 ⋆ The Global 1968 ... 1025 ⋆ Nixon's Comeback ... 1026 ⋆ The Legacy of the Sixties ... 1027

AP® REVIEW ... 1028

26. THE CONSERVATIVE TURN, 1969–1988 ... 1030

PRESIDENT NIXON ... 1031

Nixon's Domestic Policies ... 1032 ⋆ Nixon and Welfare ... 1032 ⋆ Nixon and Race ... 1033 ⋆ The Burger Court and Busing ... 1034 ⋆ The Court and Affirmative Action ... 1035 ⋆ The Rights of the Disabled ... 1036 ⋆ The Continuing Sexual Revolution ... 1036 ⋆ Nixon and Détente ... 1037

VIETNAM AND WATERGATE ... 1038

Nixon and Vietnam ... 1038 ⋆ The End of the Vietnam War ... 1039 ⋆ The 1972 Election ... 1040 ⋆ Watergate ... 1041 ⋆ Nixon's Fall ... 1041

THE END OF THE GOLDEN AGE ... 1042

The Decline of Manufacturing ... 1042 ⋆ Stagflation ... 1043 ⋆ The Beleaguered Social Compact ... 1044 ⋆ Labor on the Defensive ... 1045 ⋆ The Ford and Carter Administrations ... 1045 ⋆ Carter and the Economic Crisis ... 1046 ⋆ The Emergence of Human Rights Politics ... 1048 ⋆ The Iran Crisis and Afghanistan ... 1049

THE RISING TIDE OF CONSERVATISM ... 1050

The Religious Right ... 1051 ⋆ The Battle over the Equal Rights Amendment ... 1052

Who Is an American? Brochure on the Equal Rights Amendment (1970s) ... 1053

The Abortion Controversy ... 1054 ⋆ The Tax Revolt ... 1055 ⋆ Conservatism in the West ... 1055 ⋆ The Election of 1980 ... 1056

THE REAGAN REVOLUTION ... 1057

Reagan and American Freedom ... 1057 ⋆ Reagan's Economic Policies ... 1057 ⋆ Reagan and Labor ... 1058 ⋆ The Problem of Inequality ... 1059

Voices of Freedom: *From* Barry Commoner, *The Closing Circle* (1971), and *From* Richard E. Blakemore, Report on the Sagebrush Rebellion (1979) ... 1060

The Second Gilded Age ... 1062 ⋆ Reagan and Immigration Reform ... 1062 ⋆ Conservatives and Reagan ... 1062 ⋆ The Wars on Crime and Drugs ... 1063 ⋆ Reagan and the Cold War ... 1064 ⋆ The Iran-Contra Affair ... 1066 ⋆ Reagan and Gorbachev ... 1066 ⋆ Reagan's Legacy ... 1066 ⋆ The Election of 1988 ... 1067

AP® REVIEW ... 1068

Historians' Voices: *From* Thomas G. Paterson, *On Every Front: The Making and Unmaking of the Cold War* (1992) and *From* John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (1997) … 1070

PERIOD 9: 1980–PRESENT

27. FROM TRIUMPH TO TRAGEDY, 1989–2004 ... 1074

THE POST–COLD WAR WORLD ... 1075

The Gulf War ... 1076 ⋆ The Election of Clinton ... 1077 ⋆ Clinton in Office ... 1077 ⋆ The "Freedom Revolution" ... 1078 ⋆ Clinton's Political Strategy ... 1078 ⋆ Clinton and World Affairs ... 1079 ⋆ The Balkan Crisis ... 1080 ⋆ Human Rights ... 1081

gml6ap_ch00_FM_i-lxxxii,1.indd 26 14/10/19 8:46 PM

Voices of Freedom: *From* Bill Clinton, Speech on Signing of NAFTA (1993), and *From* Global Exchange, Seattle, Declaration for Global Democracy (December 1999) ... 1082

GLOBALIZATION AND ITS DISCONTENTS ... 1084

The Computer Revolution ... 1085 ⋆ The Stock Market Boom and Bust ... 1086 ⋆ Fruits of Deregulation ... 1087 ⋆ Rising Inequality ... 1088

CULTURE WARS ... 1089

The Newest Immigrants ... 1089 ⋆ The New Diversity ... 1090

Who Is an American? *From* Los Tigres del Norte, "Jaula de Oro" (1984) ... 1093

The Changing Face of Black America ... 1096 ⋆ The Spread of Imprisonment ... 1097 ⋆ The Burden of Imprisonment ... 1098 ⋆ The Continuing Rights Revolution ... 1098 ⋆ Native Americans in the New Century ... 1099 ⋆ Multiculturalism ... 1100 ⋆ The Identity Debate ... 1100 ⋆ Cultural Conservatism ... 1100 ⋆ Family Values in Retreat ... 1101 ⋆ The Antigovernment Extreme ... 1102

IMPEACHMENT AND THE ELECTION OF 2000 ... 1103

The Impeachment of Clinton ... 1103 ⋆ The Disputed Election ... 1104 ⋆ A Challenged Democracy ... 1104

THE ATTACKS OF SEPTEMBER 11 ... 1105

THE WAR ON TERRORISM ... 1106

"They Hate Freedom" ... 1106 ⋆ The Bush Doctrine ... 1107 ⋆ The "Axis of Evil" ... 1107

AN AMERICAN EMPIRE? ... 1108

Confronting Iraq ... 1108 ⋆ The Iraq War ... 1109 ⋆ Another Vietnam? ... 1109

THE AFTERMATH OF SEPTEMBER 11 AT HOME ... 1111

Security and Liberty ... 1111 ⋆ The Power of the President ... 1112 ⋆ The Torture Controversy ... 1113 ⋆ The Court and the President ... 1114

AP® REVIEW ... 1116

28. A DIVIDED NATION ... 1118

THE WINDS OF CHANGE ... 1119

The 2004 Election ... 1119 ⋆ Bush's Second Term ... 1120 ⋆ Hurricane Katrina ... 1120 ⋆ The New Orleans Disaster ... 1120 ⋆ Battle over the Border ... 1121 ⋆ Islam, America, and the "Clash of Civilizations" ... 1122 ⋆ The Constitution and Liberty ... 1123 ⋆ The Midterm Elections of 2006 ... 1124

THE GREAT RECESSION ... 1125

The Housing Bubble ... 1125 ⋆ The Bubble Bursts ... 1126 ⋆ "A Conspiracy against the Public" ... 1127 ⋆ The Collapse of Market Fundamentalism ... 1128 ⋆ Bush and the Crisis ... 1128 ⋆ The

gml6ap_ch00_FM_i-lxxxii,1.indd 27 14/10/19 8:46 PM

Emergence of Barack Obama ... 1129 ⋆ The 2008 Campaign ... 1130 ⋆ Obama's First Inauguration ... 1131

OBAMA IN OFFICE ... 1131

Voices of Freedom: *From* Opinion of the Court in *Obergefell v. Hodges* (2015), and *From* Barack Obama, Eulogy at Emanuel African Methodist Episcopal Church (2015) ... 1132

The Health Care Debate ... 1134 ⋆ Financial Reform ... 1135 ⋆ The Problem of Inequality ... 1135 ⋆ The Occupy Movement ... 1136

THE OBAMA PRESIDENCY ... 1137

The Continuing Economic Crisis ... 1137 ⋆ Postracial America? ... 1138 ⋆ Obama and the World ... 1140 ⋆ The Rise of ISIS ... 1142 ⋆ The Republican Resurgence ... 1142 ⋆ The 2012 Campaign ... 1143

Who Is an American? *From* Khizr Khan, Speech at Democratic National Convention (2016) ... 1145

PRESIDENT TRUMP ... 1146

The Candidates in 2016 ... 1146 ⋆ The Election of Trump ... 1146 ⋆ Trump in Office ... 1148 ⋆ Trump and Immigration ... 1150 ⋆ Trump and the Environment ... 1150 ⋆ A Polarized Nation ... 1151 ⋆ The Elections of 2018 ... 1152

FREEDOM IN THE TWENTY-FIRST CENTURY ... 1152

Exceptional America ... 1153 ⋆ Varieties of Freedom ... 1155 ⋆ Battles over History ... 1155 ⋆ Learning from History ... 1156

AP® REVIEW ... 1158

Historians' Voices: *From* Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010) and *From* James Forman Jr., *Locking Up Our Own: Crime and Punishment in Black America* (2017) … 1160

gml6ap_ch00_FM_i-lxxxii,1.indd 28 14/10/19 8:46 PM

APPENDIX

DOCUMENTS

The Declaration of Independence (1776) ... A-2 ⋆ The Constitution of the United States (1787) ... A-5 ⋆ *From* George Washington's Farewell Address (1796) ... A-16 ⋆ The Seneca Falls Declaration of Sentiments and Resolutions (1848) ... A-21 ⋆ *From* Frederick Douglass's "What, to the Slave, Is the Fourth of July?" Speech (1852) ... A-24 ⋆ The Gettysburg Address (1863) ... A-27 ⋆ Abraham Lincoln's Second Inaugural Address (1865) ... A-28 ⋆ The Populist Platform of 1892 ... A-29 ⋆ Franklin D. Roosevelt's First Inaugural Address (1933) ... A-32 ⋆ *From* The Program for the March on Washington for Jobs and Freedom (1963) ... A-35 ⋆ Ronald Reagan's First Inaugural Address (1981) ... A-36 ⋆ Barack Obama's First Inaugural Address (2009) ... A-39

TABLES AND FIGURES

Presidential Elections ... A-42 ⋆ Admission of States ... A-50 ⋆ Population of the United States ... A-51 ⋆ Historical Statistics of the United States: Labor Force—Selected Characteristics Expressed as a Percentage of the Labor Force, 1800–2010 ... A-52 ⋆ Immigration, by Origin ... A-52 ⋆ Unemployment Rate, 1890–2015 ... A-53 ⋆ Union Membership as a Percentage of Nonagricultural Employment, 1880–2015 ... A-53 ⋆ Voter Participation in Presidential Elections, 1824–2016 ... A-53 ⋆ Birthrate, 1820–2015 ... A-53

GLOSSARY ⋆ ... A-55

CREDITS ⋆ ... A-75

INDEX ⋆ ... A-83

PRACTICING DOCUMENT-BASED QUESTIONS (DBQs) ⋆ ... B-2

DOCUMENT-BASED QUESTION 1 ... B-5

ANNOTATED STUDENT ESSAYS FOR DOCUMENT-BASED QUESTION 1 ⋆ ... B-11

DOCUMENT-BASED QUESTION 2 ... B-18

DOCUMENT-BASED QUESTION 3 ... B-23

DOCUMENT-BASED QUESTION 4 ... B-27

DOCUMENT-BASED QUESTION 5 ... B-31

DOCUMENT-BASED QUESTION 6 ... B-35

DOCUMENT-BASED QUESTION 7 ... B-39

DOCUMENT-BASED QUESTION 8 ... B-43

gml6ap_ch00_FM_i-lxxxii,1.indd 29 14/10/19 8:46 PM

LIST OF MAPS, TABLES, AND FIGURES

MAPS

CHAPTER 1

The First Americans ... 7
Native Ways of Life, ca. 1500 ... 11
The Old World on the Eve of American Colonization, ca. 1500 ... 19
Voyages of Discovery ... 22
Early Spanish Conquests and Explorations in the New World ... 31
The New World—New France and New Netherland, ca. 1650 ... 40

CHAPTER 2

English Settlement in the Chesapeake, ca. 1640 ... 60
English Settlement in New England, ca. 1640 ... 74

CHAPTER 3

Eastern North America in the Seventeenth and Early Eighteenth Centuries ... 93
European Settlement and Ethnic Diversity on the Atlantic Coast of North America, 1760 ... 114

CHAPTER 4

Atlantic Trading Routes ... 133
The Slave Trade in the Atlantic World, 1460–1770 ... 135
European Empires in North America, ca. 1750 ... 157
Eastern North America after the Peace of Paris, 1763 ... 164

CHAPTER 5

The Revolutionary War in New England and the Middle States, 1775–1781 ... 200
The Revolutionary War in the South, 1775–1781 ... 203
North America, 1783 ... 205

CHAPTER 6

Loyalism in the American Revolution ... 224

CHAPTER 7

Western Lands, 1782–1802 ... 245
Western Ordinances, 1784–1787 ... 248
Ratification of the Constitution ... 264
Indian Tribes, 1795 ... 270

CHAPTER 8

The Presidential Election of 1800 ... 290
The Louisiana Purchase ... 296
The War of 1812 ... 305

CHAPTER 9

The Market Revolution: Roads and Canals, 1840 ... 318
The Market Revolution: Western Settlement, 1800–1820 ... 321
Travel Times from New York City in 1800 and 1830 ... 322
The Market Revolution: The Spread of Cotton Cultivation, 1820–1840 ... 325
Major Cities, 1840 ... 328
Cotton Mills, 1820s ... 330

CHAPTER 10

The Missouri Compromise, 1820 ... 365
The Americas, 1830 ... 368
The Presidential Election of 1824 ... 372
The Presidential Election of 1828 ... 374
Indian Removals, 1830–1840 ... 383
The Presidential Election of 1840 ... 390

CHAPTER 11

Slave Population, 1860 ... 398
Size of Slaveholdings, 1860 ... 403
Distribution of Free Blacks, 1860 ... 409
Major Crops of the South, 1860 ... 413
Slave Resistance in the Nineteenth-Century Atlantic World ... 421

CHAPTER 12

Utopian Communities, Mid-Nineteenth Century ... 434

CHAPTER 13

The Trans-Mississippi West, 1830s–1840s ... 468
The Mexican War, 1846–1848 ... 472
Gold-Rush California ... 475
Continental Expansion through 1853 ... 479
The Compromise of 1850 ... 482
The Kansas-Nebraska Act, 1854 ... 484
The Railroad Network, 1850s ... 486
The Presidential Election of 1856 ... 490
The Presidential Election of 1860 ... 498

CHAPTER 14

The Secession of Southern States, 1860–1861 ... 511
The Civil War in the East, 1861–1862 ... 516
The Civil War in the West, 1861–1862 ... 518
The Emancipation Proclamation ... 521
The Civil War in the Western Territories, 1862–1864 ... 532
The Civil War, 1863 ... 543
The Civil War, Late 1864–1865 ... 550

gml6ap_ch00_FM_i-lxxxii,1.indd 30 14/10/19 8:46 PM

CHAPTER 15
The Barrow Plantation ... 561
Sharecropping in the South, 1880 ... 565
The Presidential Election of 1868 ... 576
Reconstruction in the South, 1867–1877 ... 591
The Presidential Election of 1876 ... 592

CHAPTER 16
The Railroad Network, 1880 ... 604
U.S. Steel: A Vertically Integrated Corporation ... 608
The Industrial West ... 629
Indian Reservations, ca. 1890 ... 638
Political Stalemate, 1876–1892 ... 643

CHAPTER 17
Populist Strength, 1892 ... 653
The Presidential Election of 1896 ... 657
The Spanish-American War: The Pacific ... 679
The Spanish-American War: The Caribbean ... 679
American Empire, 1898 ... 682

CHAPTER 18
Socialist Towns and Cities, 1900–1920 ... 706
The Presidential Election of 1912 ... 727

CHAPTER 19
The Panama Canal Zone ... 737
The United States in the Caribbean, 1898–1941 ... 738
Colonial Possessions, 1900 ... 740
World War I: The Western Front ... 745
Prohibition, 1915: Counties and States That Banned Liquor before the Eighteenth Amendment (Ratified 1919, Repealed 1933) ... 751
Europe in 1914 ... 772
Europe in 1919 ... 773

CHAPTER 20
The Presidential Election of 1928 ... 809

CHAPTER 21
Columbia River Basin Project, 1949 ... 821
The Presidential Election of 1932 ... 822
The Tennessee Valley Authority ... 827
The Dust Bowl, 1935–1940 ... 828

CHAPTER 22
World War II in the Pacific, 1941–1945 ... 871
World War II in Europe, 1942–1945 ... 873
Wartime Army and Navy Bases and Airfields ... 877
Japanese-American Internment, 1942–1945 ... 893

CHAPTER 23
Cold War Europe, 1956 ... 916
The Korean War, 1950–1953 ... 918
The Presidential Election of 1948 ... 929

CHAPTER 24
The Interstate Highway System ... 952
The Presidential Election of 1952 ... 961
The Presidential Election of 1960 ... 982

CHAPTER 25
The Presidential Election of 1964 ... 996
The Vietnam War, 1964–1975 ... 1009
The Presidential Election of 1968 ...1026

CHAPTER 26
Center of Population, 1790–2010 ... 1033
The Presidential Election of 1976 ... 1046
The Presidential Election of 1980 ... 1056
The United States in the Caribbean and Central America, 1954–2004 ... 1065

CHAPTER 27
The Presidential Election of 1992 ... 1077
Eastern Europe after the Cold War ... 1080
Immigrant Populations in Cities and States, 1900 and 2010 ... 1092
Origin of Largest Immigrant Populations by State, 1910 and 2013 ... 1095
The Presidential Election of 2000 ... 1104
U.S. Presence in the Middle East, 1947–2019 ... 1110

CHAPTER 28
The Presidential Election of 2008 ... 1130
Percentage of Population below the Poverty Line, 2014 ... 1137
The Presidential Election of 2016 ... 1148

DOCUMENT-BASED QUESTIONS
Town Map, Colonial New England ... B-6
Election Maps of 1820 and 1824 ... B-22

TABLES AND FIGURES

CHAPTER 1
Table 1.1 Estimated Regional Populations: The Americas, ca. 1500 ... 24
Table 1.2 Estimated Regional Populations: The World, ca. 1500 ... 25

CHAPTER 3
Table 3.1 Origins and Status of Migrants to British North American Colonies, 1700–1775 ... 112

CHAPTER 4
Table 4.1 Slave Population as Percentage of Total Population of Original Thirteen Colonies, 1770 ... 138

gml6ap_ch00_FM_i-lxxxii,1.indd 31 14/10/19 8:46 PM

CHAPTER 7

Table 7.1 Total Population and Black Population of the United States, 1790 ... 271

CHAPTER 9

Table 9.1 Population Growth of Selected Western States, 1810–1850 ... 324
Table 9.2 Total Number of Immigrants by Five-Year Period ... 333
Figure 9.1 Sources of Immigration, 1850 ... 336

CHAPTER 11

Table 11.1 Growth of the Slave Population ... 399
Table 11.2 Slaveholding, 1850 ... 400
Table 11.3 Free Black Population, 1860 ... 408

CHAPTER 14

Figure 14.1 Resources for War: Union versus Confederacy ... 512

CHAPTER 16

Table 16.1 Indicators of Economic Change, 1870–1920 ... 602
Figure 16.1 Railroad Mileage Built, 1830–1975 ... 604

CHAPTER 17

Table 17.1 States with Over 200 Lynchings, 1889–1918 ... 665

CHAPTER 18

Table 18.1 Rise of the City, 1880–1920 ... 699
Table 18.2 Immigrants and Their Children as Percentage of Population, Ten Major Cities, 1920 ... 701
Table 18.3 Percentage of Women 14 Years and Older in the Labor Force, 1900–1930 ... 702
Table 18.4 Sales of Passenger Cars, 1900–1925 ... 703

CHAPTER 19

Table 19.1 The Great Migration ... 765

CHAPTER 20

Figure 20.1 Household Appliances, 1900–1930 ... 781
Figure 20.2 The Stock Market, 1919–1939 ... 811

CHAPTER 21

Figure 21.1 The Building Boom and Its Collapse, 1919–1939 ... 830
Figure 21.2 Unemployment, 1925–1945 ... 844

CHAPTER 22

Table 22.1 Labor Union Membership ... 876

CHAPTER 24

Figure 24.1 Real Gross Domestic Product per Capita, 1790–2014 ... 947
Figure 24.2 Average Daily Television Viewing, 1950–1970 ... 951
Figure 24.3 The Baby Boom and Its Decline ... 953

CHAPTER 25

Figure 25.1 Percentage of Population below Poverty Level, by Race, 1959–1969 ... 1000

CHAPTER 26

Figure 26.1 Median Age at First Marriage, 1947–1981 ... 1036
Table 26.1 Rate of Divorce: Divorces of Existing Marriages per 1,000 New Marriages, 1950–1980 ... 1037
Table 26.2 The Misery Index, 1970–1980 ... 1044
Figure 26.2 Real Average Weekly Wages, 1955–1990 ... 1045
Figure 26.3 Changes in Families' Real Income, 1980–1990 ... 1059

CHAPTER 27

Figure 27.1 Share of U.S. Workers Employed in the Manufacturing Sector, 1970–2012 ... 1088
Figure 27.2 Persons Obtaining Legal Permanent Residency, 1820–2015 ... 1090
Figure 27.3 The Projected Non-White Majority: Racial and Ethnic Breakdown ... 1096
Figure 27.4 Unemployment Rate by Sex and Race, 1954–2000 ... 1096
Figure 27.5 Incarceration Rates, 1970s–2010s ... 1098
Figure 27.6 Change in Family Structure, 1970–2010 ... 1101
Figure 27.7 Median Ages of First Marriages, 1970–2010 ... 1101
Figure 27.8 Adult Men and Women in the Labor Force, 1950–2019 ... 1102

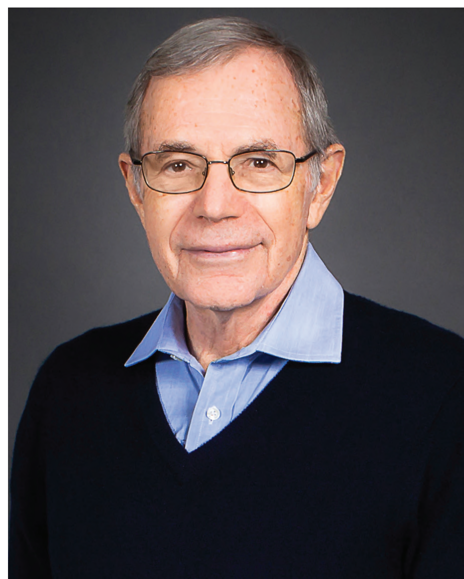
CHAPTER 28

Figure 28.1 The Housing Bubble ... 1125
Figure 28.2 Portrait of a Recession ... 1127
Figure 28.3 Income Inequality in the United States, 1910–2015 ... 1136

DOCUMENT-BASED QUESTIONS

Table 3.2 Percentage of Persons 14 Years Old and Older Who Were Illiterate (Unable to Read or Write in Any Language), by Race and Nativity, 1870–1900 ... B-26
Figure 4.2 U.S. Unemployment, 1869–1899 ... B-30
Figure 7.3 U.S. Military Spending, 1945–1996 (Billions of 1996 Dollars in Outlays) ... B-42
Figure 8.4 U.S. Inflation and Unemployment Rates, 1951–2000 ... B-48

ABOUT THE AUTHOR



ERIC FONER is DeWitt Clinton Professor Emeritus of History at Columbia University, where he earned his B.A. and Ph.D. In his teaching and scholarship, he focuses on the Civil War and Reconstruction, slavery, and nineteenth-century America. Professor Foner's publications include *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War*; *Tom Paine and Revolutionary America*; *Nothing but Freedom: Emancipation and Its Legacy*; *Reconstruction: America's Unfinished Revolution, 1863–1877*; *The Story of American Freedom*; and *Forever Free: The Story of Emancipation and Reconstruction.* His history of Reconstruction won the *Los Angeles Times* Book Award for History, the Bancroft Prize, and the Parkman Prize. He has served as president of the Organization of American Historians and the American Historical Association. In 2006 he received the Presidential Award for Outstanding Teaching from Columbia University. His most recent books are *The Fiery Trial: Abraham Lincoln and American Slavery,* winner of the Bancroft and Lincoln Prizes and the Pulitzer Prize for History; *Gateway to Freedom: The Hidden History of the Underground Railroad*, winner of the New York Historical Society Book Prize; and *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*.

gml6ap_ch00_FM_i-lxxxii,1.indd 33 14/10/19 8:46 PM

ABOUT THE AP® AUTHORS

LEE BENJAMINS: AP® U.S. HISTORY SKILLS HANDBOOK, HISTORIANS' VOICES FEATURES, AND ADDITIONAL AP® CONTENT IN THE TEXTBOOK: Dr. Lee Benjamins brings a wide range of experience to the writing of AP® materials for *Give Me Liberty!* AP® Edition. Dr. Benjamins has led one- and two-day College Board® training for new and experienced AP® U.S. History teachers. Additionally, he served as the assistant director of social studies in the Division of Curriculum at the Texas Education Agency. After eighteen years in the secondary classroom, he is currently a professor of history at San Jacinto College in Houston, Texas, and continues to be a reader at the AP® U.S. History reading.

WARREN HIERL: DOCUMENT-BASED QUESTIONS IN THE TEXTBOOK AND AP® TEST BANK: Warren Hierl taught AP® U.S. History at the Career Center in Winston-Salem, North Carolina, for almost thirty years. He has conducted numerous workshops throughout the country. He was a member of the committee that wrote the original AP® Social Studies Vertical Team Guide and has been a reader, a table leader, and—for the past ten years—a question leader on the DBQ at the AP® U.S. History reading.

LOUISA MOFFITT: AP® TEST BANK: Dr. Louisa Moffitt taught AP® U.S. History at the Marist School in Atlanta, Georgia, for almost thirty years. She has been involved with the AP® U.S. History reading for many years, serving as an exam leader and assistant chief reader, and is currently working as a question leader for the alternate exam. In addition, she has been a member of the test development committee and coauthored a number of textbooks dealing with the field of Middle East studies. She leads numerous AP® U.S. workshops during the summer and throughout the school year.

BECKY BERRY: AP® CURRICULUM PLANNING AND PACING GUIDE AND AP® CORRELATION GUIDE: Becky Berry is a teacher at Morgantown High School, where she currently teachers Honors World History and AP® U.S. History. She has taught for twenty-seven years in middle school and high school. She is a consultant for the College Board® and serves as table leader at the annual AP® U.S. History reading. She provided lessons for the College Board® professional development modules and leads workshops in the Midwest. In 2017, she was chosen as the West Virginia History Teacher of the Year by the Gilder Lehrman Institute.

gml6ap_ch00_FM_i-lxxxii,1.indd 34 14/10/19 8:46 PM

PREFACE

Give Me Liberty! An American History is a survey of American history from the earliest days of European exploration and conquest of the New World to the first decades of the twenty-first century. It offers students a clear, concise narrative whose central theme is the changing contours of American freedom.

I am extremely gratified by the response to the prior AP® editions of *Give Me Liberty!*, which have been used at many hundreds of high schools throughout the country. The comments I have received from instructors and students encourage me to think that *Give Me Liberty!* has worked well in their classrooms. Their comments have also included many valuable suggestions for revisions, which I greatly appreciate. These have ranged from corrections of typographical and factual errors to thoughts about subjects that needed more extensive treatment. In making revisions for this Sixth AP® Edition, I have tried to take these suggestions into account. I have also incorporated the findings and insights of new scholarship that has appeared since the original edition was written.

gml6ap_ch00_FM_i-lxxxii,1.indd 35 14/10/19 8:46 PM

The most significant changes in this Sixth Edition involve heightened emphasis on a question as old as the republic and as current as today's newspapers: Who is an American?

Difference and commonality are both intrinsic parts of the American experience. Our national creed emphasizes democracy and freedom as universal rights, but these rights have frequently been limited to particular groups of people. The United States has long prided itself on being an "asylum for mankind," as Thomas Paine put it in *Common Sense*, his great pamphlet calling for American independence. Yet we as a people have long been divided by clashing definitions of "Americanness." The first Naturalization Act, adopted in 1790, limited the right to become a citizen when immigrating from abroad to white persons. And the right to vote was long denied to many Americans because of race, gender, property holding, a criminal record, or other reasons. Today, in debates over immigration and voting rights, the question of "Who is an American?" continues to roil our society.

In a nation resting, rhetorically at least, on the ideal of equality, the boundaries of inclusion and exclusion take on extreme significance. The greater the rights of American citizenship, the more important the definition of belonging. Groups like African-Americans and women, shut out from full equality from the beginning of the nation's history, have struggled to gain recognition as full and equal members of the society. The definition of citizenship itself and the rights that come with it have been subject to intense debate throughout American history. And the cry of "second-class citizenship" has provided a powerful language of social protest for those who feel themselves excluded. To be sure, not all groups have made demands for inclusion. In the colonial era and for much of the history of the American nation, many Native Americans have demanded recognition of their own national sovereignty.

There is stronger coverage of this theme throughout the book, and it is reinforced by a new primary-source feature, "Who Is an American?" The sixteen such features, distributed fairly evenly through the text, address the nature of American identity, the definition of citizenship, and controversies over inclusion and exclusion. These documents range from J. Hector St. John de Crèvecoeur's reflections on Americanness toward the end of the War of Independence and the Declaration of Sentiments of the Seneca Falls Convention to Frederick Douglass's great speech of 1869 in defense of Chinese immigration, "The Composite Nation," and Mary Church Terrell's poignant complaint about being treated as a stranger in her own country.

In the body of the text itself, the major additions that illuminate the history of this theme are as follows:

Chapter 3 contains a new discussion of the formation in colonial America of a British identity linked to a sense of difference from "others"—French and Spanish Catholics, Africans, and Native Americans. Chapter 4 discusses the development of a pan-Indian identity transcending the traditional rivalries between separate Native American nations. In Chapter 7, I have added an examination of how the U.S. Constitution deals with citizenship and how the lack of a clear definition made disagreement about its boundaries inevitable. A new subsection in Chapter 12 deals

gml6ap_ch00_FM_i-lxxxii,1.indd 36 14/10/19 8:46 PM

with claims by African-Americans before the Civil War to "birthright citizenship," the principle that anyone born in the country, regardless of race, national origin, or other characteristics, is entitled to full and equal citizenship. Chapter 15 expands the existing discussion of the constitutional amendments of the Reconstruction era to examine how they redrew the definition and boundaries of American citizenship.

In Chapter 17, I have expanded the section on the movement to restrict immigration. Chapter 18 contains a new discussion of Theodore Roosevelt's understanding of "Americanism" and whom it excluded. Chapter 19 examines the "science" of eugenics, which proposed various ways to "improve" the quality of the American population. Chapter 23 contains a new subsection on how the Cold War and the effort to root out "subversion" affected definitions of loyalty, disloyalty, and American identity. Immigration reform during the administration of Ronald Reagan receives additional attention in Chapter 26. Finally, Chapter 28 discusses the heated debates over immigration that helped elect Donald Trump in 2016, and how his administration in its first two years addressed the issue.

Other revisions, not directly related to the "Who Is an American?" theme, include a reorganization of the chapter on the Gilded Age (16) to give it greater clarity, a new subsection in Chapter 17 discussing the political and philosophical school known as pragmatism, and significant changes in Chapter 26 to take advantage of recent scholarship on modern conservatism. The final chapter (28) has been updated to discuss the election of 2016 and the first two years of the administration of Donald Trump. I have also added a number of new selections to "Voices of Freedom" to sharpen the juxtaposition of divergent concepts of freedom at particular moments in American history. And this edition contains many new images—paintings, photographs, broadsides, lithographs, and others.

Americans have always had a divided attitude toward history. On the one hand, they tend to be remarkably future-oriented, dismissing events of even the recent past as "ancient history" and sometimes seeing history as a burden to be overcome, a prison from which to escape. On the other hand, like many other peoples, Americans have always looked to history for a sense of personal or group identity and of national cohesiveness. This is why so many Americans devote time and energy to tracing their family trees and why they visit historical museums and National Park Service historical sites in ever-increasing numbers. My hope is that this book will convince readers with all degrees of interest that history does matter to them.

The novelist and essayist James Baldwin once observed that history "does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, . . . [that] history is literally present in all that we do." As Baldwin recognized, the force of history is evident in our own world. Especially in a political democracy like the United States, whose government is designed to rest on the consent of informed citizens, knowledge of the past is essential—not only for those of us whose profession is the teaching and writing of history, but for everyone. History, to be sure, does not offer simple lessons or immediate answers to current questions. Knowing the history of immigration to the United States,

gml6ap_ch00_FM_i-lxxxii,1.indd 37 14/10/19 8:46 PM

and all of the tensions, turmoil, and aspirations associated with it, for example, does not tell us what current immigration policy ought to be. But without that knowledge, we have no way of understanding which approaches have worked and which have not—essential information for the formulation of future public policy.

History, it has been said, is what the present chooses to remember about the past. Rather than a fixed collection of facts, or a group of interpretations that cannot be challenged, our understanding of history is constantly changing. There is nothing unusual in the fact that each generation rewrites history to meet its own needs, or that scholars disagree among themselves on basic questions like the causes of the Civil War or the reasons for the Great Depression. Precisely because each generation asks different questions of the past, each generation formulates different answers. The past thirty years have witnessed a remarkable expansion of the scope of historical study. The experiences of groups neglected by earlier scholars, including women, African-Americans, working people, and others, have received unprecedented attention from historians. New subfields—social history, cultural history, and family history among them—have taken their place alongside traditional political and diplomatic history.

Give Me Liberty! draws on this voluminous historical literature to present an up-to-date and inclusive account of the American past, paying due attention to the experience of diverse groups of Americans while in no way neglecting the events and processes Americans have experienced in common. It devotes serious attention to political, social, cultural, and economic history, and to their interconnections. The narrative brings together major events and prominent leaders with the many groups of ordinary people who make up American society. *Give Me Liberty!* has a rich cast of characters, from Thomas Jefferson to campaigners for woman suffrage, from Franklin D. Roosevelt to former slaves seeking to breathe meaning into emancipation during and after the Civil War.

Aimed at an audience of high school students with little or no detailed knowledge of American history, *Give Me Liberty!* guides readers through the complexities of the subject without overwhelming them with excessive detail. The unifying theme of freedom that runs through the text gives shape to the narrative and integrates the numerous strands that make up the American experience. This approach builds on that of my earlier book, *The Story of American Freedom* (1998), although *Give Me Liberty!* places events and personalities in the foreground and is more geared to the structure of the introductory survey course.

Freedom, and the battles to define its meaning, have long been central to my own scholarship and undergraduate teaching, which focuses on the nineteenth century and especially the era of the Civil War and Reconstruction (1850–1877). This was a time when the future of slavery tore the nation apart and emancipation produced a national debate over what rights the former slaves, and all Americans, should enjoy as free citizens. I have found that attention to clashing definitions of freedom and the struggles of different groups to achieve freedom as they understood it offers a way of making sense of the bitter battles and vast transformations of that pivotal era. I believe that the same is true for American history as a whole.

gml6ap_ch00_FM_i-lxxxii,1.indd 38 14/10/19 8:46 PM

No idea is more fundamental to Americans' sense of themselves as individuals and as a nation than freedom. The central term in our political language, freedom—or liberty, with which it is almost always used interchangeably—is deeply embedded in the record of our history and the language of everyday life. The Declaration of Independence lists liberty among mankind's inalienable rights; the Constitution announces its purpose as securing liberty's blessings. The United States fought the Civil War to bring about a new birth of freedom, World War II for the Four Freedoms, and the Cold War to defend the Free World. Americans' love of liberty has been represented by liberty poles, liberty caps, and statues of liberty, and acted out by burning stamps and burning draft cards, by running away from slavery, and by demonstrating for the right to vote. "Every man in the street, white, black, red, or yellow," wrote the educator and statesman Ralph Bunche in 1940, "knows that this is 'the land of the free' . . . 'the cradle of liberty.' "

The very universality of the idea of freedom, however, can be misleading. Freedom is not a fixed, timeless category with a single unchanging definition. Indeed, the history of the United States is, in part, a story of debates, disagreements, and struggles over freedom. Crises like the American Revolution, the Civil War, and the Cold War have permanently transformed the idea of freedom. So too have demands by various groups of Americans to enjoy greater freedom. The meaning of freedom has been constructed not only in congressional debates and political treatises, but on plantations and picket lines, in parlors and even bedrooms.

Over the course of our history, American freedom has been both a reality and a mythic ideal—a living truth for millions of Americans, a cruel mockery for others. For some, freedom has been what some scholars call a "habit of the heart," an ideal so taken for granted that it is lived out but rarely analyzed. For others, freedom is not a birthright but a distant goal that has inspired great sacrifice.

Give Me Liberty! draws attention to three dimensions of freedom that have been critical in American history: (1) the *meanings* of freedom; (2) the *social conditions* that make freedom possible; and (3) the *boundaries* of freedom that determine who is entitled to enjoy freedom and who is not. All have changed over time.

In the era of the American Revolution, for example, freedom was primarily a set of rights enjoyed in public activity—the right of a community to be governed by laws to which its representatives had consented and of individuals to engage in religious worship without governmental interference. In the nineteenth century, freedom came to be closely identified with each person's opportunity to develop to the fullest his or her innate talents. In the twentieth, the "ability to choose," in both public and private life, became perhaps the dominant understanding of freedom. This development was encouraged by the explosive growth of the consumer marketplace (a development that receives considerable attention in *Give Me Liberty!*), which offered Americans an unprecedented array of goods with which to satisfy their needs and desires. During the 1960s, a crucial chapter in the history of American freedom, the idea of personal freedom was extended into virtually every realm, from attire and "lifestyle" to relations between the sexes. Thus, over time, more and more areas of life have been drawn into Americans' debates about the meaning of freedom.

gml6ap_ch00_FM_i-lxxxii,1.indd 39 14/10/19 8:46 PM

A second important dimension of freedom focuses on the social conditions necessary to allow freedom to flourish. What kinds of economic institutions and relationships best encourage individual freedom? In the colonial era and for more than a century after independence, the answer centered on economic autonomy, enshrined in the glorification of the independent small producer—the farmer, skilled craftsman, or shopkeeper—who did not have to depend on another person for his livelihood. As the industrial economy matured, new conceptions of economic freedom came to the fore: "liberty of contract" in the Gilded Age, "industrial freedom" (a say in corporate decision-making) in the Progressive era, economic security during the New Deal, and, more recently, the ability to enjoy mass consumption within a market economy.

The boundaries of freedom, the third dimension of this theme, have inspired some of the most intense struggles in American history. Although founded on the premise that liberty is an entitlement of all humanity, the United States for much of its history deprived many of its own people of freedom. Non-whites have rarely enjoyed the same access to freedom as white Americans. The belief in equal opportunity as the birthright of all Americans has coexisted with persistent efforts to limit freedom by race, gender, and class and in other ways.

Less obvious, perhaps, is the fact that one person's freedom has frequently been linked to another's servitude. In the colonial era and nineteenth century, expanding freedom for many Americans rested on the lack of freedom—slavery, indentured servitude, the subordinate position of women—for others. By the same token, it has been through battles at the boundaries—the efforts of racial minorities, women, and others to secure greater freedom—that the meaning and experience of freedom have been deepened and the concept extended into new realms.

Time and again in American history, freedom has been transformed by the demands of excluded groups for inclusion. The idea of freedom as a universal birthright owes much both to abolitionists who sought to extend the blessings of liberty to blacks and to immigrant groups who insisted on full recognition as American citizens. The principle of equal protection of the law without regard to race, which became a central element of American freedom, arose from the antislavery struggle and the Civil War and was reinvigorated by the civil rights revolution of the 1960s, which called itself the "freedom movement." The battle for the right of free speech by labor radicals and birth-control advocates in the first part of the twentieth century helped to make civil liberties an essential element of freedom for all Americans.

Although concentrating on events within the United States, *Give Me Liberty!* also situates American history in the context of developments in other parts of the world. Many of the forces that shaped American history, including the international migration of peoples, the development of slavery, the spread of democracy, and the expansion of capitalism, were worldwide processes not confined to the United States. Today, American ideas, culture, and economic and military power exert unprecedented influence throughout the world. But beginning with the earliest days of settlement, when European empires competed to colonize North America

gml6ap_ch00_FM_i-lxxxii,1.indd 40 14/10/19 8:46 PM

and enrich themselves from its trade, American history cannot be understood in isolation from its global setting.

Freedom is the oldest of clichés and the most modern of aspirations. At various times in our history, it has served as the rallying cry of the powerless and as a justification of the status quo. Freedom helps to bind our culture together and exposes the contradictions between what America claims to be and what it sometimes has been. American history is not a narrative of continual progress toward greater and greater freedom. As the abolitionist Thomas Wentworth Higginson noted after the Civil War, "revolutions may go backward." Though freedom can be achieved, it may also be taken away. This happened, for example, when the equal rights granted to former slaves immediately after the Civil War were essentially nullified during the era of segregation. As was said in the eighteenth century, the price of freedom is eternal vigilance.

In the early twenty-first century, freedom continues to play a central role in American political and social life and thought. It is invoked by individuals and groups of all kinds, from critics of economic globalization to those who seek to secure American freedom at home and export it abroad. I hope that *Give Me Liberty!* will offer beginning students a clear account of the course of American history, and of its central theme, freedom, which today remains as varied, contentious, and ever-changing as America itself. And I hope that it also enables students to understand the connections between past and current events, the historical context and antecedents of the social, political, cultural, and economic issues that the American people confront today.

gml6ap_ch00_FM_i-lxxxii,1.indd 41 14/10/19 8:46 PM

ACKNOWLEDGMENTS

All works of history are, to a considerable extent, collaborative books, in that every writer builds on the research and writing of previous scholars. This is especially true of a textbook that covers the entire American experience, over more than five centuries. My greatest debt is to the innumerable historians on whose work I have drawn in preparing this volume. More specifically, however, I wish to thank the following scholars, who offered valuable comments, criticisms, and suggestions after generously reading portions of this work, or using it in their classes.

Wendy Butler, Westover School
Nathan Button, Thompson High School
Denny Conklin, Arlington High School
Linda Goldsworthy, Rhinelander High School
Juliana Hardgrove, Glendora High School
Sherrie R. Johnson, Garrard County High School
Christine Kruse, South High School Torrance
Lauren May, Oak Lawn Community High School
Astacia Payton Morocco, Harmony School of Advancement High School
Robert Naeher, Emma Willard School
Michael Ochs, Chaminade College Preparatory
John Pelikan, Prairie Ridge High School
Ryan Rosso, Saint Joseph Notre Dame High School
Michael Stevens, Pentucket Regional High School
Christine Williams, Atascadero High School
Michael Williams, Beaumont High School

Jennifer Hudson Allen, Brookhaven College
Joel Benson, Northwest Missouri State University
Lori Bramson, Clark College
Andrea Brinton-Sanches, Cedar Valley College
Monica L. Butler, Motlow State Community College
Tonia Compton, Columbia College
Adam Costanzo, Texas A&M University
Carl Creasman Jr., Valencia College
Ashley Cruseturner, McLennan Community College
Richard Driver, Northwest Vista College
Laura Dunn, Eastern Florida State College
Kathleen DuVal, University of North Carolina, Chapel Hill
Blake Ellis, Lone Star College—CyFair
Carla Falkner, Northeast Mississippi Community College
Robert Glen Findley, Odessa College

gml6ap_ch00_FM_i-lxxxii,1.indd 42 14/10/19 8:46 PM

Amy L. Fluker, University of Mississippi
Van Forsyth, Clark College
Yvonne Frear, San Jacinto College
Beverly Gage, Yale University
Michael A. Gonzalez, El Paso Community College
Aram Goudsouzian, University of Memphis
Michael Harkins, Harper College
Peter D. Haro, San Diego City College
Sandra Harvey, Lone Star College—CyFair
Robert Hines, Palo Alto College
Traci Hodgson, Chemeketa Community College
Tamora Hoskisson, Salt Lake Community College
William Jackson, Salt Lake Community College
Alfred H. Jones, State College of Florida
Junko Isono Kato, Waseda University
David Kiracofe, Tidewater Community College
Jeremy Lehman, McLennan Community College
Brad Lookingbill, Columbia College
Jennifer Macias, Salt Lake Community College
Scott P. Marler, University of Memphis
Thomas Massey, Cape Fear Community College
Derek Maxfield, Genesee Community College
Lisa McGirr, Harvard University
Marianne McKnight, Salt Lake Community College
Jonson Miller, Drexel University
Ted Moore, Salt Lake Community College
Laura Murphy, Dutchess Community College
Nathan Perl-Rosenthal, University of Southern California
Christopher Phelps, University of Nottingham
Robert Pierce, Foothills College
Ernst Pinjing, Minot State University
Harvey N. Plaunt, El Paso Community College
Steve Porter, University of Cincinnati
John Putman, San Diego State University
R. Lynn Rainard, Tidewater Community College, Chesapeake Campus
Janet Rankin, Sierra College
Nicole Ribianszky, Georgia Gwinnett College
Nancy Marie Robertson, Indiana University—Purdue University Indianapolis
Anderson Rouse, University of North Carolina, Greensboro
Horacio Salinas Jr., Laredo Community College
John Shaw, Portland Community College
Christina Snyder, Pennsylvania State University
Wendy Soltz, Purdue University Fort Wayne
Danielle Swiontek, Santa Barbara Community College

gml6ap_ch00_FM_i-lxxxii,1.indd 43 14/10/19 8:46 PM

Chris Tingle, Northwest Mississippi Community College
Richard M. Trimble, Ocean County College
Alan Vangroll, Central Texas College
Karine Walther, Georgetown University
Eddie Weller, San Jacinto College
Ashli White, Miami University
Andrew Wiese, San Diego State University
Matthew Zembo, Hudson Valley Community College

I am particularly grateful to my colleagues in the Columbia University Department of History: Pablo Piccato, for his advice on Latin American history; Evan Haefeli and Ellen Baker, who read and made many suggestions for improvements in their areas of expertise (colonial America and the history of the West, respectively); and Sarah Phillips, who offered advice on treating the history of the environment.

I am also deeply indebted to the graduate students at Columbia University's Department of History who helped with this project. For this edition, Michael "Mookie" Kideckel offered invaluable assistance in gathering material related to borderlands and Western history for the Fifth Edition and on citizenship and identity for the current one. For previous editions, Theresa Ventura assisted in locating material for new sections placing American history in a global context, April Holm did the same for new coverage of the history of American religion and debates over religious freedom, James Delbourgo conducted research for the chapters on the colonial era, and Beverly Gage did the same for the twentieth century. In addition, Daniel Freund provided all-around research assistance. Victoria Cain did a superb job of locating images. I also want to thank my colleagues Elizabeth Blackmar and the late Alan Brinkley for offering advice and encouragement throughout the writing of this book. I am also grateful to the numerous students who, while using the textbook, pointed out to me errors or omissions that I have corrected.

Many thanks to Joshua Brown, director of the American Social History Project, whose website, History Matters, lists innumerable online resources for the study of American history. Thanks also to the instructors who helped build our robust digital resource and ancillary package. InQuizitive for History was revised by Cornelia Lambert (University of North Georgia), Jodie Steeley (Fresno City College), Jen Murray (Oklahoma State University), and Joel Tannenbaum (Community College of Philadelphia). The Coursepack Quizzes and Instructor's Manual were thoroughly updated by Jason Newman (Cosumnes River College). Allison Faber (Texas A&M University) revised the Lecture PowerPoint slides. And our Test Bank was revised to include new questions authored by Robert O'Brien (Lone Star College–CyFair), Emily Pecora, and Carolina Zumaglini, with accuracy checking help from Matt Zembo (Hudson Valley Community College) and Jim Dudlo (Brookhaven College).

At W. W. Norton & Company, Steve Forman was an ideal editor—patient, encouraging, and always ready to offer sage advice. I would also like to thank Steve's assistant editor Lily Gellman for her indispensable and always cheerful help on

gml6ap_ch00_FM_i-lxxxii,1.indd 44 14/10/19 8:46 PM

all aspects of the project; Ellen Lohman and Mary Kanable for their careful copy-editing and proofreading work; Stephanie Romeo and Donna Ranieri for their resourceful attention to the illustrations program; Leah Clark, Ted Szczepanski, and Debra Morton-Hoyt for splendid work on the covers for the Sixth Edition; Jennifer Barnhardt for keeping the many threads of the project aligned and then tying them together; Sean Mintus for his efficiency and care in book production; Carson Russell for orchestrating the rich media package that accompanies the textbook and his colleagues Sarah Rose Aquilina and Alexandra Malakhoff; Sarah England Bartley, Steve Dunn, and Mike Wright for their alert reads of the U.S. survey market and their hard work in helping establish *Give Me Liberty!* within it; and Drake McFeely, Roby Harrington, and Julia Reidhead for maintaining Norton as an independent, employee-owned publisher dedicated to excellence in its work.

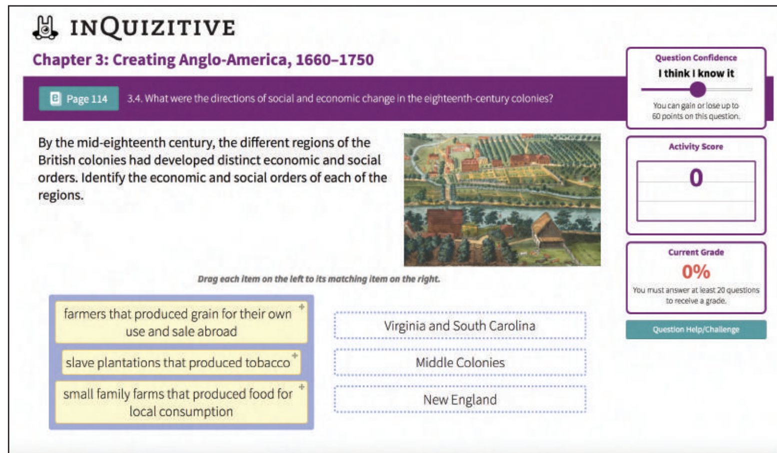
Many students may have heard stories of how publishing companies alter the language and content of textbooks in an attempt to maximize sales and avoid alienating any potential reader. In this case, I can honestly say that W. W. Norton allowed me a free hand in writing the book and, apart from the usual editorial corrections, did not try to influence its content at all. For this I thank them, while I accept full responsibility for the interpretations presented and for any errors the book may contain. Since no book of this length can be entirely free of mistakes, I welcome readers to send me corrections at ef17@columbia.edu.

My greatest debt, as always, is to my family—my wife, Lynn Garafola, for her good-natured support while I was preoccupied by a project that consumed more than its fair share of my time and energy, and my daughter, Daria, who while a ninth and tenth grader read every chapter of the First Edition as it was written, for a modest payment, and offered invaluable suggestions about improving the book's clarity, logic, and grammar.

Eric Foner
New York City
March 2019

gml6ap_ch00_FM_i-lxxxii,1.indd 45 14/10/19 8:46 PM

GIVE ME LIBERTY! DIGITAL RESOURCES FOR STUDENTS AND INSTRUCTORS

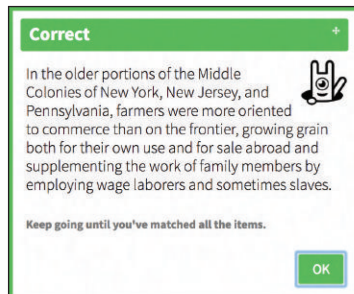


W. W. Norton offers a robust digital package to support teaching and learning with *Give Me Liberty!* These resources are designed to make students more effective textbook readers, while at the same time developing their critical thinking and history skills.

RESOURCES FOR STUDENTS

All resources are available through digital.wwnorton.com/givemeliberty6ap with the access card at the front of this text.

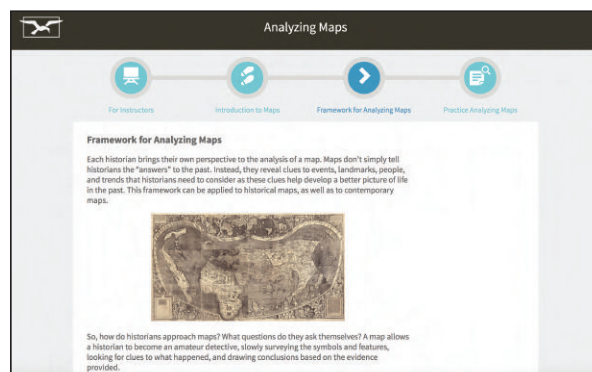
NORTON INQUIZITIVE



InQuizitive is Norton's award-winning adaptive learning tool that personalizes the learning experience for students and helps them master—and retain—key learning objectives. Through a variety of question types, answer-specific feedback, and gamelike elements such as the ability to wager points, students are motivated to keep working until they have mastered the concepts. Students then come to class better prepared, allowing for more time for meaningful discussions and activities.

HISTORY SKILLS TUTORIALS

The History Skills Tutorials are interactive, online modules that provide students a framework for analyzing primary source documents, images, and maps. New to the Sixth Edition is a fourth tutorial, Analyzing Secondary Sources. All tutorials begin with author videos modeling the analysis process followed by interactive assessments that challenge students to apply what they have learned.



What information is depicted in the map?

international borders

employment data

population density of foreign-born persons

election data

Nice job!

These maps illustrate the states' foreign-born populations and the twenty metropolitan areas with the most immigrants in 1900 and 2010. As you can see in the table below, the total number of foreign-born persons grew exponentially from the mid-twentieth century to the early twenty-first century.

TABLE 27.1 Immigration to the United States, 1961–2010

DECADE	TOTAL	EUROPE	ASIA	WESTERN HEMISPHERE	OTHER AREAS
1961–1970	3,321,584	1,123,492	427,642	1,716,374	54,076
1971–1980	4,493,302	800,368	1,588,178	1,982,735	122,021
1981–1990	7,336,940	761,550	2,738,157	3,615,225	222,008
1991–2000	9,042,999	1,359,737	2,795,672	4,486,806	400,784
2001–2010	14,974,975	1,165,176	4,088,455	8,582,601	1,138,743

gml6ap_ch00_FM_i-lxxxii,1.indd 46 14/10/19 8:46 PM

AUTHOR VIDEOS

In addition to the hundreds of author videos available through the ebook, the Student Site, and InQuizitive, a new collection of videos featuring Eric Foner gives students an in-depth look into the "Who Is an American?" book feature, and the issues of inclusion and exclusion as they have played out in American history. All videos are available with transcripts and closed captioning.

STUDENT SITE

The online Student Site offers additional resources for students to use outside of class. Resources include author videos in which Eric Foner explains the essential developments of each chapter, interactive iMaps study tools, and a comprehensive Online Reader with hundreds of additional primary sources, both textual and visual.

EBOOK

Norton Ebooks are an incredible value and give students and instructors an enhanced reading experience. Students are able to have an active reading experience and can take notes, bookmark, search, highlight, and read offline. Instructors can add notes for students to see as they read their text. Schools can opt for a digital-only purchase or package ebook access with print textbooks at a discounted price.

RESOURCES FOR INSTRUCTORS

All resources are available through wwnorton.com/instructors.

AP® TEST BANK

This fully revised Test Bank offers all of the question types students will encounter on the AP® exam: Prompt-Based Multiple-Choice Questions, linked to specific Key Concepts, Learning Objectives, and Historical Thinking Skills; Short-Answer Questions; Long Essay Questions; and seven Document-Based Questions (DBQs). Seven new complete AP® practice exams are included for Periods 3–8. This Test Bank also features over 1,300 traditional multiple-choice questions, as well as true/false, matching, short-answer, and essay questions to test content knowledge.

AP® COURSE PLANNING AND PACING GUIDE

The guide provides specific lessons, activities, and assessments for each of the nine periods in the AP® course. Each lesson is linked to specific Key Concepts, Learning Objectives, and Historical Thinking Skills and Reasoning Processes. This CPPG also offers teaching tips and guidance on teaching particularly challenging topics.

CORRELATION CHART

Our Correlation Chart aligns the content of *Give Me Liberty!* to the Key Concepts and Learning Objectives of the AP® Curriculum Framework.

W. W. Norton & Company, Inc.
independent publishers since 1923
Give Me Liberty! An American History
Eric Foner
SYLLABUS
TEXTBOOK
COURSE MATERIALS
DIGITAL LANDING PAGE
PART 1: AMERICAN COLONIES TO 1763 (CHAPTERS 1-4)
CHAPTER 1: A NEW WORLD
CH 01 OUTLINE
CH 01 AUTHOR VIDEOS
CH 01 SOURCES OF FREEDOM ONLINE READER

LECTURE AND ART POWERPOINT SLIDES

The Lecture PowerPoints combine chapter review, art, and maps. Key topics to cover in class are sequentially arranged to follow the book, and new, robust lecture scripts, bulleted teaching points, and discussion questions fill the Notes section of each slide.

RESOURCES FOR YOUR LMS

Easily add high-quality Norton digital resources to your course. Get started building your course with our easy-to-use Coursepack files; all activities can be accessed right within your existing learning management system, and many components are customizable. Resources include InQuizitive, History Skills Tutorials, chapter outlines, review quizzes, flashcards, all of the resources from the Student Site, and more.

gml6ap_ch00_FM_i-lxxxii,1.indd 48 14/10/19 8:46 PM

AP® U.S. HISTORY SKILLS HANDBOOK

An Introduction

Lee Benjamins, Ph.D.
Professor of History
San Jacinto College, Houston, Texas

People often say that studying history can be tedious. Far too many students take history courses that include memorizing disconnected lists of facts, dates, and long-dead people. If this has been your experience, history itself is not to blame. Nor is it your fault for "not liking history." Teachers have a responsibility to help students learn to see deep, complex, and interesting connections between the past and the present. At the heart of true historical study are the "habits of mind" that bring history to life. This introduction aims to provide you with the tools necessary to develop the habits of mind needed to be successful on your AP® U.S. History exam, as well as to improve your critical reading, writing, and thinking skills—all of which will be useful in your future endeavors, whether college or career.

For many years, students and teachers in AP® history courses groused about the fact that each of the various exams (U.S. History, European History, and World History) had different formats and measured different skills. Within the past decade, the College Board® has worked to streamline the exams, and at this point, all AP® history exams generally follow the same format and measure the same skills. This handbook will use examples and illustrations from U. S. history and, where applicable, from sections found in this textbook, *Give Me Liberty!* by Professor Eric Foner of Columbia University. However, you can and should use these methods in all your AP® history courses—and in other subjects, too.

The AP® U.S. History curriculum introduces you to the thinking skills and reasoning processes used by historians when talking and writing about the past. These skills and processes were designed by committees of college faculty and expert AP® teachers to ensure that the AP® course reflects and measures college-level expectations for historical study. Data collected from a range of colleges and universities ensures that the AP® courses and exams represent current scholarship and developments in the discipline of history.

Give Me Liberty! provides you with opportunities to learn the six historical thinking skills identified by the experts:

1. development and processes
2. sourcing and situation
3. source claims and evidence
4. contextualization
5. making connections
6. argumentation

Skills one through five will be evaluated on both the multiple-choice questions and free-response questions (document-based and long essay questions). However,

gml6ap_ch00_FM_i-lxxxii,1.indd 49 14/10/19 8:46 PM

the last skill, argumentation, will be assessed only through the free-response questions.

You will also learn the three historical reasoning processes by using this textbook for your AP® course:

1. comparison
2. causation
3. continuity and change

As with any activity, whether playing an instrument or perfecting a free throw or learning a new language, habits of mind must be practiced. However, once you master them, they will help you become a better critical reader, thinker, and writer—and, by extension, a more effective student, worker, and citizen.

This introductory handbook also addresses critical reading strategies that will help your study of history. You already know how to read, but can you do so *critically*? Do you know how to take notes *efficiently* as part of your critical reading process? The first section of this handbook addresses some techniques that will help improve your reading and note-taking skills.

Critical Reading Strategies for AP® History

When you pick up a novel to read by the pool or before bed, it's likely you're reading passively and for pleasure. You aren't necessarily concentrating for deeper meaning or understanding; your mind may even wander as you read. There might be sections that you find boring and skip altogether. When reading a textbook, a historical monograph, or a primary document, you cannot read passively. You must read *actively* for understanding and meaning. The following strategies are skills to help you read more quickly and effectively for comprehension.

Unlike other forms of reading, critical reading requires that you complete multiple passes through the text so that you can get the most out of the material. Don't worry. These are not the word-for-word readings you might expect. Instead, you do a preliminary scan to familiarize yourself with the overall structure of the book, a skim of the chapter to get the big picture, a deep dive reading for understanding and learning, and finally, a reflective review to condense your knowledge by summarizing. Fully engaged active reading will involve note-taking to reinforce learning.

"READING" #1—KNOW YOUR TEXTBOOK (No need to take notes.)

Special Note: You need to do this initial reading only the first time you encounter your textbook.

1. Examine the title page:
   - Who are the authors and what are their qualifications?
   - Who is the publisher and when was the text published? What does that tell you about the book?

gml6ap_ch00_FM_i-lxxxii,1.indd 50 14/10/19 8:46 PM

2. Examine the preface or introduction:
   - What is the purpose of the preface?
   - Do the authors introduce any unusual features of your book in the preface and prepare you to be on the lookout for them?
3. Examine the table of contents:
   - What does the table of contents tell you about the history covered?
   - How is this textbook organized? What are the main divisions?
4. Examine the index, glossary, and any other material at the back of the book:
   - What sort of topics should be looked up in the index instead of in the table of contents?
   - Is there a glossary in your textbook? Are pronunciation symbols provided to help you pronounce the words?
   - Is there an appendix in your book? Why isn't this information included in the body of the book?
5. Examine the study questions, guides, and other learning aids:
   - Are the study aids in the form of questions, exercises, or activities? Where are they located throughout the chapter?
   - If the text uses questions, do they merely require finding the answers, or must you perform some critical thinking to arrive at answers?
   - Does the text provide suggestions for other readings or materials designed to help you understand the chapter?
6. Examine the chapter headings, sectional headings, margin guides, and graphics features:
   - How do the chapter headings and the section headings help you structure your thinking?
   - How do headings and different type fonts help you when skimming a chapter for specific information?
   - How can you use topic sentences, photo captions, other artwork (maps, charts, diagrams, tables), and summaries to extend and organize your reading?

"READING" #2—SURVEY THE CHAPTER (No need to take notes.)

Before your in-depth reading of each textbook chapter, it is helpful to spend a few minutes surveying the material. This survey is similar to knowing the overall plot of a movie before watching it. During the second reading stage, you are merely getting primed. Skim through the chapter and see how the headings and subheadings are organized. Read any chapter summaries. Briefly survey the chapter introduction by reading the topic sentences in each paragraph.

As you complete this quick survey, you will want to ask the following questions:

- What is the overall theme for this chapter?
- What historical period is covered?

gml6ap_ch00_FM_i-lxxxii,1.indd 51 14/10/19 8:46 PM

- What significant changes take place in the period covered by this chapter?
- Can you make any connections or comparisons of items in the text to your prior knowledge or a preceding chapter?

The point of this step is to get the big picture the chapter is trying to impart and to understand the overall view before you take a deep dive into the material. At this point, you haven't written any notes and likely have spent around five minutes in your survey of the material. Nevertheless, you have a good preview of what you will be reading and have saved yourself time since you will complete the next step more efficiently.

"READING" #3—"DEEP DIVE" READING FOR UNDERSTANDING (Take notes.)
As your instructor will tell you, reading the assigned material *before* a class lecture or lesson is crucial to understanding the material presented in class. As you do this, remember that you must read actively and maintain focus. The best way to stay focused is to take notes, but first you must understand what you have read. A brief online search regarding active reading strategies will result in tips touting techniques with five, six, or even ten steps to improve your active reading. But nearly all of those resources share four main components:

1. asking questions while you read
2. identifying or defining any unfamiliar words
3. taking well-organized notes
4. writing a summary of the material

The actions do not always need to take place in this order. Over time, they will develop into a habit—a "habit of mind"—that will come naturally. These four actions are the most significant strategies for successful active reading.

Ask Questions

Continually asking questions is at the heart of historical thinking, as well as critical reading. One technique is that as you're reading a textbook, try changing all the titles, subtitles, and section and paragraph headings into questions. See page 6 of the textbook, for example. The section heading "The First Americans" might become "Who Were the First Americans?" Or, you could employ the five "W" questions to attack the reading: *Who* is the chapter/section about? *What* does the chapter/section say about this person or group? *Where* did the actions involving this person/group take place? *When* did these actions take place? (Don't forget that this is history; dates matter.) *Why* did the events take place? Why are these events significant? Why should we care?

No one set of questions is right for everyone, so you might try both of these suggested questioning techniques to determine what works best for you. Over time, you

gml6ap_ch00_FM_i-lxxxii,1.indd 52 14/10/19 8:46 PM

may develop your own set of questions based on the type of textbook or subject that you're studying.

Identify Unfamiliar Words

Comprehending what you are reading begins by fully understanding the words found in the text. As you read, are there any words you don't understand? If so, it is imperative that you clarify or define those words so that you can more clearly understand the passage or section.

Typically, the first step readers take is to try and understand the word based on the context (how the term is used in a sentence, paragraph, or section). Does the word become clearer as you reread the words preceding it or as you read further into the text? While context clues are frequently a solid way to decipher meaning, looking words up in a dictionary, glossary, or other source is an important technique used by active readers. Adding new terms to your notes can expand your history vocabulary and enrich your essay writing.

If you encounter a confusing or hard passage, defining any unfamiliar terms will typically ease the confusion. However, there are times when even if you do know the terms, you may find that you still don't completely understand. The final step to fully identify what you're reading is often to *slowly reread* a sentence, paragraph, or section—even aloud. Varying your reading rate and slowing down for tough passages is often necessary for understanding. Slow down enough to enable yourself to untangle tough sections and get an accurate idea of the essential concepts in the passage.

Take Notes

As you complete the "deep dive" reading for understanding, you will want to take notes. Reading the text alone is not adequate. Good note-taking is a key component of learning the material and remembering the most important points. Note-taking may seem like a simple task, yet students often experience difficulties with it. The first thing you should remember is that highlighting is not the same as note-taking (especially if you find yourself highlighting nearly everything!). Actively writing out your ideas will help reinforce learning, but you should take notes only after you comprehend the passage. Ask questions, identify words and concepts, and summarize the material as you read each chapter, then use an outline to guide your note-taking. The easiest outline is one based on the textbook chapter headings, subheadings, and subsections. Using your outline, go back through the text and take notes of the items that signify the main ideas and supporting details of that section.

Another difficulty that students often face is taking too many notes. If your notes include most of the text in the book, there's a good chance you aren't differentiating between the author's main points and the material used to tie these points together. So, be concise. Create a set of abbreviations for frequent words or use symbols. Possible examples might include a triangle or delta sign (Δ) to indicate change,

gml6ap_ch00_FM_i-lxxxii,1.indd 53 14/10/19 8:46 PM

a down arrow (↓) to indicate a decline, or a dollar sign ($) to indicate money, and so on. The key thing is that you don't need to write everything; the main idea and one or two examples will suffice. As an early part of your note-taking, you might consider marking comments in the margins of the book if you own it. If you don't, write your comments on sticky notes and place them in the margins. Once you have completed this, add those comments and a summary to your notes for that section.

Write a Summary

When you write a summary, you should precisely and briefly account for the most significant parts of a text. If you can write an effective overview, it is a decent sign that you read the text carefully and comprehended its major arguments and supporting points. Your summary should explain the main idea of each chapter and answer each of the questions that you originally posed. For most people, this is the final step of the note-taking process. For your purposes, a summary does not need to be too long; between thirty-five and fifty words should be sufficient.

Practice

See Chapter 1 to practice. Complete "Readings" #2 and #3, take a set of notes, and then write a summary for the chapter.

AP® Historical Reasoning Processes

Once you have learned historical content through a careful reading of your textbook and supporting documents, you will use historical reasoning to investigate, interpret, and evaluate these past events. Three historical reasoning processes identified by the College Board® will help you think like a historian as you develop arguments that you can support in your written work.

REASONING PROCESS 1: COMPARISON

Reasoning Process 1 is comparison. Students will be expected to demonstrate this by completing the following:[1]

- Describe similarities and/or differences between different historical developments or processes.
- Explain relevant similarities and/or differences between specific historical developments and processes.
- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

[1] "AP History Disciplinary Practices and Reasoning Skills," AP Central, The College Board, 2019, apcentral.collegeboard.org.

gml6ap_ch00_FM_i-lxxxii,1.indd 54 14/10/19 8:46 PM

One way you can examine historical events/processes and their significance is through comparison. **Comparisons** (sometimes called compare and contrast) help historians understand how one development in the past was similar to or different from another development. Through this reasoning process, historians determine what was unique about particular historical events.

For example, through comparative study, scholars of U.S. history have determined that the postwar periods following World War I and II shared some fundamental similarities. First, both the 1920s and 1950s experienced periods of economic boom. Second, they both experienced a "Red Scare" as fear of communism grew throughout the country. And finally, in both decades the youth of the nation experienced a cultural shift tied to popular music that had its basis in African-American traditions. (See Chapters 20 and 21 for the post–World War I period and Chapters 23 and 24 for the 1950s.)

While the initial comparisons hold true, the two postwar periods played out very differently. The economic boom of the 1920s was short-lived and followed by a significant downturn in the Great Depression. However, post–World War II prosperity lasted much longer and positioned the United States as the leading world economy for generations to come. Through the reasoning process of comparison, we come to understand the factors that made these two decades in U.S. history similar, as well as the ways that they remained unique.

To develop this reasoning process, try comparing two similar groups and determine how war affected them. For example, how were the experiences of women during the American Revolution and the Civil War similar or different? As many men went to fight, what responsibilities changed for the women who remained at home? What about the women who went along with the armies to support the troops? What changed in American society as a result of women's contributions during wartime—in other words, how would you compare the historical significance of women's roles during these two periods of history?

In the end, be sure that the items you are comparing are similar enough to provide some resulting information. If the issues are too different, the comparison will not make sense. The essay section of the AP® exam includes prompts that may require you to analyze history using comparisons. In these essays, it is important to remember to show both similarities and differences and then assess their relative significance.

Practice

To practice, read about "The Great Awakening" on pages 153–155 and "The Second Great Awakening" on pages 342–343. How are these two religious revivals alike? Why are they similar? Based on your comparison of these events, what key features are different? How would you assess their relative impacts on history?

gml6ap_ch00_FM_i-lxxxii,1.indd 55 14/10/19 8:46 PM