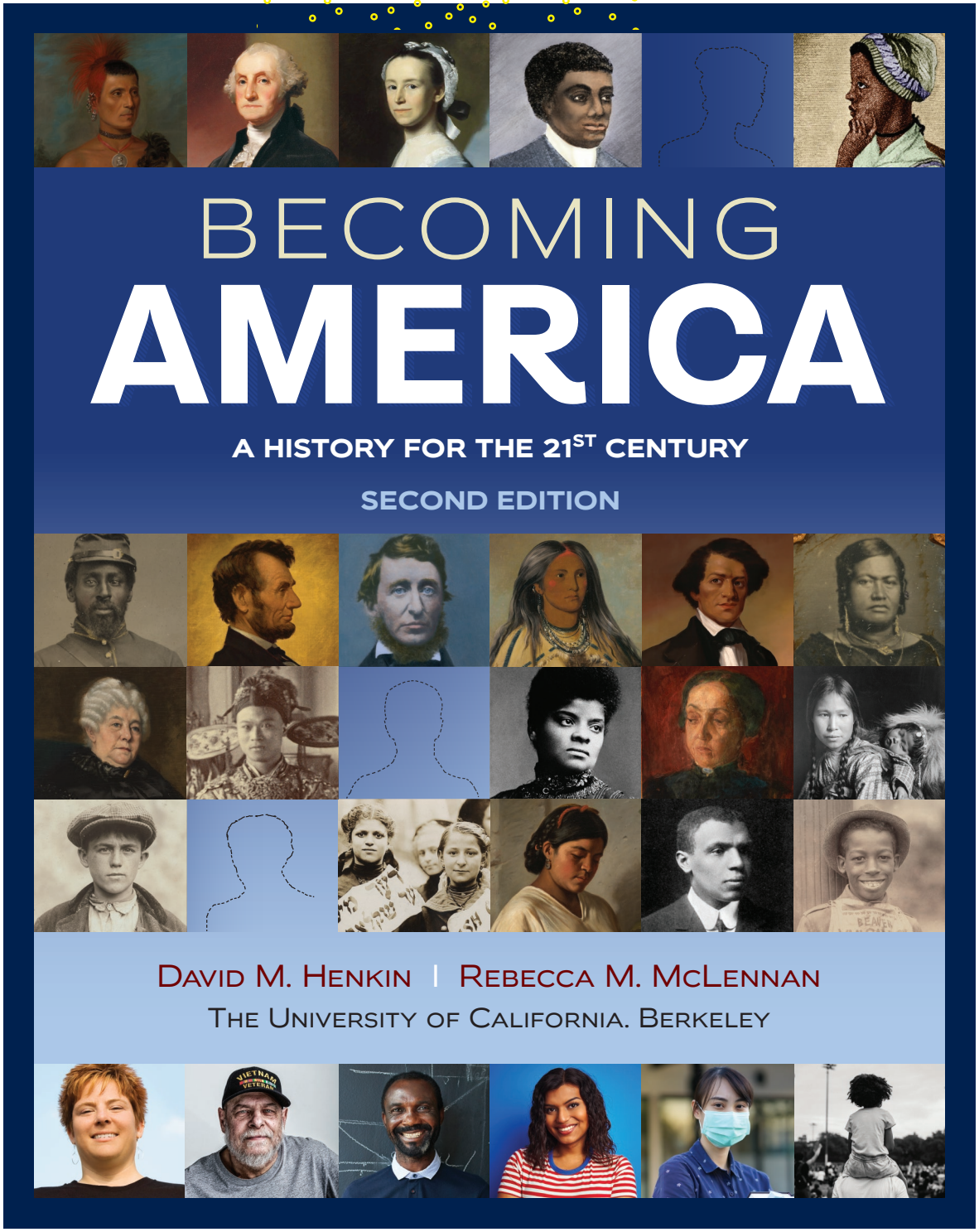

BECOMING
AMERICA
A HISTORY FOR THE 21ST CENTURY
SECOND EDITION
DAVID M. HENKIN | REBECCA M. MCLENNAN
THE UNIVERSITY OF CALIFORNIA. BERKELEY

BECOMING AMERICA: A HISTORY FOR THE 21ST CENTURY, SECOND EDITION

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 26 25 24 23 22 21

ISBN 978-1-260-06979-2 (bound edition)
MHID 1-260-06979-6 (bound edition)
ISBN 978-1-264-08827-0 (loose-leaf edition)
MHID 1-264-08827-2 (loose-leaf edition)

ISBN 978-1-264-08818-8 (volume 1 bound edition)
MHID 1-264-08818-3 (volume 1 bound edition)
ISBN 978-1-264-08820-1 (volume 1 loose-leaf edition)
MHID 1-264-08820-5 (volume 1 loose-leaf edition)

ISBN 978-1-264-08822-5 (volume 2 bound edition)
MHID 1-264-08822-1 (volume 2 bound edition)
ISBN 978-1-264-08823-2 (volume 2 loose-leaf edition)
MHID 1-264-08823-X (volume 2 loose-leaf edition)

Senior Portfolio Manager: *Jason Seitz*
Senior Product Developer: *Lauren A. Finn*
Marketing Manager: *Michael Gedatus*
Content Project Managers: *Sandy Wille; Vanessa McClune*
Senior Buyer: *Sandy Ludovissy*
Lead Designer: *David W. Hash*
Content Licensing Specialist: *Sarah Flynn*
Cover Images: *see page xv*
Compositor: *Aptara®, Inc*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Henkin, David M., author. | McLennan, Rebecca M., 1967- author.
Title: Becoming America: a history for the 21st century / David M. Henkin, Rebecca M. McLennan.
Description: Second edition. | New York, NY : McGraw Hill Education, [2022] | Includes bibliographical references and index.
Identifiers: LCCN 2021005126 (print) | LCCN 2021005127 (ebook) | ISBN 9781264088188 (v. 1 ; hardcover) | ISBN 9781264088201 (v. 1 ; spiral bound) | ISBN 9781264088225 (v. 2 ; hardcover) | ISBN 9781264088232 (v. 2 ; spiral bound) | ISBN 9781260069792 (hardcover) | ISBN 9781264088270 (spiral bound) | ISBN 9781264088249 (ebook) | ISBN 9781264088256 (ebook other) | ISBN 9781264088195 (v. 1 ; ebook)
Subjects: LCSH: United States—History—Textbooks.
Classification: LCC E178.1 .H485 2022 (print) | LCC E178.1 (ebook) | DDC 973—dc23
LC record available at https://lccn.loc.gov/2021005126
LC ebook record available at https://lccn.loc.gov/2021005127

mheducation.com/highered

BRIEF CONTENTS

CONTENTS

4

1660–1750

CHAPTER 4. BRITISH COLONIES IN AN ATLANTIC ECONOMY 72

5

1700–1765

CHAPTER 5. EMPIRES, WAR & THE TRANSFORMATION OF INDIAN COUNTRY 92

6

1765–1781

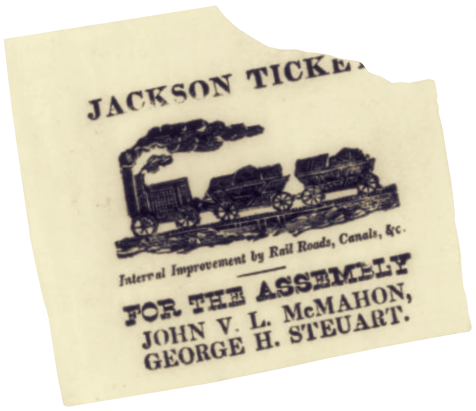
CHAPTER 6. CRISIS & WAR 116

7

8

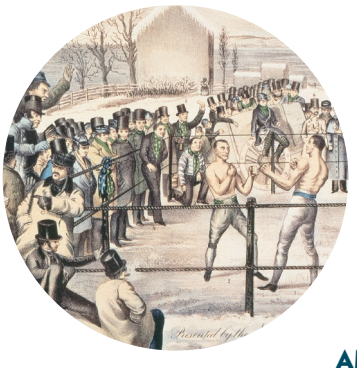
9

10



11

12



13

1844–1854

CHAPTER 13. EXPANSION, NATIONALISM & AMERICAN POPULAR CULTURE 289

14

1848–1860

CHAPTER 14. A UNION UNRAVELING 316

15

1861–1865

CHAPTER 15. DISUNION & WAR 342

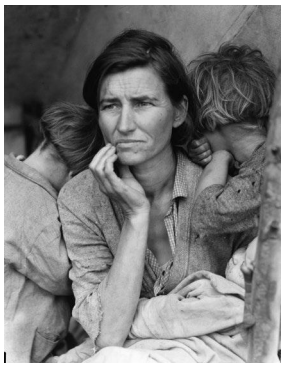
16

17

18

23

22



24

25

1939–1945

CHAPTER 25. AMERICA GOES TO WAR 610

26

1945–1953

CHAPTER 26. POSTWAR AMERICA 636

30

1980–1992

31

1992–2008

32

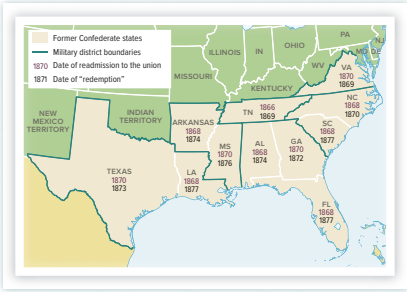
Contents photos: *ch 1: Martha Smith/National Park Service; ch 2: North Wind Picture Archives/Alamy Stock Photo; ch 3: World History Archive/Alamy Stock Photo; ch 4: Everett Collection/Newscom; ch 5: Private Collection/The Bridgeman Art Library; ch 6: Private Collection/Picture Research Consultants & Archives; ch 7: Jon Helgason/Alamy Stock Photo; ch 8: Francis G. Mayer/Corbis/Getty Images; ch 9: Lebrecht Music & Arts/Alamy Stock Photo; ch 10: Library of Congress Rare Book and Special Collections Division [LC-USZ61-1448]; ch 11: Universal History Archive/Universal Images Group/Getty Images; ch 12: Heritage Images/Hulton Archive/Getty Images; ch 13: Free Library of Philadelphia/Bridgeman Images; ch 14: PAINTING/Alamy Stock Photo; ch 15: North Wind Picture Archives/Alamy Stock Photo; ch 16: Library of Congress Geography and Map Division; ch 17: George Rinhart/Corbis/Getty Images; ch 18: Library of Congress Prints and Photographs Division [LC-USZC2-3252]; ch 19: Chicago History Museum/Getty Images; ch 20: Library of Congress, Prints & Photographs Division LC-USZ62-9981]; ch 21: LOC/Science Source; ch 22: Library of Congress Prints and Photographs Division [LC-USZ62-31799]; ch 23: FPG/Taxi/Getty Images; ch 24: Library of Congress, Prints & Photographs Division [LC-DIG-fsa-8b29516]; ch 25: Courtesy of the Army Art Collection, U.S. Army Center of Military History; ch 26: Fotosearch/Getty Images; ch 27: Bettmann/Getty Images; ch 28: Donne Bryant/Art Resource, NY; ch 29: NASA; ch 30: dpa picture alliance/Alamy Stock Photo; ch 31: TIM ROBERTS/AFP/Getty Images; ch 32: ROBYN BECK/AFP/Getty Images*

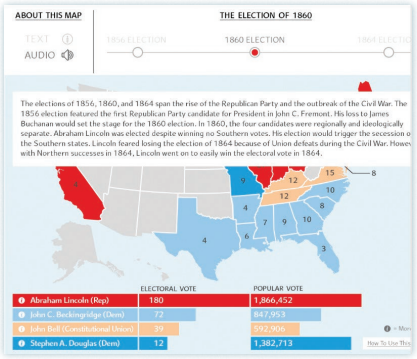
Cover photos: *Pes-Ke-Le-Cha-Co, Chief of the Pawnees: The Metropolitan Museum of Art, New York, Gift of Gerald and Kathleen Peters, in celebration of the Museum's 150th Anniversary; George Washington: The Minneapolis Institute of Art, The William Hood Dunwoody Fund; Mrs. James Warren: John Singleton Copley/Art Reserve/Alamy Stock Photo; Benjamin Banneker: North Wind Picture Archives/Alamy Stock Photo; Phillis Wheatley: Lebrecht Music & Arts/Alamy Stock Photo; Unidentified African American soldier in Union cavalry uniform: Library of Congress Prints & Photographs Division [LC-DIG-ppmsca-37027]; Abraham Lincoln: National Portrait Gallery, Smithsonian Institution; Henry David Thoreau: Everett Historical/Shutterstock; Sha-kó-ka, a Mandan girl: Smithsonian American Art Museum; Frederick Douglass: National Portrait Gallery, Smithsonian Institution; Queen Kalama Hakaleleponi Kapakuhaili: Digital image courtesy of the Getty's Open Content Program; Elizabeth Cady Stanton: National Portrait Gallery, Smithsonian Institution; transfer from the National Museum of American History; Chinese actor: Digital image courtesy of the Getty's Open Content Program; Ida B. Wells: Alpha Historical/Alamy Stock Photo; mother of Henry O. Tanner: Smithsonian American Art Museum, Gift of Dr. Nicholas Zervas; Inuit woman with papoose on back: Library of Congress Prints and Photographs Division [LC-USZ62-101165]; James Donovan, Irish sweeper: Library of Congress, Prints & Photographs Division [LC-DIG-nclc-05054]; Two girls wearing "ABOLISH CH[ILD] SLAVERY!!" banners: Library of Congress, Prints and Photographs Division (LC-DIG-ppmsca-06591); Indian Woman with Marigold (Mujer indígena con cempasúchil): LACMA-Los Angeles County Museum of Art; John Baxter Taylor: The History Collection/Alamy Stock Photo; Roland, newsboy: Everett Historical/Shutterstock; Woman: Glow Images; U.S. Navy Vietnam War Veteran: Willowpix/Getty Images; Businessman: Klaus Vedfelt/Getty Images; Woman: Krakenimages.com/Shutterstock; Student: pang_oasis/Shutterstock; Man carrying a child on his shoulders: Red Marker/Shutterstock*

MAPS

Maps help students develop their understanding of how geography and history intersect. They also encourage students to think analytically about the relationships between people and natural resources, the relationships among different peoples, movements of people across borders, changing demographics and political associations, and other factors that impact historical actions. The second edition of *Becoming America: A History for the 21st Century* provides several ways to use primary source documents in your course.

MAPS SUPPORT GEOGRAPHICAL AND HISTORICAL THINKING





Maps in the text reinforce narrative discussions of borders, resources, trade routes, migrations, battles, elections, and more with visual presentations of the same material, buttressing student learning by providing complex information in multiple formats for different learning styles.

Maps in Context in Connect History provide opportunities for hands-on learning. For some interactive maps, students click on the boxes in the map legend to see changing boundaries, visualize migration routes, or analyze war battles and election results. With others, students manipulate a slider to help them better understand change over time. New interactive maps integrate advanced navigation features, including zoom, as well as audio and textual animation.

INTERPRETING THE SOURCES

FRAMEWORK FOR VISUAL ANALYSIS

WHERE IN THE ARCHIVES?

CHAPTER-BY-CHAPTER CHANGES

Chapter 1

- Updated language on the earliest migrations from Asia to align with recent archaeological evidence
- Integrated disparate material about Cahokia into the account of Mississippian civilization
- Streamlined the history of religious conflicts in western Europe to highlight their role in sparking exploration and colonization in the Americas
- Clarified the importance of Mali and West Africa polities in the period before the Atlantic slave trade
- Translated the value of the Potosi silver mine extractions into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - that descendants of Beringia migrants became the indigenous population of the Western Hemisphere;
  - changing climate during the Warming Period and the Little Ice Age and their impacts on agriculture, diet, and social and political stability in pre-contact North America;
  - that Cahokian chunkey was both entertaining sport and an instrument of politics and diplomacy;
  - Europe's bubonic plague of 1347–1351 and its social impacts;
  - the model for expanding Christianity to distant lands provided by the Crusades;
  - the Columbian Exchange in North America (including the immigration of three hundred thousand Spaniards, the resulting mestizos, and the influx of two hundred thousand enslaved West Africans);
  - that influenza and smallpox devastated Tainos and Aztecs as much as did European military advantages;
  - the impact of new printing techniques on the circulation of Luther's *Ninety-five Theses*;
  - religious conflict of the Reformation and how it widened the northern/southern Europe divide; and
  - the migration of Europeans and Africans to North America in the sixteenth century and subsequent massive epidemics
- Updated bibliographic recommendations to include Toby Green's *A Fistful of Shells* (2019) on West Africa and early economic globalization, David Madsen's *Entering America* (2004) on the environmental history of Beringia, and Heather Martel's *Deadly Virtue* (2019) on French Protestants in Florida

Chapter 2

- Integrated the 1680 Pueblo Revolt into the main narrative of Spanish colonization in New Mexico
- Eliminated material on Dutch colonization that obscured the main comparisons to other colonial projects
- Condensed and simplified the account of theological disputes in New England
- Translated the value of the purchase of Manhattan Island into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - theatrical performances staged by Oñate for political purposes—to encourage indigenous Pueblos to submit to Spanish rule;
  - religious conflict between Spanish Catholics and indigenous Pueblos in New Mexico;
  - disease outbreaks (of measles, whooping cough, and smallpox) brought by Europeans to the Iroquois of the Great Lakes;
  - conflict between centralized religious authority and proliferating sects and denominations;
  - the impact of climate differences between New England and Virginia on population growth, demographics, agriculture, labor, and social organization;
  - the migration of English Puritans to New England; and
  - disease outbreaks brought by Europeans to indigenous inhabitants in New England
- Updated bibliographic recommendations to include Jorge Cañizares-Esguerra's *Puritan Conquistadors* (2006) on colonizers' preoccupations with demonic forces and Sam White's *A Cold Welcome* (2017) on the challenges and implications of climate change for European colonization

Chapter 3

- Integrated the 1739 Stono Rebellion into the larger account of slavery in colonial Lowcountry
- Reassessed and modified language dehumanizing to those who lived under slavery
- Edited the study questions on the *Curse of Ham* to clarify the document's historical significance
- Added an image of Charleston to foreground the city's significance as an economic hub and a port of entry for enslaved people

- Compared the cost of an indentured servant's ocean voyage to the value of labor and translated that into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the relationship between religious differences (among Christians, Muslims, and others) and slavery;
  - the enslavement and forced migration of 12 million Africans across the Atlantic to British North America and the West Indies; and
  - the impact of tropical diseases in the colonies on enslaved Africans who lacked immunities
- Updated bibliographic recommendations to include Sharon Block's *Colonial Complexions* (2018) on runaway advertisements and racial difference, Jennifer L. Morgan's *Laboring Women* (2004) on the sexual exploitation of enslaved women, Gregory O'Malley's *Final Passages* (2014) on the trafficking of enslaved Africans among British colonies, and Lorena S. Walsh's *Motives of Honor, Pleasure, & Profit* (2010) on Chesapeake slaveholder strategies

Chapter 4

- Removed a description of elite homes in Chesapeake
- Radically reduced the discussion of cultural refinement and social hierarchy in the eighteenth century
- Focused the study questions on Benjamin Franklin's discussion of colonial demography to highlight his distinctive vocabulary of racial difference
- Condensed and simplified the account of political disputes in Restoration England to highlight their relevance for the colonial experience
- Eliminated a map of northwestern European sources of voluntary immigration to British America
- Translated the cost of cattle in eighteenth-century British American colonies into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the migration of English Quakers to the Delaware Valley;
  - New England's cold climate and colonists' life expectancies;
  - the migration of Scots-Irish to Carolina, Virginia, and the middle colonies;
  - the privileging of Protestants over Catholics in British imperial immigration policy;
  - taverns as places of entertainment and expression of political views and dissent;
  - the emphasis of colonial newspapers on news from abroad, which impacted trade, ship arrivals, commodity prices, and diplomacy; and
  - religious conflict between the Old Lights and the New Lights of the Great Awakening
- Updated bibliographic recommendations to include Michelle Morris's *Under Household Government* (2013) on family and sexuality in the Puritan colonies and Douglas Winiarski's *Darkness Falls on the Land of Light* (2017) on the enthusiasm for the Great Awakening in New England

Chapter 5

- Revised the chapter opening to compare the geographical perspectives of two prominent American women, one an Illini and the other a British colonist
- Deemphasized the British line of forts built along the Connecticut River
- Simplified and condensed the account of diplomatic relations between the British colonies and the Iroquois League
- Added an image of indigenous women wearing European clothing in Spanish California
- Cut a redundant map of colonial settlements in North America in 1700
- Narrowed and clarified the table of imperial wars in North America 1689–1748
- Deleted a map of the battle sites of Pontiac's Rebellion
- Focused the discussion of Anglicization in the colonies to emphasize the role of consumer goods in forging connections among dispersed colonists
- Translated Britain's 1763 national debt into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the religious motivations and character of political conflict between European colonial powers;
  - the development of new communications infrastructure in the British colonies;
  - the impacts of yellow fever, gastric illness, and other diseases on Britain's regular army in the Caribbean;
  - the migration of French Acadians to French Louisiana and the growth of a new, Cajun, culture; and
  - the use of communicable disease (smallpox) as a military weapon against indigenous people
- Updated bibliographic recommendations to include Susan Sleeper-Smith's *Indigenous Prosperity and American Conquest* (2018) on native women in the Ohio River valley and Sophie White's *Wild Frenchmen and Frenchified Indians* (2014) on culture and racial identity in colonial Louisiana

Chapter 6

- Condensed the discussion of the Boston Liberty Tree and illustrated the distinction between liberty trees and poles with an additional image
- Removed the discussion of the sack of St. Eustatius during the Revolutionary War

- Diminished the number and length of quotations from revolutionary pamphleteers
- Translated the value of the tea dumped into Boston Harbor in 1773 into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - how tarring and feathering functioned as entertaining and political public-shaming ritual;
  - how information—and misinformation—about the start of war spread from one community to the next;
  - the use of print media and anonymous authorship to spread information and revolutionary ideas;
  - that pandemic (smallpox) during the Revolutionary War affected wartime slave rebellion;
  - the religious character of the colonists' political revolution;
  - the popularization of a political event through a dance craze ("General Burgoyne's Surrender"); and
  - the migration out of the colonies after the Revolutionary War of free Black and formerly enslaved people who had joined the British cause—and of those who continued to live in slavery at the hands of Loyalist slaveholders
- Updated bibliographic recommendations to include Joseph Adelman's *Revolutionary Networks* (2019) on the impact of printers on the independence movement and Kathleen DuVal's *Independence Lost* (2016), which narrates the Revolution from the perspective of the Gulf Coast

Chapter 7

- Simplified the explanation of written authority in the U.S. Constitution
- Focused the discussion of early U.S. literature and pared the information on copyright law
- Removed descriptions of Baltimore's post office buildings
- Translated the cost of 1792 newspaper postage into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the congressional resolution to have the Declaration of Independence printed for distribution to assemblies, conventions, militias, courthouses, churches, and public squares in every state;
  - the use of street theater to celebrate and build unity among the thirteen new free and independent states;
  - disputes over land and borders between the Iroquois League and the new United States;
  - religious disagreement among the framers at the Constitutional Convention;
  - romantic storylines about virtue and corruption in popular literature that mimic or dramatize political concerns; and
  - how subsidies to the U.S. Post Office guaranteed newspapers wide distribution and created a national broadcast medium
- Updated bibliographic recommendations to include Trish Loughran's *The Republic in Print* (2007), which challenges the idea that the new nation formed a single reading public; William Warner's *Protocols of Liberty* (2013) on the importance of media and communications to the revolutionary era; and Will Slauter's *Who Owns the News* (2019), which contextualizes copyright in the new republic within a broader story of property and information

Chapter 8

- Condensed coverage of yellow fever in 1793 Philadelphia
- Added coverage about the implications of the arrival of refugee slaveholders from Cuba to New Orleans after the abolition of the international slave trade
- Replaced an image of Detroit in 1811 with one more easily discernible
- Removed a lengthy account of the Yazoo lands controversy
- Compared the value of the Louisiana Purchase with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the movement after the Haitian Revolution of white slaveholding refugees and enslaved people into the United States;
  - Methodist preachers' recruitment of converts across race and class lines;
  - the epidemiology of the yellow fever epidemic in Philadelphia, the nation's capital;
  - the division of news into partisan, contradictory, and mutually unintelligible versions of current events after the Sedition Act;
  - the Haitian refugee crisis and its impact on the demography of 1790s Philadelphia and New Orleans a decade later; and
  - the prominence of anti-Muslim themes in U.S. popular culture during the Barbary conflict
- Updated bibliographic recommendations to include Susan E. Klepp's *Revolutionary Conceptions* (2009) on women's role in limiting family size, Amanda Porterfield's *Conceived in Doubt* (2012) on the efforts of religious institutions at containing skepticism, and Catherine E. Kelly's *Republic of Taste* (2016) on the contributions of the arts to politics and national identity

Chapter 9

- Reorganized coverage of the 1811–1812 New Madrid earthquakes and emphasized their ecological disruption
- Developed the connection between westward expansion and the Panic of 1819
- Edited language about the representation of native peoples
- Updated the account of Denmark Vesey's alleged slave rebellion to align with recent scholarship
- Simplified and condensed the account of the Missouri Compromise
- Compared Denmark Vesey's lottery winnings with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the religious dimension of the Pan-Indian revolt that helped trigger the War of 1812;
  - the migration of fugitives from slavery to live among Seminoles in Spanish Florida;
  - the complex time line by which news of the final events of the War of 1812 reached different Americans;
  - the competitive market of religious denominations and unofficial national religious establishment that emerged as an alternative to a government-sponsored religion;
  - the information network of Methodist circuit riders and classes;
  - Cherokee expulsion and resettlement in Oklahoma via the Trail of Tears; and
  - the role of dramatizing indigenous characters in the politics of entertainment during the Removal era
- Updated bibliographic recommendations to include Claudio Saunt's *Unworthy Republic* (2020) on the expulsion and dispossession of Native Americans in the 1830s and Conevery Bolton Valencius's *The Lost History of the New Madrid Earthquakes* (2013), which reconstructs and reinterprets the seismic events that shook most of the United States at the beginning of the war era

Chapter 10

- Reduced the coverage of Nauvoo, Illinois, and relocated it to the account of early Mormonism
- Eliminated a detailed discussion of volunteer fire companies and saloons in relation to party politics
- Condensed the discussion of European perceptions of American economic equality
- Compared textile factory pay in 1830 with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the influence of popular theater on the career of Congressman Davy Crockett;
  - the convergence of campaigning and entertainment in the form of rallies, demonstrations, parades, emotional appeals, and songs that spread mass democracy;
  - the relationship between ecological and economic change during the canal-building era;
  - the relationship between improved communications speed and improved transportation during market expansion and urbanization;
  - the movement of rural Northeasterners and immigrants into New York, resulting in a Manhattan population exceeding that of twenty of the thirty-three states;
  - theological controversies stirred up by the Second Great Awakening; and
  - religious conflicts that sparked the Mormon Exodus
- Updated bibliographic recommendations to include Vincent DiGirolamo's *Crying the News* (2019) on the rise of the American newsboy, Alexander Keyssar's *The Right to Vote* (2000) on suffrage extension, Jeffrey Sklansky's *Sovereign of the Market* (2017) on Jacksonian era banking, Andrew Robichaud's *Animal City* (2019) on animal life in nineteenth-century cities, and Laurel Thatcher Ulrich's *House Full of Females* (2017) on women in early Mormonism

Chapter 11

- Removed coverage of the New Orleans Slave Market.
- Condensed and sharpened the discussion of sexual coercion on plantations
- Emphasized the impact of slave patrols on the enslaved population
- Reassessed and modified language dehumanizing to those who lived under slavery
- Clarified the account of the exaggerated impact of Whitney's cotton gin
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - climate impact on the geography and economics of cotton production in the antebellum era;
  - the movement of 1 million enslaved people from the East into the country's interior—a number exceeding those Africans brought into the colonies or the United States during the international slave trade;
  - the link between entertainments in the South and slaveholding culture;
  - religious education and practices of enslaved African Americans;
  - new media use by abolitionists to dominate news transmission in the South; and

- the migration of white slaveholders and enslaved Black people to the Mexican state of Texas, eventually outnumbering Mexicans ten to one
- Updated bibliographic recommendations to include Daina Ramey Berry's *The Price for Their Pound of Flesh* (2017) on the conflict between enslaved people's personhood and status as property, Stephanie E. Jones-Rogers's *They Were Her Property* (2019) on female slaveholders' economic power, Manisha Sinha's *The Slave's Cause* (2016) on the history of radical abolitionism, and Andrew J. Torget's *Seeds of Empire* (2015) chronicling political revolution in Texas borderlands

Chapter 12

- Integrated coverage of Elijah Lovejoy's 1837 murder within the main narrative on anti-abolitionist violence
- Explicated the relationship between middle-class formation and antebellum reform movements
- Focused the explanation of the connection between reform and Catholicism before and after the influx of Catholic immigrants
- Provided the value of the bounty set by Georgia for the apprehension of William Lloyd Garrison in 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - an alternative popular musical culture committed to abolition and temperance;
  - religious conflicts between immigrants and reformers;
  - ecological triggers of the Irish potato famine starting in 1845;
  - the rise of Catholicism as the largest religious denomination in America after the immigration of 1.5 million Irish between 1845 and 1854;
  - the rise of magazines for women as sources of authority; and
  - conflict between Protestants and Catholics over religion in public schools
- Updated bibliographic recommendations to include Amy E. Hughes's *Spectacles of Reform* (2012) on abolitionist drama and performance, Lisa Tetrault's *The Myth of Seneca Falls* (2014) on the legacy of the 1848 convention, and April Haynes's *Riotous Flesh* (2015) on the reform campaign against female masturbation

Chapter 13

- Removed coverage of the Astor Place Riot of 1849
- Tightened the narrative of the U.S. invasion of Mexico
- Expanded coverage of state-sponsored militia campaigns to exterminate Native Americans in California in the 1850s
- Deemphasized the role of the French in gold rush California
- Compared the monies Mexico received for lands ceded to the United States with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the impact of telegraphy on how Americans followed spectator sports and news of the Mexican War;
  - how Protestant-Catholic conflict factored into war with predominantly Catholic Mexico;
  - mass annual migration from the Missouri River to the Pacific coast via the Overland Trail;
  - cholera epidemics on the Overland Trail;
  - the migration of Mormons led by Brigham Young to the Great Salt Lake in Mexican territory;
  - the complex and shifting political borders crossed by masses of overland migrants;
  - theaters as sites of political expression and conflict; and
  - blackface entertainment's intimate connection with the Democratic Party
- Updated bibliographic recommendations to include Michel Gobat's *Empire by Invitation* (2018) on U.S. filibusters in Central America, Benjamin Reiss's *The Showman and the Slave* (2001) on P. T. Barnum's early career, Alberto Varon's *Before Chicano* (2018) on the ways Mexican American thinkers imagined citizenship after 1848, Darcy Grigsby's *Enduring Truths* (2015) on the relationship between photography and abolitionism in the life of Sojourner Truth, and Amy K. D. Lippert's *Consuming Identities* (2018) on images in gold rush California

Chapter 14

- Removed coverage of Mount Vernon
- Condensed the coverage of the rise of Chicago and clarified its relationship to national politics, long-distance commerce, and the fate of the union
- Compared the capital invested in 1850s railroad construction with more recent infrastructure projects in 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the complex role of stage versions of *Uncle Tom's Cabin* in the political debate over slavery;
  - how the railroad mobilized labor, altered perceptions of proximity, and impacted the map of slavery politics;
  - how rail transportation and urban growth shaped Midwestern ecology and a new prairie landscape west of the Great Lakes;
  - the anti-Catholic foundation of nativist hostility toward Irish immigrants;

- the migration of partisans in the slavery conflict to Kansas for the purpose of influencing the fate of slavery in the territory; and
- the use of print media by Senator Charles Sumner to deliver his speech on slavery in Kansas to the antislavery public

- Updated bibliographic recommendations to include Andrew Delbanco's *The War Before the War* (2018) on the conflicts over fugitives from slavery, Hidetaka Hirota's *Expelling the Poor* (2016) on the deportation of Irish immigrants, Amy G. Richter's *Home on the Rails* (2005) on domestic ideals and rail travel, and Ariel Ron's *Grassroots Leviathan* (2020) on agricultural reform and the Republican Party

Chapter 15

- Incorporated coverage of the 1863 New York Draft Riots within the main narrative of the war
- Sharpened and trimmed the discussion of guerilla warfare in Missouri
- Provided more examples of actions taken by enslaved people to emancipate themselves and to shape the course and outcome of the war
- Reduced the discussion of attitudes toward death in America culture
- Augmented the coverage of social conditions in the South to include the Richmond bread riot and other women-organized acts of political protest under the Confederacy
- Emphasized short-term and long-term impacts of Sherman's March to the Sea
- Compared Union army wages paid to soldiers, Black and white, with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the flight of enslaved people across Union lines in order to secure their own freedom;
  - how news of the Emancipation Proclamation spread via a "grapevine telegraph" among enslaved people and across plantations;
  - that diseases (measles, mumps, smallpox, malaria, typhoid, and dysentery) spread in military camps, hospitals, and prisons and that twice as many soldiers died from disease than from battle injuries;
  - the newspaper publication of casualty lists and telegraph postings during major battles that fostered real-time public gatherings;
  - readers' questioning of the veracity of newspaper reporting that did not already reflect their points of view; and
  - a president enlisting a famous photographer to craft his image for the public
- Updated bibliographic recommendations to include Brian P. Luskey's *Men Is Cheap* (2020) on the labor market that shadowed Union soldier recruitment, Stephanie McCurry's *Confederate Reckoning* (2010) on the political agency of white women and enslaved African Americans, and David Williams's *I Freed Myself* (2014), which argues that enslaved people initiated their own emancipation

Chapter 16

- Explained the significance and limitations of the constitutional amendment protecting Black suffrage
- Added a photograph of a freed persons's use of clothing to assert her freedom
- Compared the Freedmen's Bureau's first annual budget with 2020 U.S. dollars
- Deemphasized coverage of the Crescent City Slaughterhouse
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - that a smallpox epidemic spread by mass mobilization of soldiers and refugees claimed the lives of tens of thousands formerly enslaved people;
  - the way rumors and news about Reconstruction circulated among freed persons;
  - the migration of Northerners to the postwar South in search of land, an agrarian way of life, or small business opportunities;
  - disagreements about monoculture versus crop diversification; and
  - the use of entertainers (musicians, actors, and other performers) to popularize and advance sociopolitical agendas, including that of the Klan
- Updated bibliographic recommendations to include Joseph P. Reidy's *Illusions of Emancipation* (2019) on the transition from slavery to freedom and Nicole Myers Turner's *Soul Liberty* (2020) on the religious organizing of Black Virginians

Chapter 17

- Expanded the coverage of Mexican Americans and Mexican immigration
- Added a discussion of the relationship between Chinese restriction and vigilante violence
- Streamlined the coverage of the Great Sioux Wars
- Translated the 1862 Homestead Act's cost of 160 acres of land into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the use of magazines to publicize accounts of expeditions into Western territories;

- the effect of migration to the Black Hills on the outbreak of the Great Sioux War of 1876–1877;
- the religious ritual, prophecy, mourning, and cultural resistance realized in the Ghost Dance;
- how climate in the West was misunderstood by Congress, as seen in the Timber Culture Act; and
- the politicized entertainment of Buffalo Bill's Wild West show, which promoted respect for Plains Indians yet reinforced support for Western conquest

- Updated bibliographic recommendations to include Laura J. Arata's *Race and the Wild West* (2020) on freed person and entrepreneur Sarah Bickford, Ari Kalman's *A Misplaced Massacre* (2015) on memorializing the Sand Creek Massacre, Erika Lee's *At America's Gates* (2013) on Chinese experiences of immigration restriction, Beth Lew-Williams's *The Chinese Must Go* (2019) on violence against Chinese Americans, David Montejano's A*nglos and Mexicans in the Making of Texas* (1987) on Mexicans' role in the social and economic transformation of Texas, Louis Warren's *God's Red Son* (2018) on the impacts of the Ghost Dance on indigenous identities, and Elliot West's *The Last Indian War* (2011) on the Nez Perce War

Chapter 18

- Developed the connections among technological, environmental, and industrial change in the Gilded Age
- Sharpened the discussion of the origins of mass consumer culture
- Consolidated the coverage of the Great Chicago Fire
- Compared the price of a pound of bacon in 1881 with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the immigration of three hundred thousand laborers annually from Europe, China, and Mexico between 1865 and 1871;
  - conflict between New York's Protestants and Catholics—both of Irish decent—that led to street fighting, injuries, and deaths in July 1871;
  - the comingling of politics and entertainment when organizations joined elites to campaign against erotic art and literature, women's independence, birth control, and prostitution;
  - widespread deforestation and the transformation of the Midwest's ecosystem after the Civil War;
  - negative effects on rural and natural ecosystems from the piping of raw sewage out of cities and into rivers, lakes, and oceans; and
  - the birth of a new concept of nature, in which sublime landscape untouched by human hands became a place for solace for those worn down by industrial life
- Updated bibliographic recommendations to include David Goldberg's *The Retreats of Reconstruction* (2016) on Northern resort towns and racial equality; Andrew Robichaud's *Animal City* (2019) on the changing place of horses, dogs, and other nonhuman animals in nineteenth-century cities; and Alan Trachtenberg's *The Incorporation of America* (1982) on the influence of the corporation

Chapter 19

- Clarified the various sources of popular disillusion with government
- Expanded on immigrants' role in urban culture and politics
- Streamlined coverage of the Haymarket Affair
- Translated the cost of 10,000 dollars' worth of wheat grain in 1888 into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the symbiotic relationship between European immigrants and urban political machines;
  - the political entertainment of parades and oratory that brought masses into the political process;
  - how partisan newspapers catered to and affirmed readers' political outlooks;
  - immigrants' use of settlement houses to stabilize their lives and strengthen community ties;
  - how a religious slur used during a presidential campaign reflects the persistence of religious conflicts as a dividing line in U.S. party politics;
  - newspapers' framing of the Pullman strike as a battle for the nation's soul;
  - that anti-Semitic discrimination excluded Jewish people from elite colleges, country clubs, resorts, and organizations; and
  - the alignment of newspapers with dominant political parties, which denied Populists direct access to a mass audience
- Updated bibliographic recommendations to include Michele Landis Dauber's *The Sympathetic State* (2013) on veterans' benefits and the welfare state, Susie Pak's *Gentlemen Bankers* (2013) on J. P. Morgan and other bankers, Richard E. White's *The Republic for Which It Stands* (2017) on Gilded Age conflicts and controversies, and Amy Louise Wood's *Lynching and Spectacle* (2011) on the ways in which racial lynching reinforced white supremacy

Chapter 20

- Condensed coverage of the Triangle Shirtwaist Fire
- Reorganized the discussion of the trusts' impact on the economy and everyday life
- Incorporated the Ludlow Massacre into a discussion of Woodrow Wilson's presidency
- Compared the prices of a Ford car in 1908 and 1914 with 2020 U.S. dollars

- Emphasized that contemporary concerns are rooted in the past by highlighting
  - how magazine images of dancehalls, amusement parks, department stores, baseball stadiums, skyscrapers, and street life contributed to the migration of young people to cities;
  - that 9 million immigrants—from eastern and southern Europe, Japan, and Mexico—arrived in the first decade of the twentieth century;
  - conflict among Catholic immigrants (Irish and Italian) and Jewish immigrants (from Germany and eastern Europe);
  - the enforcement in entertainment establishments of *de facto* (nonlegislated) segregation;
  - the reason evangelical Protestants identified immigrants for conversion;
  - the birth of documentary film to aid progressive reform efforts;
  - Roosevelt's understanding of the West's development as a political problem and policy priority; and
  - the creation of the U.S. Forest Service, national parks, and wildlife preserves
- Updated bibliographic recommendations to include Thomas G. Andrews's *Killing for Coal* (2010) on the 1914 strike in Colorado, David Huyssen's *Progressive Inequality* (2014) on reform efforts, Thomas C. Leonard's *Illiberal Reformers* (2017) on economists seeking banking and industry regulation, Khalil Gibran Muhammad's *The Condemnation of Blackness* (2011) on the social construction of Black criminality, Theresa Runstedtler's *Jack Johnson, Rebel Sojourner* (2013) on the boxer's challenges to the color line, and Julie M. Weise's *Corazón de Dixie* (2015) on the experiences of Mexican immigrants in the South

Chapter 21

- Integrated the Guano islands into the discussion of long-term U.S. overseas expansion
- Condensed coverage of the Cuban independence movement and McKinley's decision to go to war with Spain
- Added a discussion of Black soldiers' role in the War of 1898
- Introduced the contemporary concept of the Greater United States
- Streamlined the discussion of the controversies surrounding U.S. imperialism
- Consolidated coverage of the Panama Canal
- Translated the value of the purchase of the Philippines into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the role of the telegraph and photography in publicizing missionaries' efforts overseas;
  - the role that Protestants' anti-Catholicism played in the Spanish-American War;
  - that tropical diseases such as yellow fever and malaria killed ten times as many American soldiers in the Spanish-American War as did battle;
  - the influence journalists, photographers, directors, and musicians had on Americans' understanding of the Spanish-American War;
  - the fear of potential Filipino migration if the United States annexed the Philippines;
  - the deaths of five thousand people from malaria due to the environmental impacts of constructing the Panama Canal;
  - the restriction of Japanese immigration to the United States extracted by Roosevelt in the Gentlemen's Agreement; and
  - filmmakers' switch from portraying Pancho Villa as noble and white to, when he resisted the U.S. invasion of Mexico, a racially mixed murderer
- Updated bibliographic recommendations to include Gregory T. Cushman's *Guano and the Opening of the Pacific World* (2013) on exploitation of the Guano islands; Daniel Immerwhar's *How to Hide an Empire* (2019) on race, expansionism, borders, and citizenship; Rebecca Tinio McKenna's *American Imperial Pastoral* (2016) on U.S. intervention in the Philippines; and Jason W. Smith's *To Master the Boundless Sea* (2018) on the transformation of the United States into a maritime empire

Chapter 22

- Streamlined the discussion of the Great War's European origins
- Further underscored the global nature of the war
- Noted Chinese workers' construction of trenches
- Condensed coverage of the Palmer Raids
- Compared the costs of World War I and the Civil War with 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the role that filmmakers played in contributing to Americans' anti-German sentiment;
  - the role that commercial artists, filmmakers, playwrights, and speechwriters played in creating and distributing government propaganda;
  - the increased surveillance and censorship of people and ideas that the government deemed unpatriotic;
  - the impact on Black solders of deployment to France, where they experienced gratitude from whites;

- the Great Migration of five hundred thousand Black Americans out of the South and into Northern cities from 1916 to 1919, buoyed by the wartime economy; and
- the Spanish flu pandemic, which killed six hundred seventy-five thousand Americans and 3 percent to 6 percent of the world's population

- Updated bibliographic recommendations to include Alfred Crosby's *America's Forgotten Pandemic* (2003) on the Spanish flu, David F. Krugler's *1919, the Year of Racial Violence* (2014) on Black responses to postwar racist violence, and Margaret MacMillan's *The War That Ended Peace* (2014) on the decisions of Europe's leaders that led to war

Chapter 23

- Streamlined coverage of the Great Mississippi Flood
- Discussed the rise and destruction of the flourishing Black business district of Greenwood, Tulsa
- Sharpened coverage of Marcus Garvey in relation to Black nationalism
- Clarified the political and cultural fragmentation of Protestantism
- Related the establishment of the Border Patrol to the uptick in anti-Mexican nativism
- Translated the salary of baseball legend Babe Ruth into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the relationship between the use of radio for mass advertising and the doubling of homes with access to the electrical grid;
  - the continued Great Migration of an additional seven hundred thousand Black Americans out of the South and into Northern cities from 1920 to 1930;
  - the antagonism of the Ku Klux Klan toward those they deemed un-American, Jews, Catholics, and non-English speaking immigrants as well as Blacks;
  - the increase in migration from southern and eastern Europe as well as Mexico after World War I; and
  - how religious conflict framed the presidential contest between Hoover (a Protestant Midwesterner) and Smith (a Catholic New Yorker)
- Updated bibliographic recommendations to include Linda Gordon's *The Second Coming of the KKK* (2017) on the Klan; Tim Madigan's *The Burning* (2003) on Greenwood's rise, destruction, and cover-up; Elizabeth Gillespie McRae's *Mothers of Massive Resistance* (2018) on white women's role in nurturing segregation; and Matthew Avery Sutton's *Aimee Semple McPherson and the Resurrection of Christian America* (2009) on McPherson, media, spectacle, and Pentecostalism

Chapter 24

- Incorporated coverage of FDR's war on crime
- Created a new section on race, gender, and the New Deal
- Added a discussion of Mexican Americans' participation in the New Deal
- Elaborated on Zora Neale Hurston's contributions to the Federal Writers' Project in Florida
- Removed coverage of the Swope Park swimming pool
- Rendered the costs of all of the New Deal's programs in 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - that for the first time in the nation's history, more people emigrated than immigrated;
  - the rise of clinical depression, anxiety, and suicide, especially among men, during the Great Depression;
  - the government's creation of hundreds of thousands of jobs in national parks, forests, and wilderness areas;
  - Roosevelt's use of radio—his fireside chats—to explain and sell the New Deal;
  - Catholic radio priest Charles Coughlin's use of radio to galvanize supporters and spread criticism of the New Deal;
  - drought's contribution to the loss of 300 million tons of soil in the Dust Bowl;
  - the migration of hundreds of thousands from the Plains states to California during the Dust Bowl; and
  - that Catholic antagonism toward communism was driven by fear of atheism
- Updated bibliographic recommendations to include Fernando Saúl Alanís, *They Should Stay There* (2017) on Mexican immigration to the United States and Depression-era repatriation to Mexico; Cybelle Fox's *Three Worlds of Relief* (2012) on unequal relief systems for Black, white, and Mexican Americans; Ira Katznelson's *Fear Itself* (2014) on congressional segregationists' role in the New Deal and the threats of fascism and war; Christopher J. Manganiello's *Southern Water, Southern Power* (2017) on dam-building and water management in the South during and after the New Deal; and Richard Rothstein's *The Color of Law* (2018) on the institutionalization of Northern housing segregation by the New Deal

Chapter 25

- Deemphasized the European dimensions of the war in favor of a more global account and greater attention to the impact of U.S. mobilization on domestic politics and culture
- Added a more detailed discussion of the Pacific war.
- Removed coverage of architectural changes in the wartime capital
- Elaborated on Truman's decision to drop the atomic bomb

- Translated the cost of America's mobilization for World War II into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the World's Fair public relations campaign that promoted corporations—not government—as true guardians of freedom;
  - the entertainment industry's criticism of Nazi ambition and American isolationism;
  - that hundreds of thousands of *braceros* migrated legally in response to American agriculture's need for a massive labor force;
  - the role advertisers, artists, photographers, writers, and filmmakers played in creating the government's prowar propaganda;
  - how service members deployed overseas spread American consumerist values; and
  - the effect that radiation poisoning from American atomic bombs had on hundreds of thousands of Japanese
- Updated bibliographic recommendations to include Bradley W. Hart's *Hitler's American Friends* (2017) on the proliferation of isolationist, anti-Semitic, and pro-Nazi organizations in the United States in the 1930s; Kathy Piess's *Information Hunters* (2019) on American use of information warfare; James T. Sparrow's *Warfare State* (2013) on the origins of big government in war; and Steven White's *World War II and American Racial Politics* (2019) on Black activists' efforts to shift attitudes toward race and segregation

Chapter 26

- Streamlined the discussion of how the United States and the Soviet Union went from wartime allies to Cold War enemies
- Clarified the Truman administration's Keynesian efforts to avert a new depression
- Sharpened the discussion of Truman's efforts on the civil rights front
- Added an assignment asking students to interpret Dr. George Raines's Diagram of Human Sexuality, presented to the Senate's Hoey Committee in 1950
- Removed coverage of Lakewood Park suburban development
- Translated the 1947 average yearly wage of white workers and the price of a home in Levittown, New York, into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the polio epidemic's impact on the debate over a national health care system;
  - HUAC's targeting of Hollywood professionals;
  - the migration to expanding suburbs fueled by the G.I. Bill, mass-produced housing, water lines, highways, affordable cars, and inexpensive gas;
  - the impact of booming population, suburban affluence, car ownership, commuting, and fossil fuel use on the climate and environment;
  - the impact of white flight and redlining on social inequality and racial tensions;
  - Reverend Billy Graham's framing of the Cold War as an apocalyptic battle between Christ and the Antichrist; and
  - the first use of televised campaign ads during Eisenhower's presidential run
- Updated bibliographic recommendations to include David Haven Blake's *Liking Ike* (2016) on how media transformed the modern presidency, Bruce Cumings's *The Korean War* (2011) on the American entry into Korea's civil war, J. R. McNeil and Peter Engelke's *The Great Acceleration* (2016) on America's role leading the global escalation of fossil fuels, and Laura Wexler's *Fire in a Cane Break* (2003) on the lynching that persuaded Truman to pursue civil rights reform

Chapter 27

- Emphasized throughout the chapter that countercurrents confronted and troubled the popular view of the 1950s as a period of strong consensus
- Created an assignment asking students to analyze the transcript of a 1957 educational film about social class and class mobility in 1950s America
- Enhanced the discussion of Mexican Americans in the context of their economic and cultural contributions
- Translated the average American teenager's 1959 weekly income into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the integration of local TV stations into national broadcasting networks and the creation of a national television audience;
  - the development of smog and other air pollution due to the 1950s' threefold increase in cars;
  - migrations across the U.S.-Mexico border from the approval for over a quarter million documented *braceros* to enter the United States and the deportation of over a million undocumented farmworkers from the United States;
  - some Protestant voters' conflict when faced with a Catholic presidential candidate; and
  - the first televised political debate and the impact of candidates' looks, style, and body language on success
- Updated bibliographic recommendations to include Kelly Lytle Hernández's *Migra!* (2012) on U.S.-Mexico

borderlands and the U.S. Border Patrol, Vanessa Schwartz's *Jet Age Aesthetic* (2020) on the influence of jet travel's effortless motion on the American mindset, and Jeanne Theoharis's *The Rebellious Life of Rosa Parks* (2015) on Parks's fifty-year career in the Black freedom movement.

Chapter 28

- Discussed the emergence of Mexican Americans as a political constituency
- Broadened the discussion of urban renewal beyond the Northeast to include Western cities and communities
- Streamlined coverage of Great Society programs
- Added a discussion of the instrumental roles played by Ella Baker, Fannie Lou Hamer, and other Black churchwomen in the Black freedom movement
- Extended coverage of second-wave feminism and the women's rights movement
- Reorganized coverage of the Detroit Rebellion
- Translated the federal minimum wage in 1963 and what it could buy into 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the strategic use of photography and television by Black freedom movement activists to capture segregationist violence and mobilize national sympathy;
  - that immigration quotas based on national origins were abolished and immigrants' skills and family ties prioritized instead;
  - the increase in pollution (such as smog) and pollution-related disease due to widespread use of air conditioning, refrigeration, insecticides, and pesticides;
  - the mobilization of various groups of citizens, including Mexican Americans, against disease-causing pollutants and for environmental justice
  - the conflict between counterculture hippies and political and religious conservatives who viewed the counterculture as hedonistic or sinful;
  - activists' use of street theater and flag burning at the 1968 Democratic National Convention in Chicago to protest the government's Vietnam policy; and
  - the Black freedom movement's efforts to abolish prevailing models of policing and punishment
- Updated bibliographic recommendations to include Aaron Griffith's *God's Law and Order* on the origins of tough-on-crime politics in conservative Christian movements; Edward Miller's *Misalliance* (2013) on the U.S. relationship with Ngo Dinh Diem; Linda Nash's *Inescapable Ecologies* (2006) on health, environment, and medicine in California's Central Valley; Barbara Ransby's *Ella Baker and the Black Freedom Movement* (2003) on Baker's transformative grassroots organizing; and Marc Simon Rodriguez's *Rethinking the Chicano Movement* (2015) on the movement's significance as a national phenomenon

Chapter 29

- Emphasized throughout the chapter how the economic, cultural, and political developments of the decade would set the stage for enduring patterns of historical change over the last half century
- Integrated coverage of the New York City blackout of 1977 into the main text
- Condensed the discussion of movies about New York as an urban dystopia
- Translated the value of Nixon's proposed Family Assistance Plan for a family of four into 2020 U.S. dollars
- Added material on the Indochina War after the United States withdrew from Vietnam and explained the origins of the Indochinese refugee crisis later in the decade
- Replaced a table documenting the growth of television viewership with an explanation of how changes in news consumption shaped the course of the Watergate scandal
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the impact of white, middle-class flight to suburbia on reducing urban tax bases and the funding of city schools;
  - how Nixon's ability to link the values of country music with those of the Republican Party shifted party identity;
  - pathbreaking, high-level federal mandates for environmental protection;
  - the impact on public opinion of televising the Watergate hearings in an environment of national broadcast networks;
  - the ways in which sitcoms portrayed city living, urban workplaces, and contemporary issues of race relations, class identity, and gender politics;
  - the power of a fabricated newspaper headline to simplify a story and shape contemporary perception; and
  - how the eradication of smallpox from the face of the Earth required mass vaccination and international cooperation
- Updated bibliographic recommendations to include Darren Dochuk's *From Bible Belt to Sunbelt* (2010) on the growth of evangelical Christianity in this period and Julian Zelizer and Kevin Kruse's *Fault Lines* (2019) on the polarization of contemporary politics in the 1970s

Chapter 30

- Threaded immigration, immigrants' experiences, and the stirrings of a renewed nativism into the chapter
- Streamlined coverage of the culture wars

- Revamped and extended the discussion of American feminisms, including the emergence of Black and Latina feminism, and white feminists' split over issues of sex and pornography
- Translated the federal government's debt in the 1980s to 2020 U.S. dollars
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - the migration of Mexicans fleeing the economic shocks of the 1970s and 1980s;
  - the impact of Ronald Reagan's star quality, acting experience, and communication skills on his 1980 presidential run;
  - the moment when the government abandoned its position that the airwaves belonged to the people and that commercial broadcasters must serve the public;
  - the rise of anti-environmentalism and environmental deregulation during the Reagan administration;
  - the film industry's representations of Americans' loss of confidence in the nation's ability to win wars;
  - new refugees fleeing Salvadoran and Guatemalan right-wing violence;
  - how mainstream musicians participated in the anti-apartheid protest movement that was growing on college campuses;
  - the AIDS epidemic and the Reagan administration's reluctance to act because of anti-gay sentiment; and
  - how Newt Gingrich used cable TV to transform and polarize political discourse
- Updated bibliographic recommendations to include Jefferson Cowie's *The Great Exception* on Reagan's restoration of pre-New Deal traditions of pro-corporate government, individualistic values, and a racially-divided working class; Greta Krippner's *Capitalizing on Crisis* (2012) on the impact of financial deregulation in the 1970s and 1980s; Daniel S. Lucks's *Reconsidering Reagan* (2020) on Reagan's racial politics' effect on minorities; and Doug Rossinow's *The Reagan Era* (2015) on Reagan and Reaganism laying the foundations of present-day politics and society

Chapter 31

- Condensed the economic history of the World Wide Web and recentered that narrative around new experiences of information and new optimism about an open, connected, and cosmopolitan world
- Translated the Violent Crime Control and Law Enforcement Act's spending on new prisons and police officers into 2020 U.S. dollars
- Streamlined and condensed the accounts of electoral campaigns
- Underscored the links between white power movements and domestic terrorism
- Augmented the coverage of immigration and stressed the importance of immigration controversies to national politics
- Expanded the treatment of popular music and situated the crossover of hip-hop to white suburban audiences within larger historical developments
- Highlighted how shifting attitudes toward same-sex relationships played out in the electoral strategies of the two political parties
- Added a headnote to Obama's 2008 presidential campaign speech, *A More Perfect Union*
- Emphasized that contemporary concerns are rooted in the past by highlighting
  - how presidential candidate Bill Clinton entertained audiences by playing saxophone on late-night television;
  - that it was the presence of non-Muslims in Saudi Arabia (American military forces) that motivated al-Qaeda's conflict with the United States;
  - the birth of Internet browsers, search engines, and Google's ability to amplify authority and power through search algorithms;
  - the biotech revolution, the new genetically modified foods industry, and the ability to patent and own genetic material;
  - that, for the first time, the majority of voluntary migrants to the United States were not European;
  - how the reverse of whites' earlier migration to suburbia drove new urban gentrification;
  - the debate whether federally funded faith-based initiatives violated the constitutional separation of church and state; and
  - the Bush administration's withdrawal from the Kyoto Protocol and injection of billions of dollars into fossil fuel industries
- Updated bibliographic recommendations to include Kathleen Belew's *Bring the War Home* (2018) on the rise of white power terrorism in the 1990s and Margaret O'Mara's *The Code* (2019) on the history of Silicon Valley

Chapter 32

- Added a new chapter to expand coverage of 2009–2021

PREFACE

The story of American history is a story of interconnection, reinvention, and change over time, through generations and across populations. Our past and present are not separate arcs but rather one shared story with many subplots, characters, and themes. Even in times of deep division, Americans' lives and aspirations have been linked. In *Becoming America,* we strive to help students recognize themselves, their interconnections, and our own time in the great sweep of history, highlighting both the resonances and the disjunctions between past and present and exploring the multitude of ways in which the nation remains a work in progress.

Respecting the necessity of canonical coverage while incorporating the insights of more recent scholarship, *Becoming America* seamlessly weaves political, social, economic, environmental, and cultural perspectives into a unified narrative of American history. In an effort to connect students with the American past, we highlight the deep roots of certain contemporary concerns and phenomena. Innovative new features teach students how to analyze and interpret written and visual evidence, equipping them with powerful tools with which to understand the deep connections that bind not only culture, politics, and economics but also past and present.

Our approach extends through all of the program's components, including the adaptive SmartBook, comprehensive learning activities aligned with the book's in-depth features, reading quizzes, map activities, podcasts, lecture slides, test bank, and more.

Students should come away with a contextualized understanding of the deep changes that have characterized the American past; an appreciation for the interconnections among people, perspectives, issues, and events; and the analytical skills with which to rigorously interpret diverse sources and media. *Becoming America* encourages students to develop critical thinking habits and to look with different eyes at their own communities and society. Above all, *Becoming America* empowers students to think in a historically informed way about the urgent questions of our times and to participate fully and creatively in America's diverse and vital democracy.

HISTORY THROUGH A TWENTY-FIRST-CENTURY LENS

The story of America's becoming the nation and the society that students encounter today requires us to reassess our understanding of the past and refocus on areas often underemphasized. *Becoming America* incorporates recent scholarship while addressing contemporary cultural and political concerns. In doing so, the project improves on traditional history books in several important ways:

- **Two chapters on slavery.** Many books devote a single chapter to the institution of chattel slavery and identify its development with the American South. In contrast, we devote two chapters to this subject—one (Chapter 3) on the importance of the Atlantic slave trade and the experience of enslaved Africans in the larger history of the colonization of North America, then another (Chapter 11) on slavery in the antebellum South. Twenty-first-century scholarship and perspectives warrant renewed focus on slavery's *centrality* to the development of American societies and cultures, and this presentation will help students understand the longer history of chattel slavery, the wider impacts of chattel slavery beyond the American South, and the process by which slavery expanded and changed in the nineteenth century—ensuring an accurate foundation for subsequent political history.
- **Two chapters on the Revolutionary era**. Traditional approaches compress into a single story two *distinct but overlapping* developments that we have chosen to narrate separately to emphasize their significance. Chapter 6 describes a violent rupture between Britain and thirteen of its mainland colonies; Chapter 7 tells how those thirteen colonies, as they secured their independence, came together to form a new nation through the process of long-distance communication, intense debate, and the creation of founding documents.
- **A chapter on antebellum reform.** Traditional texts frame the forward-looking ideas (about slavery, prisons, public education, feminism, or collective living) that emerged during the 1830s and 1840s as an eclectic set of Northern reform causes and leaders. In contrast, we argue in Chapter 12 for the existence of a *broad culture of reform* among the Northern middle class that students will be able to recognize as both controversial and transformative of everyday life. We emphasize different and more important movements, linked not by their affinity to modern progressive sensibilities but by their shared ideologies.
- **A broader framing of Reconstruction.** Contemporary political developments have fueled popular interest in the much-studied Reconstruction Era. Whereas most narratives bracket Reconstruction as an anomalous

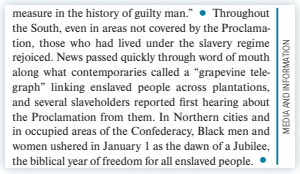
episode between 1865 and 1876, we begin Chapter 16 during the Civil War and take it beyond the settlement of the 1876 election. Following the cues of recent scholarship, we help students see not only the well-documented political defeat of Reconstruction but also the complex legal and cultural battles over the South's racially inclusive democracy and the vital role that Reconstruction-era Black churches and press played in the Black freedom movement long after Reconstruction.

- **A more global, less Eurocentric approach to the two World Wars.** Conventional narratives of the wars often begin with their European origins and then bring the United States into the picture. Taking a different approach, we highlight both the *domestic* changes wrought by American entry into the First World War (Chapter 22) and the Second World War (Chapter 25) and the global origins and consequences of the U.S. war efforts. Twenty-first-century U.S. college students are less likely to see these wars from a European vantage point. *Becoming America* gives them a range of lenses, some local and some global, from which to appreciate the conflicts' significance in American history.
- **A narrative across the final four chapters that contextualizes the 2020s.** Rather than omit the dramatic technological, environmental, and political crises of the new century as too proximate to historicize, we tell a long-range story about industrial decline, globalization, economic inequality, immigration, racial and gender politics, religious conflict, climate consciousness, and new media that runs directly from the 1970s to the 2020s. This approach personalizes recent historical movements, politics, and culture for students and enables them to see their own experiences as part of a coherent and more deeply rooted era.

CONTEMPORARY CONCERNS ENGAGE LEARNERS BY CONNECTING URGENT ISSUES OF TODAY TO EXAMPLES THROUGHOUT HISTORY

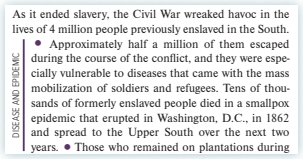
A new Contemporary Concerns feature highlights the following issues throughout the text and as they have played out in specific historical contexts. These features mobilize students' interests in the urgent issues and debates of our time in order to open up the American past and highlight its relevance.

- **Crossing Borders:** How were American borders drawn, how have they changed, and how have migration patterns made and remade people, political power, regions, and nations?
- **Media and Information:** How have people living in America received information and assessed its validity?


MEDIA AND INFORMATION

measure in the history of guilty man." • Throughout the South, even in areas not covered by the Proclamation, those who had lived under the slavery regime rejoiced. News passed quickly through word of mouth along what contemporaries called a "grapevine telegraph" linking enslaved people across plantations, and several slaveholders reported first hearing about the Proclamation from them. In Northern cities and in occupied areas of the Confederacy, Black men and women ushered in January 1 as the dawn of a Jubilee, the biblical year of freedom for all enslaved people. •

- **Climates and Ecologies:** How have ecological interdependence and shifting climate patterns shaped, or been shaped, by politics, economics, and society?
- **Disease and Epidemic:** How has the transmission of pathogens or the experience of mass illness shaped major events and developments in the American past?


DISEASE AND EPIDEMIC

As it ended slavery, the Civil War wreaked havoc in the lives of 4 million people previously enslaved in the South. • Approximately half a million of them escaped during the course of the conflict, and they were especially vulnerable to diseases that came with the mass mobilization of soldiers and refugees. Tens of thousands of formerly enslaved people died in a smallpox epidemic that erupted in Washington, D.C., in 1862 and spread to the Upper South over the next two years. • Those who remained on plantations during

- **Conflicting Faiths:** How have differences and disputes over religious belief and practice fueled political movements, shaped social divisions, and influenced the formation of cultures and states?
- **Politics and Entertainment:** How have visual and performing arts, entertainment, and celebrity shaped, reflected, or intersected with contests for political power?

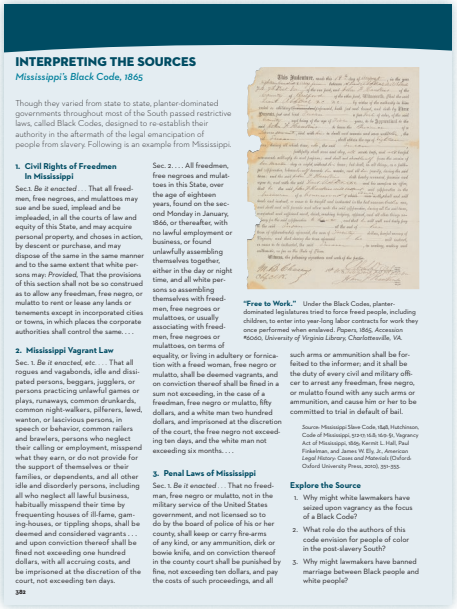
STREAMLINED CONTENT IMPROVES READABILITY

Streamlined for today's learners, the second edition is briefer by 20 percent without sacrificing coverage or breadth. Language is tightened and details are clarified in narratives, boxes, and references, and the image program is trimmed; this presents critical information in a more manageable and smaller format.

UP-TO-DATE CONTENT ENGAGES STUDENTS THROUGH RELEVANCE

A new Chapter 32 spans the Obama presidency, the economic recovery, the Tea Party and Occupy movements, resurgent nationalism, the elections of 2016 and 2020, and the Trump era. The chapter helps students understand recent crises in global politics and social media as *historical* events and explains how current debates about health care, climate, immigration, trade, and national identity fit into the larger narrative of the American past.

PRIMARY SOURCES



INTERPRETING THE SOURCES

Mississippi's Black Code, 1865

Though they varied from state to state, planter-dominated governments throughout most of the South passed restrictive laws, called Black Codes, designed to re-establish their authority in the aftermath of the legal emancipation of people from slavery. Following is an example from Mississippi.

1. Civil Rights of Freedmen In Mississippi

Sec.1. *Be it enacted* . . . That all freedmen, free negroes, and mulattoes may sue and be sued, implead and be impleaded, in all the courts of law and equity of this State, and may acquire personal property, and choses in action, by descent or purchase, and may dispose of the same in the same manner and to the same extent that white persons may: *Provided*, That the provisions of this section shall not be so construed as to allow any freedman, free negro, or mulatto to rent or lease any lands or tenements except in incorporated cities or towns, in which places the corporate authorities shall control the same. . . .

2. Mississippi Vagrant Law

Sec. 1. *Be it enacted*, etc. . . . That all rogues and vagabonds, idle and dissipated persons, beggars, jugglers, or persons practicing unlawful games or plays, runaways, common drunkards, common night-walkers, pilferers, lewd, wanton, or lascivious persons, in speech or behavior, common railers and brawlers, persons who neglect their calling or employment, misspend what they earn, or do not provide for the support of themselves or their families, or dependents, and all other idle and disorderly persons, including all who neglect all lawful business, habitually misspend their time by frequenting houses of ill-fame, gaming-houses, or tippling shops, shall be deemed and considered vagrants . . . and upon conviction thereof shall be fined not exceeding one hundred dollars, with all accruing costs, and be imprisoned at the discretion of the court, not exceeding ten days.

Sec. 2. . . . All freedmen, free negroes and mulattoes in this State, over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, with no lawful employment or business, or found unlawfully assembling themselves together, either in the day or night time, and all white persons so assembling themselves with freedmen, free negroes or mulattoes, or usually associating with freedmen, free negroes or mulattoes, on terms of equality, or living in adultery or fornication with a freed woman, free negro or mulatto, shall be deemed vagrants, and on conviction thereof shall be fined in a sum not exceeding, in the case of a freedman, free negro or mulatto, fifty dollars, and a white man two hundred dollars, and imprisoned at the discretion of the court, the free negro not exceeding ten days, and the white man not exceeding six months. . . .

3. Penal Laws of Mississippi

Sec. 1. *Be it enacted* . . . That no freedman, free negro or mulatto, not in the military service of the United States government, and not licensed so to do by the board of police of his or her county, shall keep or carry fire-arms of any kind, or any ammunition, dirk or bowie knife, and on conviction thereof in the county court shall be punished by fine, not exceeding ten dollars, and pay the costs of such proceedings, and all such arms or ammunition shall be forfeited to the informer; and it shall be the duty of every civil and military officer to arrest any freedman, free negro, or mulatto found with any such arms or ammunition, and cause him or her to be committed to trial in default of bail.

"Free to Work." Under the Black Codes, planter-dominated legislatures tried to force freed people, including children, to enter into year-long labor contracts for work they once performed when enslaved. *Papers, 1865*, Accession #6060, University of Virginia Library, Charlottesville, VA.

Source: Mississippi Slave Code, 1865, Hutchinson, Code of Mississippi, 717-17, 165, 166-9; Vagrancy Act of Mississippi, 1865, Kermit L. Hall, Paul Finkelman, and James W. Ely, Jr., *American Legal History: Cases and Materials* (Oxford University Press, 2010), 351-353.

Explore the Source

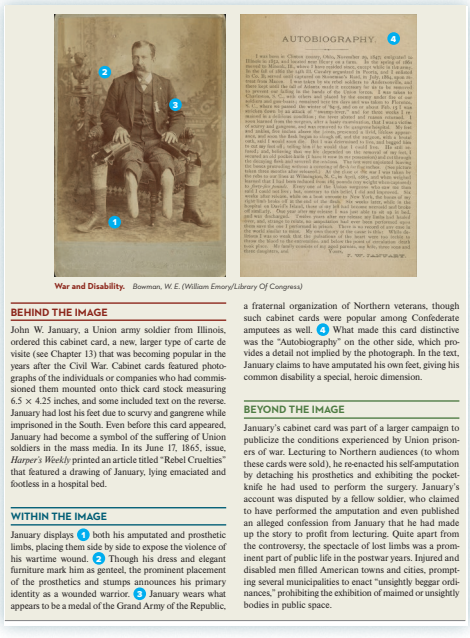
1. Why might white lawmakers have seized upon vagrancy as the focus of a Black Code?
2. What role do the authors of this code envision for people of color in the post-slavery South?
3. Why might lawmakers have banned marriage between Black people and white people?

382

Primary sources illuminate historical context and give students of history a lens into the thinking and expression of historical figures. These sources also help students think critically about history and expose them to contrasting perspectives on key events. The second edition of *Becoming America: A History for the 21st Century* provides several ways to use primary source documents in your course.

PRIMARY SOURCES PROMOTE THINKING CRITICALLY ABOUT HISTORY

An INTERPRETING THE SOURCES box in every chapter examines historical evidence through a showcased primary source, such as a document, a speech transcript, a map, or an artifact. A headnote contextualizes the selection, and Explore the Source questions challenge students to analyze its significance.



War and Disability. *Bowman, W. E. (William Emory/Library Of Congress)*

BEHIND THE IMAGE

John W. January, a Union army soldier from Illinois, ordered this cabinet card, a new, larger type of carte de visite (see Chapter 13) that was becoming popular in the years after the Civil War. Cabinet cards featured photographs of the individuals or companies who had commissioned them mounted onto thick card stock measuring 6.5 × 4.25 inches, and some included text on the reverse. January had lost his feet due to scurvy and gangrene while imprisoned in the South. Even before this card appeared, January had become a symbol of the suffering of Union soldiers in the mass media. In its June 17, 1865, issue, *Harper's Weekly* printed an article titled "Rebel Cruelties" that featured a drawing of January, lying emaciated and footless in a hospital bed.

WITHIN THE IMAGE

January displays 1 both his amputated and prosthetic limbs, placing them side by side to expose the violence of his wartime wound. 2 Though his dress and elegant furniture mark him as genteel, the prominent placement of the prosthetics and stumps announces his primary identity as a wounded warrior. 3 January wears what appears to be a medal of the Grand Army of the Republic, a fraternal organization of Northern veterans, though such cabinet cards were popular among Confederate amputees as well. 4 What made this card distinctive was the "Autobiography" on the other side, which provides a detail not implied by the photograph. In the text, January claims to have amputated his own feet, giving his common disability a special, heroic dimension.

BEYOND THE IMAGE

January's cabinet card was part of a larger campaign to publicize the conditions experienced by Union prisoners of war. Lecturing to Northern audiences (to whom these cards were sold), he re-enacted his self-amputation by detaching his prosthetics and exhibiting the pocket-knife he had used to perform the surgery. January's account was disputed by a fellow soldier, who claimed to have performed the amputation and even published an alleged confession from January that he had made up the story to profit from lecturing. Quite apart from the controversy, the spectacle of lost limbs was a prominent part of public life in the postwar years. Injured and disabled men filled American towns and cities, prompting several municipalities to enact "unsightly beggar ordinances," prohibiting the exhibition of maimed or unsightly bodies in public space.

New visual analysis emphasis in each chapter models a framework that students can use to analyze visual documents by considering their historical context, the artist's decisions, and a work's social impact:

- **Behind the Image** explores the historical context (such as the social or political issues of a place or time) or the artist's goals (whether political, ideological, commercial), so that students learn to see images not as illustrations of text narrative but as historical artifacts in their own right.
- **Within the Image** calls attention to the artist's decisions regarding elements (such as subject, composition, color, or symbol) to help students recognize that these choices are intentional and understand how their sum reveals the artist's message.
- **Beyond the Image** discusses the reception and impact of the image to remind students that images have always had power and resonance, both during and beyond their initial circulation.

SINGULAR LIVES

Ella Sheppard, Spiritual Singer

As well as participating fully in the world's first racially inclusive democracy, African Americans transformed American culture through a great surge of creativity in the performing arts. Although they remembered slavery as the brutal institution it had always been, Black musicians also recovered and celebrated the unique musical form created in slavery, the slave spiritual, which mixed African vocal styles with the language and imagery of English hymns. In the 1870s, Ella Sheppard and fellow musicians of the all-African American **Jubilee Singers** transcribed and performed dozens of these spirituals, introducing the nation and the world to America's first homegrown musical tradition.

Sheppard was born into bondage in Tennessee in 1851, and her experience of slavery inspired what became the most famous of the slave spirituals: "Swing Low, Sweet Chariot." One day, her mother discovered that their mistress had been bribing young Ella to spy on her. Reacting in "agony of soul and despair," Ella's mother tried to drown herself and her daughter. But an elder intervened, with the words that would later become the chorus of the well-known spiritual. Soon after, Ella's father, a formerly enslaved man who had saved enough to buy his freedom, paid three hundred fifty dollars to free Ella. When creditors threatened to re-enslave Ella's stepmother to satisfy debts, the family fled for Cincinnati. There, Ella took piano and singing lessons, becoming an accomplished enough musician to support her family after her father died in 1866.

Like many African Americans who escaped the slave states, seventeen-year-old Ella returned in 1868 to help build the South's new democracy. She taught piano in Nashville and used the proceeds to enroll at Fisk University (which had been founded by the American Missionary Association two years earlier for the purpose of educating freed people). As the pianist for the Fisk choir, Ella went on fundraising tours for the school in 1871, performing popular and classical standards and the occasional spiritual. The choir's mostly white evangelical audiences applauded respectfully for the standard tunes but cheered wildly for the spirituals. The director promptly changed the choir's name to the Jubilee Singers (in honor of emancipation) and Ella assumed responsibility for collecting and producing slave songs. The choir returned home with twenty thousand dollars—enough money to build a new campus.

Fisk became a distinguished liberal arts college and the Jubilee Singers toured the North and Europe to great acclaim. Commenting on the state of American music in the 1890s, the European composer Antonin Dvořák wrote of the choir's spirituals, "These beautiful and varied themes are the product of the soil. They are American . . . and [have] all that is needed for a great and noble school of music." In the 1910s, the choir recorded many of the spirituals that Sheppard had remembered and performed. Long after Reconstruction was defeated, these songs served as an important source for America's other distinctive contributions to music: jazz, the blues, rock 'n' roll, and rap.

Where in the Archives?

Because Ella Sheppard and the Jubilee Singers toured in an era preceding the spread of recorded sound, historians rely on newspaper reviews and sheet music to reconstruct their performances.

The songbook *Jubilee Songs: As Sung by the Jubilee Singers, of Fisk University* (New York: Biglow & Maine, 1872) is housed in the Internet Archive (https://archive.org/).

The review "The Jubilee Singers. Immense gathering of Sunday-school Children," appeared in *The American Missionary*, volume 20, April 1876, pages 89–90, and can be found at HathiTrust (https://babel.hathitrust.org/cgi/pt?id=coo.31924066535856&view=up&seq=421).

Another review, "The Jubilee Singers," appeared in *The New National Era*, a newspaper published by Frederick Douglass, on the third page of the March 28, 1872, issue. The newspaper is available through Chronicling America, an archive of historic American newspapers maintained at the Library of Congress (https://chroniclingamerica.loc.gov/lccn/sn84026753/issues/).

Assignment

Read all three sources and answer the following question in 400–500 words:

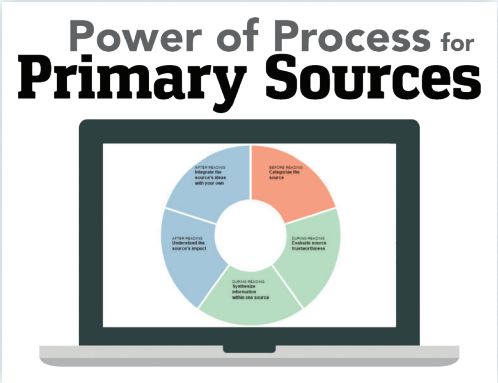
1. Would you classify the Jubilee Singers as popular entertainers, evangelical missionaries, or political activists? Support your response with evidence both from their lyrics and from the published accounts of their performances.

391

Singing Freedom. The Jubilee Singers, with Ella Sheppard (seated at table, with long earrings), pose for the photograph that would be their carte de visite. *Library of Congress Prints and Photographs Division*

A SINGULAR LIVES box in each chapter spotlights individuals whose experiences, perspectives, or status might have represented a larger group experience, defied dominant stereotypes, altered the course of a major development, or embodied a particular predicament.

- **New Where in the Archives?** assignment asks, "How do we know what we know about this person's life?" Primary sources are listed; the institution housing the sources is named; and URLs are provided. The assignment develops analytical skills and reveals the interpretive nature of the past.



Power of Process for Primary Sources is a guided reading and critical thinking tool that aids historians teaching students about primary sources. As part of Connect U.S. History, McGraw Hill Education's learning platform, Power of Process contains a database of over four hundred searchable primary sources in addition to the capability for instructors to upload their own sources. Instructors can then select a series of strategies for students to use to analyze and comment on a source. The Power of Process framework helps students develop essential academic skills such as understanding, analyzing, and synthesizing readings and visuals such as maps, leading students toward higher-order thinking and writing.

MCGRAW HILL CONNECT

PODCASTS CONTEXTUALIZE HISTORY THROUGH THEIR STORYTELLING POWER

New podcast assignments help students experience history in a whole new way. We've gathered some of the most interesting and popular history podcasts currently available and built assignable questions around them. These assignments allow instructors to bring greater context and nuance to their courses while engaging students through the storytelling power of podcasts.

SMARTBOOK 2.0 TAILORS CONTENT TO EACH INDIVIDUAL STUDENT

SMARTBOOK®

New SmartBook 2.0, available within Connect U.S. History, has been updated with improved learning objectives to ensure that students gain foundational knowledge while learning to make connections to help them formulate a broader understanding of historical events. SmartBook 2.0 personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. Study time is more productive, and as a result, students are better prepared for class and coursework. For instructors, SmartBook 2.0 tracks student progress and provides insights that can help guide teaching strategies.

WRITING ASSIGNMENT TOOL IMPROVES WRITTEN COMMUNICATION SKILLS

New Writing Assignment Plus tool delivers a learning experience that improves students' written communication skills and conceptual understanding with every assignment. Assign, monitor, and provide feedback on writing more efficiently and grade assignments within McGraw Hill Connect® and McGraw Hill Connect Master® 2.0. Writing Assignment Plus gives you time-saving tools with a just-in-time basic writing and originality checker. Features include

- Grammar/writing checking with McGraw Hill learning resources
- Originality checker with McGraw Hill learning resources
- Writing statistics
- Rubric building and scoring
- Ability to assign draft and final deadline milestones
- Tablet ready and tools for all learners

APPLICATION-BASED ACTIVITIES PROVIDE OPPORTUNITIES TO APPLY KNOWLEDGE

New application-based activities are highly interactive, automatically graded, online, learn-by-doing exercises that provide students a safe space to apply their knowledge and problem-solving skills in class and in everyday life. Skill-based activities focus on topics such as "How to Read Primary Sources" and "Analyzing Audience."

CREATE FACILITATES THE CUSTOMIZATION OF COURSE MATERIALS

Mc Graw Hill create®

Create allows you to quickly and easily create custom course materials with cross-disciplinary content and other third-party sources. Select primary source documents that meet the unique

needs of your course: No two history courses are the same!

- Choose your own content: Create a book that contains only the chapters you want, in the order you want. Create will even renumber the pages for you!
- Add readings: Use our American History Collections to include primary sources, or *Taking Sides: Annual Editions*. Add your own original content, such as syllabus or history major requirements!
- Choose your format: Print or eBook? Softcover, spiral-bound, or loose-leaf? Black-and-white or color? Perforated, three-hole-punched, or regular paper?
- Customize your cover: Pick your own cover image and include your name and course information right on the cover. Students will know they're purchasing the right book—and using everything they purchase!
- Review your creation: When you are all done, you'll receive a free PDF review copy in just minutes! To get started, go to create.mheducation.com and register today.

INSTRUCTOR RESOURCES

Becoming America offers an array of instructor resources to support in-person and online U.S. History courses.

TEST BANK

By increasing the rigor of the test bank development process, McGraw Hill has raised the bar for student assessment. Each question has been tagged for level of difficulty, Bloom's taxonomy, and topic coverage. Organized by chapter, the questions are designed to test factual, conceptual, and higher-order thinking.

TEST BUILDER

Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Available within Connect, Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs without requiring a download.

Test Builder enables instructors to

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine their preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

POWERPOINT

The PowerPoint presentations highlight the key points of the chapter and include supporting visuals. New to this edition, all slides are WCAG compliant.

INSTRUCTOR'S MANUAL

The instructor's manual provides a wide variety of tools and resources for presenting the course, including learning objectives and ideas for lectures and discussions.

REMOTE PROCTORING

New remote proctoring and browser-locking capabilities from Proctorio are seamlessly integrated within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential concerns, thereby avoiding personal bias and supporting evidence-based claims.

Students: Get Learning That Fits You

Effective tools for efficient studying

Connect is designed to help you be more productive with simple, flexible, intuitive tools that maximize your study time and meet your individual learning needs. Get learning that works for you with Connect.

Study anytime, anywhere

Download the free ReadAnywhere app and access your online eBook, SmartBook 2.0, or Adaptive Learning Assignments when it's convenient, even if you're offline. And since the app automatically syncs with your Connect account, all of your work is available every time you open it. Find out more at **www.mheducation.com/readanywhere**

"I really liked this app—it made it easy to study when you don't have your textbook in front of you."

- Jordan Cunningham, Eastern Washington University

Calendar: owattaphotos/Getty Images

Everything you need in one place

Your Connect course has everything you need—whether reading on your digital eBook or completing assignments for class, Connect makes it easy to get your work done.

Learning for everyone

McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services Office and ask them to email accessibility@mheducation.com, or visit **www.mheducation.com/about/accessibility** for more information.

Top: Jenner Images/Getty Images, Left: Hero Images/Getty Images, Right: Hero Images/Getty Images

ACADEMIC SKILLS

Students, use this overview to develop fundamental academic skills such as the ability to contextualize historical facts, the ability to recognize the interpretive nature of the past, the ability to analyze historical visual documents, and the ability to use the pedagogical tools in your book to study smarter.

THE ABILITY TO CONTEXTUALIZE HISTORICAL INFORMATION DEEPENS HISTORICAL THINKING

Learning historical information—such as names, dates, places, and events—is an important part of studying history. But it is only a beginning. In order to work with historical information—to explain, to analyze, and to interpret—historical reasoning skills are needed. One such skill is that of historical contextualization, or the ability to contextualize historical facts.

1. **Be aware that people often assign values**, attitudes, and intentions from our contemporary world to people or events in the past.
   - Mitigate such a present-oriented perspective by writing a list of your current assumptions—and a second list of your prior knowledge.
2. **Construct a historical context** for the people or events you are investigating and ensure it is multifaceted.
   - List key events that preceded the issue you are exploring and may have informed contemporaneous attitudes.
   - Create a mental map of the location in its time, whether a building, a neighborhood, or a battlefield.
   - Consider the mobility and communication technologies available at the time. (Did most people move on foot, by horse, or in trains? Did they get information quickly—or days or weeks after events had passed?)
   - Reflect on how people ensured they had necessities such as food and shelter: If people needed money, who could earn it and how?
   - Consider other systems that impacted the people or events you are investigating, such as political, religious, and cultural norms, standards, or influences.
3. **Apply the historical context** you have built to the specific historical issue you are investigating.
   - Write one sentence each in which you apply what you know—about key preceding events, location, mobility technologies, communication technologies, economic considerations, political influences, religious influences, and others—to the people or events you are investigating.
4. **Develop historical empathy.** Use what you know about the context, the circumstances, that impacted and influenced people's actions and their intentions.

THE ABILITY TO RECOGNIZE THE INTERPRETIVE NATURE OF THE PAST STRENGTHENS CRITICAL THINKING

Think of historians as detectives, trying to uncover the secrets of the past. In order to learn what happened in earlier times, they need to collect evidence. Some evidence will have been created in the time historians are studying, and some evidence will have been generated afterward, often in an attempt to analyze or to interpret. Learn to understand the differences between these types of evidence. Recognize that both have value and provide insight into the past. The process of analyzing such historical evidence reveals the interpretive nature of the past.

A primary source is a firsthand account that dates to the time of the subject matter. Primary sources provide insight into historical actors' values, priorities, communication styles, technologies, and more. Examples of primary sources include written texts such as the following:

- Those written contemporaneously to interpret events for people living at the time or for future generations, such as articles in newspapers or magazines, literature, speeches, and autobiographies

Framework adapted from Tim Huijgen, Wim van de Grift, Carla van Boxtel & Paul Holthuis (2018), *Promoting historical contextualization: the development and testing of a pedagogy,* Journal of Curriculum Studies, 50:3, 410-434, DOI: 10.1080/00220272.2018.1435724.

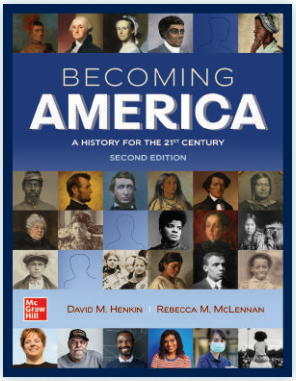
- Those never meant to be read by historians, such as diaries, advertisements, lyrics, private correspondence (including letters, e-mails, and memos), and informal writing (including shopping lists and graffiti)
- Those produced by the bureaucracies of governments, churches, private organizations, and businesses: birth and marriage records, town records, property deeds, maps, laws, the census, and church chronicles

Library of Congress, Prints & Photographs Division

Examples of primary sources can also be non-text based, such as artifacts (including cave paintings, ceramic vessels, and textiles), architectural ruins, cemeteries, sculptures, paintings, daguerreotypes, photographs, and recordings (including songs, interviews, and speeches).

A secondary source is created by someone who did not experience a time period or an event firsthand. A secondary source is a valuable interpretation of history using the passage of time to better understand the historic past.

Examples of secondary sources include scholarly articles, books of historical research, textbooks, and encyclopedias.



Analyze a primary or secondary source by asking questions about its authorship, bias, audience, purpose, and context:

1. **Who** wrote or created the source?
   - What biases may have informed the creator's point of view?
2. **For what audience** was the source produced? We usually tailor our communication to our audience.
   - Was it meant to be public or private?
   - Is the language formal or informal?
   - Are facts and explanations written for informed experts or common people?
   - Was the audience friendly or hostile?
   - What social and economic relationships connected the author with the audience?
3. **Why** was the source created?
   - What was the creator's motivation?
   - What was the source's purpose?
4. **When and where** was the source created?
5. **How do we evaluate the accuracy** of the source? Can we detect a bias in the source?

Winslow Homer, "News from the War," from *Harper's Weekly*, June 14, 1862. *The Picture Art Collection/ Alamy Stock Photo*

THE ABILITY TO ANALYZE VISUAL DOCUMENTS EXTENDS HISTORICAL THINKING

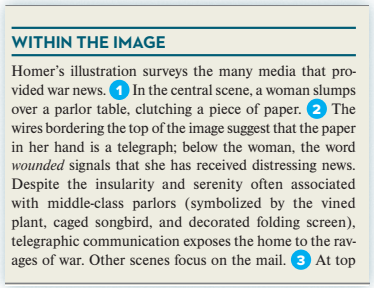
We know that primary sources and secondary sources are evidence historians use to make sense of the past. But visual sources require additional analytical skills from text-based sources. Consider the three-step framework below for analyzing visual documents as a strategy you can use in your own academic work.

BEHIND THE IMAGE

Massachusetts-born artist Winslow Homer (1836–1910) was around twenty-five years old when the U.S. Provost Marshal's Office granted him approval to visit Union military camps at the front. Based on his observations there, Homer produced dozens of images for *Harper's Weekly*, a pictorial magazine founded in New York City in 1857. Homer spent about ten weeks in Virginia war zones in 1861 and 1862 and drew this illustration on his return to New York.

BEHIND THE IMAGE

- **Understand** visual images as historical artifacts and evidence.
- **Identify the historical context**, such as the social or political issues of a place or a time.
- **Summarize the artist's goals**, whether political, ideological, commercial, or other.

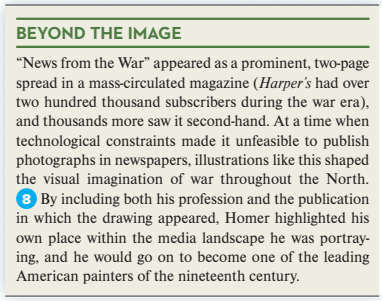


WITHIN THE IMAGE

Homer's illustration surveys the many media that provided war news. 1 In the central scene, a woman slumps over a parlor table, clutching a piece of paper. 2 The wires bordering the top of the image suggest that the paper in her hand is a telegraph; below the woman, the word *wounded* signals that she has received distressing news. Despite the insularity and serenity often associated with middle-class parlors (symbolized by the vined plant, caged songbird, and decorated folding screen), telegraphic communication exposes the home to the ravages of war. Other scenes focus on the mail. 3 At top

WITHIN THE IMAGE

- **Recount the artist's decisions** regarding elements such as subject, composition, color, and symbol.
- **Recognize the intentionality** of these choices.
- **Assess how the artist reveals the message** through the sum total of these choices.

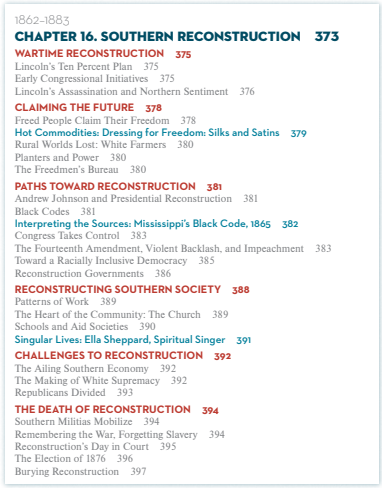


BEYOND THE IMAGE

"News from the War" appeared as a prominent, two-page spread in a mass-circulated magazine (*Harper's* had over two hundred thousand subscribers during the war era), and thousands more saw it second-hand. At a time when technological constraints made it unfeasible to publish photographs in newspapers, illustrations like this shaped the visual imagination of war throughout the North. 8 By including both his profession and the publication in which the drawing appeared, Homer highlighted his own place within the media landscape he was portraying, and he would go on to become one of the leading American painters of the nineteenth century.

BEYOND THE IMAGE

- **Describe the contemporaneous reception** of the image.
- **Explain the impact**, both short- and long-term, of the image.
- **Underscore the power and resonance** of the image, both during its initial circulation and beyond.



1862–1883

CHAPTER 16. SOUTHERN RECONSTRUCTION 373
WARTIME RECONSTRUCTION 375
Lincoln's Ten Percent Plan 375
Early Congressional Initiatives 375
Lincoln's Assassination and Northern Sentiment 376
CLAIMING THE FUTURE 378
Freed People Claim Their Freedom 378
Hot Commodities: Dressing for Freedom: Silks and Satins 379
Rural Worlds Lost: White Farmers 380
Planters and Power 380
The Freedmen's Bureau 380
PATHS TOWARD RECONSTRUCTION 381
Andrew Johnson and Presidential Reconstruction 381
Black Codes 381
Interpreting the Sources: Mississippi's Black Code, 1865 382
Congress Takes Control 383
The Fourteenth Amendment, Violent Backlash, and Impeachment 383
Toward a Racially Inclusive Democracy 385
Reconstruction Governments 386
RECONSTRUCTING SOUTHERN SOCIETY 388
Patterns of Work 389
The Heart of the Community: The Church 389
Schools and Aid Societies 390
Singular Lives: Ella Sheppard, Spiritual Singer 391
CHALLENGES TO RECONSTRUCTION 392
The Ailing Southern Economy 392
The Making of White Supremacy 392
Republicans Divided 393
THE DEATH OF RECONSTRUCTION 394
Southern Militias Mobilize 394
Remembering the War, Forgetting Slavery 394
Reconstruction's Day in Court 395
The Election of 1876 396
Burying Reconstruction 397

LEARNING TOOLS HELP YOU FIND INFORMATION, RECOGNIZE WHAT'S IMPORTANT, AND MAKE CONNECTIONS

Textbooks differ from materials read for pleasure in two fundamental ways: They are longer, and they deliver information that is likely new to readers. For these reasons, they are structured purposefully and include learning tools. Analyze the organizational structure to recognize how concepts are related. Use the learning tools to recognize when key concepts surface and to find them quickly when studying. See the following examples from *Becoming America*.

The table of contents organizes information both chronologically *and* thematically: Although each chapter indicates the years covered, the years may overlap those of adjacent chapters for thematic reasons.

Chapter titles, major headings, and subheadings organize information by theme. Before you read, use them to preview information. As you read, continue to use them to help you understand how the details (names, dates, places) aggregate to tell a story about American history.

In-depth features take a closer look at four aspects of history:

- **Interpreting the Sources** introduces and reprints one or two primary sources. Learn about a topic in depth not only from historical actors' points of view but also in their own words and images.
- **Hot Commodities** explores economic forces (demand, supply, cost, context) and cultural or political significance of one commodity in its day.
- **Singular Lives** profiles an ordinary person, states how we know what we know about them, and includes an assignment to help you practice the skill of analyzing historical documents.
- **Visual Analysis** models a three-step framework for analyzing visual sources that you can pick up and deploy in your own coursework.

most of the original constitutions explicitly embraced the idea that legitimate governments drew their power from the consent of the people they governed and were obliged to respect certain **natural rights.** A majority of state constitutions explicitly listed these rights and their derivatives, which typically included civil liberties such as free speech, protection from unjustified searches and seizures, right to trial by jury, and the right to practice one's religious conscience (several states did, however,

Bold type within the chapter indicates the first use of each Study Term or the first use where it is defined. As you read, notice these visual cues and recognize they are signaling a particularly important concept.

STUDY TERMS

Declaration of Independence
written constitutions
natural rights
Shays's Rebellion
Treaty of Paris
Treaty of Fort Stanwix
Northwest Territory

Study Terms at the end of each chapter highlight important concepts from the chapter. These are organized in the order they appear. After you have finished reading a section, look at the Study Terms list and confirm that you can remember their definitions.

natural rights Basic individual rights that many eighteenth-century pamphleteers, orators, and theorists believed to emanate from nature or God rather than from tradition or government.

The glossary at the end of the book collects the study terms, includes their definitions, and is organized alphabetically. Use it to refresh your memory about a term's meaning when you can't remember in what chapter you'd read it.

A pop-up of the glossary definition can be generated in the eBook by mousing over boldface study terms within the chapter.

The index at the end of the book organizes subjects and people alphabetically.

- Complex topics are subdivided into narrower categories.
- Page references indicate where topics are covered in the text. Page numbers that include an italicized *m* indicate that the information is found in a map; an italicized *t* indicates information presented in a table; an italicized *f* indicates the information presented in a figure.

The search function in the eBook is aligned with the index. Rather than list page references, search results include surrounding words for context.

ACKNOWLEDGMENTS

The authors take great pleasure in thanking the many students, colleagues, friends, family members, teachers, reviewers, and collaborators who have participated in this project since its inception some fifteen years ago. Over that long haul, a number of highly talented U.C. Berkeley doctoral students contributed significant research to *Becoming America*, and we are proud to list them here. J. T. Jamieson, Amy O'Hearn, and Drs. Corey Brooks, Adrianne Francisco, Anthony Gregory, Bobby Lee, Erica Lee, Sarah Gold McBride, Giuliana Perrone, and Jacqui Shine have left a powerful imprint on the current edition, which justifies our pride in thinking of this as a Berkeley book. So, too, have the contributions and support of our departmental colleagues, past and current, especially Robin Einhorn, Mark Peterson, James Vernon, and Peter Zinoman.

We are extremely grateful to the team at McGraw Hill, led by Jason Seitz and Lauren Finn, for laboring so hard to make this new edition a reality. Thank you to Deb DeBord and Martha Ghent for expert copyediting and proofreding respectively, Sarah Flynn for her creativity and enthusiasm, and Michael Gedatus, Dawn Groundwater, Sandy Wille, and Lauren McFalls for their help and patience.

A few longer-term debts remain fresh in our minds. *Becoming America*'s visual program owes much to the expertise and aesthetic flare of Rebecca Groves. Jon-David Hague can still claim credit for helping conceive this reframing of U.S. history. And the same might be said of our mentors at various institutions and stages along the way. Thank you to the late David Brion Davis and to Barbara J. Fields, Eric Foner, Jennifer Jones, and Mary P. Ryan.

Finally, we owe a debt of gratitude to the McGraw Hill Academic Integrity Board of Advisors who reviewed and commented on chapter content, the illustration program, and language and conventions.

Susan Bragg, *Georgia Southwestern State University*
Eileen Ford, *California State University, Los Angeles*
Nicholas Fox, *Houston College*
Rudy Jean-Bart, *Broward Community College*
Darnell Morehand-Olufade, *University of Bridgeport*
Sharon Navarro, *University of Texas at San Antonio*
Jeffrey Ogbar, *University of Connecticut*
Andrea A. Oliver, *Tallahassee Community College*
Birte Pfleger, *California State University, Los Angeles*
Linda Reed, *University of Houston*
Jennifer Epley Sanders, *Texas A&M University*

Our heartfelt appreciation goes to those reviewers who participated in the second edition. Your assessments, arguments, and suggestions informed our own debates and strengthened our project.

J. Brett Adams, *Collin College*
Jennifer Hudson Allen, *Dallas College*
Guy Aronoff, *Humboldt State University*
Patrick Ashwood, *Hawkeye Community College*
Shelly Bailess, *Liberty University*
Alexander Bielakowski, *University of Houston–Downtown*
Edward J. Blum, *San Diego State University*
Beau Bowers, *Central Piedmont Community College*
Kevin Brady, *Tidewater Community College*
Jeff Bremer, *Iowa State University*
Matthew Cain, *College of Southern Maryland*
Robert J. Caputi, *Erie Community College*
Alton Carroll, *Northern Virginia Community College*
Annette Chamberlin, *Virginia Western Community College*
Sharon Michelle Courmier, *Lamar Institute of Technology*
Thomas Crupi, *The University of North Carolina*
Leilah Danielson, *Northern Arizona University*
Cory Davis, *University of Illinois at Chicago*
Laura Dunn, *Eastern Florida State College*
Ilan Ehrlich, *Bergen Community College*
Joseph Faykosh, *Central Arizona College*
Elizabeth Fickling, *Coastal Carolina Community College*
Andrew Frank, *Florida State University*
Michael Gabriel, *Kutztown University*
David Gaines, *Sinclair Community College*
Robert Genter, *Nassau Community College*
Vincent Gill, *Middle Georgia State University*
Noah Goode, *Central Piedmont Community College*
Sharelle Grim, *Mississippi Delta Community College*
William J. Hansard, *University of Texas at Arlington*
Sandra Harvey, *Lone Star College–CyFair*

Pat Herb, *North Central State College*
David P. Hopkins, Jr., *Midland College*
Rebecca Jacobs-Pollez, *Murray State College*
Duncan Jamieson, *Ashland University*
Lesley Kauffman, *San Jacinto College*
Jennifer Koslow, *Florida State University*
Timothy Lay, *Cleveland State Community College*
J. Michael Long, *Front Range Community College*
Stephen Lopez, *San Jacinto College*
Mary Lyons-Carmona, *Metropolitan Community College*
David Mason, *Georgia Gwinnett College*
John Mohr, *The University of Alabama in Huntsville*
Brandon Morgan, *Central New Mexico Community College*
William Morgan, *Lone Star College Montgomery*
Joshua Moser, *Sussex County Community College*
Gwen Noble-Wold, *Everett Community College*
Chloe Northrop, *Tarrant County College*
Robert O'Brien, *Lone Star College–CyFair*
Andrea L. Oliver, *Tallahassee Community College*
Kayla Pina, *Cleveland State Community College*
Daniel Ponce, *Enterprise State Community College*
George Reklaitis, *Brookdale Community College*
Mark Roehrs, *Lincoln Land Community College*
Jim Rogers, *Louisiana State University at Alexandria*
Justin Rogers, *University of Mississippi*
Michael Rubinoff, *Arizona State University*
Donald Seals, *Kilgore College*
Joy Schulz, *Metropolitan Community College*
Scott Seagle, *Iowa Wesleyan University*
Steven Showalter, *Lee College*
David Simonelli, *Youngstown State University*
Anthony N. Stranges, *Texas A&M University*
Bianka Stumpf, *Central Carolina Community College*
JoAnne Sundell, *Erie Community College*
Chris Thomas, *Reynolds Community College*
Scott Wade, *Tidewater Community College*
Lawrence Wallis, *Mercer County Community College*
Scott Williams, *Weatherford College*
Mary Montgomery Wolf, *University of Georgia*
Dirk Yarker, *Texas Southmost College*
Adam Zucconi, *Richard Bland College*
Barbara Zanger Zuniga, *California State University, Monterey Bay*

ABOUT THE AUTHORS

David M. Henkin

Since David Henkin joined the history faculty at the University of California, Berkeley, in 1997, he has taught and written about subjects that rarely make it into traditional textbooks. He has offered entire courses on baseball, Broadway, time, leisure, the road, family life, news, and urban literature while publishing books and essays about street signs, paper money, junk mail, intimate correspondence, calendars, and temporal rhythms in the nineteenth century. The task of integrating that kind of material into the traditional narrative of the American past has been the singular challenge of his professional life. David holds a BA from Yale University and a PhD from U.C. Berkeley, and he was awarded Berkeley's Distinguished Teaching Award in the Social Sciences. Beyond the Berkeley campus, David teaches classes on the Talmud, plays cards, eats lots of fish and berries, and roots passionately for the St. Louis Cardinals. Raised in New York, he makes his home with friends and community in San Francisco.

Rebecca M. McLennan

Rebecca M. McLennan is Preston Hotchkis Professor of History at the University of California, Berkeley. Passionately dedicated to making U.S. history exciting and relevant for today's students, she has taught courses on American and global food history, consumer culture, the New Deal, and the history of American crime and punishment. She also regularly teaches her department's gateway U.S. history survey course. Rebecca's publications include *The Crisis of Imprisonment: Protest, Politics, and the Making of the American Penal State, 1776–1941* (Cambridge University Press, 2008), which won several major book awards, and she is currently completing a history of the origin and legacies of the Bering Sea crisis at the turn of the twentieth century. Born and raised in Aotearoa New Zealand, Rebecca completed her BA at Otago University in Dunedin and her PhD at Columbia University. In her spare time, conditions permitting, she swims in San Francisco Bay, cooks for family and friends, and listens to John Coltrane.

1 Convergence of Many Peoples: America Before 1600

Chapter Questions

1. How and over what time frame did human life develop in North America?
2. What crucial changes occurred in several North American societies during the warming period?
3. How relevant was religion to European exploration of the Atlantic, and in what specific ways?
4. What role did Africa play in the early history of European exploration?
5. What was the Columbian exchange, and how did it influence the Americas and Europe?

Early American Artifacts. Objects like the water jugs, beads, cat carving, and stone ax pictured here help historians reconstruct some strands of the diverse history of life in North America in the centuries preceding the arrival of Europeans and Africans. *Aldo Tutino/Art Resource*

From some perspectives, U.S. history is a short story. The United States of America was not founded until the last quarter of the eighteenth century, and the ancestors of most of its current citizens arrived in the country far more recently. But the lands that now form the United States have a long history, spanning tens of thousands of years of human habitation. As in every other part of the globe, life in the United States today is built atop layers of past events and culture, and U.S. history includes everything we know about that past.

For all but the last few centuries, we find only scattered and obscure clues about the way ordinary people led their lives—whether in America, Africa, Asia, Europe, or any other part of the globe. Much of what historians know about work, play, and worship in the distant past has been reconstructed from artifacts

Time Line

15,000–14,000 Before Present
First migrants cross into North America

5000 BCE
Maize cultivation begins in Mexico

1600 BCE
Moundbuilding appears in Louisiana

900–1300 CE
Warmer temperatures lead to agricultural expansion in North America and northern Europe

900–1150
Ancestral Puebloan (Anasazi) civilization flourishes near Chaco Canyon

1050
Rise of Cahokia

1076
Latin Christendom embarks on Crusades and Reconquista

1300
Little Ice Age begins in North America

1300–1350
Fall of Cahokia

1433
Fall of Timbuktu

1472
Spain authorizes conquest of the Canary Islands

1482–1485
Portuguese establish trading posts off the African coast

1492
Christopher Columbus arrives in San Salvador

1507
Martin Waldseemüller names the American continent

1517
Martin Luther begins Protestant Reformation

1521
Hernán Cortés conquers Tenochtitlán

1532
Francisco Pizarro invades Inca Empire

1534
Henry VIII breaks from Catholic Church

1564
French settle La Caroline

1565
Spanish found St. Augustine

1585
English establish settlement on Roanoke Island

1588
English navy defeats Spanish Armada

buried in the earth, changes wrought in the landscape, skeletal remains of people and animals, soil samples, seed deposits, tree rings, glacial ridges, religious rites, folklore, and language. This is especially true in the case of North America, where our knowledge of the past is restricted further by the fact that rulers did not maintain written records and religious insights were not passed down on parchment or paper. For this reason, historians have depended on the methods and findings of archaeologists, anthropologists, paleontologists, linguists, and biologists to discover basic facts about the politics, religion, and social order in North America until the seventeenth century.

Scholars have uncovered a tumultuous history of diverse societies, cultures, and city-states spread across the North American continent in the thousand years before the arrival of significant numbers of Europeans and Africans in the 1600s. Over the course of that millennium, new North American centers of political power and cultural influence emerged and then dispersed. Meanwhile, religious and political conflicts spurred monarchs in Europe to sponsor expeditions to the Americas, bringing into contact peoples from the two sides of the Atlantic Ocean. The initial exchanges of people, animals, plants, and germs from three continents would ultimately trigger profound changes in American life—and in the land itself. In the hundred years after the voyages of Christopher Columbus, the contacts between indigenous North Americans and the newcomers from across the ocean multiplied and extended. Still, this contact was limited to a few parts of the continent, and its historical significance remained to be seen.

NORTH AMERICA BEFORE CONTACT

The peoples living in North America prior to Columbus's arrival in 1492 were the descendants of migrants from Asia who had arrived approximately fourteen or fifteen thousand years earlier, when those two continents were connected. From the time of these initial migrations, the population of the Americas (a term invented by Europeans) grew to tens of millions as people made their way across and down the landmass. As they migrated, they developed ways of living specific to the climate and landscapes of the regions they settled. They belonged to innumerable groups and spoke hundreds of quite different languages. Yet several centuries before Columbus, major environmental changes and political innovations forged new links among the diverse societies of North America.

EARLY SOCIETIES OF NORTH AMERICA

Early humans, who had migrated out of Africa over thousands of years, finally reached North America from Asia around 15,000–14,000 BP (before present).

CROSSING BORDERS

● They crossed from Siberia into Alaska via a land bridge across what is now the Bering Sea (see Map 1.1) and made their first homes on the continent in **Beringia,** a vast, unglaciated region that included the land bridge as well as hundreds of miles of land on both sides, from Siberia to the Yukon. Scholars debate the number and timing of migrations into and across Beringia (and some of the migrants may have traveled along the coast rather than overland), but these journeys had ended by the year 10,000 BP, when rising global temperatures melted glaciers and the land bridge was submerged. The descendants of the Beringia migrants became the indigenous population of a Western Hemisphere that was now separated from the rest of the human family. ●

The earliest indigenous Americans, whom archaeologists call **Paleo-Indians** (ancient Indians), migrated throughout North America, and their descendants adapted to varying local climates and ecologies. Some general patterns linked the whole continent: Major protein sources were hunted and gathered rather than harvested, and unlike in Europe, large domesticated animals like pigs and cows were not available as food sources. Still, the lives of North American peoples varied from region to region. In the Great Basin region between the Rocky Mountains and the Sierra Nevada, native groups subsisted largely on fish, as did those along the coastline of what we now call California. Farther east, they hunted deer and gathered acorns. In all of these regions, settlers developed distinct languages, religions, and cultures in the places that now compose the United States.

Paleo-Indians also ventured farther south in the hemisphere, forming indigenous groups and cultures in **Mesoamerica** (the name scholars use for the region comprising central Mexico and Central America prior to European settlement) and South America. In these warmer climates, the cultivation of **maize** (Indian corn) supported much larger, denser settlements than in the north. Maize was first grown in Mexico around 5000 BCE (before the Common Era; or BC, before Christ), and over the next several millennia the crop became the foundation of agricultural societies throughout Mesoamerica, as well as along the slopes and valleys of the Andes. Mesoamerican cultures like the Olmecs, the Maya, and the Zapotecs all depended on corn and legumes and sustained the greatest population centers in the hemisphere. By the year 1000 CE (of the Common Era), the vast majority of people living in the Americas were clustered in and around this region.

Corncob Evolution. Corncobs have grown progressively larger over centuries of domestication. The earliest corncobs were small—about the size of a person's thumbnail. Maize cultivation fueled the growth of the earliest-known North American civilizations and continues to sustain life on the continent. Over 125,000 square miles of land in the United States are now devoted to growing corn, which is the dominant ingredient in the modern American diet. *Courtesy of John Doebley*

Map 1.1 The Peopling of the Americas. Scholars and scientists continue to uncover evidence about the migration patterns of the earliest Americans. This map indicates possible routes of those migrations, along with the earliest-known centers of American civilization. Recent research on fossils and genomes suggests that migrants settled the Pacific coast before creating the inland cultures named on this map.

Throughout North America, the predominance of hunting, fishing, and gathering meant that populations were smaller and more dispersed than those to the south. Nonetheless, archaeologists have uncovered evidence of centralized communities, including the earliest-known examples of monumental architecture in the Western Hemisphere. **Poverty Point** in northeastern Louisiana, the site of one of the Americas' first cities, boasted a massive earthwork mound that people from the region used for religious exhibitions and gatherings as early as 1600 BCE. A **moundbuilding** project of this scale, which would have required a large and well-organized workforce, offers a

glimpse of the kinds of cultural and political power that might have developed in ancient North America.

THE AGRICULTURAL REVOLUTION AND THE CITIES OF THE SOUTHWEST

Around the tenth century CE, life in much of North America began to shift dramatically. In disparate parts of the continent, Native American groups altered their diets and social arrangements and became more dependent on agriculture. North Americans had planted food sources for centuries, but not until the end of the first millennium did agriculture become the dominant means of subsistence in the lands that would become the United States. We have no written records of the wars, political struggles, internal debates, or religious visions that precipitated or accompanied this major change in daily life. ● But we do know one crucial factor: It got warmer. From about 900 to 1300, in what climatologists call the North Atlantic Warm Period, significantly higher average temperatures increased the number of frost-free days on much of the continent. As growing seasons became longer and more dependable, it was possible to breed new variants of food crops that had grown originally in Mesoamerica. North Americans cultivated a distinctive kind of maize (with eight rows of kernels) that could be harvested sooner than Mexican maize and could therefore thrive in northern climates. ● Together with locally adapted squashes, gourds, and beans, the maize harvests supported a nutritious, plant-based diet. A new agricultural order took hold so firmly that native religions would soon put beans, squashes, and especially maize at the center of their origin stories and religious rituals, which featured corn priests and honored the corn mothers who bestowed the gift of life in the form of corn. Some Native American groups later paid homage to the trio of beans, squashes, and corn in festivals to the "three sisters."

CLIMATES AND ECOLOGIES

CLIMATES AND ECOLOGIES

The **agricultural revolution** transformed societies through much of North America. First, it led to denser living patterns, because raising crops required less territory than hunting and gathering. People in the Southwest, for example, developed small farming villages, where large groups of relatives shared multiunit dwellings. Communities often invested in more substantial building projects than before. The Hohokam people in southern Arizona built canals to irrigate their farmland, as well as subterranean ball courts and storage facilities. In New Mexico, the

Mesa Verde. This Ancestral Puebloan city in southwestern Colorado featured multistory cliff dwellings, whose ruins can be visited today.
Martha Smith/National Park Service

Mogollon culture designed terraces to help retain soil moisture and experimented with multistory houses made of stone, adobe, and timber.

More dramatically, the Southwestern Native Americans formerly known as the Anasazi but now called Ancestral Puebloans built several major cities during this period. In the largest of these, **Chaco Canyon** in the Four Corners area of northwestern New Mexico, a population of several thousand lived in stone housing blocks, some of them quite elaborate. One of these blocks, built in the eleventh century and later called Pueblo Bonito, contained seven hundred rooms, each of which required cutting and transporting more than 40 tons of sandstone. Even more impressive than the physical grandeur of Chaco Canyon was its role as the metropolitan center of a region where tens of thousands of people made their homes. Over 250 miles of roads flowed into and out of the city, attracting immigrants, political supporters, and religious pilgrims, many of whom came to make astronomical observations and celebrate rites and festivals that marked pivotal moments in the agricultural year.

Chunkey Player Effigy Pipe, 1250–1350, Muskogee County, Oklahoma. The game of chunkey, a powerful symbol of Mississippian culture, remained popular among Eastern Native Americans until lacrosse supplanted it in the nineteenth century. *Ira Block/National Geographic Creative/Alamy Stock Photo*

With the transition toward agriculture and urbanization came a number of social and cultural changes, including greater stratification. Those who occupied the largest houses ate more protein, accumulated prestigious goods from distant locations, and were singled out for special honor when they died. Many archaeologists suspect that members of the subordinate classes were forced into labor on arduous construction projects. For women in the Southwest, the rising importance of agriculture could be empowering, since growing, gathering, and preparing food from the ground was traditionally women's work. Even when some farming labor shifted into men's hands, the foods they harvested were nonetheless identified with the world of women, as the stories about corn mothers and the three sisters suggest. Perhaps for this reason, households were organized around mothers (and other female relatives), and women maintained possession of the housing units.

The great centers of the Four Corners region began to decline and disperse around the middle of the twelfth century. Sustained droughts undermined the authority of the Chaco Canyon rulers, and large segments of the urban population relocated to smaller communities and more economically and ecologically sustainable living arrangements. Later groups of Southwestern Native Americans retained some aspects of their urban ancestors' culture but favored more participatory religious rites, less dense settlement patterns, and more modest architectural styles. Some scholars have interpreted these cultural patterns among the Pueblo in the late thirteenth and fourteenth centuries as deliberate rejections of the hierarchy and violence of the Chaco Canyon era.

THE RISE AND FALL OF MISSISSIPPIAN CIVILIZATION

As the Native Americans in the Southwest built a new culture around longer growing seasons and crop cultivation, similar transitions were taking place in very different environments in the eastern half of the continent. In the flood plains of the Mississippi River valley, along the Ohio and Arkansas Rivers, and as far away as the Southeast interior, Native Americans were exploiting the climate change to grow the same trio of maize, squashes, and beans. Though they spoke different languages and inhabited a vast stretch of land, the peoples who made this transition to agriculture were connected to a broad cultural complex called **Mississippian civilization** (see Map 1.2).

At the core of Mississippian civilization lay the metropolitan center later known as **Cahokia** (its original name has not survived), near present-day East St. Louis, Illinois. Along with rich soil for growing crops and dense, nearby woods for hunting, its location was ideal for a cultural hub: It stood just below the confluence of the Mississippi and Missouri Rivers, connected to much of the continent's interior through a vast water transportation network.

Cahokia had both a powerful pull and a broad reach. By the end of the twelfth century, the capital (not counting its

Map 1.2 The Vast Reach of Mississippian Civilization, ca. 800–1500 CE Mississippian trade routes, cultural connections, and political ties spread through much of the Midwest and Southeast. By 1500, that civilization was thoroughly dispersed, and new nations rose in these territories.

several suburbs) held between ten and twenty thousand people—a population roughly the size of London in the same period. More people lived in Cahokia in the year 1200 than in any other city in the Americas north of the Rio Grande until the late eighteenth century. Some immigrants to Cahokia were probably attracted by rumors of the city's ambitious earthwork mounds.

POLITICS AND ENTERTAINMENT

● **Chunkey,** a Cahokian version of an older hoop-and-pole game that involved throwing a stone disk across a clay playing field, became an especially prominent feature of Mississippian culture. It served as a ritualized spectator sport, an object of high-stakes gambling, and even an instrument of diplomacy and politics. The ascent of chunkey as the major game of its era both reflected and reinforced the cultural dominance of the Cahokian capital, much as particular sports spread British culture in the nineteenth century and U.S. culture in the twentieth. ●

Other moundbuilding chiefdoms that were part of the Mississippian culture included Moundville and Coosa in Alabama, Etowah in Georgia, and Apalachee near Tallahassee, Florida. They shared with Cahokia a pattern of striking social inequality. As in many other stratified societies, differences between chiefs and commoners were made to seem natural through monumental architecture, the display of prestigious ceremonial goods, and the acquisition and cultivation of esoteric knowledge. All of these factors reinforced the idea that powerful leaders stood somewhere between ordinary human beings and the superhuman forces that controlled the universe. Mississippian chiefdoms also engaged in more organized and sustained warfare, and there is evidence of elaborate ceremonies involving the ritual sacrifice of women, who might have been captives. Physical anthropologists have determined that about one out of three male and one out of four female Mississippians died violent deaths.

Rather suddenly in the early 1300s, this grand civilization began to disintegrate. Cahokia's leadership and prestige were probably weakened by drought, an earthquake, and warfare. The larger economy of the city may also have been damaged by resource depletion, crop failures, and health hazards posed by overcrowding. There may also have been local power struggles, or crises of religious faith, though no traces of such developments have turned up in the soil. What we do know is that the demise of Cahokia was not a local phenomenon. ● One by one, major Mississippian cities were abandoned during the early fourteenth century, a moment that also marked the beginning of a long cooling period known as the **Little Ice Age,** which lasted into the nineteenth century. As in the Southwest, changes in the weather appear to have undermined the new cities built by Americans around the rise of three-crop agriculture. The farming practices and diets introduced in the warming period survived, but the great urban centers did not. ● Migrants from the cities created new, decentralized villages; relocated to

CLIMATES AND ECOLOGIES

new regions; forged new political alliances; and built new groups and nations. Most of the nations that Europeans later encountered in North America were creations of this post-Mississippian dispersal.

The end of the Cahokian regime shaped life in a large part of North America as dramatically as the regime itself had. From the Missouri River to the Atlantic Ocean, the fourteenth and fifteenth centuries were a time of population movement, shifting trade relations, and political transition. Both the spread of farming during the warming period and the dispersal of the urban chiefdoms after the weather cooled created instability and change. Scholars debate, for example, whether the formation of the powerful Iroquois and Huron confederacies in the Great Lakes region around the beginning of the fifteenth century was the result of the spread, or the fall, of Mississippian civilization. Whatever the case, by the time of Cahokia's decline, events in one part of the continent could affect people far away. Though the extraordinarily diverse array of people whom Europeans would lump together into a single group spoke different languages and belonged to discrete nations, they already lived in a connected world.

CULTURES OF THE PACIFIC COAST

The agricultural revolution of the warming period bypassed several sparsely populated parts of North America that were too cold (Canada and Alaska) or too arid (Utah and Nevada). Agriculture also made few inroads along the Pacific coast, which nonetheless was by far the most densely populated portion of the country in the era right before Columbus's voyages—about four times as dense as the Northeast or the Southeast. Indigenous Californians were a striking exception to the rule that dense settlement went hand in hand with agriculture.

More than anything else, the abundance of marine life in California and the Pacific Northwest made agriculture unnecessary. Salmon, rather than maize, was the backbone of the economy. But while the Native Americans in the far West did not farm, they did not live effortlessly off the Earth's bounty. Native Californians developed sophisticated techniques for collecting and preparing seeds, roots, and nuts. They also set fires strategically to stimulate the growth of particular plant life, diversify their food sources, facilitate hunting, and adjust to changing climate conditions. Recent research supports the view that native Californians enjoyed more nutritious, varied diets and greater labor efficiency than their agricultural counterparts in the Eastern half of the continent.

The diverse ecology of the Pacific coast supported hundreds of different groups and language communities. West Coast Native Americans did not develop large chiefdoms. Nonetheless, many California communities underwent some of the same social changes from the eleventh century onward that took place in the urban centers of the Southwest, Midwest, and Southeast. Among the Chumash who lived in the Channel Islands and around the present-day city of Santa Barbara, some of the Pomo groups along the North Central Coast, and the small Shellmound chiefdoms of the San Francisco Bay Area, the scale of specialized economic activities (storing salmon and acorns and directing fires) produced economic inequality and the accumulation of private property.

EUROPE AND AFRICA ON THE EVE OF CONTACT

On the other side of the Atlantic, a parallel climatic cycle of a warming period followed by a Little Ice Age affected Western European communities as well. A series of economic, political, and intellectual changes put into motion by these trends and others set the stage for explorations that would lead to contact with the Americas. At the same time, kingdoms in West Africa became more deeply enmeshed in Eurasian trade networks. Eventually, the Portuguese set up trading posts there, where enslaved Africans would be purchased for plantation work. Religious affiliations and rivalries also shaped the course of events in Europe and Africa and provided an important context for subsequent encounters.

CHANGE AND CONFLICT IN NORTHWESTERN EUROPE

Western Europe from the tenth through the thirteenth century (the Late Middle Ages or late medieval period) experienced rising temperatures associated with the North Atlantic Warm Period. This climatic change enabled farmers north of the Alps and Pyrenees (especially in France, the German States, The Netherlands, and England; see Map 1.3) to extend the growing season and breed new varieties of food crops, including nutrient-rich legumes. Since Western Europe was already a farming society, the change was less dramatic than the advent of agriculture in parts of North America. Nonetheless, the impact was significant. With the rise in productivity and nutrition, the population of northwestern Europe soared.

CLIMATES AND ECOLOGIES

● Then, as in North America, the beginning of the Little Ice Age brought suffering and instability. In Europe, colder temperatures in the early fourteenth century destroyed crops and bred famine, after which devastating diseases swept the continent. ●