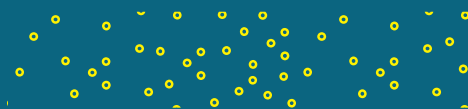


# U.S.

## A NARRATIVE HISTORY VOLUME 1: TO 1877





# U.S.

## A NARRATIVE HISTORY VOLUME 1: TO 1877

Ninth Edition

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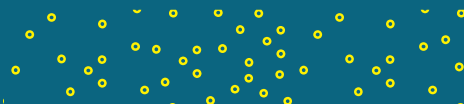
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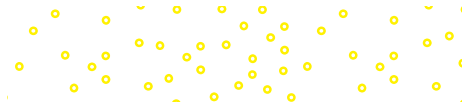
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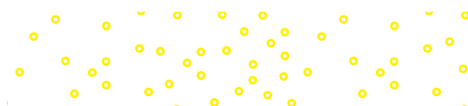
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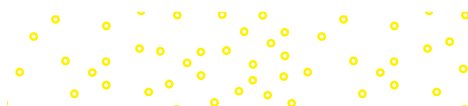
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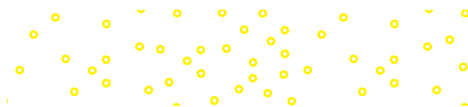
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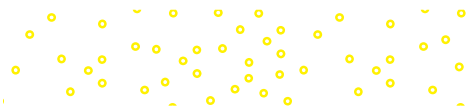
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# Out of many stories, one *U.S.*

In an approachable and compelling way, *U.S.: A Narrative History* tells the stories of the American people as the colonies grew from scattered settlements into fifty united states. The engaging narrative, crafted by a team of scholars representing different eras, regions, topics, and approaches, showcases the diversity and complexity of the American past and guides students to develop a more nuanced understanding of our present and future.

This extremely readable program provides opportunities to engage with and uncover the history of the United States using the tools and practices that historians employ to illuminate the past. The approachable narrative is supported by a comprehensive set of learning activities found in Connect U.S. History. By harnessing the power of Connect, your students will get the help they need, when and how they need it, so that your class time can be more rewarding for your students and you.

In this text, we hope to show you that history has multiple voices, like our diverse nation. The Many Histories feature presents two primary source documents that offer contrasting perspectives on key events for analysis and discussion. With our Historian's Toolbox feature, we explore how historians cross-examine all sorts of evidence, from newspapers and paintings to furniture, photographs, and comic books. In short, this program is designed to let students experience history the way historians do.

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The Power of Process landing page makes it easy for instructors to find prepopulated documents or to add their own.

## MANY HISTORIES

Within the print or eBook, Many Histories features pair two primary source documents that offer contrasting perspectives on the same key event. Introductions and Thinking Critically questions provide a framework to guide analysis and discussion. For example, how did Spaniards and the Aztec differ in their account of first contact? Or, what were the arguments used to justify the internment of Japanese Americans during World War II and how did they compare to the experiences of those imprisoned?

### Many HISTORIES

**WHO WAS TO BLAME FOR THE BOSTON MASSACRE?**

*Following the shootings in King Street, Captain Thomas Preston and six of his men stood trial for murder. Two radical patriot lawyers, Josiah Quincy Jr. and future president John Adams, served as defense counsel. Convinced that Boston must prove itself fair and faithful to the rule of law, both lawyers performed brilliantly. The jury acquitted Preston and four of the soldiers, and convicted two others of manslaughter. The depositions from the trial provide some of our best evidence for how soldiers and Bostonians viewed the standoff differently.*

**DOCUMENT 1**  
Deposition of Captain Thomas Preston, March 1770

The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well-behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me. On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods—why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose ropewalk the prior quarrels took place, one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order, that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

*Deposition of Captain Thomas Preston, March 1770*

**DOCUMENT 2**  
Deposition of Robert Goddard, March 1770

Prime and load again. He stood behind all the time. Mr. Lee went up to the officer and called the officer by name Capt. Preston. I saw him coming down from the Guard behind the Party. I went to Gao the next day being sworn for the Grand Jury to see the Captain. Then said pointing to him that's the person who gave the word to fire. He said if you swear that you will run me even lastingly. I was so near the officer when he gave the word fire that I could touch him. His face was towards me. He stood in the middle behind the Men. I looked him in the face. He then stood within the circle. When he told 'em to fire he turned about to me. I looked him in the face.

*Deposition of Robert Goddard, March 1770*

**THINKING CRITICALLY**

*Preston and Goddard come to different conclusions about the shootings but describe similar details the snowballs, the man who struck Preston? How might details from these two accounts be reconciled? Do they simply have different perspectives on the same event, or do you think one of the depositions must be misleading? Given the tensions these accounts relate, how likely do you think it was that some kind of violent confrontation would occur?*

## HISTORIAN'S TOOLBOX

Also available within the print or eBook, Historian's Toolbox features showcase historical images and artifacts. Introductions and Thinking Critically questions frame the images and guide students in "reading" visual evidence and examining material culture.

### Historian's TOOLBOX

#### An Ancient Calendar

*Topan Pictures LP/Getty Stock Photo*

During summer solstice, the spiral is bisected by a single shaft of light. At the winter solstice, as shown here, sunlight shines at the outside edges of the spiral.

On a blazing hot summer day in 1977, artist and archaeologist Anna Sofaer spotted three sandstone slabs resting carefully against a wall at the top of Fajada Butte in Chaco Canyon, New Mexico. She walked over to investigate. What she saw astounded her: a spiral glyph on the cliff wall was bisected by a pure shaft of light directed by the slabs. Sofaer had keen interest in how indigenous American cultures harnessed light and shadow in their architecture. Knowing that it was nearly the summer solstice, she recognized instantly that she'd discovered an ancient Anasazi calendar. Later research revealed that the device also marked the winter solstice, the summer and winter equinoxes, and the extremes of the Moon's 18- to 19-year cycle (the major and minor standstills). These discoveries prompted still more research, and scholars now believe that there are structures throughout Chaco Canyon aligned to solar and lunar events.

**THINKING CRITICALLY**

*What practical reasons might there have been to build these sorts of Sun and Moon calendars? Might there have been cultural, religious, or social purposes to track accurately the movements of the Sun and Moon?*

## MAKE A CASE

Ideal for class discussion or writing, these questions help students learn to form a historical argument by asking them to weigh in on debated issues and give evidence for their answer.

### Make a Case

Dose the Electoral College ensure fair outcomes in presidential contests.



You select the primary source documents that meet the unique needs of your course. No two history courses are the same. McGraw Hill Education's Create allows you to quickly and easily create custom course materials with cross-disciplinary content and other third-party sources.

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## Map Tools to Promote Student Learning

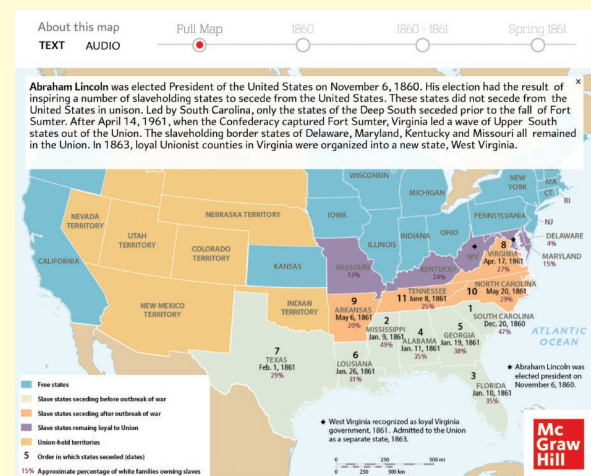
### MAPPING THE PAST

The Mapping the Past feature, appearing in most chapters, guides students in reading and understanding the historical content depicted in maps. Each features includes a full-sized map, along with questions designed to develop map-reading skills and launch an interpretive analysis of the map.

### INTERACTIVE MAPS

Interactive maps give students a hands-on understanding of geography. *U.S.: A Narrative History* offers over 30 interactive maps that support geographical as well as historical thinking. These maps appear in both the eBook and Connect U.S. History exercises. 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 offer advanced navigation features, including zoom, as well as audio and textual animation.

A complete list of maps can be found in a separate section of the frontmatter.



# SmartBook 2.0 Tailors Content to the Individual Student

**SMARTBOOK®**

Available within Connect U.S. History, SmartBook has been updated with improved learning objectives to ensure that students gain foundational knowledge while also 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 Plus

McGraw Hill's 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®. 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 stats
- Rubric building and scoring
- Ability to assign draft and final deadline milestones
- Tablet ready and tools for all learners

# Contextualize History

Help students experience history in a whole new way with our new Podcast Assignments. 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.



# New Content in *U.S.: A Narrative History, 9e*

- » NEW THEN AND NOW features in every chapter make timely connections between historical events, trends, or social conditions and current events and challenges. These provide historical context for some of the United States' most pressing concerns—such as economic inequality in the nineteenth and early twenty-first centuries, and the development and use of nuclear weapons during World War II and current nuclear threats.
- » NEW MAP EXERCISES, “Mapping the Past,” in most chapters provide students with a map’s historical context and then take them through a series of questions designed to develop map-reading skills as well as to launch an interpretive analysis of the map.
- » CHAPTER BIBLIOGRAPHIES have been updated to reflect new scholarship.
- » CHAPTERS have been revised to reflect new trends in scholarship. For example, CHAPTER 1, THE FIRST CIVILIZATIONS OF NORTH AMERICA, incorporates recent discoveries pertaining to Maya civilization, new population estimates for Teotihuacán and Tenochtitlán, and the replacement of outdated terminology (e.g., “Wendats” instead of “Hurons”).
- » CHAPTER 6, IMPERIAL TRIUMPH, IMPERIAL CRISIS, expands the understanding of colonial settlement patterns and regional cultures with new material on early western settlements.
- » CHAPTER 8, CRISIS AND CONSTITUTION, has been significantly rewritten, with refined discussions of the incidence of and arguments about slavery, the experiences of Native Americans, differences and disputes among the states, and social and philosophical history.

- » CHAPTER 10, THE OPENING OF THE UNITED STATES, has added material on the illegal smuggling of enslaved labor, immigration in the early nineteenth century, and early attempts at the organization of labor.
- » CHAPTER 14, WESTERN EXPANSION AND THE RISE OF THE SLAVERY ISSUE, features updated material on the genocide of California's indigenous people and the causes of the decline of the fur trade.
- » CHAPTER 15, THE UNION BROKEN, incorporates new material on the growth of the railroad economy, immigration in the decades prior to the Civil War, and political and social conditions in the South just prior to the Civil War.

## Instructor Resources

*U.S.: A Narrative History*, 9e offers an array of instructor resources:

**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.

**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.** New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. 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 your 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.

**Remote Proctoring.** New remote proctoring and browser-locking capabilities 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.





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