

AP® Edition



# THE AMERICAN PAGEANT

DAVID M. KENNEDY ★ LIZABETH COHEN

SEVENTEENTH EDITION

AP® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product.



**THIS BOOK IS THE PROPERTY OF:**

STATE \_\_\_\_\_

PROVINCE \_\_\_\_\_

PARISH \_\_\_\_\_

COUNTY \_\_\_\_\_

SCHOOL DISTRICT \_\_\_\_\_

OTHER \_\_\_\_\_

Book No. \_\_\_\_\_

Enter information  
in spaces to the  
left as instructed

<i>ISSUED TO</i>	<i>Year Used</i>	<i>CONDITION</i>	
		<i>ISSUED</i>	<i>RETURNED</i>

**PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.**

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.







# TO THE STUDENT

Welcome to *The American Pageant* AP® Edition! This program provides you with many ongoing opportunities to prepare and practice for success in the AP® U.S. History course and examination. Following are some of the features to support you as you progress through your study of AP® U.S. History.

Get ready for the AP® exam from the first day of class.

## PREPARING FOR THE AP® EXAM

**A**merican Pageant is a challenging yet delightful experience. This program provides you with many ongoing opportunities to prepare and practice for success in the AP® U.S. History course and examination. Following are some of the features to support you as you progress through your study of AP® U.S. History.

**Before the Exam**

AP and American Pageant have been designed to provide you with many ongoing opportunities to prepare and practice for success in the AP® U.S. History course and examination.

## Preparing for the AP® U.S. History Exam

## TAKING THE AP® U.S. HISTORY EXAM

**T**he AP® U.S. History exam consists of two sections: a multiple-choice section and a free-response section. The multiple-choice section consists of 55 questions, and the free-response section consists of three questions. The exam is designed to assess your knowledge of U.S. history and your ability to analyze and synthesize information.

**Strategies for the Multiple-Choice Section**

Here are some tips to help you succeed on the multiple-choice section of the AP® U.S. History exam:

- 1. Read the question carefully and eliminate any obviously incorrect answers.
- 2. Look for keywords in the question that may help you eliminate answers.
- 3. If you are unsure of the correct answer, make an educated guess.

## Preparing for the AP® U.S. History Exam and Taking the AP® U.S. History Exam

These two components, available on the teacher companion website under Student Resources, offer:

- Tips on getting ready for the exam, from registration through test day
- An overview of the AP® U.S. History exam and the types of questions it features
- Strategies for responding to the different types of questions, with examples
- A stepped-out process for answering free-response questions
- Sample long essays

## Taking the AP® U.S. History Exam

## Master the AP® question formats.

By answering practice questions in AP® format, you will familiarize yourself with their structure, enabling you to make the most of the time you'll have to answer them while taking the AP® exam.

## End-of-Part AP® Review Questions

At the end of each part of your book, there are multiple-choice and short-answer practice questions in AP® format.

## AP® Review Questions for Part Six

### Multiple-Choice Questions

Questions 1–3 refer to the following quotation:

"[The Soviets] are increasing their military power and their sphere of influence in preparation for the 'inevitable' conflict. . . . This government should be prepared to resist vigorously and successfully any efforts of the U.S.S.R. to expand into areas vital to American security. The main deterrent to Soviet attack on the United States, or to attack on areas of the world which are vital to our security, will be the military power of this country. In addition to maintaining our own strength, the United States should support and assist all democratic countries which are in any way menaced or endangered by the U.S.S.R. Providing military support in case of attack is a last resort; a more effective barrier. . . is strong economic support."

—Memorandum from Clark Clifford to President Truman, "American Relations with the Soviet Union," 1946

1. Which of the following best explains why the United States was so keen to limit the expansion of the Soviet sphere of influence?  
(A) Soviet control of oil resources  
(B) Soviet economic isolationism  
(C) Soviet communist ideology  
(D) Soviet emphasis on decolonization

### Multiple-Choice Question

1. Use the cartoon to answer (a), (b), and (c).  
a) Briefly describe ONE perspective expressed in the image about America's role in the world in the late 1940s.  
b) Briefly explain ONE specific event or development that caused the perspective expressed in the image.  
c) Briefly explain ONE way the events depicted in the image affected American foreign policy in the late 1940s and 1950s.

### Short-Answer Questions

### Short-Answer Questions



## Zoom in on the most important AP® content in every chapter.

### Focus on AP® Success Chapter Preview

Every chapter in your book begins with two or more pages of information and questions to help focus your study on the most important AP® content in that chapter.

**Must Know: Events and People** presents key historical facts and players you will need to know.

**Must Understand: Essential Knowledge** identifies and explains AP® essential knowledge points by tying them directly to the content of the chapter, including page numbers.

**Must Connect: Essential Knowledge and Historical Thinking Skills and Reasoning Processes** build your ability to use all the historical thinking skills and reasoning processes to explain the essential knowledge tested on the AP® exam.

**Focus on AP® Historical Thinking Skills** allows you to organize the content of this textbook thematically, hone your analytical writing skills, and enhance your development and application of AP® Historical Thinking Skills.

### Focus on AP® Success

#### Chapter 8 The Confederation and the Constitution 1776–1790

##### MUST KNOW: Events and People

- State constitutions
- Articles of Confederation
- Northwest Territory
- Northwest Ordinance
- The Constitutional Convention
- The Constitution
- Federalism
- Separation of powers
- The Federalists
- The Anti-Federalists
- *The Federalist Papers*
- James Madison
- Alexander Hamilton
- “Republican Motherhood”

##### MUST UNDERSTAND: Essential Knowledge from Period 3 (1754–1800)

- How did the continued presence of European powers in North America challenge the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests? (pp. 162–163; 168–169)
- Why did many of the new state constitutions place power in the hands of the legislative branch and maintain property qualifications for voting and citizenship? (pp. 161–162)
- How did the Articles of Confederation unify the newly independent states and create a central government with limited power? (pp. 161–168)
- How did difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest lead to calls for a stronger central government after the Revolution? (pp. 168–171)
- How did the delegates from the states at the Constitutional Convention use negotiation, collaboration, and compromise to propose a constitution? (pp. 171–175)
- How did delegates from the states participate in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches? (pp. 171–175)
- How did the delegates at the Constitutional Convention compromise over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade? (pp. 171–173)
- Why, in the debate over ratifying the Constitution, did Anti-Federalists opposing ratification battle with the Federalists, whose principles were articulated in *The Federalist Papers*? (pp. 174–178)
- How did an increased awareness of the inequalities in society during and after the American Revolution motivate some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments? (pp. 178–180)
- How did an ideal of “republican motherhood” gain popularity in response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles in society? (p. 180)
- How, as increasing numbers of migrants from within North America and other parts of the world continued to move westward, did frontier cultures that had emerged in the colonial period continue to grow and fuel social, political, and ethnic tensions? (pp. 169–170)
- Why, as settlers moved westward during the 1780s, did Congress enact the Northwest Ordinance for admitting new states? (pp. 166–168)
- Why did the Northwest Ordinance promote public education, the protection of private property, and a ban on slavery in the Northwest Territory? (pp. 166–168)

##### MUST CONNECT: Essential Knowledge and Historical Thinking Skills and Reasoning Processes

- **Essential Knowledge:** In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity.
- **Essential Knowledge:** In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in *The Federalist Papers*.
- **Contextualization** Explain specific examples of how women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles influenced the emergence of “republican motherhood.”
- **Comparison** As you read this chapter, create a T-chart that contrasts the views of the Federalists and Anti-Federalists during the ratification debate.

• **Essential Knowledge:** The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

• **Essential Knowledge:** After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

➡ **Causation** After you read Section 8-11 “Hammering Out a Bundle of Compromises” (pp. 171–173) and analyze Table 8.2 “Slavery and the Constitution” (p. 174), can you explain why slavery caused division among delegates at the Constitutional Convention and how compromises regarding slavery impacted the drafting of the Constitution?

➡ **Continuity and Change over Time** How did the national government change in the United States from 1776 to 1790? As you read this chapter, how many specific changes in the structure of the national government can you identify? Can you also identify some continuities in the structure of the national government from 1776 to 1790?

##### MUST DEVELOP: AP® Historical Thinking Skills (Source Claims and Evidence)

Identify the evidence used in a source to support an argument.

Identifying the evidence used in a source to support an argument is a fundamental component of the historical thinking skill of source claims and evidence. Although this skill is essential for success on the Document-Based Question on the AP® Exam, it may also be assessed on some of the multiple-choice and short-answer questions. In order to develop this aspect of source claims and evidence, you need to develop the ability to read primary and secondary sources carefully and critically. In other words, you have to be able to distinguish the difference between significant and superfluous information in a document. Then, you need to be able to summarize the significant evidence that supports the overarching argument in your own words.

Throughout this and every other chapter in *The American Pageant*, there are excerpts of primary sources highlighted in light blue boxes. As you read this chapter, use these primary source excerpts to practice your ability to identify evidence used to support an argument. That is, can you summarize the main argument(s) of the primary source excerpt? Can you identify the relevant evidence in your own words? For example, in “Contenting Voices: Debating the New Constitution” (p. 179), the authors claim that Jonathan Smith “wrote approvingly of the new federal constitution” and Patrick Henry thought “the proposed constitution endangered everything the Revolution had sought to protect.” As you read the words of Smith and Henry, can you identify the evidence they used to support their arguments? Can you summarize Smith’s evidence for the argument for the Constitution and Henry’s evidence for the argument against it?

AP® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product.



## Document-Based Questions (DBQs) and Long Essay Questions

At the end of your book, there are document-based questions (DBQs) and long essay questions that mirror the structure and format of the AP® exam. The practice DBQs will help you build your skills in analyzing and writing about historical documents such as letters, memoirs, photographs, and political cartoons using evidence to support your writing.

Also included at the end of the book are long essay questions that measure students' ability to apply AP® historical thinking skills and reasoning processes to explain and analyze significant events and movements. They require students to develop an argument supported by an analysis of specific, relevant historical evidence.

### DBQ 13

**Directions:** Question 13 is based on the accompanying seven documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer.

Evaluate whether or not the progressive movement (1900–1920) can be considered an extension of the populist movement of the late nineteenth century.

#### Document 1

Source: Preamble and Declaration of Principles of the Great and Growing Order of Workingmen, the Knights of Labor, 1886.

The alarming development and aggressiveness of great capitalists and corporations, unless checked, will inevitably lead to the pauperization and hopeless degradation of the toiling classes. It is imperative . . . that a check be placed on unjust accumulation, and the power for evil of aggregated wealth. . . .

We declare to the world that our aims are . . .

1. To secure to the worker the full enjoyment of the wealth they create [and] sufficient leisure to develop their intellectual, moral, and social faculties. . . .  
In order to secure these results we demand of the State: . . .
4. The public lands, the heritage of the people, be reserved for actual settlers, not another acre for railroads or speculators. . . .
6. The adoption of measures providing for the health and safety of those engaged in mining, manufacturing, and the building industries, and indemnification to those engaged therein for injuries suffered through lack of necessary safeguards. . . .
11. The prohibition by law of the employment of children under fifteen years of age in workshops, mines and factories. . . .
13. That a graduated income tax be levied. . . .
14. That the importation of foreign labor under contract be prohibited. . . .  
And while making the foregoing demands upon the State and national government, we will endeavor to associate our own labors to:
20. To secure for both sexes equal pay for equal work.
21. To shorten the hours of labor by a general refusal to work more than eight hours.

#### Document 2

Source: "Shooting craps in the hall of the Newboys' Lodging House," Jacob Riis (1849–1914). Library of Congress Prints and Photographs Division, Washington, DC.



Jacob Riis (1849–1914). Library of Congress Prints and Photographs Division, Washington, DC. Library of Congress Prints and Photographs Division.

### Document-Based Question

### Long Essay Questions • A109

## Long Essay Questions

**Directions on answering Long Essay Questions.** The following questions require you to use historical evidence to develop a cohesive historical argument. Each prompt will ask you to analyze an aspect of one of the themes and apply one of the following reasoning processes: **causation, comparison, or continuity and change over time.**

In your response, you should do the following:

- State a defensible claim or thesis that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use specific and relevant examples of evidence to support an argument in response to the prompt.
- Frame or structure an argument that utilizes reasoning processes (i.e., causation, comparison, or continuity and change over time) to address the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

### PERIODS 1–3 (1491–1800):

#### American and National Identity (NAT-1 Comparison)

1. Evaluate the extent to which differing ideas of national identity shaped the debate over ratifying the U.S. Constitution in the late 1780s.

#### Politics and Power (PCE-1 Causation)

2. Evaluate the extent to which disagreements among political leaders in the 1790s about economic policy and the relationship between the national government and the states caused the formation of political parties.

#### Work, Exchange, and Technology (WXT-1 Continuity and Change over Time)

3. Evaluate the extent to which the transatlantic trade changed both Europe and the Americas from 1492 to 1607.

#### American and Regional Culture (ARC-1 Comparison)

4. Contrast the extent to which the presence of different European religious groups contributed to cultural pluralism in New England and the middle colonies in the late seventeenth and eighteenth centuries.

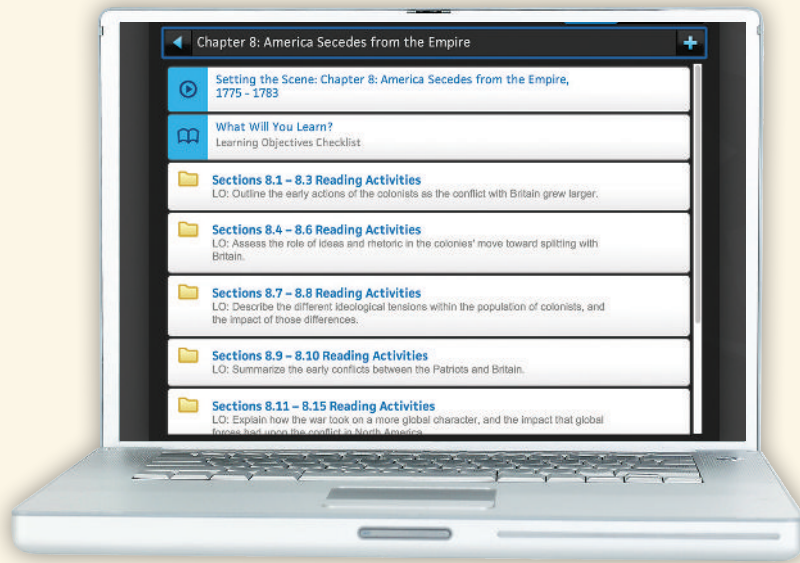
#### Migration and Settlement (MIG-1 Continuity and Change over Time)

5. Evaluate the extent to which westward migration changed the relationship between Great Britain and its North American colonies from 1763 to 1783.

#### Geography and the Environment (GEO-1 Comparison)

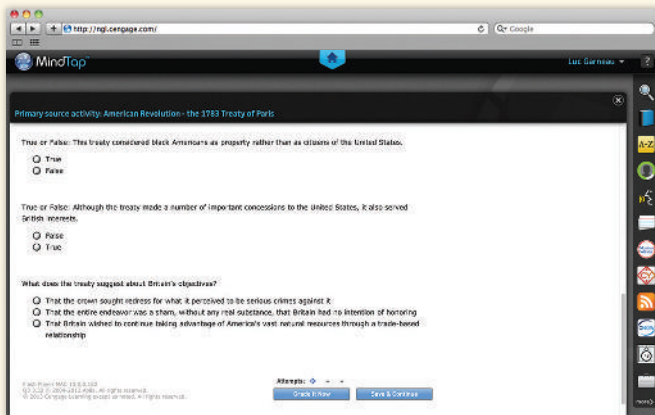
6. Evaluate the most significant difference between the physical environment of New England and the Chesapeake and explain how this difference shaped the development of the British colonies in these two regions prior to 1700.

### Long Essay Question

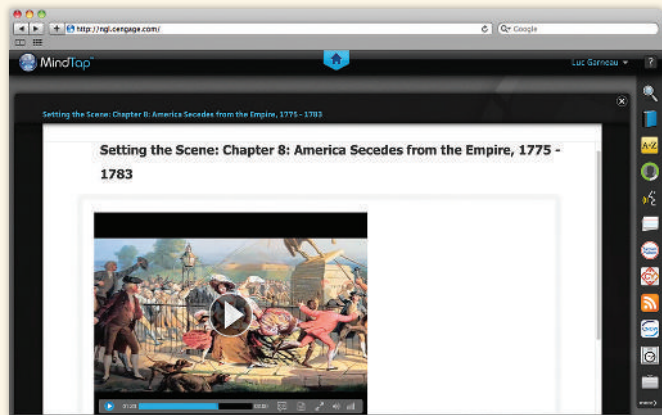


## Interact with AP® U.S. History.

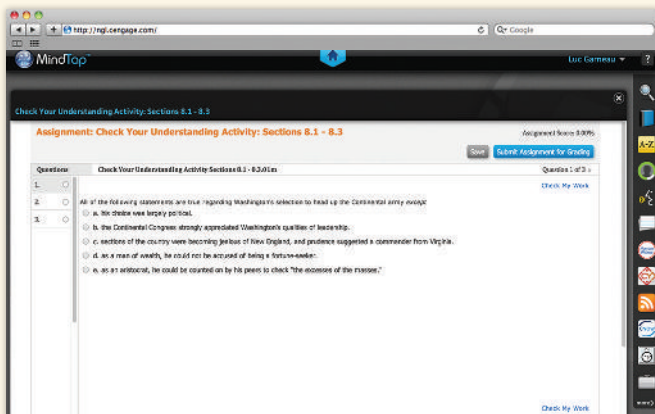
*The American Pageant* AP® Edition gives you the opportunity to use digital tools in your study of U.S. history. With access to MindTap™ History, you'll have a new personalized online learning environment.



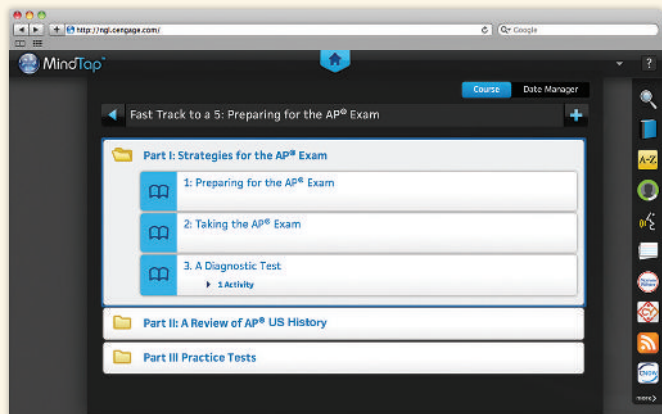
Build critical AP® historical thinking skills and reasoning processes and strengthen comprehension.



Interact with multimedia, primary, and secondary sources.



Test your content knowledge.



Review and master AP® skills and content using Online Fast Track to a 5 AP® Exam Prep.



# Think like a historian.

## Building AP® Historical Thinking Skills and Reasoning Processes

One goal of the AP® U.S. History course is to develop your ability to think about history like historians do. The AP® course description lists six historical thinking skills and three reasoning processes.

Skill 1: Developments and Processes

Skill 6: Argumentation

Skill 2: Sourcing and Situation

Reasoning Process 1: Comparison

Skill 3: Source Claims and Evidence

Reasoning Process 2: Causation

Skill 4: Contextualization

Reasoning Process 3: Continuity and Change

Skill 5: Making Connections

On the AP® exam, you'll be asked to demonstrate your mastery of historical thinking skills and reasoning processes. Your textbook has a number of features specifically designed to support you in developing these skills and processes. For example:

**Examining the Evidence**

**A Revolution for Women? Abigail Adams Chides Her Husband, 1776**

In the midst of the revolutionary fervor of 1776, at least one woman—Abigail Adams, wife of noted Massachusetts Patriot and future president John Adams—issued her voice on behalf of women. Not only did she write to her husband, but she also published her voice in the *Massachusetts Centinel*, a newspaper that she co-edited. Adams's letter to her husband, dated October 31, 1776, is a powerful statement of her views on women's rights. She argued that women should have the same rights as men, including the right to education, to participate in government, and to own property. She also criticized her husband for not doing more to support women's rights.

7.5.0 and B

**Varying Viewpoints**

**Whose Revolution?**

A second school of historians, inspired by the social movements of the 1920s and 1930s, viewed the progressive era, particularly the Progressive Era, as a period of social reform. This school of thought, known as the Progressive Era school, argued that the Progressive Era was a period of social reform that led to the creation of a more just and equitable society. They argued that the Progressive Era was a period of social reform that led to the creation of a more just and equitable society.

10.0

**Contending Voices**

**Two Revolutions: French and American**

The French Revolution broke out in the decade following America's own revolution, which partly inspired it. For the French, the revolution was a struggle for liberty, equality, and fraternity. It was a struggle for the rights of the people against the tyranny of the monarchy. The French Revolution was a struggle for the rights of the people against the tyranny of the monarchy.

10.0

## Examining the Evidence

Studying many different kinds of primary sources will help you build several historical thinking skills and reasoning processes, but most especially analyzing primary and secondary sources of evidence. You'll learn to probe a wide range of historical documents and artifacts explicitly with the task of crafting sound arguments from historical evidence.

## Varying Viewpoints

These historiographical debates provide differing views of historical events and illustrate the skill of making connections.

## Contending Voices

“Contending Voices” offers paired quotes from original historical sources, accompanied by questions that ask students to assess conflicting perspectives on often hotly contested subjects. This feature will develop your skills and practice in making connections, argumentation, and contextualization.

Use themes to connect and understand U.S. history.

The Eight AP® Themes

The AP® U.S. History learning objectives are organized under eight themes to help you recognize important trends and historical events.

- Theme 1: American and National Identity
- Theme 2: Work, Exchange, and Technology
- Theme 3: Geography and the Environment
- Theme 4: Migration and Settlement

- Theme 5: Politics and Power
- Theme 6: America in the World
- Theme 7: American and Regional Culture
- Theme 8: Social Structures

Your textbook also contains features that will give you practice in examining history within the context of the eight themes. Following are just two examples:

Thinking Globally Two Revolutions

On July 14, 1789, a howling mob stormed the Bastille—a dark Parisian prison described by the Marquis de Lafayette as France’s “fortress of despotism”—shattered a chain of soldiers and paraded the severed heads of its commanding officer and the mayor of Paris throughout the city. The French Revolution was thus officially launched. Bastille Day is still celebrated as France’s national holiday, just as Americans celebrate the Fourth of July.

The roots of the two revolutions were strikingly intertwined. To delay the root of the new that had erupted from North America in 1776, Britain had leased new bases on its colonies, providing them to work in 1776. In turn, using the military Americans feared the French government to seek new weapons, giving the laws that led to the political explosion in Paris in 1789. Even more notable was the rebellion that communally shared the upheaval. The ideas that inspired the American and French revolutionaries grew from the common heritage of radical eighteenth-century Enlightenment thinking about equality, freedom, and the sovereignty of the people. The French Declaration of the Rights of Man (1789) deliberately echoed Thomas Jefferson’s Declaration of Independence (1776) when it said that “men are born free and equal in rights,” among which were liberty, property, security, and resistance to oppression. Many French thinkers openly credited the American Revolution as the inspiration for their own. As the American revolutionary Thomas Paine remarked to George Washington, “The principles of America opened the Bastille.” Indeed, in many ways the French were even more radical than the Americans; their Revolution demanded slavery’s temporary abolishment the Americans failed to do for almost one hundred years more. And yet the American and French Revolutions unfolded in characteristically different ways and left vastly different legacies. The Americans largely remained after winning their independence, allowed some eighty thousand hardcore Loyalists to depart without suffering previous restrictions peacefully, recruited their ranks of soldiers, toll, and government, and proceeded to draft the U.S. Constitution, under which they have lived, with amendments, for more than two centuries. The American revolution, in short, secured the fruits of their Revolution fairly easily, while the French struggled through ghastly bloodshed to ultimate failure—an outcome that haunted European politicians for at least a century thereafter.

Revolutionaries in France had to grapple with the constant threats of counterrevolution at home and armed intervention from abroad. As a result, they soon descended into gray violence, including the execution of some forty thousand Frenchmen in the nation’s Reign of Terror (1793–1794), the guillotining of the king and queen, and preemptive attacks on neighboring



8-6 Storming the Bastille, 1789 This scene signified the outbreak of the French Revolution.

194

Thinking Globally

These essays present different aspects of the American experience in the context of world history (addresses the themes of politics and power and America in the world).

Thomas Bailey, the original author of the book you’re reading, was a professor who loved history and loved teaching it. The current authors, David Kennedy and Lizabeth Cohen, have continued this tradition, both in teaching and in co-authoring The American Pageant.

One of their goals in writing The American Pageant was to make the stories and events in our nation’s history as fascinating, poignant, memorable, and serious to the reader as they are to them. The authors achieved this by writing in a clear and understandable style, including many interesting and often humorous historical anecdotes.

So when you encounter something funny or witty as you read The American Pageant, we hope you’ll see that studying American history can be entertaining. Don’t forget to take pleasure and inspiration from reading the story of the people and events that have shaped America.

Enjoy your study of American history!

Makers of America Mexican or Texican?

Mexico Austin, from a Connecticut Yankee in 1791 was determined to be Spanish—that’s what it took to acquire cheap land and freedom from costly taxes. In 1798 he stamped into untamed Missouri, still part of Spanish Louisiana, and declared his allegiance to the king of Spain. He was not pleased when the Louisiana Purchase of 1803 returned him to American citizenship. In 1820, with his old Spanish passport in his saddlebag, he rode into Spanish Texas and asked for permission to establish a colony of three hundred families.

Austin’s request proved a dilemma for the Texas governor. The Spanish authorities had repeatedly demanded the banishment of American horse thieves and squatters who periodically splashed across the Rio and Sabine Rivers from the United States into Spanish territory. Yet the Spaniards had leased only some three thousand of their own settlers into Texas during three centuries of rule. If the land were sold to be wrested from the Indians and “civilized” maybe Austin’s plan could do it. Hoping that this band of the “right sort” of Americans might prevent the further encroachment of the backslashed border settlers, the governor reluctantly agreed to Austin’s proposal.

Upon Austin’s death in 1821, the task of raising the colony fell to his twenty-seven-year-old son, Stephen. “I did an overbearing business to my native country,” Austin had written to his father in 1818. “I did an overbearing business to my native country.” Austin’s son, Stephen, “I did an overbearing business to my native country.” Austin’s son, Stephen, “I did an overbearing business to my native country.”



12-1 Lorenzo de Zavala (1788–1826) Born in Mexico, Zavala was among the signers of the Texas declaration of independence in 1826, and served briefly as vice president of the Texas republic. (Note: the image is a portrait of Stephen F. Austin, not Lorenzo de Zavala.)

276

Makers of America

“Makers of America” essays focus on the diverse ethnic, racial, and activist groups that compose America’s pluralistic society (addresses the themes of American and regional culture and social structures).



# THE AMERICAN PAGEANT













AP<sup>®</sup> EDITION

THE

# AMERICAN PAGEANT

A History of the American People

SEVENTEENTH EDITION

David M. Kennedy  
*Stanford University*

Lizabeth Cohen  
*Harvard University*



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

---

AP<sup>®</sup> is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product.

***The American Pageant: A History of the  
American People, AP® Edition,  
Seventeenth Edition***

**David M. Kennedy/Lizabeth Cohen**

Product Director, Advanced and Elective Products  
Program: Marcie Goodale

Product Development Manager, Advanced and  
Elective Products Program: Stephanie Herbek

Senior Content Developer, Advanced and Elective  
Products Program: Renée Bauer

Product Manager, Advanced and Elective  
Products Program: Jeff Werle

Product Assistant, Advanced and Elective  
Products Program: Emma Collins

Learning Designer: Kate MacLean

Executive Product Marketing Manager, Advanced  
and Elective Products Program: Andrea Kingman

Marketing Manager: Valerie Hartman

Content Manager: Aimee Bear

Associate Content Manager: Mark Turner

Manufacturing Planner: Julio Esperas

IP Analyst: Alex Ricciardi

IP Project Manager: Betsy Hathaway

Production Service: MPS Limited

Compositor: MPS Limited

Art Director: Sarah Cole

Text Designer: Studio Montage

Cover Designer: Michael Farmer

Cover Image: Tetra Images/Getty Images

Table of Contents Design Images:

Library of Congress Prints and Photographs Division; Christophel Fine Art/Getty Images; The Bridgeman Art Library/Getty Images; Hulton-Deutsch Collection/Corbis; Library of Congress Prints and Photographs Division [LC-USZ62-20404]; Library of Congress Prints and Photographs Division [LC-USZC4-5315]; DEA Picture Library/Getty Images; Library of Congress Prints and Photographs Division [LC-USZ62-45589]; Universal History Archive/Getty Images; Library of Congress Prints and Photographs Division [LC-USZC4-8791]; Bettmann/Corbis; Library of Congress, Prints and Photographs Division, Reproduction number LC-USZ62-89594 (b&w film copy neg.); Bettmann/Corbis; Napoleon Sarony/Bettmann/Corbis; Chronicle/Alamy Stock Photo; Library of Congress Prints and Photographs Division [LC-DIG-ds-00852]; MPI/Getty Images; Library of Congress Prints and Photographs Division [LC-USZ62-79305]; Library of Congress, Prints and Photographs Division, Reproduction number LC-DIG-ppmsca-37165 (digital file from original, tonality adjusted) LC-DIG-ppmsca-27165 (digital file from original item); Library of Congress Prints and Photographs Division; Hulton Archive/Getty Images; Library of Congress, Prints and Photographs Division, Reproduction number LC-DIG-ppmsca-28419 (digital file from original print); Buyenlarge/Superstock; Library of Congress Prints and Photographs Division [LC-DIG-pga-00755]; Bettmann/Getty Images; Library of Congress/Getty Images; Bettmann/Corbis; Everett Collection Inc./Alamy Stock Photo; Library of Congress Prints and Photographs Division [LC-DIG-ppmsca-13492]; MPI/Getty Images; Archive Holdings Inc./Getty Images; Hulton-Deutsch Collection/Corbis; Bettmann/Corbis; Frank Cancellare/Bettmann/Corbis; Everett Collection Historical/Alamy Stock Photo; Duane Howell/Getty Images; David Hume Kennerly/Getty Images; Andrew Holbrooke/Getty Images; J. Emilio Flores/Corbis; Win McNamee/Getty Images

© 2020, 2016, 2013 Cengage Learning, Inc.

Unless otherwise noted, all content is © Cengage.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

For product information and technology assistance, contact us at  
**Cengage Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product, submit all  
requests online at **[www.cengage.com/permissions](http://www.cengage.com/permissions)**.  
Further permissions questions can be emailed to  
**[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)**.

Student Edition:

ISBN: 978-1-337-91557-1

**Cengage**

20 Channel Center Street

Boston, MA 02210

USA

Cengage is a leading provider of customized learning solutions  
with employees residing in nearly 40 different countries and sales in  
more than 125 countries around the world. Find your local representative  
at **[www.cengage.com](http://www.cengage.com)**.

Cengage products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Solutions, visit **[www.cengage.com](http://www.cengage.com)**.

Printed in the United States of America

Print Number: 01      Print Year: 2019

# About The Authors

## David M. Kennedy

is the Donald J. McLachlan Professor of History Emeritus and Director Emeritus of The Bill Lane Center for the American West at Stanford University, where he has taught for more than five decades. Born and raised in Seattle, he received his undergraduate education at Stanford and did his graduate training at



Yale in American Studies, combining the fields of history, economics, and literature. His first book, *Birth Control in America: The Career of Margaret Sanger* (1970), was honored with both the Bancroft Prize and the John Gilmary Shea Prize. His study of the World War I era, *Over Here: The First World War and American Society* (1980; rev. ed., 2005), was a Pulitzer Prize finalist. In 1999 he published *Freedom from Fear: The American People in Depression and War, 1929–1945*, which won the Pulitzer Prize for History, as well as the Francis Parkman Prize, the English-Speaking Union's Ambassador's Prize, and the Commonwealth Club of California's Gold Medal for Literature. At Stanford he has taught both undergraduate and graduate courses in American political, diplomatic, intellectual, and social history, as well as in American literature. He has received several teaching awards, including the Dean's Award for Distinguished Teaching and the Hoagland Prize for Excellence in Undergraduate Teaching. He has been a visiting professor at the University of Florence, Italy, and in 1995–1996 served as the Harmsworth Professor of American History at Oxford University. He has also served on the Advisory Board for the PBS television series, *The American Experience*, and as a consultant to several documentary films, including *The Great War*, *Cadillac Desert*, and *Woodrow Wilson*. From 1990 to 1995 he chaired the Test Development Committee for the Advanced Placement U.S. History examination. He is an elected Fellow of the American Academy of Arts

and Sciences and of the American Philosophical Society and served from 2002 to 2011 on the board of the Pulitzer Prizes. Married and the father of two sons and a daughter, in his leisure time he enjoys hiking, bicycling, river-rafting, flying, sea-kayaking, and fly-fishing. His most recent book is *The Modern American Military* (2013).

## Lizabeth Cohen

is the Howard Mumford Jones Professor of American Studies in the history department at Harvard University. In 2007–2008 she was the Harmsworth Professor of American History at Oxford University. Previously she taught at New York University (1992–1997) and Carnegie Mellon University (1986–1992).



Born and raised in the New York metropolitan area, she received her A.B. from Princeton University and her M.A. and Ph.D. from the University of California at Berkeley. Her first book, *Making a New Deal: Industrial Workers in Chicago, 1919–1939* (1990), won the Bancroft Prize in American History and the Philip Taft Labor History Award and was a finalist for the Pulitzer Prize. In 2008 it was reissued in a second edition with a new introduction, and in 2014 it appeared in Cambridge University Press's Canto Classic Series. Her article "Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s" (1989) was awarded the Constance Roarke Prize of the American Studies Association. Her next book, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (2003), explored how an economy and culture built around mass consumption shaped social life and politics in post-World War II America. An article related to this book, "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar



America" (1996), was honored as the best article in urban history by the Urban History Association and received the ABC-CLIO, America: History and Life Award for the journal article that most advances previously unconsidered topics. Her latest book, *Saving America's Cities: Ed Logue and the Struggle to Renew Urban America in the Suburban Age* (2019), probes the complexities of urban renewal in American cities after World War II. At Harvard, she has taught courses in twentieth-century American history, with particular attention to the intersection of social and cultural life and politics. From 2011 to 2018 she served as the Dean of the Radcliffe Institute for Advanced Study at Harvard, a major center for scholarly research, creative arts, and public programs. Before attending graduate school, she taught history at the secondary level and worked in history and art museums. She continues to help develop public history programs for general audiences through museums and documentary films. She is married to a

historian of modern France, with whom she has two daughters. For leisure, she enjoys swimming and hiking with her family, watching films, traveling, and reading fiction.

**Thomas A. Bailey** (1903–1983) was the original author of *The American Pageant* and saw it through its first seven editions. He taught history for nearly forty years at Stanford University, his alma mater. Long regarded as one of the nation's leading historians of American diplomacy, he was honored by his colleagues in 1968 with election to the presidencies of both the Organization of American Historians and the Society for Historians of American Foreign Relations. He was the author, editor, or co-editor of some twenty books, but the work in which he took most pride was *The American Pageant*, through which, he liked to say, he had taught American history to several million students.

# Brief Contents

Maps xxvii  
Tables xxix  
Figures xxx  
Preface xxxi

## *Part One* Peopling a Continent

C. 33,000 B.C.E.–1700 C.E.

- 
- 1 New World Beginnings  
33,000 B.C.E.–1680 C.E. 4
  - 2 The Contest for North  
America 1500–1664 26
  - 3 Settling the English  
Colonies 1619–1700 44

## *Part Two* Building British North America

1607–1775

- 
- 4 American Life in the Seventeenth  
Century 1607–1692 68
  - 5 Colonial Society on the Eve of  
Revolution 1700–1775 84
  - 6 The Road to Revolution 1754–1775 107

## *Part Three* Founding a New Nation

1775–1800

- 
- 7 America Secedes from the  
Empire 1775–1783 138
  - 8 The Confederation and the  
Constitution 1776–1790 161
  - 9 Launching the New Ship  
of State 1789–1800 184

## *Part Four* Building the New Nation

1800–1860

- 
- 10 The Triumphs and Travails of the  
Jeffersonian Republic 1800–1812 210
  - 11 The War of 1812 and the Upsurge  
of Nationalism 1812–1824 232
  - 12 The Rise of a Mass  
Democracy 1824–1840 253
  - 13 Forging the National  
Economy 1790–1860 284
  - 14 The Ferment of Reform and  
Culture 1790–1860 313
  - 15 The South and Slavery 1793–1860 342

## *Part Five* Testing the New Nation

1841–1877

- 
- 16 Manifest Destiny and Its  
Legacy 1841–1848 366
  - 17 Renewing the Sectional  
Struggle 1848–1854 385
  - 18 Drifting Toward  
Disunion 1854–1861 404
  - 19 Girding for War: The North and  
the South 1861–1865 427
  - 20 The Furnace of Civil  
War 1861–1865 445
  - 21 The Ordeal of Reconstruction  
1865–1877 473

## *Part Six*

### Forging an Industrial Society

1865–1900

- 
- 22 The Industrial Era Dawns  
1865–1900 496
  - 23 Political Paralysis in the Gilded  
Age 1869–1896 524
  - 24 America Moves to the  
City 1865–1900 544
  - 25 The Conquest of the  
West 1865–1896 579
  - 26 Rumbles of Discontent  
1865–1900 601

## *Part Seven*

### Struggling for Justice at Home and Abroad

1890–1945

- 
- 27 Empire and Expansion  
1890–1909 620
  - 28 Progressivism and the Republican  
Roosevelt 1901–1912 649
  - 29 Wilsonian Progressivism in Peace  
and War 1913–1920 675
  - 30 American Life in the “Roaring  
Twenties” 1920–1932 705
  - 31 The Great Depression and the New  
Deal 1933–1939 743
  - 32 Franklin D. Roosevelt and the Shadow  
of War 1933–1941 770
  - 33 America in World War II  
1941–1945 790

## *Part Eight*

### Making an American Superpower

1945–1980

- 
- 34 The Cold War Begins  
1945–1952 822
  - 35 American Zenith 1952–1963 853
  - 36 The Stormy Sixties 1963–1973 886
  - 37 A Sea of Troubles 1973–1980 914

## *Part Nine*

### Sustaining Democracy in a Global Age

1980 TO THE PRESENT

- 
- 38 The Resurgence of Conservatism  
1980–1992 938
  - 39 America Confronts the Post–Cold  
War Era 1992–2000 961
  - 40 The American People Face a  
New Century 2001–2018 983

## APPENDIX

Documents A1

Tables A21

Glossary of Key Terms A27

## PRACTICE MATERIAL FOR THE AP® U.S. HISTORY EXAMINATION

Document-Based Questions A64

Long Essay Questions A109

Index I1



# Contents

Maps	xxvii
Tables	xxix
Figures	xxx
Preface	xxxi

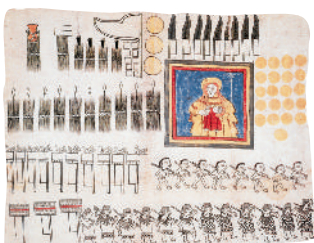
## Part One Peopling a Continent

c. 33,000 B.C.E.–1700 C.E.

2

### 1 New World Beginnings 33,000 B.C.E.–1680 C.E.

4



Focus on AP® Success 4A

The geology of the Americas • Native Americans before Columbus • Europe's widening world • Columbus and the early explorers • The Columbian exchange • Spain's New World empire • The legacy of Spanish conquest

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 23–25

✦ EXAMINING THE EVIDENCE Making Sense of the New World 7

✦ CONTENDING VOICES Europeans and Indians 16

✦ MAKERS OF AMERICA The Spanish *Conquistadores* 18

### 2 The Contest for North America 1500–1664

26



Focus on AP® Success 26A

New France • Fur-traders and Indians • Elizabethan England expands • England on the eve of empire • The founding of Jamestown, 1607 • English settlers and Native Americans • New Netherland becomes New York • Native Americans and Europeans: conflict and accommodation

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 42–43

✦ CONTENDING VOICES Old World Dreams and New World Realities 31

✦ MAKERS OF AMERICA The Iroquois 40

### 3 Settling the English Colonies 1619–1700 44



Focus on AP® Success 44A

The growth of Virginia and Maryland • Plantation slavery develops in the Caribbean and the Carolinas • The Puritan faith • Plymouth Colony, 1620 • The Puritan Commonwealth of Massachusetts Bay Colony, 1630 • Religious dissent and the expansion of New England • Pennsylvania, the Quaker colony

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 64–65

✦ **CONTENDING VOICES** Anne Hutchinson Accused and Defended 55

✦ **EXAMINING THE EVIDENCE** A Seventeenth-Century Valuables Cabinet 62

✦ **VARYING VIEWPOINTS** Boundaries or Borderlands in the Colonial Americas? 63

AP® Review Questions for Part One 65A

## *Part Two* Building British North America 1607–1775

66

### 4 American Life in the Seventeenth Century 1607–1692 68



Focus on AP® Success 68A

Life and labor in the Chesapeake tobacco region • Indentured servants and Bacon's Rebellion • The spread of slavery • African American culture • Southern society • Families in New England • Declining Puritan piety • The Salem witchcraft trials, 1692 • Daily life in the colonies

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 82–83

✦ **CONTENDING VOICES** Berkeley Versus Bacon 70

✦ **EXAMINING THE EVIDENCE** An Indentured Servant's Contract, 1746 71

✦ **THINKING GLOBALLY** The Atlantic Slave Trade, 1500–1860 72

### 5 Colonial Society on the Eve of Revolution 1700–1775 84



Focus on AP® Success 84A

The borderlands of European and Native American settlements • Immigration and population growth • Slave society and revolts • The Atlantic economy • The role of religion • The Great Awakening of the 1730s • Education and culture • Politics and the press • The development of an American culture

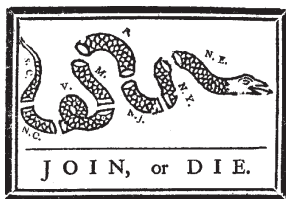
CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 105–106

✦ **CONTENDING VOICES** Race and Slavery 89

✦ **MAKERS OF AMERICA** From African to African American 90

## 6 The Road to Revolution 1754–1775

107



### Focus on AP® Success 107A

Anglo-French colonial rivalries • The Seven Years' War • Pontiac's uprising and the Proclamation of 1763 • Roots of Revolution • Stamp Act Crisis, 1765 • The Boston Tea Party, 1773 • The Intolerable Acts and the Continental Congress, 1774 • Lexington, Concord, and the beginning of war • The rebel army

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 134–135

✦ **CONTENDING VOICES** Reconciliation or Independence? 121

✦ **THINKING GLOBALLY** Imperial Rivalry and Colonial Revolt 130

### AP® Review Questions for Part Two 135A

## *Part Three* Founding a New Nation 1775–1800

136

## 7 America Secedes from the Empire 1775–1783

138



### Focus on AP® Success 138A

Early skirmishes, 1775 • American “republicanism” • The Declaration of Independence, 1776 • Patriots and Loyalists • Battles in the middle colonies • The French alliance, 1778 • Yorktown, 1781 • The Peace of Paris, 1783

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 159–160

✦ **EXAMINING THE EVIDENCE** A Revolution for Women? Abigail Adams Chides Her Husband, 1776 145

✦ **CONTENDING VOICES** Two Revolutions: French and American 156

✦ **VARYING VIEWPOINTS** Whose Revolution? 158

## 8 The Confederation and the Constitution 1776–1790

161



### Focus on AP® Success 161A

State constitutions and identities • The Articles of Confederation, 1781–1788 • The Northwest Ordinance, 1787 • Shays's Rebellion, 1786 • The Constitutional Convention, 1787 • Ratifying the Constitution, 1787–1790

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 182–183

✦ **EXAMINING THE EVIDENCE** Quock Walker Case, 1783 163

✦ **CONTENDING VOICES** Debating the New Constitution 179

✦ **VARYING VIEWPOINTS** The Constitution: Revolutionary or Counterrevolutionary? 181



## 9 Launching the New Ship of State 1789–1800 184



Focus on AP® Success 184A

Problems of the young republic • The first presidency, 1789–1793 • The Bill of Rights, 1791 • Hamiltonian economic policies • Conflict in the West • The emergence of political parties • The shadow of the French Revolution • The Jay Treaty, 1794, and Washington's Farewell, 1797 • John Adams and the Alien and Sedition Acts • Federalists versus Republicans

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 206–207

✦ **CONTENDING VOICES** Human Nature and the Nature of Government 191

✦ **THINKING GLOBALLY** Two Revolutions 194

AP® Review Questions for Part Three 207A

### *Part Four* Building the New Nation 1800–1860

208

## 10 The Triumphs and Travails of the Jeffersonian Republic 1800–1812 210



Focus on AP® Success 210A

The “Revolution of 1800” • The Jeffersonian Presidency • John Marshall and the Supreme Court • Barbary pirates • The Native American West and the Louisiana Purchase, 1803 • The Embargo, 1807–1809 • Tecumseh's dream of Native American solidarity • A Declaration of War with Britain

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 230–231

✦ **EXAMINING THE EVIDENCE** The Thomas Jefferson–Sally Hemings Controversy 213

✦ **CONTENDING VOICES** War in 1812? 229

## 11 The War of 1812 and the Upsurge of Nationalism 1812–1824 232



Focus on AP® Success 232A

The invasion of Canada, 1812 • War on land and sea • The Treaty of Ghent, 1814 • The Hartford Convention, 1814–1815 and the death of the Federalist party • War and national identity • The Era of Good Feelings • The Missouri Compromise, 1820 • Marshall's Supreme Court • Oregon and Florida acquired • The Monroe Doctrine, 1823

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 251–252

✦ **CONTENDING VOICES** Sizing Up the Monroe Doctrine 250

## 12 The Rise of a Mass Democracy 1824–1840 253



### Focus on AP® Success 253A

The “corrupt bargain” and President John Quincy Adams • The “Five Civilized Tribes” of the Southeast • The triumph of Andrew Jackson, 1828 • The spoils system • The “Tariff of Abominations,” 1828 • The South Carolina nullification crisis, 1832–1833 • Indian removal • Jackson’s war on the Bank of the United States • The Whig party • Revolution in Texas • William Henry Harrison’s “log cabin” campaign, 1840 • Mass democracy and the two-party system

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 282–283

★ **CONTENDING VOICES** Taking the Measure of Andrew Jackson 258

★ **THINKING GLOBALLY** Alexis de Tocqueville on Democracy in America and Europe 260

★ **EXAMINING THE EVIDENCE** Satiric Bank Note, 1837 271

★ **MAKERS OF AMERICA** Mexican or Texican? 276

★ **VARYING VIEWPOINTS** What Was Jacksonian Democracy? 281

## 13 Forging the National Economy 1790–1860 284



### Focus on AP® Success 284A

The westward movement • European immigration • The Irish and the Germans • Nativism and assimilation • The coming of the factory system • Industrial workers • Women and the economy • The ripening of commercial agriculture • The transportation revolution • A continental economy

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 311–312

★ **MAKERS OF AMERICA** The Irish 290

★ **CONTENDING VOICES** Immigration, Pro and Con 293

★ **EXAMINING THE EVIDENCE** The Invention of the Sewing Machine 298

## 14 The Ferment of Reform and Culture 1790–1860 313



### Focus on AP® Success 313A

Religious revivals • The Mormons • The creation of an education system • The roots of reform • Temperance • Women’s roles and women’s rights • Utopian experiments • Scientific progress • Artistic expressions • A national literature • Transcendentalism • Poets, novelists, and historians

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 340–341

★ **EXAMINING THE EVIDENCE** Dress as Reform 325

★ **CONTENDING VOICES** The Role of Women 326

★ **MAKERS OF AMERICA** The Oneida Community 328

★ **VARYING VIEWPOINTS** Reform: Who? What? How? and Why? 339

## 15 The South and Slavery 1793–1860

342



Focus on AP® Success 342A

Capitalism in the Cotton Kingdom • Southern social structure • Poor whites and free blacks • Life under slavery • Slave resistance • The abolitionist crusade • The white Southern response • Abolition and the Northern conscience

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 362–363

✦ **CONTENDING VOICES** Debating Slavery 354

✦ **EXAMINING THE EVIDENCE** Bellegrave Plantation, Donaldsville, Louisiana, Built 1857 356

✦ **THINKING GLOBALLY** The Struggle to Abolish Slavery 358

✦ **VARYING VIEWPOINTS** What Was the True Nature of Slavery? 361

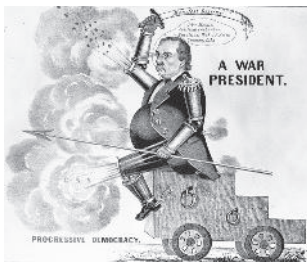
AP® Review Questions for Part Four 363A

## *Part Five* Testing the New Nation 1841–1877

364

## 16 Manifest Destiny and Its Legacy 1841–1848

366



Focus on AP® Success 366A

“Tyler too” becomes president • Negotiating the Maine boundary, 1842 • The annexation of Texas, 1845 • Oregon Fever • Manifest Destiny and James K. Polk, the “dark horse” of 1844 • War with Mexico, 1846–1848 • The Wilmot Proviso

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 383–384

✦ **CONTENDING VOICES** Warring over the Mexican War 378

✦ **MAKERS OF AMERICA** The Californios 380

## 17 Renewing the Sectional Struggle 1848–1854

385



Focus on AP® Success 385A

“Popular sovereignty” • California’s rush to statehood • The underground railroad • Sectional division and the Compromise of 1850 • The Fugitive Slave Law • Domestic and overseas expansion • Senator Douglas and the Kansas-Nebraska Act, 1854

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 402–403

✦ **CONTENDING VOICES** The Compromise of 1850 396



## 18 Drifting Toward Disunion 1854–1861

404



Focus on AP® Success 404A

*Uncle Tom's Cabin* and the spread of abolitionist sentiment in the North • The contest for Kansas • The election of James Buchanan, 1856 • The Dred Scott case, 1857 • The Lincoln-Douglas debates, 1858 • John Brown's raid on Harpers Ferry, 1859 • Lincoln and Republican victory, 1860 • Secession

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 425–426

✧ EXAMINING THE EVIDENCE Harriet Beecher Stowe, *Uncle Tom's Cabin* 406

✧ CONTENDING VOICES Judging John Brown 416

✧ VARYING VIEWPOINTS The Civil War: Repressible or Irrepressible? 424

## 19 Girding for War: The North and the South 1861–1865

427



Focus on AP® Success 427A

The attack on Fort Sumter, April 1861 • The crucial border states • The balance of forces • Diplomacy and the specter of European intervention • Lincoln and civil liberties • Men in uniform • Financing the Blue and Gray • The economic impact of the war • Women and the war • The fate of the South

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 443–444

✧ CONTENDING VOICES War Aims: Emancipation or Union? 430

✧ MAKERS OF AMERICA Billy Yank and Johnny Reb 432

## 20 The Furnace of Civil War 1861–1865

445



Focus on AP® Success 445A

Bull Run ends the “ninety-day war” • The Peninsula Campaign • The war in the West • The North's naval advantage • Antietam, 1862 • The Emancipation Proclamation, 1863 • Black soldiers • Confederate high tide at Gettysburg, 1863 • Sherman marches through Georgia • Wartime politics • Appomattox, 1865 • The assassination of Lincoln, April 1865 • The legacy of war

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 471–472

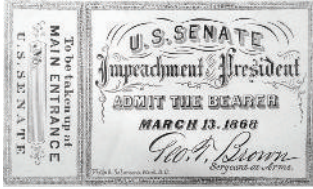
✧ CONTENDING VOICES The Controversy over Emancipation 454

✧ EXAMINING THE EVIDENCE Abraham Lincoln's Gettysburg Address 459

✧ THINKING GLOBALLY The Era of Nationalism 468

✧ VARYING VIEWPOINTS What Were the Consequences of the Civil War? 470

## 21 The Ordeal of Reconstruction 1865–1877 473



### Focus on AP® Success 473A

The defeated South • The freed slaves • President Andrew Johnson's Reconstruction policies • The Black Codes • Congressional Reconstruction policies • Johnson clashes with Congress • Military Reconstruction, 1867–1877 • Freed people enter politics • “Black Reconstruction” and the Ku Klux Klan • The Colfax Massacre and the limits of Reconstruction • The impeachment of Andrew Johnson • The legacy of Reconstruction

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 492–493

★ EXAMINING THE EVIDENCE Letter from a Freedman to His Old Master, 1865 476

★ CONTENDING VOICES Radical Republicans and Southern Democrats 481

✧ VARYING VIEWPOINTS Did Reconstruction Fail? 492

### AP® Review Questions for Part Five 493A

## Part Six Forging an Industrial Society 1865–1900

494

## 22 The Industrial Era Dawns 1865–1900 496



### Focus on AP® Success 496A

The railroad boom • Speculators and financiers • Early efforts at government regulation • The Rise of Mass Production • Lords of industry • The gospel of wealth • Reining in the Trusts • Industry in the South • Widening inequality • The laboring classes • The rise of trade unions

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 522–523

★ CONTENDING VOICES Class and the Gilded Age 510

★ EXAMINING THE EVIDENCE The Photography of Lewis W. Hine 516

✧ MAKERS OF AMERICA The Knights of Labor 518

✧ VARYING VIEWPOINTS Industrialization: Boon or Blight? 522

## 23 Political Paralysis in the Gilded Age 1869–1896 524



### Focus on AP® Success 524A

Ulysses S. Grant, soldier-president • Corruption and reform in the post-Civil War era • The depression of the 1870s • Political parties and partisans • The Compromise of 1877 and the end of Reconstruction • The emergence of Jim Crow • Class conflict and ethnic clashes

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 542–543

★ CONTENDING VOICES The Spoils System 535

✧ MAKERS OF AMERICA The Chinese 536

## 24 America Moves to the City 1865–1900

544



### Focus on AP® Success 544A

The rise of the city • The “New Immigrants” • Settlement houses, social workers, and political machines • Nativists and immigration restriction • Churches in the city • Evolution and education • Booker T. Washington and W. E. B. Du Bois • The growth of higher education • The reading public • The “New Woman” and the new morality • Realism reshapes American literature, art, and architecture • The commercialization of popular entertainment

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 577–578

✦ **MAKERS OF AMERICA** The Italians 548

✦ **EXAMINING THE EVIDENCE** Manuscript Census Data, 1900 553

✦ **CONTENDING VOICES** The New Immigration 556

✦ **MAKERS OF AMERICA** Pioneering Pragmatists 566

## 25 The Conquest of the West 1865–1896

579



### Focus on AP® Success 579A

Indians and whites on the plains • Contradictions and betrayals in Indian policy • The mining and cattle frontiers • Free lands and fraud • The great thirst in the arid West

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 599–600

✦ **THINKING GLOBALLY** The Great Frontier 586

✦ **CONTENDING VOICES** The Ghost Dance and the Wounded Knee Massacre 588

✦ **MAKERS OF AMERICA** The Plains Indians 590

✦ **EXAMINING THE EVIDENCE** Robert Louis Stevenson’s Transcontinental Journey, 1879 597

✦ **VARYING VIEWPOINTS** Was the West Really “Won”? 598

## 26 Rumbles of Discontent 1865–1900

601



### Focus on AP® Success 601A

The industrialization of agriculture • Farmers protest • Benjamin Harrison and the “Billion Dollar Congress” • Grover Cleveland, depression and discontent • Workers in revolt • Strikes at Homestead and Pullman • The Populists • Bryan versus McKinley, 1896

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 617

✦ **CONTENDING VOICES** Populism and Anti-Populism 612

✦ **VARYING VIEWPOINTS** The Populists: Radicals or Reactionaries? 616

AP® Review Questions for Part Six 617A



# Part Seven

## Struggling for Justice at Home and Abroad

1890–1945

618

### 27 Empire and Expansion 1890–1909

620



Focus on AP® Success 620A

The sources of American expansionism • The Hawaii question • The Spanish-American War, 1898 • The invasion of Cuba • Acquiring Puerto Rico (1898) and the Philippines (1899) • Crushing the Filipino insurrection • The Open Door in China • Theodore Roosevelt becomes president, 1901 • The Panama Canal • Roosevelt on the world stage

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 646–648

- ✦ **CONTENDING VOICES** Debating Imperialism 630
- ✦ **MAKERS OF AMERICA** The Puerto Ricans 632
- ✦ **MAKERS OF AMERICA** The Filipinos 638
- ✦ **THINKING GLOBALLY** The Age of Empire 642
- ✦ **VARYING VIEWPOINTS** Why Did America Become a Colonial Power? 646

### 28 Progressivism and the Republican Roosevelt 1901–1912

649



Focus on AP® Success 649A

Campaigning against social injustice • The muckrakers • The politics of progressivism • Women battle for reforms and against the saloon • Roosevelt, labor, and the trusts • Racial tensions • Safeguarding consumers • Protecting the environment • Roosevelt's legacy • The troubled presidency of William Howard Taft • Taft's "dollar diplomacy" • Roosevelt breaks with Taft • The election of 1912: The New Freedom versus the New Nationalism

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 673–674

- ✦ **CONTENDING VOICES** Debating the Muckrakers 651
- ✦ **THINKING GLOBALLY** "Why Is There No Socialism in the United States?" 654
- ✦ **EXAMINING THE EVIDENCE** *Muller v. Oregon*, 1908 659
- ✦ **MAKERS OF AMERICA** The Environmentalists 664
- ✦ **VARYING VIEWPOINTS** Who Were the Progressives? 673



Wilson the idealist • Tackling the tariff, the banks, and the trusts • Wilson's diplomacy in the Western Hemisphere • War in Europe and American neutrality • The reelection of Wilson, 1916 • America goes to war, 1917 • Wilsonian idealism and the Fourteen Points • Propaganda and civil liberties • Workers, blacks, and women on the home front • The United States fights in France • Peacemaking at Paris and the League of Nations • The Senate rejects the Versailles Treaty

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 703–704

✧ **CONTENDING VOICES** Battle of the Ballot 692

✧ EXAMINING THE EVIDENCE “Mademoiselle from Armentières” 695

✧ VARYING VIEWPOINTS Woodrow Wilson: Realist or Idealist? 702

[illegible]Focus on AP<sup>®</sup> Success 705A

The emergence of a mass-consumption economy • The automobile era • Radio and the movies • The Jazz Age • The “red scare” • The KKK returns • Immigration restriction, 1921–1924 • Prohibition and gangsterism • The Scopes trial • The stench of scandal • Herbert Hoover, cautious progressive • The Great Crash of 1929 • Hoover battles the Great Depression • Aggression in Asia • “Good Neighbors” in Latin America

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 740-742

✧ EXAMINING THE EVIDENCE The Jazz Singer, 1927 709

★ **CONTENDING VOICES** All That Jazz 711

✧ EXAMINING THE EVIDENCE      Lampooning Hoover, 1932      737

Focus on AP<sup>®</sup> Success 743A

Franklin D. Roosevelt as president • The Hundred Days Congress, 1933 • Relief, recovery, and reform • Depression demagogues • Women in public life • The National Recovery Administration • Aid for agriculture • The dust bowl and the Tennessee Valley Authority • Housing and Social Security • A new deal for labor • The election of 1936 • The Supreme Court fight, 1937 • The New Deal assessed

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 768–769

★ **CONTENDING VOICES** The New Deal at High Tide 763

✧ **VARYING VIEWPOINTS** How Radical Was the New Deal? 767

## 32 Franklin D. Roosevelt and the Shadow of War 1933–1941 770



### Focus on AP® Success 770A

Roosevelt's early foreign policies • German, Japanese, and Italian aggression • The Neutrality Acts • The Spanish Civil War • Isolation and appeasement • The horrors of the Holocaust • France falls and Britain totters • FDR's historic third term • The Lend-Lease Act and the Atlantic Charter, 1941 • The Japanese attack on Pearl Harbor, December 7, 1941

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 788–789

✦ **CONTENDING VOICES** To Intervene or Not to Intervene 778

✦ **EXAMINING THE EVIDENCE** Public-Opinion Polling in the 1930s 779

## 33 America in World War II 1941–1945 790



### Focus on AP® Success 790A

The shock of war • The internment of Japanese Americans • Mobilizing the economy • Women in wartime • The war's effect on African Americans, Native Americans, and Mexican Americans • The economic impact of war • Turning the Japanese tide in the Pacific • Campaigns in North Africa (1942) and Italy (1943) • "D-Day" in Normandy (France), June 6, 1944 • Germany surrenders, May 1945 • The atomic bombing of Hiroshima and Nagasaki, August 1945 • V-J Day, August 15, 1945

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 818–819

✦ **MAKERS OF AMERICA** The Japanese 794

✦ **CONTENDING VOICES** War and the Color Line 798

✦ **EXAMINING THE EVIDENCE** Franklin Roosevelt at Tehran, 1943 809

✦ **THINKING GLOBALLY** America and the World in Depression and War: A Study in Contrasts 814

✦ **VARYING VIEWPOINTS** The Atomic Bombs: Were They Justified? 817

### AP® Review Questions for Part Seven 819A



## *Part Eight*

### Making an American Superpower

1945–1980

820

### 34 The Cold War Begins 1945–1952

822



#### Focus on AP® Success 822A

Harry S. Truman as president • Origins of the Cold War • The United Nations and the postwar world • Communism and containment • The Truman Doctrine, the Marshall Plan, and NATO • Domestic anticommunism and the menace of McCarthyism • The Korean War, 1950–1953 • Domestic policy in the Truman years • Postwar prosperity • The “Sunbelt” and the suburbs • Homeowners and “Redlining” • The postwar baby boom

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 851–852

★ **CONTENDING VOICES** Debating the Cold War 829

✦ **MAKERS OF AMERICA** Scientists and Engineers 834

✦ **MAKERS OF AMERICA** The Suburbanites 846

★ **EXAMINING THE EVIDENCE** Government Policy and Homeownership 848

✦ **VARYING VIEWPOINTS** Who Was to Blame for the Cold War? 850

### 35 American Zenith 1952–1963

853



#### Focus on AP® Success 853A

Affluent America • Working women and feminism • Consumer culture in the 1950s • The election of Dwight D. Eisenhower • Desegregation and the civil rights revolution • Eisenhower Republicanism • Cold War crises • The space race and the arms race • The election of John F. Kennedy, 1960 • Postwar writers, painters, and architects • Kennedy's New Frontier • “Flexible response” and the Vietnam quagmire • Bay of Pigs invasion and the Cuban missile crisis • The struggle for civil rights • Kennedy assassinated, November 22, 1963

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 883–885

★ **EXAMINING THE EVIDENCE** Advertising Prosperity, 1956 855

✦ **MAKERS OF AMERICA** The Great African American Migration 862

★ **CONTENDING VOICES** The “Kitchen Debate” 870

✦ **MAKERS OF AMERICA** The Beat Generation 874

## 36 The Stormy Sixties 1963–1973

886



### Focus on AP® Success 886A

Lyndon Baines Johnson takes charge • Johnson versus Goldwater, 1964 • The Great Society • The civil rights revolution explodes • The Vietnam disaster • The election of Richard Nixon, 1968 • The cultural upheavals of the 1960s • The erosion of trust • Nixon and the Vietnam War • New policies toward China and the Soviet Union • Nixon on the home front • Nixon trounces McGovern, 1972 • Israelis, Arabs, and oil

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 911–913

✦ **CONTENDING VOICES** Differing Visions of Black Freedom 892

✦ **THINKING GLOBALLY** The Global 1960s 898

✦ **VARYING VIEWPOINTS** What Were the Legacies of the 1960s? 910

## 37 A Sea of Troubles 1973–1980

914



### Focus on AP® Success 914A

The Watergate scandal and Nixon's resignation • The politics of stagflation • Gerald Ford's foreign policy • Feminism • Desegregation and affirmative action • The election of Jimmy Carter, 1976 • The energy crisis and inflation • The political turn toward the market • The Iranian hostage humiliation

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 934–935

✦ **EXAMINING THE EVIDENCE** The “Smoking Gun” Tape, June 23, 1972, 10:04–11:39 A.M. 916

✦ **THINKING GLOBALLY** The Era of Globalization 918

✦ **MAKERS OF AMERICA** The Vietnamese 922

✦ **MAKERS OF AMERICA** The Feminists 924

✦ **CONTENDING VOICES** The Political Mobilization of Business 932

### AP® Review Questions for Part Eight 935A

## *Part Nine*

### Sustaining Democracy in a Global Age

1980 to the present

936

## 38 The Resurgence of Conservatism 1980–1992 938



Focus on AP® Success 938A

The “New Right” and Reagan’s election, 1980 • Budget battles and tax cuts • Reagan and the Soviets • Mikhail Gorbachev, Ronald Reagan, and the thawing of the Cold War • The Iran-Contra scandal • Reagan’s economic legacy • The religious right • Conservatism and the courts • The election of George Bush, 1988 • The end of the Cold War • The Persian Gulf War, 1991 • Bush’s battles at home

CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 959–960

✧ **CONTENDING VOICES** Who Ended the Cold War? 954

✧ **VARYING VIEWPOINTS** What Are the Sources of Modern Conservatism? 958

## 39 America Confronts the Post–Cold War Era 1992–2000 961



Focus on AP® Success 961A

The election of Bill Clinton, 1992 • A false start for reform • The Republican congressional takeover, 1994 • Clinton’s comeback, 1996 • Racial progress and perils • Trade, technology, and the 1990s boom • The feminist revolution • Post-Cold War foreign policy • The Clinton impeachment trial • The controversial 2000 election • Postmodern culture at the turn of the century

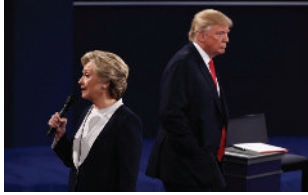
CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 981–982

✧ **MAKERS OF AMERICA** The Latinos 966

✧ **CONTENDING VOICES** Welfare Reform Divides the Democrats 968



# 40 The American People Face a New Century 2001–2018 983



## Focus on AP® Success 983A

George W. Bush as president • The terrorist attacks of September 11, 2001 • Wars in Iraq and Afghanistan • Bush's bruising second term • Grappling with the Great Recession • The election of Barack Obama, 2008 • Reform and backlash • New directions in foreign policy • The politics of inequality • Deepening distrust and a polarized people • Surveillance and privacy in the Internet age • The immigration impasse • Donald Trump in the White House • The American prospect  
 CHRONOLOGY / KEY TERMS / PEOPLE TO KNOW / TO LEARN MORE 1019–1021

✧ EXAMINING THE EVIDENCE The National Security Strategy, 2002 987

✧ THINKING GLOBALLY America Through Foreign Eyes: Hyperpower or Hapless Power? 994

✧ CONTENDING VOICES Secrets and Security 1009

## AP® Review Questions for Part Nine 1022A

## APPENDIX

### Documents A1

Declaration of Independence • Constitution of the United States of America

### Tables A21

Presidential Elections • Presidents and Vice Presidents • Admission of States •  
 Estimates of Total Costs and Number of Battle Deaths of Major U.S. Wars

### Glossary of Key Terms A27

## PRACTICE MATERIAL FOR THE AP® U.S. HISTORY EXAMINATION

### Document-Based Questions (DBQs) A64

### Long Essay Questions A109

### Index I1

# Maps

- 1.1** The First Discoverers of America 6
- 1.2** Native North Americans ca. 1500 9
- 1.3** The World Known to Europe and Major Trade Routes with Asia, 1492 11
- 1.4** Major Items in the Columbian Exchange 15
- 1.5** Principal Voyages of Discovery 17
- 1.6** Spain's North American Frontier, 1542–1823 22
- 1.7** The Spread of the Horse in North America, to 1750 23
- 2.1** France's American Empire at Its Greatest Extent, 1700 27
- 2.2** French Claims and Settlements in North America, 1715 29
- 2.3** Early Maryland and Virginia 33
- 2.4** Early Settlements in the Middle Colonies Amidst Native Peoples, 1600–1653 36
- 2.5** Iroquois Lands and European Trade Centers, ca. 1590–1650 40
- 3.1** Early Carolina and Georgia Settlements 48
- 3.2a** Sources of the Puritan "Great English Migration" to New England, c. 1620–1640 52
- 3.2b** The Great English Migration, ca. 1630–1642 52
- 3.3** Seventeenth-Century New England Settlements 55
- 3.4** Andros's Dominion of New England 58
- 4.1** Main Sources and Destinations of African Slaves, ca. 1500–1860 73
- 5.1** North American Rivals 85
- 5.2** Immigrant Groups in 1775 87
- 5.3** The Colonial Economy 93
- 5.4** Colonial Trade Patterns, ca. 1770 94
- 6.1** Scenes of the French Wars 108
- 6.2** North America After Two Wars, 1713 109
- 6.3** The French and Indian War in North America, 1754–1760 110
- 6.4** Global Scale of the Seven Years' War 111
- 6.5a** European Claims in North America Before 1754 114
- 6.5b** European Claims in North America After 1763 (after French losses) 114
- 6.6** British Colonies at End of the Seven Years' War, 1763 117
- 6.7** Québec Before and After 1774 126
- 7.1** Revolution in the North, 1775–1776 141
- 7.2** War in the South, 1780–1781 153
- 7.3** George Rogers Clark's Campaign, 1778–1779 154
- 8.1** Western Land Cessions to the United States, 1782–1802 165
- 8.2** Surveying the Old Northwest Under the Land Ordinance of 1785 167
- 8.3** Main Centers of Spanish and British Influence After 1783 168
- 8.4** The Struggle over Ratification 176
- 9.1** American Posts Held by the British and British-American Clashes After 1783 196
- 10.1** Presidential Election of 1800 (with electoral vote by state) 212
- 10.2** The Barbary States of North Africa and the Tripolitan War 218
- 10.3** Exploring the Louisiana Purchase and the West 222
- 11.1** Battles in the War of 1812 233
- 11.2** Presidential Election of 1812 (with electoral vote by state) 237
- 11.3** The Missouri Compromise and Slavery, 1820–1821 244
- 11.4** U.S.-British Boundary Settlement, 1818 247
- 11.5** Andrew Jackson's Southeastern Campaigns, 1810–1819 247
- 11.6** The West and Northwest, 1818–1824 251
- 12.1** Presidential Election of 1828 (with electoral vote by state) 257
- 12.2** Indian Removals, 1830–1846 265
- 12.3** The Texas Revolution, 1836 275
- 13.1** Westward Movement of Center of Population, 1790–2010 285
- 13.2** Major Rivers, Roads, and Canals, 1825–1860 304
- 13.3** The Railroad Revolution 305
- 13.4** Main Routes West Before the Civil War 307
- 13.5** Industry and Agriculture, 1860 309
- 14.1** The Mormon World 317
- 15.1** Southern Cotton Production and Distribution of Slaves, 1820 and 1860 346
- 15.2** Early Emancipation in the North 353
- 16.1** Maine Boundary Settlement, 1842 369
- 16.2** The Oregon Controversy, 1846 374
- 16.3** Major Campaigns of the Mexican War 377
- 16.4** Spanish Missions and Presidios 381
- 17.1** California Gold Rush Country 387

- 17.2** Texas and the Disputed Area Before the Compromise of 1850 389
- 17.3** Slavery After the Compromise of 1850 393
- 17.4** The Legal Status of Slavery, from the Revolution to the Civil War 395
- 17.5** Central America, ca. 1850, Showing British Possessions and Proposed Canal Routes 397
- 17.6** The Gadsden Purchase, 1853 400
- 17.7** Kansas and Nebraska, 1854 401
- 18.1** Bleeding Kansas, 1854–1860 407
- 18.2** Presidential Election of 1856 (electoral vote by state) 411
- 18.3** Presidential Election of 1860: Electoral Vote by State (top) and Popular Vote by County (bottom) 419
- 18.4** Southern Opposition to Secession, 1860–1861 (showing vote by county) 420
- 19.1** Seceding States (with dates and order of secession) 429
- 20.1** Peninsula Campaign, 1862 447
- 20.2** Main Thrusts, 1861–1865 448
- 20.3** Emancipation in the South 453
- 20.4** The Battle of Gettysburg, 1863 457
- 20.5** The Mississippi River and Tennessee, 1862–1863 458
- 20.6** Sherman's March, 1864–1865 461
- 20.7** Presidential Election of 1864 (showing popular vote by county) 463
- 20.8** Grant's Virginia Campaign, 1864–1865 464
- 21.1** Military Reconstruction, 1867 (five districts and commanding generals) 484
- 21.2** Alaska and the Lower Forty-Eight States (a size comparison) 490
- 22.1** Federal Land Grants to Railroads 498
- 22.2** American Industry in 1900 513
- 23.1** Hayes-Tilden Disputed Election of 1876 (with electoral vote by state) 530
- 23.2** A Southern Plantation, Before and After the Civil War 532
- 24.1** Woman Suffrage Before the Nineteenth Amendment 568
- 25.1** Indian Wars, 1860–1890 581
- 25.2** Vanishing Lands 585
- 25.3** Cattle Trails 592
- 25.4** Average Annual Precipitation, with Major Agricultural Products, 1900 594
- 25.5** Myth and Reality in the West: Percentage of Federal Lands Within Each State, 2013 595
- 26.1** Presidential Election of 1892 (showing vote by county) 607
- 26.2** Presidential Election of 1896 (showing vote by county) 614
- 27.1** United States Expansion, 1857–1917 624
- 27.2** Dewey's Route in the Philippines, 1898 626
- 27.3** The Cuban Campaign, 1898 628
- 27.4** The Great Powers and Their Colonial Possessions, 1913 643
- 28.1** Presidential Election of 1912 (showing votes by county, with electoral vote by state) 672
- 29.1** The United States in the Caribbean, 1898–1941 679
- 29.2** British Military Area (declared November 3, 1914) and German Submarine War Zone (declared February 4, 1915) 682
- 29.3** Presidential Election of 1916 (with electoral vote by state) 685
- 29.4** Major U.S. Operations in France, 1918 694
- 30.1** Presidential Election of 1924 (showing popular vote by county) 729
- 30.2** Presidential Election of 1928 (with electoral vote by state) 732
- 31.1** The Extent of Erosion in the 1930s 757
- 31.2** TVA Area 759
- 32.1** Presidential Election of 1940 (with electoral vote by state) 783
- 32.2** Main Flow of Lend-Lease Aid (width of arrows indicates relative amount) 784
- 33.1** Internal Migration in the United States During World War II 797
- 33.2** United States Thrusts in the Pacific, 1942–1945 802
- 33.3** World War II in Europe and North Africa, 1939–1945 807
- 33.4** Battle of the Bulge, December 1944–January 1945 808
- 34.1** Postwar Partition of Germany 827
- 34.2** United States Foreign Aid, Military and Economic, 1945–1954 828
- 34.3** The Shifting Front in Korea 836
- 34.4** Distribution of Population Increase, 1950–2016 845
- 35.1** Presidential Election of 1952 (with electoral vote by state) 859
- 35.2** Presidential Election of 1960 (with electoral vote by state) 871
- 35.3** Vietnam and Southeast Asia, 1954–1975 879
- 36.1** Presidential Election of 1964 888
- 36.2** Presidential Election of 1968 (with electoral vote by state) 897
- 38.1** Presidential Election of 1980 (with electoral vote by state) 939



- 38.2** Central America and the Caribbean 944
- 38.3** The End of the Cold War Changed the Map of Europe 953
- 38.4** Operation Desert Storm: The Ground War, February 23–27, 1991 955
- 39.1** Presidential Election of 1992 (with electoral vote by state) 962

- 39.2** Presidential Election of 2000 (with electoral vote by state) 977
- 40.1** The Middle East 989
- 40.2** Presidential Election of 2008 996
- 40.3** Demography Is (Political) Destiny 998
- 40.4** America in Red and Blue 1005
- 40.5** Two Nations 1015

## Tables

- 3.1** The Original English Colonies on the Mainland of North America 47
- 3.2** The Stuart Dynasty in England 57
- 5.1** Established (Tax-Supported) Churches in the Colonies, 1775 97
- 5.2** Estimated Religious Census, 1775 97
- 6.1** The Nine World Wars Since 1688 109
- 7.1** Britain Against the World 152
- 8.1** Evolution of Federal Union 172
- 8.2** Slavery and the Constitution 174
- 8.3** Strengthening the Central Government 175
- 8.4** Ratification of the Constitution 176
- 9.1** Evolution of the Cabinet 185
- 9.2** Evolution of Major Parties 191
- 9.3** The Two Political Parties, 1793–1800 204
- 12.1** Election of 1824 254
- 12.2** Voter Turnout by Country, 1840–2008 261
- 12.3** Presidential Vetoes, 1789–1837 267
- 13.1** Irish and German Immigration by Decade, 1830–1900 287
- 15.1** Comparative Abolition of Slavery 359
- 16.1** House Vote on Tariff of 1846 374
- 17.1** Compromise of 1850 392
- 18.1** Election of 1860 418
- 19.1** Manufacturing by Sections, 1860 431
- 19.2** Immigration to United States, 1860–1866 434
- 19.3** Number of Men in Uniform at Date Given 440
- 21.1** Principal Reconstruction Proposals and Plans 479

- 21.2** Southern Reconstruction by State 485
- 23.1** Composition of the Electoral Commission, 1877 530
- 23.2** Persons in United States Lynched (by race), 1882–2012 533
- 23.3** Population of Chinese Ancestry in the United States, 1850–2010 537
- 24.1** Educational Levels, 1870–2015 561
- 24.2** Marriages and Divorces, 1890–2015 565
- 29.1** Principal Foreign Elements in the United States, Census of 1910 681
- 29.2** U.S. Exports to Belligerents, 1914–1916 682
- 29.3** A Chronology of Women's Right to Vote in National Elections in Selected Nations 692
- 31.1** Principal New Deal Acts During the Hundred Days Congress, 1933 (items in parentheses indicate secondary purposes) 747
- 31.2** Later Major New Deal Measures, 1933–1939 (items in parentheses indicate secondary purposes) 751
- 33.1** The Comparative Costs of World War II 815
- 35.1** Occupational Distribution of Workingwomen, 1900–2016 854
- 37.1** International Trade, 1948–2015 919
- 39.1** Working Women: Labor Force Participation Rates for Wives and Mothers, 1950–2015 974
- 40.1** World Public Opinion of the United States 995
- 40.2** Who Pays Federal Income Taxes? (share of U.S. income tax, by income percentile) 1003

# Figures

- 1.1** The Arc of Time 5
- 5.1** Ethnic and Racial Composition of the American People, 1790 88
- 9.1** Hamilton's Financial Structure Supported by Revenues 188
- 13.1** Population Increase, Including Slaves and Indians, 1790–1860 287
- 15.1** Slaveowning Families, 1850 345
- 20.1** Union Party, 1864 462
- 22.1** Railroads Worldwide, 1889 497
- 22.2** Cotton Manufacturing Moves South, 1880–1980 512
- 22.3** World Cotton Production, 1903 512
- 23.1** Civil-Service Employment 535
- 24.1** The Shift to the American City 545
- 24.2** Dumbbell Tenement 546
- 24.3** Annual Immigration, 1870–2015 547
- 24.4** Old and New Immigration (by decade, 1871–1920) 550
- 25.1** Homesteads from the Public Lands (acreage legally transferred to private ownership) 593
- 29.1** Organization of Holding Companies 677
- 29.2** Approximate Comparative Losses in World War I 697
- 30.1** International Comparison of Number of Automobiles 706
- 30.2** The Cost of a Model T Ford, 1908–1924 706
- 30.3** Annual Immigration and the Quota Laws 715
- 30.4** Limits Imposed by Washington Conference, 1921–1922 725
- 30.5** Aspects of the Financial Merry-go-round, 1921–1933 729
- 30.6** Index of Common Stock Prices (1926 = 100) 733
- 31.1** Bank Failures Before and After the Glass-Steagall Banking Reform Act of 1933 748
- 31.2** Occupied Households with Electric Service, 1900–1960 758
- 31.3** Labor Union Membership in Selected Countries, 1913–2015 761
- 31.4** Economic Impact of the Great Depression on the United States, the United Kingdom, and Germany, 1929–1940 765
- 33.1** The National Debt, 1930–1950 800
- 34.1** Demographic Profile of Women, Minorities, and the Foreign-Born in Nonacademic Science and Engineering Occupations, 1980–2010 835
- 34.2** National Defense Budget, 1940–2018 843
- 35.1** Women in the Labor Force, 1900–2016 856
- 35.2** Households with Television Sets, 1946–1960 856
- 36.1** Poverty in the United States, 1960–2016 890
- 36.2** Declining Confidence in Institutions 900
- 37.1** Median Household Income, 1950–2016 917
- 37.2** The History of the Consumer Price Index, 1967–2017 930
- 38.1** The National Debt, 1940–2018 947
- 39.1** Recent Legal Immigration by Area of Origin, 1961–2015 965
- 39.2** Sources of Latino Population in the United States, 2014 967
- 39.3** Percent of Total Population Living in Metropolitan Areas and in Their Central Cities and Suburbs, 1910–2010 969
- 39.4** Women in the Work Force Globally, 2016 972
- 40.1** Deficits into Surpluses and Back Again 984
- 40.2** Ethnic and Religious Groups in Iraq, by Percent of Total Population (ca. 32,500,000) in 2014 990
- 40.3** The Great Recession Takes Hold 996
- 40.4** Share of Income Received by Families, by Quintile, 1980–2016 1000
- 40.5** The Productivity Gap 1001
- 40.6** How the United States Measures Up 1003
- 40.7** Government Expenditures for Social Welfare, 1930–2016 1008
- 40.8** A Lack of Trust 1011
- 40.9** The Vanishing Center 1017

# Preface

**T**his seventeenth edition of *The American Pageant* reflects our continuing collaboration to bring the most recent scholarship about American history to the broadest possible student audience, while preserving the readability that has long been the *Pageant's* hallmark. We are often told that the *Pageant* stands out as the only American history text with a distinctive personality, an observation that brings us considerable satisfaction. We define the *Pageant's* leading characteristics as clarity, concreteness, a strong emphasis on major themes, integration of a broad range of historical topics into a coherent and clutter-free narrative, attention to a variety of interpretive perspectives, and a colorful writing style leavened, as appropriate, with wit. That personality, we strongly believe, is what has made the *Pageant* both appealing and useful to countless students for more than six decades.

Our collaboration on the *Pageant* reflects our respective scholarly interests, which are complementary to a remarkable degree. While we share broad interests in the evolving character of American society and in its global role, David Kennedy is primarily a political and economic historian, while Elizabeth Cohen's work emphasizes social and cultural history. Together, we have once again revised the *Pageant* chapter by chapter, even paragraph by paragraph, guided by our shared commitment to tell the story of the American past as vividly, clearly, and responsibly as possible, without sacrificing a sense of the often sobering seriousness of history and of its sometimes challenging complexity.

## Goals of *The American Pageant*

Like its predecessors, this edition of *The American Pageant* seeks to cultivate in its readers the critical thinking skills necessary for balanced judgment and informed understanding about American society by holding up to the present the mirror and measuring rod that is the past. This new edition now divides the narrative of American history into nine parts, instead of the six featured in previous editions, to better reflect the ways in which American history is being taught today. Each of the nine parts opens with an introductory essay highlighting major themes and perspectives, essentially posing the question, "What's the story?" in the chapters that follow. Those essays are meant to help students to understand that history is not just a matter of piling up mountains of facts but is

principally concerned with discovering complex patterns of change over time and organizing seemingly disparate events, actions, and ideas into meaningful chains of cause and consequence. For this edition, we have also added concluding focus questions to the nine introductory essays to encourage students to bring a set of probing inquiries into the chapters that compose each section.

A strong narrative propels the story, reinforced by the feature, "Contending Voices." Here we pair conflicting quotations from original historical sources, accompanied by questions that encourage critical thinking by asking students to assess how people in the historical past understood hotly contested subjects. Still more highlighted quotes throughout the text help students hear the language of real people who shaped and experienced historical events. This edition incorporates many new, diverse voices into these features. They complement the historiographical debates covered in the "Varying Viewpoints" essays by highlighting how historical actors themselves debated the meaning of the events they experienced.

In addition, "Examining the Evidence" enables students to deepen their understanding of the historical craft by conveying how historians develop interpretations of the past through research in many different kinds of primary sources. Here students learn to probe a wide range of historical documents and artifacts: correspondence between Abigail and John Adams in 1776, and what it reveals about women's place in the era of the American Revolution; the Gettysburg Address and the light it sheds not only on President Lincoln's brilliant oratory but also on his vision of the American nation; a letter from a black freedman to his former master in 1865 that illuminates his family's experience in slavery as well as their hopes for a new life; the manuscript census of 1900 and what it teaches us about immigrant households on the Lower East Side of New York at the dawn of the twentieth century; the neighborhood rating system of the Home Owners' Loan Corporation (HOLC) of the 1930s, which institutionalized the "redlining" that starved inner-city neighborhoods of capital for decades afterward; and a national security document that gives insight into the foreign policy-making process.

The *Pageant's* goal is not to teach the art of prophecy but the much subtler and more difficult arts of seeing historical developments in context, of understanding the roots and direction and pace of change, and of distinguishing what is truly new under the sun



from what is not. The study of history, it has been rightly said, does not make one smart for the next time, but wise forever. Throughout the text, we believe that anchoring the narrative of events in a coherent interpretive framework facilitates readers' acquisition of important historical thinking skills, including periodization, synthetic reasoning, and contextual and comparative analysis.

We hope that the *Pageant* will help to develop the art of critical thinking in its readers and that those who use the book will take from it both a fresh appreciation of what has gone before and a seasoned perspective on what is to come. We hope, too, that readers will take as much pleasure in reading *The American Pageant* as we have had in writing it.

## Changes in the Seventeenth Edition

This edition now breaks the narrative into nine historical periods, rather than six, a restructuring designed to help students understand critical themes and changes over time, and to provide teachers with an organizational framework in tune with broader learning goals.

As in past revisions, we have updated and streamlined the entire text narrative, focusing especially on four matters: (1) the colonial and early national periods, including fresh discussion of Spanish and French colonial ambitions and imperial rivalries for dominance in North America; (2) significantly enhanced attention to Native American history, from the European arrival into the twenty-first century; (3) expanded examination of the conquest of the West and its human and environmental consequences; and (4) the history of American capitalism.

We have substantially revised and reorganized the *Pageant's* discussion of the colonial period to emphasize uncertainties and potentialities during the eras of exploration and early settlement, relying especially on the wealth of recent scholarship on the American West and southwestern borderlands to expand the geographical and conceptual scope of our treatment of that consequential period. Parts One and Two now help students reflect on Native American perspectives and priorities, while encouraging them to understand the colonization of North America as a more precarious—and contested—project carried out by competing European powers. This spatial reorientation allows for a renewed emphasis on the histories of Native American civilizations and their role in a rapidly changing North America. Finally, new material in chapters on the early national and antebellum eras incorporate important scholarship on capitalism and the role of finance and speculation in the growth of the nation's political and social institutions, particularly slavery.

We have also made major revisions to our treatment of the entire post-Civil War era—from Reconstruction

through the election of 2016. Coverage of the Gilded Age now begins with a chapter emphasizing the centrality of the Industrial Revolution to an understanding of the course of American history in the late nineteenth century. Subsequent chapters in that section trace the ways in which the scale, speed, and complexity of industrial modernization triggered social, environmental, and political upheavals throughout American society, culminating in the Populist uprising at century's end. The same section also contains a fresh discussion of the conquest of the Great American West, conspicuously including substantial new material on the responses of Native Americans to relentless settler encroachment on their ancestral lands. We have updated the history of the twentieth century as well. A new chapter on the 1920s highlights the transformative technologies that emerged during that pivotal decade and foreshadowed the sweeping changes in behaviors, values, and attitudes that evolved as the century advanced. We have also added new material on the final years of the Obama presidency, as well as the election of 2016, and the myriad ways that technological and cultural innovations have deeply disrupted American political culture in the early twenty-first century.

## Global Context

Recognizing that we inhabit an increasingly interconnected planet, we have continued to deepen the *Pageant's* treatment of the global context of American history. Today, political leaders, capital investment, consumer products, rock bands, the Internet, and much else constantly traverse the globe. But even before sophisticated technology and mass communication, complex exchanges among peoples and nations around the world deeply shaped the course of American history. Students will frequently encounter in these pages the people, ideas, and events that crossed national borders to influence the experience of the United States. They will also be invited to compare salient aspects of American history with developments elsewhere in the world. We believe that a full understanding of what makes America exceptional requires knowing about other societies and knowing when and why America's path followed or departed from that taken by other nations.

Within each chapter, both text and graphics help students compare American developments to developments around the world. The frontier experience, railroad building, cotton production, city size and urban reform strategies, immigration, automobile ownership, the economic effects of the Great Depression, women's participation in voting and the work force, the cultural upheavals of the 1960s, and much more should now be understood as parts of world trends, not just as isolated American phenomena. New boxed quotes bring more

international voices to the events chronicled in the *Pageant's* historical narrative. Updated “Varying Viewpoints” essays reflect new interpretations of significant trends and events, emphasizing, when appropriate, their global contexts.

“Thinking Globally” essays present different aspects of the American experience contextualized within world history. Readers learn how developments in North America were part of worldwide phenomena, be it the challenge to empire in the eighteenth century, the rise of socialist ideology in the nineteenth century, or the globalization that followed World War II in the twentieth century. Students also see how key aspects of American history—such as participating in the slave trade and its abolition, making a revolution for independence, creating an integrated national state in the mid-nineteenth century, and struggling to survive the Great Depression and World War II—were encountered by other nations but resolved in distinctive ways according to each country’s history, cultural traditions, and political and economic structures.

This edition also gives renewed attention to teaching strategies and pedagogical materials aimed at helping students deepen their comprehension of American history. New visual materials—documentary images, graphs, and tables—illuminate complex and important historical ideas. Readers will also find redesigned maps with topographical detail and clear labeling to better communicate the text’s analytical points. Key terms are printed in bold in each chapter and defined in a glossary at the end of the book. Every chapter concludes with an expanded chronology and a list of readable books to consult in order “To Learn More.” In addition, lists of Key Terms and “People to Know”—created to help students focus on the most significant people introduced in that chapter—appear at the end of each chapter to help students review chapter highlights. An Appendix contains annotated copies of the Declaration of Independence and Constitution and key historical events and dates, such as admission of the states and presidential elections.

See the Supplements section that follows for a complete description of the many materials found online. It is our hope that readers will view online resources such as MindTap as an exploratory laboratory enhancing *The American Pageant's* text.

## Notes on Content Revisions

### Part One—Peopling a Continent

c. 33,000 B.C.E.–1700 C.E.

**Chapter 1** New World Beginnings 33,000 B.C.E.–1680 C.E.

- Chapter substantially updated and expanded to more effectively address Native American history, particularly before European contact

- Updated geological information in “The Shaping of North America” section
- Substantial update to and expansion of material on pre-Columbian Native American economies and cultures in the “The Earliest Americans” section
- Further updates to post-contact Native American history throughout the chapter, with new material in “Exploration and Rivalry” section
- New epigraph quote from an Apache origin story

**Chapter 2** The Contest for North America 1500–1664

- Chapter reorganized to discuss French, English, and Dutch colonialism, as well as to incorporate more Native American history. More attention to the contest for North America among competing empires than assumption of British hegemony.
- First two sections of previous edition Chapter 6 revised and moved to opening section of this chapter
- New boxed quote from Montagnais in “New France Fans Out” section
- New boxed quote from Narragansett in “Indians’ New World” section
- Brief new section “The Spanish in North America” describing Spanish colonial ventures on the continent, fitting with new emphasis on non-English and Western history
- “Old Netherlanders at New Amsterdam,” “Friction with English and Swedish Neighbors,” and “Dutch Residues in New York” sections relocated from previous edition Chapter 3

**Chapter 3** Settling the English Colonies 1619–1700

- Chapter reorganized to discuss the seventeenth century English plantations together, with a new emphasis on contingency
- Previous edition Chapter 2 sections “Virginia: Child of Tobacco,” “Maryland: Catholic Haven,” “The West Indies: Waystation to America,” “Colonizing the Carolinas,” “The Emergence of North Carolina,” “Late-Coming Georgia: The Buffer Colony,” and “Plantation Colonies” relocated to this chapter
- Condensed discussion of seventeenth century intercolonial politics in “English Interference and Neglect” section
- New boxed quote from William Penn’s Frame of Government in “Quaker Pennsylvania and its Neighbors” section
- New Varying Viewpoints: “Boundaries or Borderlands in the Colonial Americas.” This feature reflects recent scholarship on borderlands, and helps move the textbook toward a less confined understanding of colonial history and Western history.

### Part Two—Building British North America 1607–1775

**Chapter 4** American Life in the Seventeenth Century 1607–1692

- “Frustrated Freeman and Bacon’s Rebellion” section updated with new perspectives on gender and Bacon’s Rebellion

**Chapter 5** Colonial Society on the Eve of Revolution 1700–1775

- New material to strengthen analysis of Native American history
- New section, “A Continent in Flux” added to return to Native American history and Western history. This material also emphasizes the ongoing continental rivalry among European powers. Includes new boxed quote from George Vancouver on Indians and epidemics.
- Updated Contending Voices feature, adding an African American voice
- New boxed quote in “The Great Awakening” section from Hannah Heaton (a New York churchgoer)
- “Clerics, Physicians, and Jurists” section relocated within chapter

**Chapter 6** The Road to Revolution 1754–1775

- Chapter now combines material on Seven Years’ War with pre-Revolutionary unrest, giving international context to the imperial crisis, combining material from previous edition Chapters 6 and 7. Descriptions of pre-Revolutionary politics substantially tightened.
- Added new material on Native American history and the continental competition of European powers, particularly in “War’s Fateful Aftermath” section

## Part Three—Founding a New Nation 1775–1800

**Chapter 7** America Secedes from the Empire 1775–1783

- New boxed quote from early draft of Declaration of Independence on the slave trade in “Jefferson’s ‘Explanation’ of Independence” section
- New boxed quote from black Loyalist Boston King in “The Loyalist Exodus” section
- Updated Varying Viewpoints on “Whose Revolution?”

**Chapter 8** The Confederation and the Constitution 1776–1790

- New Examining the Evidence feature on Quock Walker, an enslaved man who successfully appealed to the Massachusetts Constitution for his freedom
- Updates to “Landmarks in Land Laws” section explaining Native American perspective, including a new boxed quote from the Northwest Ordinance

**Chapter 9** Launching the New Ship of State 1789–1800

- New section “The Edges of the Nation” expanding on Western and Native American histories
- New material on Haitian Revolution in “The Impact of the French Revolution” section

- New boxed quote from George Washington on partisanship in “John Adams Becomes President” section
- New boxed quote from Judith Sargent Murray on women’s education in “Federalists Versus Democratic-Republicans” section

## Part Four—Building the New Nation 1800–1860

**Chapter 10** The Triumphs and Travails of the Jeffersonian Republic 1800–1812

- Revised “Aaron Burr Conspiracies” section into “Changes in the West,” with new material on Western and Native American history
- New Contending Voices feature on the War of 1812

**Chapter 11** The War of 1812 and the Upsurge of Nationalism 1812–1824

- “The Second American War for Independence” section revised into “The Aftermath of the War,” emphasizing the impact on Native Americans and changes to continental politics

**Chapter 12** The Rise of a Mass Democracy 1824–1840

- New section “Land and the ‘Five Civilized Tribes’” combines existing and new material to give Southeastern Indians greater agency in the chapter. “Trail of Tears” section revised to “Indian Removal” with new content to provide Native American perspective.
- Varying Viewpoints on “What Was Jacksonian Democracy?” updated

**Chapter 13** Forging the National Economy 1790–1860

- “Whitney Ends the Fiber Famine” section updated to discuss cotton capitalism and female mill workers
- New boxed quote by Orestes Brownson on wage slavery added to “Workers and ‘Wage Slaves’” section

**Chapter 14** The Ferment of Reform and Culture 1790–1860

- Added two female voices (Catharine Beecher and Angelina Grimke) to Contending Voices section on “The Role of Women”
- Varying Viewpoints on “Reform: Who? What? How? and Why?” updated

**Chapter 15** The South and Slavery 1793–1860

- Significantly revised and reorganized chapter to emphasize the capitalist values of slavery, as well as African American agency and voices
- New epigraph and Contending Voices material from Frederick Douglass
- New boxed quote from Sojourner Truth in “Radical Abolitionism” section



## Part Five—Testing the New Nation 1841–1877

### Chapter 16 Manifest Destiny and Its Legacy 1841–1848

- New material in Contending Voices feature “Warring over the Mexican War” from Lucretia Mott, abolitionist and women’s rights advocate
- Modest changes to “Profit and Loss in Mexico” section emphasizing Native American history

### Chapter 17 Renewing the Sectional Struggle 1848–1854

- Broadened discussion of racial diversity—and friction—in California’s mining camps

### Chapter 18 Drifting Toward Disunion 1854–1861

- New boxed quote in “Stowe and Helper: Literary Incendiaries” section from Harriet Beecher Stowe on women’s activism

### Chapter 19 Girding for War: The North and the South 1861–1865

- New material on Homestead Act and Pacific Railroad Act in “The North’s Economic Boom” section

### Chapter 20 The Furnace of Civil War 1861–1865

- Reorganized discussion of Western theater, giving it more coverage and a more logical order, as well as incorporating Native American history
- New boxed quote in “A Proclamation without Emancipation” section from Annie Davis, an enslaved Maryland woman
- Updated Varying Viewpoints feature “What Were the Consequences of the Civil War?”

### Chapter 21 The Ordeal of Reconstruction 1865–1877

- New discussion of Colfax massacre and *U.S. v. Cruikshank*
- Revisions emphasize the significance of military reconstruction

## Part Six—Forging an Industrial Society 1865–1900

### Chapter 22 The Industrial Era Dawns 1865–1900

- Chapter now opens the section on the “Gilded Age” with discussion of economic changes
- Revised to convey the ambiguities and pitfalls of industrial progress
- Discussion of Knights of Labor revised to acknowledge the Knights’ antipathy toward Chinese labor despite their progressive position on other issues

### Chapter 23 Political Paralysis in the Gilded Age 1869–1896

- Sections on Populists and Cleveland moved to Chapter 26
- Added material on debt peonage system
- Expanded discussion of the Great Strike of 1877

### Chapter 24 America Moves to the City 1865–1900

- Expanded discussion of urban/immigrant politics
- New material on popular culture, including Karl May and baseball history

### Chapter 25 The Conquest of the West 1865–1896

- Material significantly enhanced to incorporate more Native American history
- Red Cloud and Sitting Bull added to “People to Know”; Sand Creek Massacre added as new key term
- New discussion of Grant’s Peace Policy, also added as key term
- Updated Contending Voices section with a new quote from Cheyenne Indian, Porcupine

### Chapter 26 Rumbles of Discontent 1865–1900

- New chapter emphasizing the social and economic stresses of the “Gilded Age”
- Added condensed material on Populists and Cleveland from Chapter 23
- Fresh discussion of Populism

## Part Seven—Struggling for Justice at Home and Abroad 1890–1945

### Chapter 27 Empire and Expansion 1890–1909

- Modified discussion of Hawaii and the Philippines to reflect indigenous resistance
- Revised Varying Viewpoints essay “Why Did America Become a Colonial Power?” to incorporate new material on settler colonialism

### Chapter 28 Progressivism and the Republican Roosevelt 1901–1912

- New material on TR’s treatment of African-Americans; Brownsville Affair added as new key term
- New discussion of global warming
- Updated Varying Viewpoints essay “Who Were the Progressives?” to include discussion of segregation

### Chapter 29 Wilsonian Progressivism in Peace and War 1913–1920

- Added new material on the 1919 Seattle General Strike

### Chapter 30 American Life in the “Roaring Twenties” 1920–1932

- New chapter on the 1920s consolidates material from previous edition Chapters 30 and 31, better integrating political, economic, and cultural history
- Fresh emphasis on emergence of consumer economy and new technologies
- Sharpened analysis on the causes of the Great Depression

### Chapter 31 The Great Depression and the New Deal 1933–1939

- Revised sections on Hoover, FDR, and the New Deal
- New paragraph on FDR’s Indian policy; Indian Reorganization Act of 1934 added as new key term

**Chapter 32** Franklin D. Roosevelt and the Shadow of War 1933–1941

- Revisions emphasize global context of World War II

**Chapter 33** America in World War II 1941–1945

- Revisions highlight uniqueness of America's experience in WWII

## Part Eight—Making an American Superpower 1945–1980

**Chapter 34** The Cold War Begins 1945–1952

- Revisions highlight suburbanization and housing as major issues responsible for growing inequality and social conflict
- Condensed material on Truman's political career
- New Examining the Evidence feature on redlining, "Government Policy and Homeownership"

**Chapter 35** American Zenith 1952–1963

- New material on IBM and postwar managerial capitalism
- Enhanced material on civil rights; more coverage of Emmett Till and Ella Baker

**Chapter 36** The Stormy Sixties 1963–1973

- New graphics illustrating the decline of trust in U.S. public institutions
- Updated and condensed sections on LBJ and Great Society
- Expanded concluding section discusses rise of Asian powers

**Chapter 37** A Sea of Troubles 1973–1980

- Updated Table 37.1, "International Trade," to reflect 2015 data
- Revised Figure 37.1, "Median Household Income," and updated to reflect 2016 data

## Part Nine—Sustaining Democracy in a Global Age 1980 to the present

- New essay on period since 1980; stresses inequality and polarization at home, globalization and terrorism abroad

**Chapter 38** The Resurgence of Conservatism 1980–1992

- Added new chapter-opening quote from Ronald Reagan
- Added Tax Reform Act as new key term and added Corazon Aquino to "People to Know"
- Revised Figure 38.1, "The National Debt," to reflect 2018 data
- Revised Varying Viewpoints essay reflects recent scholarship on conservatism

**Chapter 39** America Confronts the Post–Cold War Era 1992–2000

- Updated concluding sections on postmodernism and popular culture to discuss more recent works

**Chapter 40** The American People Face a New Century 2001–2018

- Added substantial new material on Obama's second term, 2016 election, and Trump's first eighteen months in office
- New sections on "An Age of Distrust," "Obama's Troubled Last Years," "The Astonishing Election of 2016," "Trump in Power," and "The World Warily Watches Washington"
- New section on Edward Snowden and privacy/security issues in the digital age
- Expanded discussion of Mexican immigration and its political consequences
- New boxed quote from Justice Kennedy from *Obergefell v. Hodges*

## Supplements

### Teacher Resources

**MindTap™** MindTap for *The American Pageant: A History of the American People*, Seventeenth Edition, is a personalized, online digital learning platform providing students with an immersive learning experience that builds critical thinking skills. Through a carefully designed chapter-based learning path, MindTap allows students to easily identify the chapter's learning objectives, complete readings that are organized into short, manageable blocks, and test their content knowledge with Aplia™ Critical Thinking Activities developed for the most important concepts in each chapter (see Aplia description below).

- **Primary Source Activities:** AP® prompts that align to the AP® course and exam framework accompany each chapter and correlate to a primary and secondary source database. Students can hone their critical thinking, historical reasoning, and research and writing skills by engaging in the guided research activities and exploring thousands of sources.
- **Fast Track to a 5:** This AP® U.S. History test preparation guide is available online within MindTap. It includes strategies on taking the AP® Exam, a diagnostic test, AP® course outline review materials, and two complete AP® practice tests.

MindTap for *The American Pageant* goes well beyond an eBook, a homework solution/digital supplement, a resource center website, or a learning management system (LMS). It is truly a Personal Learning Experience that allows you to synchronize the text reading and engaging assignments. To learn more, ask your National Geographic Learning sales representative to demo it for you or go to [www.Cengage.com/MindTap](http://www.Cengage.com/MindTap).

**Aplia™** Aplia is an online interactive learning solution that improves comprehension and outcomes by

increasing student effort and engagement. Founded by a professor to enhance his own courses, Aplia provides automatically graded assignments with detailed, immediate explanations on every question. The interactive assignments have been developed to address the major concepts covered in *The American Pageant* and are designed to promote critical thinking and engage students more fully in learning. Question types include questions built around animated maps, primary sources such as newspaper extracts, or imagined scenarios, like engaging in a conversation with a historical figure or finding a diary and being asked to fill in some blanks. More in-depth primary source question sets address a major topic with a number of related primary sources and questions that promote deeper analysis of historical evidence.

**Instructor Companion Website** This website is an all-in-one resource for class preparation, presentation, and testing for teachers. Accessible through Cengage .com/login with your faculty account, you will find an updated AP® Teacher Companion, AP® Teacher Resource Guide, Correlation Guide, end-of-part practice questions, Power-Point presentations, and test bank files (please see Cognero description below).

**AP® Teacher Companion** Written by Tim Greene, Jersey Shore Area School District, Jersey Shore, Pennsylvania, this resource is truly an AP® teacher's companion featuring AP® teaching tips, tutorials for framework-specific practices, and sample activities and rubrics. This curriculum guide is a perfect resource for both the novice AP® teacher and seasoned veterans to the course.

**AP® Teacher Resource Guide** Written by Tim Greene, Jersey Shore Area School District, Jersey Shore, Pennsylvania, this resource guide will help teachers navigate the AP® U.S. History course. This manual contains for each chapter: AP® focus on historical periods, historical thinking skills and reasoning processes, themes, chapter summary, and suggested activities and discussion topics to assist in preparing students for the AP® Exam.

**Annotated Teacher's Edition** Written by Cherry Whipple, Austin Independent School District, Austin, Texas; with contributions by Jason Flowers, Austin Independent School District, Austin, Texas; Peggy Syers, Sandia High School, Albuquerque, New Mexico; and Richard Smith, West Bend East High School, West Bend, Wisconsin, this wraparound annotated teacher's edition contains point-of-use suggestions for teachers making connections to the historical thinking skills and reasoning processes, themes, and in-class activities.

**Cengage Learning Testing** Powered by Cognero® for *The American Pageant* and accessible through Cengage .com/login with your faculty account, this AP® U.S. History course-aligned test bank contains AP® style multiple-choice and essay questions. Cognero is a flexible, online system that allows you to author, edit, and manage test bank content. Create multiple test versions instantly and deliver them through your LMS from your classroom, or wherever you may be, with no special installs or downloads required.

The following format types are available for download from the Instructor Companion website: Blackboard, Angel, Moodle, Canvas, Desire2Learn. You can import these files directly into your LMS to edit, manage questions, and create tests. The test bank is also available in PDF format from the Instructor Companion website.

**Reader Program** Cengage Learning publishes *The American Spirit*, a primary and secondary source printed reader designed to guide students through the process of historical inquiry and historical reasoning.

## Student Resources

**MindTap** As described in the teacher resources section, MindTap is a personalized learning environment designed to help AP® students not only absorb their course content for U.S. History but also prepare to succeed on the AP® U.S. History examination. One of the many resources students will find in MindTap is the online *Fast Track to a 5*. For a full account of its offerings, please refer back to the teacher resources section of the Preface.

**Fast Track to a 5: Preparing for the AP® U.S. History Exam** Prepared by Stacie Brensilver Berman from New York University, New York, New York; Bobbi Rodriguez from A&M Consolidated High School, College Station, Texas; and Amanda Mathis, Muscle Shoals High School, Muscle Shoals, Alabama, this test preparation manual fully aligns with the AP® U.S. History Exam in both content and format and is keyed to the updated sixteenth and the seventeenth editions of *The American Pageant*. Available both in print and online (in MindTap), it includes an introduction to the student, a diagnostic test, review sections with questions, and two complete practice tests in AP® format. It can be purchased with a text or separately.

## Acknowledgments

Many people have contributed to this revision of *The American Pageant*. Foremost among them are the countless students and teachers who have written unsolicited letters of comment or inquiry. We have learned from every one of them and encourage all



readers to offer us suggestions for improving future editions.

### Reviewers for the Seventeenth Edition

We are especially indebted to our colleagues who helped us think through the extensive revisions for this edition: Louis Hyman, Cornell University; Catherine E. Kelly, University of Oklahoma; and Joshua L. Reid, University of Washington. We are particularly grateful to Margaret O'Mara, University of Washington, who has brought her impressively wide-ranging knowledge, astute judgment, critical perspective, and uncommon writing skills to this revised edition.

In addition, we owe a special thanks to Ian Campbell, formerly of Brandeis University and now a history teacher at Rising Tide Charter in Plymouth, Massachusetts, and Alastair Su of Stanford University for their invaluable assistance throughout the revision process.

We also appreciate feedback for this revision from the following reviewers:

William Bolt, Francis Marion University  
D'Ann Campbell, Culver Stockton College

Colin Chapell, University of Memphis  
William Cox, Horry Georgetown Technical College  
Lisa Dimitriadis, Central Carolina Technical College  
Blake Dunnavent, Louisiana State University  
Shreveport  
Jonathan Foster, Great Basin College  
Scott Giltner, Culver Stockton College  
Melanie Gustafson, University of Vermont  
Michael Harkins, Harper College  
David Hazen, Hannibal Lagrange University  
Barry Kennedy, Southcentral Kentucky Community  
and Technical College  
Matthew Kruer, University of Oklahoma  
Thomas Mach, Cedarville University  
La Shonda Mims, Towson University  
Chad Parker, University of Louisiana at Lafayette  
Jerry Sanson, Louisiana State University of Alexandria  
Jeff Schulze, University of Texas at Dallas

David M. Kennedy  
Lizabeth Cohen

*Sail, sail thy best, ship of Democracy,  
Of value is thy freight, 'tis not the Present only,  
The Past is also stored in thee,  
Thou holdest not the  
    venture of thyself alone, not of  
    the Western continent alone,  
Earth's résumé entire floats on thy keel, O ship, is  
    steadied by thy spars,  
With thee Time voyages in trust, the antecedent  
    nations sink or swim with thee,  
With all their ancient struggles, martyrs, heroes, epics,  
    wars, thou bear'st the other continents,  
Theirs, theirs as much as thine, the destination-port  
    triumphant....*

Walt Whitman

"Thou Mother with Thy Equal Brood," 1872

# Peopling a Continent

**C. 33,000 B.C.E.–1700 C.E.**

The history of the United States is but the briefest of chapters in the more than fourteen thousand years of human habitation in the American continents. By the time Christopher Columbus waded onto a Caribbean beach in 1492, migrants from the great Eurasian land mass had long since spread themselves from the icy shores of the Arctic Ocean to the wind-blasted expanse of Tierra del Fuego. Some of those earliest Americans had developed stunningly sophisticated civilizations, especially in the Valley of Mexico and in the highlands and coastal plain of present-day Peru. There the Spanish *conquistadores* and Christian missionaries who followed Columbus across the ocean encountered peoples living in great cities, with monumental architecture, elaborate religious practices, and far-flung networks of commerce and communication. What was a New World for the Europeans was a very old world for those who had dwelled in it for hundreds of generations.

Europeans saw the New World as a virgin land open to conquest, its resources ripe for exploitation, its peoples candidates for conversion to Christianity. Yet Native Americans thought of their homelands as productive and even sacred landscapes, already shaped by centuries of human activity. The

contest for control of the Americas pitted natives against newcomers in often-bloody clashes. Soon enough, it generated violent struggles among the Europeans themselves.

Growing European populations, faster sailing ships, and a hunger for riches had propelled Columbus across the Atlantic. The same forces pushed European and Arab traders east along Asia's Silk Road and drove Portuguese caravels down the coast of West Africa, where white flesh-merchants devel-

oped an obscenely lucrative trade in black human slaves. Enterprising Europeans were soon trafficking in enslaved Africans by the millions, as well as in conquered Native Americans. The fortunes they made laid the foundations of modern capitalism. The racial distinctions they drew left a legacy of inhumanity and oppression that would endure for centuries.

In the titanic contest among European states to determine the destiny of the New World, Spain was at first the most powerful. Spaniards vanquished the great empires of the Incas and the Aztecs. They intermarried with their conquered subjects to create a *mestizo* "new race" that blended the cultures of the two worlds. They planted towns and cities along the spine of Central and South America, their street plans standardized by kingly decree, their



Island Capital of the Aztecs, Tenochtitlan (mural)/Covarrubias, Luis (1919–1987)/MEXICOLORÉ/Museo Nacional de Antropología, Mexico City, Mexico/Bridgeman Images

**I.1 Tenochtitlan** This Aztec city, built on an island in Lake Texcoco, was the capital of the most powerful empire yet to arise in central Mexico. Aqueducts provided the city with fresh water, and three causeways connected the city to the mainland.

grand stucco squares built upon the ruined foundations of ancient temples. By the middle of the sixteenth century, Catholic Spain, dominant in South America, sought to foil the colonization of North America by its great Protestant rival, England, by sending expeditions north from Mexico and up the coast of California. In 1565, Spain also fortified St. Augustine on the coast of Florida. The struggle for North America had begun in earnest.

Other contestants soon entered the field. As early as the 1530s, seeking wealth from the fur trade and souls for Christ, France dispatched rugged trappers and pious priests deep into the North American interior. French forts and missions spread from the mouth of the St. Lawrence River to the banks of the Mississippi, pushing French claims through the territories of powerful indigenous empires and menacing the borders of New Spain. Meanwhile, Dutch traders established a busy trading post on the thicketed island of Manhattan. Swedish settlements dotted the fertile plain along the Delaware River.

England was a relative latecomer to the grand project of North American conquest. Until the late sixteenth century, England had been preoccupied with conflicts closer to home. First came the Protestant Reformation, then the violent subjugation of Catholic Ireland. The first English settlement to prove permanent, founded at Jamestown, Virginia, in 1607, suffered cruelly from disease, starvation,

and cannibalism, barely surviving its first few winters. Tense relations with Native Americans—who vastly outmatched the colonists in numbers and might—periodically exploded into armed conflict.

During these first centuries of European presence in the Americas, it was by no means clear which, if any, Europeans would prevail. Few signs indicated that the English-speaking colonies would come to dominate North America. Yet hardships and an ocean's distance strengthened common bonds in the English colonies, even though colonists came to the New World for very different reasons. These original colonists may have viewed themselves as Europeans, but the lived experience of the New World—including conspicuously the mingling of several different European, Native, and African peoples—gradually shaped distinctly *American* identities.

### Focus Questions

1. How did the networks of trade and the cultures of native peoples enable and shape European settlement in the Americas?
2. What were the ideas about racial difference constructed during the period of European global exploration, and why did they persist?

A



SamAntonioPhotography/Getty Images

B



Panoramic Images/Getty Images

**I.2A & B Canyon de Chelly** For thousands of years, Puebloans raised corn and other crops in the base of this canyon in northeastern Arizona (see I.2A). Here they built homes and carved their history onto the walls (see I.2B).



## Chapter 1 New World Beginnings 33,000 B.C.E.–1680 C.E.

### MUST KNOW: Events and People

The people and events identified in the “Must Know” section are explicitly mentioned in the AP<sup>®</sup> United States History Curriculum Framework and may be the topic or subject of exam questions; therefore, you need to know this essential information on exam day. As you read *The American Pageant*, you may want to maintain a notebook where you define or summarize the “Must Know: Events and People” in your own words.

- Native American societies in North America prior to 1492
- Spanish exploration and patterns of colonization
- Columbian exchange
- The Spanish Empire in the Western Hemisphere
- Capitalism
- Plantation-based agriculture
- *Encomienda* system
- Pueblo Revolt

### MUST UNDERSTAND: Essential Knowledge from Period 1 (1491–1607) and Period 2 (1607–1754)

The AP<sup>®</sup> United States History Curriculum Framework divides U.S. history into nine chronological periods. In order to succeed on the AP<sup>®</sup> Exam, students must acquire essential knowledge in each chronological period. In this and subsequent chapters, the relevant components of the essential knowledge addressed in the chapter are phrased as questions. After you read each chapter, you can check your understanding of the essential knowledge by answering these questions. Remember that specificity is the key to understanding. That is, be sure your answers to the questions are thorough and utilize specific examples from the chapter. If you maintain your answers in a designated section of your notebook as you read this book, you will have a detailed outline of the essential knowledge when you begin to review for the AP<sup>®</sup> Exam. Please note that Chapter 1 contains an unusually large amount of essential knowledge due to its chronological scope of approximately 35,000 years.

#### Period 1

- How did native populations in North America develop distinct and increasingly complex societies by adapting to and transforming their environments through innovations in agriculture, resource use, and social structure? (pp. 5–10)
- How did maize cultivation in present-day Mexico and the American Southwest support economic development, settlement, advanced irrigation, and social diversification among societies? (pp. 8–10)
- Why did native populations in the Great Basin and western Great Plains develop mobile lifestyles? (pp. 8–10)
- How did some societies in the Northeast, Mississippi River Valley, and along the Atlantic seaboard develop mixed agricultural and hunter-gatherer economies that favored the development of permanent villages? (pp. 8–10)
- How did societies in the Northwest and present-day California support themselves by hunting and gathering, and in some areas develop settled communities supported by the vast resources of the ocean? (pp. 8–10)
- How did contact among Europeans, Native Americans, and Africans result in the Columbian exchange? (pp. 14–16)
- How did European nations’ efforts to explore and conquer the New World stem from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity? (pp. 18–23)
- How did the Columbian exchange bring new crops and new sources of mineral wealth to Europe from the Americas and facilitate the European shift from feudalism to capitalism? (pp. 14–16; 18–19)
- How did Spanish exploration and conquest of the Americas accompany and further widespread deadly epidemics that devastated native populations and introduce crops and animals not found in the Americas? (pp. 16–23)
- How did Spanish colonial economies use the *encomienda* system to marshal Native American labor to support plantation-based agriculture and extract precious metals and other resources? (pp. 16–23)
- How did European traders partner with some West African groups who practiced slavery to forcibly extract slave labor for the Americans? (pp. 12–14)
- How did the Spanish develop a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire? (pp. 18–23)
- How did extended contact with Native Americans and Africans foster a debate among European religious and political leaders about how non-Europeans should be treated? (pp. 16; 22–23)
- How did extended contact with Native Americans and Africans foster a debate among European religious and political leaders about evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans? (pp. 21–23)

## Period 2

- How did Spanish efforts to extract wealth from the land lead them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society? (pp. 16–23)
- How did American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, lead to Spanish accommodation of some aspects of American Indian culture in the Southwest? (pp. 21–22)

## MUST CONNECT: Essential Knowledge and Historical Thinking Skills and Reasoning Processes

You will be expected to demonstrate your ability to use all of the historical thinking skills and reasoning processes to explain the essential knowledge tested on the annual AP® United States History Exam. In this and subsequent chapters, the activities in this section will help you use the content of *The American Pageant* to make connections between discrete historical thinking skills and reasoning processes and randomly selected essential knowledge. Remember that you are ultimately responsible for using your historical thinking skills and reasoning processes to explain *all* of the essential knowledge outlined in the AP® United States History Curriculum Framework.

- **Essential Knowledge:** Contact among Europeans, Native Americans, and Africans resulted in the Columbian exchange.



**Contextualization** Can you place the Columbian exchange in a global context? That is, how do the interactions and adaptations among societies across the Atlantic fit into the larger story of world history? What evidence can you find in the chapter to support your position?

- **Essential Knowledge:** Native populations in North America developed distinct and increasingly complex societies by adapting to and transforming their environments through innovations in agriculture, resource use, and social structure.



**Comparison** Can you create a chart that contrasts the ways Native American societies adapted and transformed their environments in various regions of North America: (a) present-day Mexico and the American Southwest, (b) the Great Basin and the Great Plains, (c) the Northeast, the Mississippi River Valley, and the Atlantic seaboard, and (d) the Northwest and present-day California?

- **Essential Knowledge:** Spanish exploration and conquest of the Americas were accompanied by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.



**Causation** After reading the chapter, can you explain the cause-effect relationship between (a) Spanish exploration and conquest of the Americas (the cause) and the widespread deadly epidemics that devastated native populations (the effect) and (b) Spanish exploration and conquest of the Americas (the cause) and the introduction of crops and animals not found in the Americas (the effect)?

- **Essential Knowledge:** Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.



**Continuity and Change over Time** The authors of *The American Pageant* conclude that “the Spaniards were genuine empire builders and cultural innovators in the New World.” As you read this chapter, can you create a timeline that supports this conclusion with key developments (i.e., changes) in Spanish colonial society from 1492 to 1680?

## Focus on AP® Historical Thinking Skills

The written portion of the annual AP® United States History Exam requires students to analyze historical evidence and construct historical arguments in order to demonstrate their understanding of the themes in the AP® United States History Curriculum Framework. In this and subsequent chapters, the activities in this section will help you organize the content of *The American Pageant* thematically, hone your analytical writing skills, and enhance your AP® Historical Thinking Skills. As the book progresses, you will notice that one aspect of the AP® Historical Thinking Skills will be introduced in a chapter and reinforced in the following chapter. That is, every other chapter will introduce a new aspect of the AP® Historical Thinking Skills and provide activities to help you develop it (Must Develop: AP® Historical Thinking Skills). The following chapter will further your understanding of how to apply the historical thinking skills to one of the themes in the AP® U.S. History Curriculum Framework (Must Apply: AP® Historical Thinking Skills to Themes in U.S. History). In order to help you understand this distinction, this chapter includes both development and application of AP® Historical Thinking Skills.

## MUST DEVELOP: AP® Historical Thinking Skills (Source Claims and Evidence)

Identify the evidence used in a source to support an argument.

One of the key components of source claims and evidence is the ability to identify evidence used to support an argument. In other words, when historians make an argument in a book or article, they have to justify it with pertinent facts (i.e., evidence). The persuasiveness of the argument is directly related to the quality and quantity of the relevant evidence the author provides. Throughout the chapter, the authors of *The American Pageant* develop numerous arguments based on historical defensible claims (i.e., theses or main points). Here are two examples of claims that form the basis of broader arguments:

1. For Europeans as well as for Africans and Native Americans, the world after 1492 would never be the same, for better or worse.
2. The misdeeds of the Spanish in the New World obscured their substantial achievements and helped give birth to the Black Legend.

Which of the following six pieces of relevant evidence do the authors cite in this chapter to support the first claim? Which ones support the second claim? (Suggested answers are located at the bottom of the next page.)

- a) Some 160,000 Spaniards, mostly men, had subjugated millions of Indians.
- b) The reverberations from the Columbian exchange echoed for centuries after 1492.
- c) Native New World plants such as tobacco, maize, beans, tomatoes, and especially the lowly potato eventually revolutionized the international economy as well as the European diet, feeding the rapid population growth of the Old World.

- d) In the Battle of Acoma in 1599, the Spanish severed one foot of each surviving Indian.
- e) Columbus returned to the Caribbean island of Hispaniola in 1493 with seventeen ships that unloaded twelve hundred men and a virtual Noah's Ark of cattle, wine, and horses.
- f) The Spanish paid the Native Americans the high compliment of fusing them through marriage and incorporating indigenous culture into their own.

Can you justify your choices by describing the connection between the claim and the specific evidence? In other words, can you identify how the specific evidence used in this chapter supports the arguments that emerge from these two claims?

## MUST APPLY: AP® Historical Thinking Skills to the Themes in U.S. History (Source Claims and Evidence)\*

Identify the evidence used in a source to support an argument.

► Refer to this outline as you demonstrate your ability to identify the evidence used in a source to support an argument:

**GEOGRAPHY AND THE ENVIRONMENT (GEO-1):** Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

### Columbian Exchange, Spanish Exploration, and Conquest

- The Columbian exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism (Chapter 1).
- Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas (Chapter 1).
- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas (Chapter 1).

The authors of *The American Pageant* assert that “Columbus’s discovery initiated the kind of explosion in international commerce that a later age would call ‘globalization.’” Can you identify relevant evidence from the outline that supports this claim? As you read Chapter 1, how much

additional specific evidence can you identify that supports this claim? How would you organize the relevant evidence you located in both the outline and the chapter into an argument supporting this claim?

**\*For complete outlines of all the Themes, refer to the Appendix posted on the teacher companion website under Student Resources.**

**Answers:** b, c, and e support Claim 1 and a, d, and f support Claim 2.

---

AP® is a trademark registered by the College Board, which is not affiliated with, and does not endorse, this product.