

AP<sup>®</sup> Edition

# By the People

A History of the United States



James W. Fraser

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## A History of the United States

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**James W. Fraser**  
*New York University*

**PEARSON**

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# Dedication

To my children and grandchildren and all the students of their generations.  
May they find the American story in all its complexity as fascinating as I do.

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# To the Student

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I hope you enjoy reading *By the People* and that you learn the value of the study of American history and historical thinking skills as a result of reading it.

The title of this book—*By the People*—describes one of my key goals. This is a history of the many different peoples who have shaped the United States as it is today. Whenever possible, I have focused on the stories of average everyday women and men who have created this country. In a survey of U.S. History it is essential to tell the stories of the leaders—the people from George Washington to Barack Obama and also from Benjamin Franklin to Andrew Carnegie to Jane Addams—who have had been the best known leaders of their generation. At the same time I believe it is equally important to tell the story of some of those whose names have been forgotten—women and men who fought in the Revolutionary army, enslaved people who ran away or found other ways to resist and ultimately gain freedom, women who worked for decades to win the right to vote, immigrants who came to the United States in the hope of building a better life, American Indians of many different tribes who found ways to maintain their cultures in spite of formidable obstacles. These and many other people are essential to the story that is told in this book.

In focusing on the stories of the diverse peoples of this country I have also sought to foster a sense of agency—as well as historical knowledge. When history becomes one thing after another, it gets boring. When history becomes only a celebration of the good and greats among us, it is unbelievable. And when history is only a story of the bad things that some Americans have done to others, it is just plain depressing. On the other hand, if American history can be the story of those who fought back against injustice, who organized to win new rights, who found ways to build a better society, then our students can ask, “why not me?” And, I believe that such a history of people who made a difference in the past can lead today’s students in your time to join etc. the list of those who have helped build a better and more hopeful country.

Please let me know what your experience is like. Email me at [James.W.Fraser@nyu.edu](mailto:James.W.Fraser@nyu.edu). I am anxious to hear and to learn.

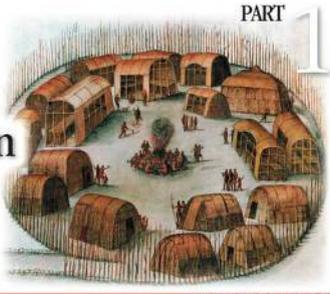
Jim Fraser  
New York City, December, 2013

# Features of *By the People*

The pedagogical approach of *By the People* is designed to provide numerous opportunities for students to engage in historical inquiry and to focus on historical analysis and interpretation. Each feature connects to the historical thinking skills that are an essential part of the study of history and essential to success on the forthcoming new AP exam. They are intended to serve as points of discovery through which students learn and understand the past and its significance.

## Contact and Exploration

### 1491–1607



PART 1

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**PART OUTLINE**

**CHAPTER 1**  
The World Before 1492

The Peopling of North America  
The Diverse Communities of the Americas in the 1400s  
A Changing Europe in the 1400s  
Africa in the 1400s  
Asia in the 1400s

**CHAPTER 2**  
First Encounters, First Conquests, 1492–1607

Columbus, the Columbian Exchange, and Early Conquests  
A Divided Europe: The Impact of the Protestant Reformation  
Exploration and Encounter in North America: The Spanish  
Exploration and Encounter in North America: The French  
Exploration and Encounter in North America: The English

**AP® KEY CONCEPTS**

**KEY CONCEPT 1.1**  
Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**KEY CONCEPT 1.2**  
European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

**KEY CONCEPT 1.3**  
Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

## Part Opening Outlines

Each of the 9 parts opens with an outline of the text chapters and the AP Curriculum Framework Key Concepts covered in the Part.

## Chapter Learning Objectives

Objectives for each main section of the chapter correlate to the Key Concepts of the AP U.S. History Curriculum Framework. These objectives serve as a guide for the student learner to the chapter's main topics and themes.

Before the American Revolution, most farmers lived in a barter economy in which most goods and services were simply traded. In that economy, life moved at a slow and predictable pace, and little money was transacted. By the 1820s, the barter economy had disappeared in all but the most remote areas. Farmers sold their goods on the world market and used the cash they received to purchase not only necessities but also, often, luxuries that their pre-Revolutionary forbearers never imagined.

To many Americans—not just to national leaders—distances seemed shorter, money more important, and politics more omnipresent after 1815 than one would have thought possible even a few years before. Visitors to remote farm settlements in Illinois in the 1820s found that cloth coats and calico dresses purchased from a trader or a store were replacing homespun and buckskin. Once one family made the shift, everyone in the village felt pressure to catch enough money to keep up. As people worked harder and longer, public clocks—with an added hand that noted minutes, not just the passage of the hours—became more prominent. Chaucery Jerome's Connecticut clock company made a fortune manufacturing and shipping clocks to every part of the nation. As one 1840 traveler reported, "In every dell of Arkansas, and in cabins where there was not a chair to sit on, there was sure to be a Connecticut clock." Rip Van Winkle was not the only one waking up in a different time and in a money-conscious country.

9.1

9.2

9.3

**9.2 Quick Review** How did new trading routes progressively improve the U.S. economy and, in doing so, change the United States?

**FROM THE ERA OF GOOD FEELINGS TO THE POLITICS OF DIVISION**

**9.3** Explain the political developments in the United States during the 1820s, including the shift of power toward the South and West that resulted from the changing economic situation.

James Monroe's two terms as president from 1817 to 1825 were known as the Era of Good Feelings because of the lack of rancor in his virtually unanimous election and reelection during a time when the opposing Federalist Party had almost disappeared. The period was quite a change from the days when John Adams and Thomas Jefferson contested the presidency and Federalists and Democratic-Republicans fought in the press and on the floor of Congress. But even during the Era of Good Feelings, all was not calm on the political front. The Supreme Court was rapidly expanding its reach and the reach of the federal government into new aspects of the country. In addition, political tensions over the cotton economy, territorial expansion, and slavery exploded with surprising force in the 1820s. The good feelings were not destined to last.

**The Supreme Court Defines Its Place**

John Marshall served as chief justice of the U.S. Supreme Court from 1801 to 1835. Throughout his long tenure on the Court, Marshall was usually able to convince a majority of the justices to go along with his views no matter what their prior political beliefs were. He used his position to define the role of the court as arbiter of the Constitution, and he expanded the role and power of the federal government in many aspects of national life.

Early in his tenure, Marshall's 1803 *Marbury v. Madison* decision claimed a role for the Supreme Court in reviewing the constitutionality of acts of Congress. Marshall never again invoked that right, but in a series of subsequent decisions, he created the same right for the court in relationship to state legislatures and state courts. Two 1819 decisions from the Marshall court were especially important in expanding the role of the Supreme Court and the federal government.

 Watch on MyHistoryLab Video: "The Era of Good Feelings"

**Era of Good Feelings**  
The period from 1817 to 1825 in which the decline of the Federalists enabled the Democratic-Republicans to govern in a spirit of seemingly nonpartisan harmony.

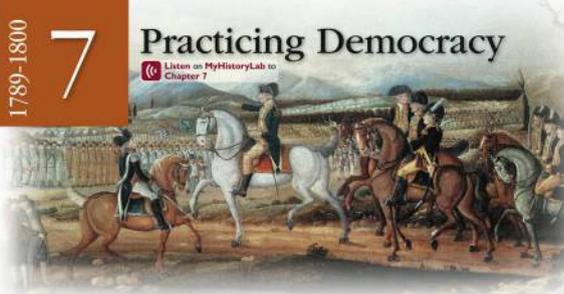
Chapter 9 | New Industries, New Politics 279

1789–1800

7

## Practicing Democracy

Listen on MyHistoryLab to Chapter 7



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**CHAPTER OBJECTIVE**  
Demonstrate an understanding of how the federal government worked under the new Constitution.

**LEARNING OBJECTIVES**

**CONVENING A CONGRESS, INAUGURATING A PRESIDENT, ADOPTING A BILL OF RIGHTS**

7.1 Analyze the first federal elections and the adoption of the Bill of Rights.

**CREATING AN ECONOMY: ALEXANDER HAMILTON AND THE U.S. ECONOMIC SYSTEM**

7.2 Analyze the enduring argument begun by Hamilton's economic vision for the United States and the alternative vision of Jefferson and Madison.

**SETTING THE PACE: THE WASHINGTON ADMINISTRATION**

7.3 Explain the precedents set by George Washington's presidential administration.

**THE BIRTH OF POLITICAL PARTIES: ADAMS AND JEFFERSON**

7.4 Explain the growing split between the Federalist and Democratic-Republican Parties, including how the French Revolution and the personal differences between Hamilton, Adams, and Jefferson affected American politics.

192 Part III | A New Birth of Freedom—Creating the United States of America, 1754–1800

**CHAPTER OBJECTIVE**  
President George Washington reviews troops at Fort Mifflin on the Patuxent before leading them to suppress the Whiskey Rebellion. Frederick Kemmelmeyer, "General George Washington Reviewing the Western Army at Fort Cumberland the 18th of October 1794," after 1794. Oil on paper backed with linen, 18 1/8 x 23 1/8. Courtesy of Winterthur Museum.

**LEARNING OBJECTIVES**  
When New Hampshire and Virginia voted to ratify the Constitution in June 1788, it became the law of the land. But putting that new law into effect was not easy. The old Congress as well as local and state officials in the 13 states needed to conduct elections. Those elected to the new positions, as members of the U.S. House of Representatives and Senate and as the new president, would breathe life into the words of the Constitution and set precedents based on their interpretation of its meaning—or their preferences—that would last for generations. Different Americans, however, interpreted the Constitution differently. Americans discovered that they wanted the country to develop in diverse ways and began long-term arguments with one another about policy.

Soon after the new Congress was elected, it created and enacted the Bill of Rights, 10 amendments that many thought should have been part of the original document. With this addition, more Americans felt comfortable that they had created a government that would protect their rights and maintain their freedom. Once elected as president, George Washington quickly set out to define this important American role. He appointed the first members of the Supreme Court and other judges and created a presidential cabinet to carry out the work of his administration. One cabinet member, Secretary of the Treasury Alexander Hamilton, laid the foundation for the nation's economic system. Washington himself asserted federal authority and expanded the U.S. Army to win Indian Wars on the nation's frontier. Washington's vice president, John Adams, and his secretary of state, Thomas Jefferson, who would later become the next two presidents, worked together in this early government, but eventually became bitter rivals whose arguments represented different directions for the country.

## Quick Review Questions

Questions that ask students to use historical thinking skills necessary for the practice and study of history conclude each main section of the chapter. These questions ask students to construct arguments, consider cause-and-effect, evaluate patterns of change, and evaluate comparisons and contrasts. Students are asked to use these skills both as they relate to the content of the section and to overall themes in the AP Curriculum Framework.

15.1  
15.2  
15.3

educator remembered the immediate aftermath of emancipation: "Few people who were not right in the midst of the scenes can form any exact idea of the intense desire which the people of my race showed for education. It was a whole race trying to go to school."

Realizing that blacks saw the schoolhouse as "proof of their independence" surprised white observers. It did not surprise former slaves who had grown up in a world where literacy, for them, was a crime. As a slave child of seven or eight, Frederick Douglass had been taught the alphabet by a white woman, but the lessons did not last long. He remembered:

Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read... It would forever unfit him to be a slave."

Nothing appealed more to young Douglass than being made unfit for slavery. Douglass found secret ways to continue his studies, and by the time he made his escape to Massachusetts, Douglass had the literacy skills that would make him one of the great orators and writers of his day. Slave masters and slave-state legislatures who made it illegal to teach a slave to read or write, unwittingly also made literacy a powerful symbol of freedom.

While the majority of teachers who went South to teach were white women, an African-American, Charlotte Forten, began teaching in Port Royal, South Carolina, where she said, "The children are well-behaved and eager to learn. It will be a happiness to teach here." By 1870, several thousand teachers—whites and blacks, Northern

**Read on MyHistoryLab**  
Document: Charlotte Forten Describes Life on the Sea Islands, 1864

## American Voices

### John Roy Lynch, The Work of Reconstruction, 1869

John Roy Lynch was born a slave and elected as a Republican to the Mississippi legislature in 1869. In this essay, he described what Reconstruction meant to those who, like him, were trying to create a new political system, indeed a new culture, in the states that had been part of the Confederacy only a few years before.

The new administration had an important and difficult task before it. A state government had to be organized from top to bottom. A new judiciary had to be inaugurated, consisting of three justices of the state supreme court, fifteen judges of the circuit court, and twenty chancery court judges, all of whom had to be appointed by the governor, by and with the advice and consent of the [state] senate. In addition to this, a new public school system had to be organized and established. There was not a public school building anywhere in the state except in a few of the larger towns, and they, with possibly a few exceptions, were greatly in need of repair. To erect the necessary school-houses and to reconstruct and repair those already in existence so as to afford educational facilities for both races was by no means an easy task. It necessitated a very large outlay of cash in the beginning which resulted in a material increase in the rate of taxation for the time being, but the constitution called for the establishment of the system and, of course, the work had to be done. It was not only done, but it was done creditably and as economically as circumstances and conditions at that time made possible. That system, though slightly changed, still stands as a creditable monument to the work of the first Republican state administration that was organized in the state of Mississippi under the Reconstruction Acts of the Congress.

It was also necessary to reorganize, reconstruct, and in many instances, rebuild some of the penal, charitable, and other public institutions of the state. A new code of laws also had to be adopted to take the place of the old one, and thus wipe out the black laws that had been passed by what was known as the Johnson legislature. Also it was necessary to change the statutes of the state to harmonize with the new order of things. This was no easy task, especially in view of the fact that a heavy increase in the rate of taxation was thus made necessary.

Source: John Hope Franklin, ed., *Reconstruction of an Actor's Life: The Autobiography of John Roy Lynch* (Chicago: The University of Chicago Press, 1972).

**Thinking Critically**

- Documentary Analysis**  
According to Lynch, what were the most important priorities of the new Republican government?
- Historical Interpretation**  
What light does the document shed on the challenges faced by Republican governments during Reconstruction?

466 Part IV Expansion, Separation, and a New Union, 1844–1877

## American Voices

Primary source document excerpts bring history alive by introducing students to the words, thoughts, and ideas of people who lived and experienced the events of the time. Each document includes a brief head note and critical analysis questions to help students put the sources in their historical context.

## Thinking Historically

This feature continues the emphasis of providing ample opportunity for the practice of historical thinking skills. These brief document excerpts relate the themes of the new AP Curriculum Framework to content within the chapter. The feature includes questions that connect to the skills.

15.1  
15.2  
15.3  
15.4

## THINKING HISTORICALLY

### Uncle Tom's Cabin

Early in *Uncle Tom's Cabin*, Stowe described her heroine Eliza's decision to run away from a Kentucky plantation after hearing that her young son was about to be sold away from her and the family to a new owner:

It is impossible to conceive of a human creature more wholly desolate and forlorn than Eliza, when she turned her footsteps from Uncle Tom's cabin. Her husband's suffering and dangers, and the danger of her child, all blended in her mind, with a confused and stunning sense of the risk she was running, in leaving the only home she had ever known, and cutting loose from the protection of a friend when she loosed and reversed. Then there was the parting from every familiar object... But stronger than all was maternal love, wrought into a paroxysm of frenzy by the near approach of a fearful danger. Her boy was old enough to have walked by her side, and, in an indifferent case, she would only have led him by the hand; but now the bare thought of putting him out of her arms made her shudder, and she strained him to her bosom with a convulsive grasp as she went rapidly forward...

If it were your Henry, mother, or your Willie, that were going to be torn from you by a brutal trader, tomorrow morning—if you had seen the man, and heard that the papers were signed and delivered, and you had only from twelve o'clock till morning to make good your escape—how fast could you walk!

For many Americans, Eliza's fear and determination made the reality of slavery come alive in ways that decades of antislavery publications and true-life stories had not. What a modern reader reads as melodrama, readers of the time found compelling.

Source: Harriet Beecher Stowe, *Uncle Tom's Cabin; or Life among the Lowly* (Boston: J.P. Jewett, 1852).

**Thinking Critically**

- Historical Interpretation**  
How does Stowe transform the slavery question from an abstract political issue into a personal tragedy?
- Contextualization**  
How does Stowe build understanding for Eliza and therefore for all slaves in this short passage?

**Read on MyHistoryLab**  
Document: Harriet Beecher Stowe's *Uncle Tom's Cabin*, 1852

the Ohio River to escape pursuing slave catchers, was not only a literary but also a political phenomenon in the 1850s and 1860s. If any one book brought home a picture of slavery to moderate or abolitionist Northerners it was *Uncle Tom's Cabin*. The book also engaged the South. Dr. Row's *Southwestern and Western Review*, one of the nation's largest proslavery publications, said the novel was "insulting to the South, because Mrs. Stowe wants the world to believe that all she has written is true!" In the turmoil of the 1850s, however, the book galvanized antislavery opinion not only in the North but also in England where it was credited with playing a role in keeping Britain neutral during the Civil War. The book angered both Southerners who rationalized slavery and Northerners, many of whom first saw the nature of slavery through its pages.

**The Kansas-Nebraska Act of 1854**

Developments in the early 1850s proved how wrong President Fillmore had been to think that the Compromise of 1850 was a "final settlement" of North-South tensions. The Fillmore administration's enforcement of the Fugitive Slave Act exacerbated antislavery opinions across the North and probably cost Fillmore the Whig nomination for president. In the 1852 elections, the Whigs, deeply divided between North and South, voted on 53 ballots before finally nominating another war hero, General Winfield Scott. An almost equally divided Democratic Party nominated Franklin Pierce of New Hampshire, whom many in the South considered "as reliable as Calhoun himself!"

Chapter 13 The Politics of Separation 389

15.1  
15.2  
15.3

## Explore the American Revolution on MyHistoryLab

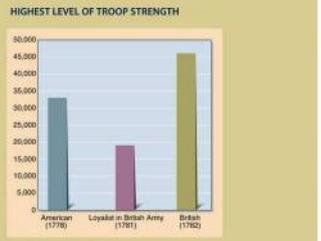
### HOW DID THE AMERICAN REVOLUTION UNFOLD?

Between 1775, when fighting broke out near Boston, and the 1783 Treaty of Paris, the British and rebellious American colonists fought the Revolutionary War. This war, however, was in reality a civil war, as some colonists remained loyal to the British Empire while their neighbors rebelled against imperial power. Even though George Washington's Continental Army was outmatched in military manpower and lost more major battles than it won, the superior decision making of its leaders combined with patriotic support throughout the colonies led to a victory for the Americans, and the Thirteen Colonies emerged as the independent United States of America.



The idealized prominence of General George Washington as a war leader is shown as he meets with other generals and officers of the American colonies in a large state room.

#### HIGHEST LEVEL OF TROOP STRENGTH



Group	Year	Approximate Troop Strength
American	1776	40,000
Loyalist in British Army	1781	20,000
British	1782	45,000

Source: Langman, *American History*, 2008.

**KEY QUESTIONS** Use MyHistoryLab Explorer to answer these questions:

**Comparison** >>> Where did the Americans have military successes? Map the losses and victories of the two sides in the Revolutionary War.

**Analysis** >>> Which regions were Loyalist and Patriot strongholds? Consider the roles of these two groups in the unfolding of the war.

**Response** >>> What position did the major cities play in the conflict? Understand the importance of urban areas for the two sides.

158 Part III A New Birth of Freedom—Creating the United States of America, 1754–1800

## In-text MyHistoryLab References and Explorer Activities

Icons integrated in the text connect resources available on the MyHistoryLab website to specific topics within the chapters, making assigning resources easier, and drawing attention to some of the most high-interest resources available on the website. In addition, there is an Explorer activity feature in each part that focuses students on exploring and analyzing maps and topics related to key events in history.

## Chapter 19 Summary and Review

Watch on MyHistoryLab  
Video Review of Chapter 19

### THE REVOLT OF THE INTELLECTUALS

**19.1** Explain the role of muckraking journalists and intellectuals in shaping a progressive agenda.

#### Summary

Responding to the rapid industrialization and urban growth of the late 1800s, progressives promoted new ways of ordering economic and political life. Utopian idealists offered visions of a transformed society. Academics, including John Dewey, Richard Ely, and Albion Small, attacked Social Darwinism and proposed new models of social and economic change noted in rigorous intellectual analysis. Journalists and writers played a key role in exposing and publicizing social and economic ills. The muckrakers show a light on corporate greed, the plight of the poor, and government corruption.

#### Review Questions

- 1. Comparison**  
Compare and contrast the ideas of John Dewey and William Graham Sumner. What assumptions about social and economic inequality underlay each author's position?
- 2. Constructing an Argument**  
How would you explain the popularity of muckraking journalism in the late 1800s?

#### Preparing to Write: Mastering the Details

Suppose you were preparing to write an essay on the progressive utopian idealists. With that task in mind, make a table identifying the major utopians included in this section and detailing the key components of their work.

### THE TRANSFORMATION OF THE CITIES

**19.2** Analyze the changes in urban life that inspired progressive reforms and the impact of those reforms on cities.

#### Summary

Between 1870 and 1900, the urban population of the United States almost doubled. Immigration and a high-birth rate combined to dramatically increase the size of America's largest cities. As cities grew, political machines gained control of city governments. Political machines provided services to the urban poor, especially immigrants, in exchange for political loyalty. Secure in their power, the machine bosses used their positions to enrich themselves and their supporters. The destruction of the machines was a key political goal of the progressives. Progressives did not promote political revolution. Instead, they argued reforms, including increased government openness, responsiveness, and efficiency as well as an end to political corruption. The diversity of opinions among progressive educators

reflected the diversity of opinion within the Progressive movement as a whole. Some progressives took direct action to improve the lives of the urban poor. Jane Addams's Hull House served the needs of the poor and championed their causes.

#### Review Questions

- 3. Contextualization**  
Why did many poor and immigrant residents of American cities support political machines? How might such machines have looked from their point of view?
- 4. Synthesis**  
What ideas and objectives underlay progressive reform?
- 5. Historical Interpretation**  
In what ways was Jane Addams's Hull House typical of the Progressive movement? In what ways did it depart from other progressive initiatives?

#### Preparing to Write: Write a Thesis

A strong thesis statement that clearly articulates a central argument is the foundation of any essay. With this point in mind, review the discussion of political machines included above. When you are finished, write a thesis statement for an essay on the support for and opposition to political machines in the late 1800s.

### RELIGIOUS RESPONSES TO THE GILDED AGE

**19.3** Explain the main currents of religiously based reform movements during the progressive era.

#### Summary

Protestant religious revival was an important element in the Progressive movement. The temperance movement embodied the connection between social reform and religious revival. The Woman's Christian Temperance Union took a leading role in the fight against alcohol. The WCTU reflected the importance of women in both progressive reform and religious revival. Proponents of the Social Gospel movement believed that reform was the duty of every Christian and that it was God's will that religious people work for social improvement. A new commitment to social issues was not limited to Protestants, and some American Catholic leaders were also active.

#### Review Questions

- 6. Historical Interpretation**  
What light does the rise to prominence of the Woman's Christian Temperance Union shed on the relationship between social reform and religious revival in the late 1800s?

596 Part VI Becoming an Industrial World Power—Costs, Benefits, and Responses 1865–1914

## Chapter Summary and Review

An extensive set of review questions based on the chapter learning objectives, key concepts and themes from the AP Curriculum Framework, and writing about history continue the focus of the pedagogical program in the text on critical-thinking and writing skills.

## AP Practice Tests

Each of the 9 parts of the text conclude with a full AP Practice Test. Using primary source documents, images, and cartoons, the tests include multiple choice questions, short essays, and long essays to mirror the forthcoming new AP exam. The content of each Practice Test focuses on the content within the part, giving students a broad introduction to the test and the chance to review the content in the context of an AP exam. A full Document-Based Question is available on the Pearson MyHistoryLab website to complete the Practice Test for each part.

**Read on MyHistoryLab Document** Henry Cabot Lodge's Objections to Treaty of Versailles, 1919

**MAP 20-5 Europe in 1919.** The Treaty of Versailles created a number of new nations in eastern Europe out of what had once been the Austria-Hungary and Ottoman empires as well as new borders in the Middle East. people like himself who had been excluded from the treaty-making process and his personal animosity to the president. Nevertheless, Lodge insisted that the issues were beyond party, that the United States "is the world's best hope but if you fetter her in the interests and quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her power for good and endanger her very existence."

628 Part VII War, Prosperity, and Depression, 1890–1945

## PART 6 AP<sup>®</sup> PRACTICE TEST

### Section 6: Multiple Choice Questions

Questions 6.1–6.3 refer to the following document.

In Annet, Pennsylvania, a strike had been going on four or five months. The men were becoming discouraged. . . . Sunday afternoon I held a meeting. . . . "You've got to take the pledge," I said. "Sign and pledge to stick to your brothers and the union till the strike's won!"

The men shuffled their feet but the women now, their babies in their arms, and pledged themselves to see that no one went to work in the morning. . . .

Then the company tried to bring in scabs. I told the men to stay home with the children for a change and let the women attend to the scabs. I organized an army of women housekeepers. On a given day they were to bring their maps and brooms and "the army" would charge the scabs up at the mines. . . .

. . . the women kept continual watch of the mines to see that the company did not bring in scabs. Every day women with brooms or rags in one hand and babies in the other arm wrapped in little blankets, went to the mines and watched that no one went in. And all night long they kept watch. They were heroic women. In the long years to come the nation will pay them high tribute for they were fighting for the advancement of a great country. . . .

—Mary Harris Jones, *The Autobiography of Mother Jones*, 1900

6.1 In order to avoid the problems that undermined earlier unions, the United Mine Workers of America

- a. was open to all races and religions
- b. remained a secret organization among the Irish coal miners
- c. used women to walk picket lines instead of men
- d. excluded the more violent coal miners from admission to the union

6.2 When did the Ludlow strike of 1914 end?

- a. When the United Mine Workers of America were able to achieve better wages and work conditions through their coordinated, nationwide strike
- b. When President Wilson called union leaders and mine owners to Washington, DC, for arbitration
- c. After more than thirty people were killed, including several women and children
- d. When President Wilson sent in federal troops to restore order

6.3 Mother Jones helped launch the Industrial Workers of the World (IWW) union in the early twentieth century. How did the IWW differ from the American Federation of Labor?

- a. Only skilled laborers were admitted to the IWW.
- b. The IWW focused on "bread and butter" issues, such as increased wages and an eight-hour workday.
- c. African American workers were often excluded from union membership in the IWW.
- d. The IWW wanted to fundamentally change society and capitalism.

Questions 6.4–6.7 refer to the following document.

Oh, yes, he can point to the rivers bridged, to the transcontinental railway connecting ocean with ocean, to wonderful churches and cathedrals; he can point to the most wonderful system of agriculture that ever brought joy to a hungry world; he can jostle his rags against the silken garments his tail has secured; he can walk shaverless and stand by the side of the home he has helped to build; he can wipe the sweat from his weary face, and reflect that the twenty thousand of American millionaires who own one billion five hundred million dollars, gathered from the toils and tears of sixty-four millions of American people, have it in their power to name their Governors and our legislators and representatives and Congressmen. . . . and they do name them, and they have named them for the last quarter of a century, and they have it in their power to fix the price of labor, to fix the price for every ton of coal.

—Mary E. Lease, *Speech to the National Council of Women of the United States*, 1891

6.4 Which of the following is one of the most significant causes of agrarian discontent in the late nineteenth century?

- a. The influx of immigrants competing with farmers for fertile land
- b. The failure of the U.S. military to protect settlers from Indian attacks on the plains
- c. A belief that farmers were being exploited by the railroads
- d. The closing of the frontier to new settlement

6.5 Despite rhetoric against big business and industry, what was the root cause of farmers' problems in the 1880s and 1890s?

- a. New tenant farmers increasing competition
- b. Competition from overseas
- c. Overproduction of agricultural products
- d. The increased movement of people from rural to urban areas

6.6 Why did Populists like Mary Lease claim there was a conspiracy between the government and big business?

- a. The subtreasury system required loans to farmers be secured with farmers' crops.
- b. Populist candidates were limited to winning elections at the local and state level.
- c. The fiscal policy of the 1880s included expanding the number of greenbacks in circulation.
- d. The federal courts ruled the Granger laws unconstitutional in the *Wabash* case.

6.7 Which Populist platform appears to have been most important to Lease?

- a. Government ownership of communication and transportation
- b. Direct election of senators
- c. Free and unlimited coinage of silver
- d. A graduated income tax

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# About the Author

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In addition to *By the People*, Dr. Fraser is the author or editor of twelve books including *The School in the United States: A Documentary History*, a third edition of which will be published in 2014, and *Preparing America's Teachers: A History* (2007), and *A History of Hope: When Americans Have Dared to Dream of a Better Future* (2002). He lives in New York City with his wife Katherine Hanson and their dog, Pebble.



# Correlation of *By the People* to the AP U.S. History Curriculum Framework

Upon publication, this text was correlated to the College Board’s U.S. History Course Description beginning for the 2014–2015 school year. We continually monitor the College Board’s AP Courses Description for updates to exam topics. For the most current correlation for this textbook, visit [PearsonSchool.com/AdvancedCorrelations](http://PearsonSchool.com/AdvancedCorrelations).

AP US HISTORY CURRICULUM		Chapter and Page References
<b>Period 1 1491–1607</b>	<b>On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.</b>	<b>Chapters 1, 2, 3, 4</b>
<b>Key Concept 1.1</b>	<b>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</b>	<b>Chapter 1</b>
	I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.	pp. 1–16
<b>Key Concept 1.2</b>	<b>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</b>	<b>Chapters 1, 2</b>
	I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.	pp. 17–23, 29–38
	II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.	pp. 33–35, 41–54
<b>Key Concept 1.3</b>	<b>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</b>	<b>Chapters 2, 3, 4</b>
	I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.	pp. 29–34, 37–38, 78–89, 92–104
	II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.	pp. 78–81, 88–89, 97–104
<b>Period 2 1607–1754</b>	<b>Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.</b>	<b>Chapters 3, 4</b>
<b>Key Concept 2.1</b>	<b>Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.</b>	<b>Chapters 3, 4</b>
	I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization.	pp. 63–75, 83–90, 116–119
	II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.	pp. 91, 97–104
	III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.	pp. 66–71, 73–77
<b>Key Concept 2.2</b>	<b>European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.</b>	<b>Chapters 3, 4</b>
	I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.	pp. 65–66, 71–73, 75–77, 83–85, 109–120
	II. Clashes between European and American Indian social and economic values caused changes in both cultures.	pp. 78–83, 88–89, 116–119
<b>Key Concept 2.3</b>	<b>The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.</b>	<b>Chapter 4</b>
	I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.	pp. 95–119

	II. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.	pp. 95–97, 109–116
<b>Period 3 1754–1800</b>	<b>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.</b>	<b>Chapters 4, 5, 6, 7</b>
<b>Key Concept 3.1</b>	<b>Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.</b>	<b>Chapter 5, 6, 7</b>
	I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.	pp. 131–136, 155–156, 169–171, 203–205
	II. During and after the imperial struggles of the mid–18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.	pp. 134–145, 149–158
	III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.	pp. 207–215
<b>Key Concept 3.2</b>	<b>In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.</b>	<b>Chapters 4, 5, 6, 7</b>
	I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.	pp. 113–116, 137–139, 149–151, 178–179
	II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.	pp. 178–189, 194–199, 205–215
	III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.	pp. 171–174, 182–184, 207
<b>Key Concept 3.3</b>	<b>Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</b>	<b>Chapters 6, 7</b>
	I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.	pp. 90, 167–169, 203–205
	II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.	pp. 167–171, 210
	III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.	pp. 171–219
<b>Period 4 1800–1848</b>	<b>The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.</b>	<b>Chapters 7, 8, 9, 10, 11, 12, 13</b>
<b>Key Concept 4.1</b>	<b>The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.</b>	<b>Chapters 7, 8, 9, 10, 11, 12</b>
	I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.	pp. 211–218, 230–231, 245, 279–280, 286–288, 302–307, 328–332, 383–384
	II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.	pp. 307–316, 357–364, 370–375,
	III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.	pp. 277–278, 289, 310–313, 364–379
<b>Key Concept 4.2</b>	<b>Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.</b>	<b>Chapters 9, 10, 12</b>

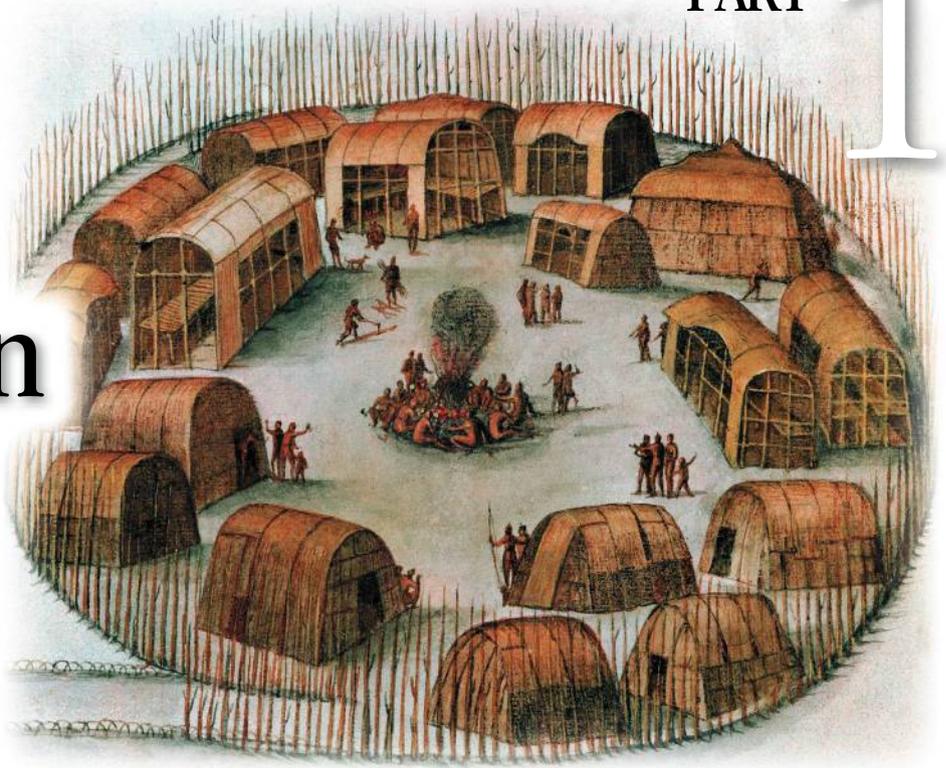
	I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.	pp. 260–277
	II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.	pp. 262–266, 272–276, 286–287, 294–300
	III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.	pp. 267–269, 272–279, 286–287, 300–307, 360–362
<b>Key Concept 4.3</b>	<b>U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.</b>	<b>Chapters 8, 10</b>
	I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.	pp. 251–255, 330–334
	II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.	pp. 245–247, 302–307, 331, 336
	III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.	pp. 262–266, 280–282
<b>Period 5 1844–1877</b>	<b>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.</b>	<b>Chapters 11, 12, 13, 14, 15, 16</b>
<b>Key Concept 5.1</b>	<b>The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</b>	<b>Chapter 11, 12, 13</b>
	I. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.	pp. 321–322, 336, 343, 362–363, 380, 385–386
	II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. Inhabitants.	pp. 313, 357–364, 487, 489
<b>Key Concept 5.2</b>	<b>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</b>	<b>Chapters 10, 12, 13</b>
	I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.	pp. 302–306, 366–367, 374–375, 384–389, 396–397
	II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.	pp. 385–396, 398–399, 402–409
<b>Key Concept 5.3</b>	<b>The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</b>	<b>Chapters 13, 14, 15</b>
	I. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.	pp. 406–409, 414, 440
	II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.	pp. 440, 451–471
	III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African-Americans, women, and other minorities.	pp. 453, 457–459, 465–472
<b>Period 6 1865–1898</b>	<b>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</b>	<b>Chapters 16, 17, 18, 19</b>
<b>Key Concept 6.1</b>	<b>The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.</b>	<b>Chapter 17</b>
	I. Large-scale production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.	pp. 510–520, 525–527, 531–536

	II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.	pp. 461–465, 527–530, 540–546, 555–565
	III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.	pp. 548–554, 586–588
<b>Key Concept 6.2</b>	<b>The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.</b>	<b>Chapters 16, 17, 19</b>
	I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.	pp. 527–534, 578–581
	II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilatory policies reduced the number of American Indians and threatened native culture and identity.	pp. 480–498
<b>Key Concept 6.3</b>	<b>The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.</b>	<b>Chapters 17, 18, 19</b>
	I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues—tariffs, currency, corporate expansion, and laissez-faire economic policy—that engendered numerous calls for reform.	pp. 543–546, 558–560, 574–578, 585–586
	II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	pp. 519, 546–547, 569–570, 581–583
<b>Period 7 1890–1945</b>	<b>An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.</b>	<b>Chapters 17, 18, 19, 20, 21, 22, 23</b>
<b>Key Concept 7.1</b>	<b>Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.</b>	<b>Chapters 17, 19, 22</b>
	I. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.	pp. 512–520, 531–536, 664–668
	II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.	pp. 570–572, 583–595
	III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state.	pp. 668–669, 671, 675–679, 681–682, 689
<b>Key Concept 7.2</b>	<b>A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.</b>	<b>Chapters 20, 21, 23</b>
	I. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.	pp. 641–646, 651, 655–657
	II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.	pp. 619, 621–622, 634–635, 651–653
	III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.	pp. 638, 646–647, 672–675, 697–704
<b>Key Concept 7.3</b>	<b>Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.</b>	<b>Chapters 20, 21, 22, 23</b>
	I. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific.	pp. 602–609
	II. World War I and its aftermath intensified debates about the nation’s role in the world and how best to achieve national security and pursue American interests.	pp. 617–629, 686–689
	III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.	pp. 697–707, 710–721

<b>Period 8 1945–1980</b>	<b>After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.</b>	<b>Chapters 24, 25, 26, 27, 28</b>
<b>Key Concept 8.1</b>	<b>The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.</b>	<b>Chapters 24, 25, 26, 27, 28</b>
	I. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system.	pp. 741–744, 751–753, 762–768, 813–823, 831–832
	II. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.	pp. 763–765, 843–846, 848–851, 871–873
	III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.	pp. 747–751, 762, 818–819
<b>Key Concept 8.2</b>	<b>Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.</b>	<b>Chapters 25, 26, 27</b>
	I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.	pp. 778–791, 806
	II. Stirred by a growing awareness of inequalities in American society and by the African-American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.	pp. 796, 806, 833–837, 840
	III. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements.	pp. 793–794, 797–799, 806–813, 842
<b>Key Concept 8.3</b>	<b>Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.</b>	<b>Chapters 24, 26, 27</b>
	I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values.	pp. 731–738, 793–799, 840–842
	II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.	pp. 702–704, 796–798, 811
	III. New demographic and social issues led to significant political and moral debates that sharply divided the nation.	pp. 827–828, 833–835, 840–842
<b>Period 9 1980–PRESENT</b>	<b>As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.</b>	<b>Chapters 27, 28, 29, 30</b>
<b>Key Concept 9.1</b>	<b>A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.</b>	<b>Chapters 27, 28</b>
	I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.	pp. 842–852, 882–884
	II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades.	pp. 864–865, 882–884
<b>Key Concept 9.2</b>	<b>The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.</b>	<b>Chapters 28, 29, 30</b>
	I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.	pp. 868–869, 873–874
	II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.	pp. 922–926, 928–934
<b>Key Concept 9.3</b>	<b>Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.</b>	<b>Chapters 28, 29, 30</b>
	I. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.	pp. 878–880, 895–896, 899, 911–917
	II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.	pp. 884–885, 904

# PART 1

# Contact and Exploration 1491–1607



## PART OUTLINE

### CHAPTER 1

#### The World Before 1492

The Peopling of North America  
The Diverse Communities of the Americas in the 1400s  
A Changing Europe in the 1400s  
Africa in the 1400s  
Asia in the 1400s

### CHAPTER 2

#### First Encounters, First Conquests, 1492–1607

Columbus, the Columbian Exchange, and Early Conquests  
A Divided Europe: The Impact of the Protestant Reformation  
Exploration and Encounter in North America: The Spanish  
Exploration and Encounter in North America: The French  
Exploration and Encounter in North America: The English

## AP® KEY CONCEPTS

### KEY CONCEPT 1.1

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

### KEY CONCEPT 1.2

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

### KEY CONCEPT 1.3

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

# 1

# The World Before 1492



## CHAPTER OBJECTIVE

Demonstrate an understanding of the life and culture among the first North Americans and, later, the independent development of cultures among Native Americans, Europeans, and Africans before the encounters of 1492.



Listen on MyHistoryLab to Chapter 1

Jacques Le Moynes, an early French explorer, recorded Native American women cultivating crops. Within the cultures of most North American tribes, women were, indeed, the prime cultivators of crops, while men hunted.

## LEARNING OBJECTIVES

### THE PEOPLING OF NORTH AMERICA

- 1.1 Describe what the archeological record tells about the arrival, development, and cultures of the first peoples of North America.

### THE DIVERSE COMMUNITIES OF THE AMERICAS IN THE 1400s

- 1.2 Describe the diversity of American Indian cultures in the United States on the eve of their encounter with Europeans.

### A CHANGING EUROPE IN THE 1400s

- 1.3 Describe the changes in Europe that led to Columbus's voyages and that shaped European attitudes when encountering the peoples of the Americas.

### AFRICA IN THE 1400s

- 1.4 Describe the political, cultural, and religious developments in Africa that would shape contact between Europeans and Africans in the Americas.

### ASIA IN THE 1400s

- 1.5 Contrast developments in Asia with those in Europe at the time when Europeans first reached the Americas.

The Navajo people, or Dine as they prefer to be called, tell a story of their coming into this world. The story begins in a world of darkness (Nihodilhil):

Because of the strife in the First World, First Man (Atse Hastin), First Woman (Atse Estsan), and the Coyote called First Angry, followed by all the others, climbed up from the World of Darkness and Dampness to the Second or Blue World.

From this dark or black world the people emerged through the blue and yellow worlds before finally making their way to the bright white world where they live today:

The Locust was the first to reach the next world. He looked around, and saw that the world was covered with water that glittered and everything looked white. This is why they call it the Glittering World or White World (Nihalgai).

Soon, First Man and First Woman began to make things the way they were supposed to be. The Holy People helped them. Their first job was to rebuild the mountains.... Then, the people made a fire. To start it, they used flint.... First Man and First Woman wanted a hogan.... Talking God helped to build the first hogan.... This was the place where the people lived and worked.

By now First Man and First Woman had become human. They were like us.



Navajo art regularly portrayed the many different gods that in Navajo tradition accompanied human beings in their emergence into the world. The Navajo believed that these gods could help, hinder, or occasionally play tricks on people in their daily lives.

After this, there were four seasons. In the spring, the plants came up from the ground. In the winter, the plants died and were hidden under the snow. Then in the spring they came up again. The plants grew into crops like corn, beans, and squash.

Source: There are many versions of the Navajo creation story. This account was provided by Harry Benally a Navajo carver and silversmith from Sheep Springs, New Mexico, and Harold Carey, a Navajo historian from Malad City, Idaho. <http://navajopeople.org/blog/navajo-creation-story-nihalgai-the-glittering-or-white-world/> downloaded February 14, 2013.

Other North American tribes had their own stories of how their people emerged onto the earth from a region below, or arrived through the water, or came down from the clouds. All believed that some ancient pilgrimage had brought them to the place where their tribe resided and would, with divine favor, reside forever.

Modern anthropologists tend to trace the path of early human immigration from Asia either on foot across what was sometimes dry land between what is now Russian Siberia and Alaska or by small boats that hugged the coast of the two continents beginning some 25,000 or even 35,000 years ago. Hunters from Siberia may have followed their animal prey across solid land and then fanned out across the Americas. Seafaring travelers might have followed the fish from Alaska down the coast of North and South America. Perhaps both forms of migration took place.

While the ancestors of modern American Indians were building their communities, establishing their culture, and engaging in extended trade with other Native Americans, other humans in other parts of the world were developing their own often quite different cultures. Carvings found in southern France and North Africa date from the same period as the earliest settlements of the Americas. Although contact between the rest of the world and the Americas was at best minimal, the people who lived in Africa, Asia, and Europe maintained some level of contact with one another over thousands of years, even as they developed their own languages as well as agricultural and social systems. The arrival of Europeans in the Americas after 1492 led to dramatic transformations of the cultures of all of these places. Peoples who had developed very different cultural norms as well as different ways of viewing the world suddenly came into contact with each other. Understanding the independent development of people and cultures on both sides of the Atlantic is essential to understanding how contact between them would significantly change them all.

## Significant Dates

<b>Approx. 30,000 years ago</b>	Earliest signs of settlement in Western Alaska and California; Stone Age carvings dating to this era found in France and North Africa
<b>c. 750</b>	Mound-building cultures expand in the Mississippi River Valley
<b>850–1100s</b>	Rise and decline of the Anasazi in Chaco Canyon; founding of Acoma Pueblo
<b>950–1400</b>	Rise and decline of Cahokia
<b>1101</b>	Norse colony of Vineland established in North America
<b>1142</b>	Possible date for the founding of the Iroquois Confederacy
<b>1324</b>	Pilgrimage of Mansa Musa, Emperor of Mali, to Mecca
<b>1325</b>	Rise of Aztec Empire
	Founding of Tenochtitlán (Mexico City)
<b>1348–1350s</b>	Bubonic plague begins in Europe
<b>1415</b>	Portuguese begin exploration of the Atlantic coast of Africa
<b>1421–1423</b>	Chinese explore the Indian Ocean and East Africa
<b>1453</b>	Ottoman Turks capture Constantinople
	End of the Hundred Years' War between France and England
<b>1458</b>	Songhay Empire captures Timbuktu
<b>1469</b>	Marriage of Isabella of Castile and Ferdinand of Aragon
<b>1485</b>	King Henry VII ends the War of the Roses, unified England
<b>1488</b>	Bartolomeu Dias rounds Cape of Good Hope
<b>1492</b>	Granada falls to Christians ending Islamic rule in Spain
	Christopher Columbus sails from Spain to the Americas
<b>1493–1528</b>	Askia Muhammad rules Songhay Empire at its height
<b>1498</b>	Vasco da Gama reaches India from Portugal

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## THE PEOPLING OF NORTH AMERICA

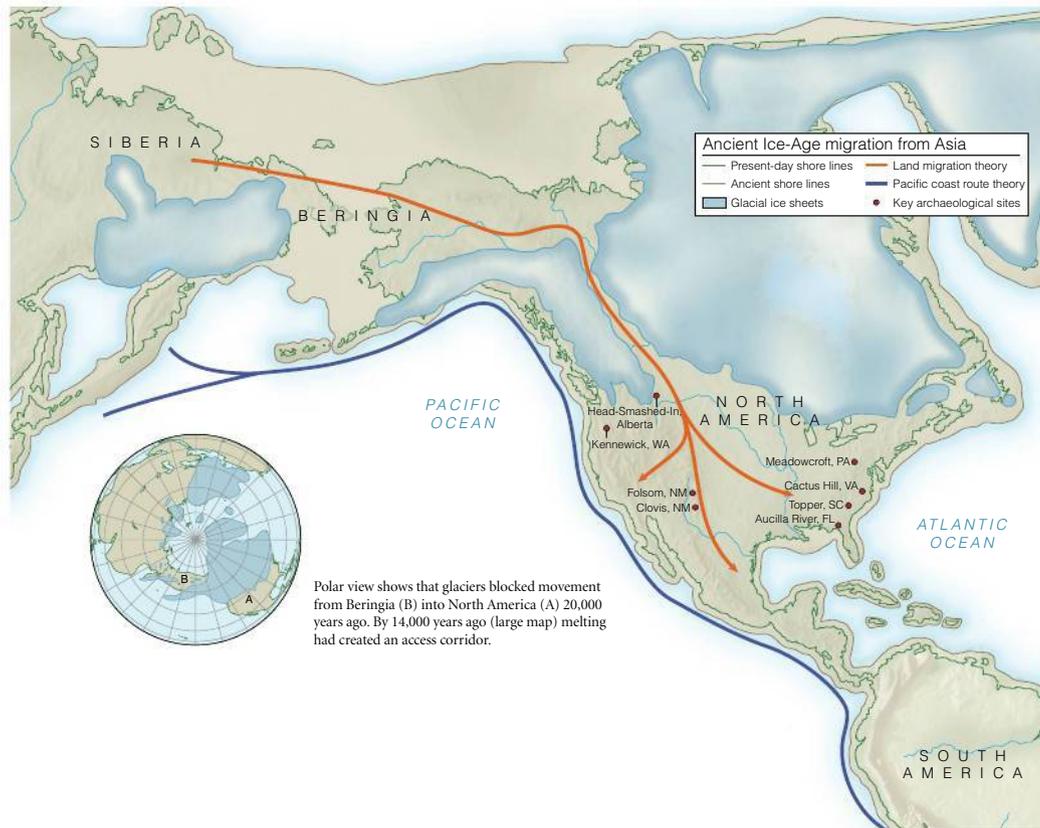
1.1

Describe what the archeological record tells about the arrival, development, and cultures of the first peoples of North America.

While the Navajo told the stories of First Man and First Woman emerging after the long journey up through various worlds to find themselves in the place where the tribe lived, other Native Americans had their own creation stories. To the residents of the Jemez Pueblo in northern New Mexico, Fotease (chief of the War society) planned a journey to come to this world to test the people's power, and when they arrived at the site of their pueblo they knew they had found the right place saying, "This will be the place for us forever; from here we are not going to move the pueblo to any other place." For the Shasta of what is now the Northwest United States, their world began when Old Man Above bored a hole through the sky and came down to Earth to plant the first trees and to create birds and fish and all the animals, including the grizzly bear, and then continued to live in his tepee, Mount Shasta. In the Zuni story the sun was lonely, so he sent for the people who lived below the ground and invited them to come out and live in the sunlight and gave them corn.

While storytellers in every tribe keep these creation stories alive, modern anthropologists have a different explanation of the way the various tribes arrived in the places where they lived. During an ice age, more of the world's water is stored in glaciers. As a result, the oceans are lower, sometimes much lower. Geological evidence indicates that between 36,000 and 32,000 years ago and again between 25,000 and 14,000 years ago, substantial dry land existed between the northern tip of Asia in Siberia and North America (see Map 1-1).

 Watch on MyHistoryLab  
Video The First Americans



**MAP 1-1 The Earliest Americans.** While there is great debate about just when the first Americans migrated from Asia, there is strong evidence that ice made the trips possible. Since sea levels were much lower—because so much water was being held in glaciers—it was possible to walk from Siberia across what is now the Bering Sea into North America and then down through passage ways in the glaciers. It is also likely that migrants came by small boats down the Pacific coasts of North and South America.

This land was wide enough for animals, including mammoths and the human hunters who followed them, to cross. But when the glaciers melted, oceans rose, and what anthropologists now refer to as the **Bering Land Bridge** disappeared under what is now the Bering Sea. Any further human migration had to be by boat, which would explain the rapid expansion of human communities from Alaska to the southern tip of South America.

### The Land Bridge, Clovis Culture, and Recent Discoveries

Most anthropologists used to believe that the first immigrants to the Americas were the **Clovis people** who might have come to North America around 13,000 years ago. The Clovis people took their name from a site near what is now Clovis, New Mexico, where a trove of 13,000-year-old arrow and spear points was found in 1929. The points, which were fluted so they could be attached to spears, were obvious signs of human activity and were the oldest human artifacts found in the Americas up to that time.

Recent excavations in central Texas, however, found primitive spear tips that are at least 15,500 years old, much older and less sophisticated than those found at Clovis. Archaeologists have discovered similar evidence at many sites elsewhere in the Americas. Because no Clovis-like spear tips have ever been found in Siberia, most anthropologists now believe that the Clovis spear point was an invention that early Americans developed long after they had lost contact with Asia.

Newer anthropological evidence also suggests that not all of the first peoples of the Americas walked to get there. Other peoples may have crossed the oceans thousands of years before the first Europeans ever set foot in the Western Hemisphere. Whenever and however the first inhabitants of the Americas came, their descendants adapted to their new lands, spread out across the Americas, and created a wide range of languages and civilizations. By 14,000 years ago, various peoples were living in every part of North and South America.



Spear points found near Clovis, New Mexico. The human workmanship on these points is obvious, and though earlier spear points have now been found these show the development of Native American hunting skill at an early time.

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#### Bering Land Bridge

The name given to the land that connected Alaska and Siberia thousands of years ago, which is now under the current Bering Sea.

#### Clovis people

The name of early residents of North America whose spear points were found near what is now Clovis, New Mexico, in 1929.