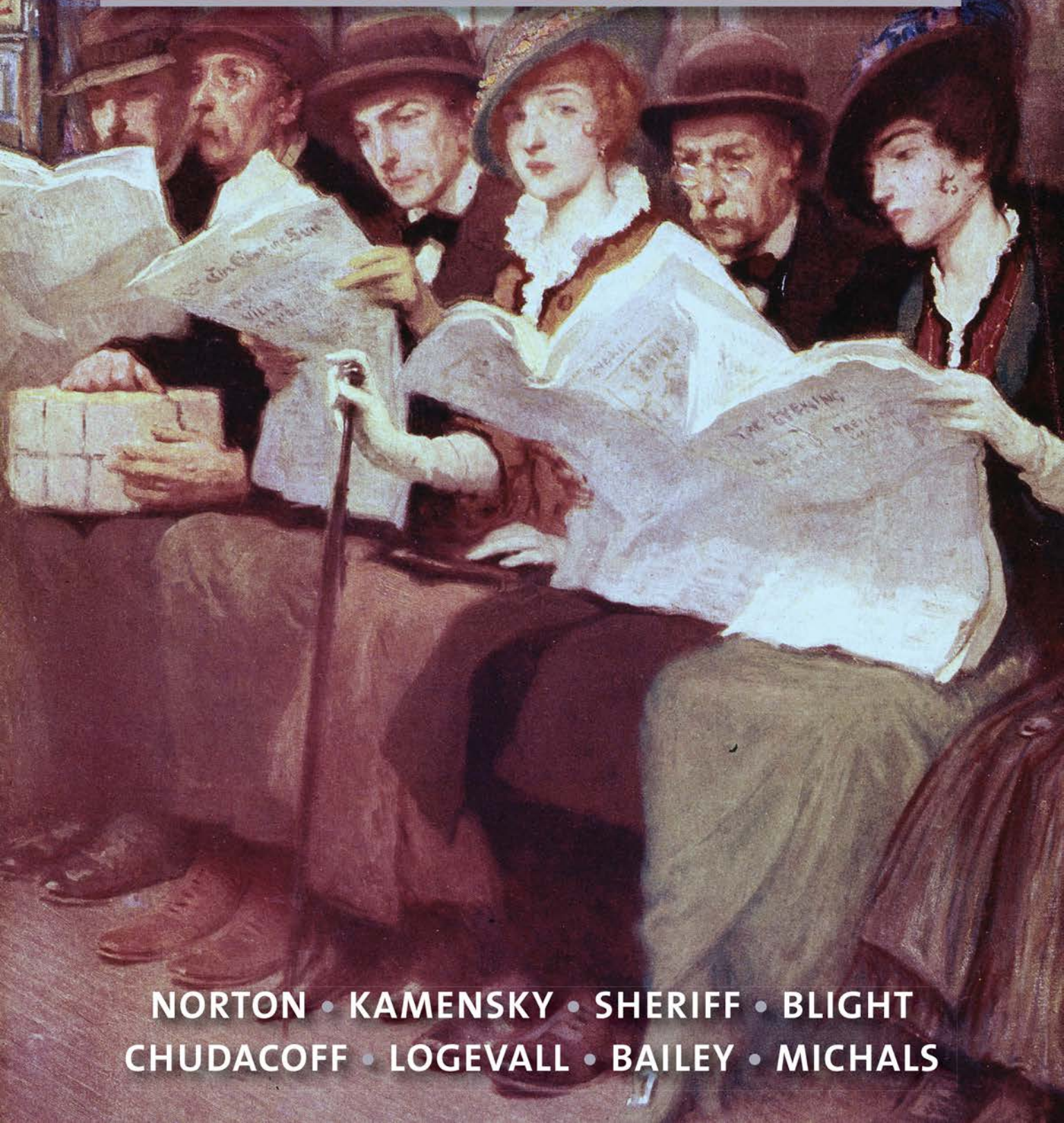


BRIEF TENTH EDITION

# A PEOPLE & A NATION



NORTON • KAMENSKY • SHERIFF • BLIGHT  
CHUDACOFF • LOGEVALL • BAILEY • MICHALS

# A People & A Nation







# A PEOPLE & A NATION

*A History of The United States*

**BRIEF TENTH EDITION**

**Mary Beth Norton**

*Cornell University*

**David W. Blight**

*Yale University*

**Beth Bailey**

*Temple University*

**Jane Kamensky**

*Brandeis University*

**Howard P. Chudacoff**

*Brown University*

**Debra Michals**

*Merrimack College*

**Carol Sheriff**

*College of William and Mary*

**Fredrik Logevall**

*Cornell University*



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [www.cengage.com/highered](http://www.cengage.com/highered) to search by ISBN#, author, title, or keyword for materials in your areas of interest.

**A People and A Nation, Brief Tenth Edition**

Mary Beth Norton, Jane Kamensky,  
Carol Sheriff, David W. Blight,  
Howard P. Chudacoff, Fredrik Logevall,  
Beth Bailey, Debra Michals

Product Director: Suzanne Jeans

Senior Product Manager: Ann West

Content Developer: Lauren Floyd

Associate Content Developer:  
Megan Chrisman

Product Assistant: Liz Fraser

Senior Media Developer: Laura Hildebrand

Marketing Manager: Valerie Hartman

Market Development Manager:  
Kyle Zimmerman

Senior Content Project Manager: Jane Lee

Senior Art Director: Cate Rickard Barr

Manufacturing Planner: Sandee Milewski

Senior Rights Acquisition Specialist:  
Jennifer Meyer Dare

Production Service:  
Integra Software Services

Cover Designer: Dutton & Sherman Design

Cover Image: Mora, Francis Luis  
(1874–1940). *Subway Evening News*, 1914.  
Museum of the City of New York, New  
York, NY, USA. Photo Credit: © Museum  
of the City of New York/The Art Archive  
at Art Resource, NY.

Compositor: Integra Software Services

© 2015, 2012, 2008 Cengage Learning

WCN: 02-200-203

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at  
**Cengage Learning 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).

Library of Congress Control Number: 2013944018

Student Edition:

ISBN-13: 978-1-285-43084-3

ISBN-10: 1-285-43084-0

**Cengage Learning**

200 First Stamford Place, 4th Floor  
Stamford, CT 06902  
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at [international.cengage.com/region](http://international.cengage.com/region).

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

For your course and learning solutions, visit [www.cengage.com](http://www.cengage.com).

Purchase any of our products at your local college store or at our preferred online store [www.cengagebrain.com](http://www.cengagebrain.com).

**Instructors:** Please visit [login.cengage.com](http://login.cengage.com) and log in to access instructor-specific resources.



# Brief Contents

Maps *xii*

Figures *xiii*

Tables *xiii*

Preface *xv*

- 1** Three Old Worlds Create a New, 1492–1600 *1*
  - 2** Europeans Colonize North America, 1600–1650 *29*
  - 3** North America in the Atlantic World, 1650–1720 *57*
  - 4** Becoming America? 1720–1760 *82*
  - 5** The Ends of Empire, 1754–1774 *109*
  - 6** American Revolutions, 1775–1783 *137*
  - 7** Forging a Nation, 1783–1800 *163*
  - 8** Defining the Nation, 1801–1823 *198*
  - 9** The Rise of the South, 1815–1860 *232*
  - 10** The Restless North, 1815–1860 *264*
  - 11** The Contested West, 1815–1860 *299*
  - 12** Politics and the Fate of the Union, 1824–1859 *327*
  - 13** Transforming Fire: The Civil War, 1860–1865 *363*
  - 14** Reconstruction: An Unfinished Revolution, 1865–1877 *403*
  - 15** The Ecology of the West and South, 1865–1900 *433*
  - 16** Building Factories, Building Cities, 1877–1920 *461*
  - 17** Gilded Age Politics, 1877–1900 *491*
  - 18** The Progressive Era, 1895–1920 *518*
  - 19** The Quest for Empire, 1865–1914 *546*
  - 20** Americans in the Great War, 1914–1920 *571*
  - 21** The New Era, 1920–1929 *600*
  - 22** The Great Depression and the New Deal, 1929–1939 *632*
  - 23** The Second World War at Home and Abroad, 1939–1945 *668*
  - 24** The Cold War and American Globalism, 1945–1961 *698*
  - 25** America at Midcentury, 1945–1960 *728*
  - 26** The Tumultuous Sixties, 1960–1968 *759*
  - 27** A Pivotal Era, 1969–1980 *790*
  - 28** Conservatism Revived, 1980–1992 *822*
  - 29** Into the Global Millennium, America Since 1992 *850*
- Appendix *A-1*
- Index *I-2*





# Contents

Maps *xii*  
 Figures *xiii*  
 Tables *xiii*  
 Preface *xv*  
 About the Authors *xxvii*

## 1 Three Old Worlds Create a New, 1492–1600 1

American Societies 2  
 North America in 1492 5  
 African Societies 8  
 European Societies 10  
 Early European Explorations 12  
 Voyages of Columbus, Cabot,  
 and Their Successors 14

### VISUALIZING THE PAST: Naming America 16

Spanish Exploration and Conquest 17  
 The Columbian Exchange 20

### LINKS TO THE WORLD: Maize 22

Europeans in North America 23

### LEGACY FOR A PEOPLE AND A NATION:

#### Revitalizing Native Languages 25

Summary 25

## 2 Europeans Colonize North America, 1600–1650 29

Spanish, French, and Dutch North America 31

### VISUALIZING THE PAST: Acoma Pueblo 35

England’s America 36  
 The Founding of Virginia 38  
 Life in the Chesapeake 40  
 The Founding of New England 43

### LINKS TO THE WORLD: Turkeys 45

Life in New England 48  
 The Caribbean 50

### LEGACY FOR A PEOPLE AND A NATION:

#### “Modern” Families 53

Summary 54

## 3 North America in the Atlantic World, 1650–1720 57

The Growth of Anglo-American  
 Settlements 58

### VISUALIZING THE PAST: The Pine Tree Shilling 65

A Decade of Imperial Crises: The 1670s 66  
 The Atlantic Trading System 68

### LINKS TO THE WORLD: Exotic Beverages 72

Slavery in North America and  
 the Caribbean 73  
 Forging and Testing the Bonds of Empire 76

### LEGACY FOR A PEOPLE AND A NATION:

#### Americans of African Descent 79

Summary 79

## 4 Becoming America? 1720–1760 82

Geographic Expansion and Ethnic Diversity 84

### VISUALIZING THE PAST: Slaves’ Symbolic Resistance 88

Economic Growth and Development  
 in British America 90  
 “Oeconomical” Households: Families,  
 Production, and Reproduction 93  
 Provincial Cultures 95

### LINKS TO THE WORLD: Smallpox Inoculation 99

A Changing Religious Culture 100  
 Stability and Crisis at Midcentury 102

### LEGACY FOR A PEOPLE AND A NATION:

#### “Self-Made Men” 106

Summary 106

## 5

**The Ends of Empire,  
1754–1774** 109

- From the Ohio Country to Global War 111
- 1763: A Turning Point 115
- The Stamp Act Crisis 118
- Resistance to the Townshend Acts 122

**LINKS TO THE WORLD: Writing and  
Stationery Supplies** 123**VISUALIZING THE PAST: Phillis Wheatley,  
Enslaved Poet in the Cradle of Liberty** 126

- Confrontations in Boston 127
- Tea and Turmoil 129
- The Unsettled Backcountry 130
- Government by Congress and Committee 131

**LEGACY FOR A PEOPLE AND A NATION:  
Women’s Political Activism** 133

Summary 134

## 6

**American Revolutions,  
1775–1783** 137

- Toward War 139
- Forging an Independent Republic 141
- Choosing Sides 146

**LINKS TO THE WORLD: New Nations** 147

- The Struggle in the North 150
- Battlefield and Home Front 153

**VISUALIZING THE PAST: Frontier Refugees** 155

- The War Moves South 156
- Uncertain Victories 158

**LEGACY FOR A PEOPLE AND A NATION: Revolutionary  
Origins** 160

Summary 160

## 7

**Forging a Nation,  
1783–1800** 163

- Trials of the Confederation 165
- From Crisis to the Constitution 170
- Promoting a Virtuous Citizenry 175
- Building a Workable Government 176
- Building a Nation Among Nations 180

**VISUALIZING THE PAST: Newspapers of  
the Early Republic** 181

- The West in the New Nation 185
- Created Equal? 187

**LINKS TO THE WORLD: Haitian Refugees** 192

“Revolutions” at the End of the Century 192

**LEGACY FOR A PEOPLE AND A NATION:  
Dissent During Wartime** 194

Summary 194

## 8

**Defining the Nation,  
1801–1823** 198

- Political Visions 199
- Continental Expansion and  
Indian Resistance 204
- The Nation in the Orbit of Europe 208

**LINKS TO THE WORLD: Emigration to Liberia** 212

The War of 1812 214

**VISUALIZING THE PAST: Selling War** 216

- Early Industrialization 219
- Sectionalism and Nationalism 221

**LEGACY FOR A PEOPLE AND A NATION:  
States’ Rights and Nullification** 228

Summary 228

## 9

**The Rise of the South,  
1815–1860** 232

- The “Distinctive” South 233
- Southern Expansion, Indian  
Resistance, and Removal 238

**LINKS TO THE WORLD: The Amistad Case** 240

- Social Pyramid in the Old South 245
- The Planters’ World 248
- Slave Life and Labor 252
- Slave Culture and Resistance 254

**VISUALIZING THE PAST: Imaging Nat  
Turner’s Rebellion** 259**LEGACY FOR A PEOPLE AND A NATION:  
Reparations for Slavery** 260

Summary 260

10

**The Restless North,  
1815–1860** 264

- Or Was the North Distinctive? 265
- The Transportation Revolution 267
- Factories and Industrialization 270

**LINKS TO THE WORLD: Internal Improvements** 272

- Consumption and Commercialization 274
- Families in Flux 276
- The Growth of Cities 278
- Revivals and Reform 286

**VISUALIZING THE PAST: Engaging Children** 289

- Utopian Experiments 290
- Abolitionism 292

**LEGACY FOR A PEOPLE AND A NATION:**

- P. T. Barnum's Publicity Stunts** 295
- Summary 296

11

**The Contested West,  
1815–1860** 299

- The West in the American Imagination 300
- Expansion and Resistance in the  
Trans-Appalachian West 304
- The Federal Government  
and Westward Expansion 308

**LINKS TO THE WORLD: Gold in California** 312

- The Southwestern Borderlands 313

**VISUALIZING THE PAST: Paintings and  
Cultural Impressions** 316

- Cultural Frontiers in the Far West 320
- Summary 324

**LEGACY FOR A PEOPLE AND A NATION:**

- Descendants of Early Latino Settlers** 324

12

**Politics and the Fate of  
the Union, 1824–1859** 327

- Jacksonianism and Party Politics 329
- Federalism at Issue: The Nullification and Bank  
Controversies 333
- The Second Party System 336
- Women's Rights 338
- The Politics of Territorial Expansion 339

- The War with Mexico and Its Consequences 341

**VISUALIZING THE PAST: The Mexican War in  
Popular Imagination** 345

- 1850: Compromise or Armistice? 347
- Slavery Expansion and Collapse of the  
Party System 350

**LINKS TO THE WORLD: William Walker and  
Filibustering** 354

- Slavery and the Nation's Future 356

**LEGACY FOR A PEOPLE AND A NATION:  
Coalition Politics** 359

- Summary 359

13

**Transforming Fire:  
The Civil War, 1860–1865** 363

- Election of 1860 and Secession Crisis 365
- America goes to War, 1861–1862 369
- War Transforms the South 375
- Wartime Northern Economy and Society 378
- The Advent of Emancipation 382
- The Soldiers' War 385
- 1863: The Tide of Battle Turns 387

**VISUALIZING THE PAST: Black Soldiers  
in the Civil War** 388

- Disunity: South, North, and West 390
- 1864–1865: The Final Test of Wills 394

**LINKS TO THE WORLD: The Civil War in Britain** 396

- Summary 399

**LEGACY FOR A PEOPLE AND A NATION:**

- Abraham Lincoln's Second Inaugural Address** 400

14

**Reconstruction: An Unfinished  
Revolution, 1865–1877** 403

- Wartime Reconstruction 405
- The Meanings of Freedom 407
- Johnson's Reconstruction Plan 410

**VISUALIZING THE PAST: Sharecropping:  
Enslaved to Debt** 411

- The Congressional Reconstruction Plan 413
- Politics and Reconstruction in the South 419
- Retreat from Reconstruction 424

**LINKS TO THE WORLD: The "Back to Africa"  
Movement** 427



**LEGACY FOR A PEOPLE AND A NATION:****The Lost Cause** 430

Summary 430

**15****The Ecology of the West and South, 1865–1900** 433

The Transformation of Native Cultures 435

**VISUALIZING THE PAST: Attempts to Make Indians Look and Act like “Americans”** 441

The Extraction of Natural Resources 442

**LINKS TO THE WORLD: The Australian Frontier** 444

The Age of Railroad Expansion 449

Farming the Plains 450

The South After Reconstruction 455

**LEGACY FOR A PEOPLE AND A NATION:****National Parks** 458

Summary 458

**16****Building Factories, Building Cities, 1877–1920** 461

Technology and the Triumph of Industrialism 462

Big Business and Its Critics 465

Mechanization and the Changing Status of Labor 467

**VISUALIZING THE PAST: Impact of the 1911 Triangle Shirtwaist Fire** 470

Growth of the Modern American City 474

Family Life and Individual Life 482

New Leisure and Mass Culture 483

**LINKS TO THE WORLD: Japanese Baseball** 485**LEGACY FOR A PEOPLE AND A NATION:****Technology of Recorded Sound** 488

Summary 488

**17****Gilded Age Politics, 1877–1900** 491

The Nature of Party Politics 492

The Activism of Government 494

Presidential Initiative 497

**VISUALIZING THE PAST: The Spectacle of Gilded Age Politics** 499

Discrimination and Disfranchisement 500

Agrarian Unrest and Populism 504

**LINKS TO THE WORLD: Russian Populism** 508

The Depression and Protests of the 1890s 509

Silver Crusade and the Election of 1896 512

**LEGACY FOR A PEOPLE AND A NATION:****Interpreting a Fairy Tale** 515

Summary 515

**18****The Progressive Era, 1895–1920** 518

The Varied Progressive Impulse 520

**LINKS TO THE WORLD: Toynbee Hall, London** 523

Government and Legislative Reform 525

New Ideas in Social Institutions 527

Challenges to Racial and Sexual Discrimination 530

**VISUALIZING THE PAST: Heavyweight Boxing Champion Jack Johnson as Race Hero** 532

Theodore Roosevelt and Revival of the Presidency 535

Woodrow Wilson and Extension of Progressive Reform 540

**LEGACY FOR A PEOPLE AND A NATION:****Margaret Sanger, Planned Parenthood, and the Birth Control Controversy** 542

Summary 543

**19****The Quest for Empire, 1865–1914** 546

Imperial Dreams 548

**VISUALIZING THE PAST: Messages in Advertising** 550**LINKS TO THE WORLD: National Geographic** 552

Ambitions and Strategies 554

Crises in the 1890s: Hawai'i, Venezuela, and Cuba 556

The Spanish-American War and the Debate Over Empire 559

Asian Encounters: War in the Philippines, Diplomacy in China 561

TR's World 563

**LEGACY FOR A PEOPLE AND A NATION:****Guantánamo Bay** 568

Summary 568

20

**Americans in the Great War, 1914–1920** 571

- Precarious Neutrality 573
- The Decision for War 576
- Winning the War 578

**LINKS TO THE WORLD: The Influenza Pandemic of 1918** 583

- Mobilizing the Home Front 584

**VISUALIZING THE PAST: Eating to Win** 586

- Civil Liberties Under Challenge 588
- Red Scare, Red Summer 590
- The Defeat of Peace 593

**LEGACY FOR A PEOPLE AND A NATION:**

- Freedom of Speech and the ACLU** 597
- Summary 597

21

**The New Era, 1920–1929** 600

- Economic Expansion 601

**LINKS TO THE WORLD: Pan American Airways** 605

- Government, Politics, and Reform 606
- A Consumer Society 610
- Cities, Migrants, and Suburbs 612
- New Rhythms of Everyday Life 614

**VISUALIZING THE PAST: Expansion of Suburbs in the 1920s** 615

- Lines of Defense 618
- The Age of Play 621
- The Election of 1928 and End of the New Era 625

**LEGACY FOR A PEOPLE AND A NATION:**

- Intercollegiate Athletics** 629
- Summary 629

22

**The Great Depression and the New Deal, 1929–1939** 632

- Hoover and Hard Times, 1929–1933 634
- Franklin D. Roosevelt and the Launching of the New Deal 639
- Political Pressure and the Second New Deal 645
- Labor 650

**VISUALIZING THE PAST: The Women’s Emergency Brigade and General Motors Sit-Down Strike** 652

- Federal Power and the Nationalization of Culture 653

**LINKS TO THE WORLD: The 1936 Olympic Games** 656

- The Limits of the New Deal 657
- The Approach of War 660

**LEGACY FOR A PEOPLE AND A NATION:**

- Social Security** 665
- Summary 665

23

**The Second World War at Home and Abroad, 1939–1945** 668

- America’s Entry into the Conflict 669
- The United States at War 673
- The Production Front and American Workers 675
- Life on the Home Front 678

**VISUALIZING THE PAST: Portraying the Enemy** 680

- The Limits of American Ideals 683

**LINKS TO THE WORLD: Radio News** 684

- Life in the Military 687
- Winning the War 688

**LEGACY FOR A PEOPLE AND A NATION: Nuclear Proliferation** 694

- Summary 695

24

**The Cold War and American Globalism, 1945–1961** 698

- From Allies to Adversaries 700

**VISUALIZING THE PAST: Stalin: Ally to Adversary** 702

- Containment in Action 706
- The Cold War in Asia 709
- The Korean War 711
- Unrelenting Cold War 714

**LINKS TO THE WORLD: The People-to-People Campaign** 716

- The Struggle for the Third World 718
- Summary 724

**LEGACY FOR A PEOPLE AND A NATION:**

- The National Security State** 725

25

**America at Midcentury,  
1945–1960** 728

- Shaping Postwar America 731
- Domestic Politics in the Cold War Era 735
- Cold War Fears and Anticommunism 737
- The Struggle for Civil Rights 739
- Creating a Middle-Class Nation 743

**VISUALIZING THE PAST: Moving to Levittown** 745

- Men, Women, and Youth at Midcentury 748
- The Limits of the Middle-Class Nation 751

**LINKS TO THE WORLD: Barbie** 752**LEGACY FOR A PEOPLE AND A NATION:**

- The Pledge of Allegiance** 755
- Summary 756

26

**The Tumultuous Sixties,  
1960–1968** 759

- Kennedy and the Cold War 761
- Marching for Freedom 765

**VISUALIZING THE PAST: “Project C” and National  
Opinion** 768

- Liberalism and the Great Society 769
- Johnson and Vietnam 774
- A Nation Divided 779

**LINKS TO THE WORLD: The British Invasion** 783

- 1968 784

**LEGACY FOR A PEOPLE AND A NATION:**

- The Immigration Act of 1965** 787
- Summary 787

27

**A Pivotal Era,  
1969–1980** 790

- Rights, Liberation, and Nationalism 792
- The End in Vietnam 798

**VISUALIZING THE PAST: The Image of War** 800

- Nixon, Kissinger, and the World 802

**LINKS TO THE WORLD: OPEC and the 1973**

- Oil Embargo** 804

- Presidential Politics and the Crisis of Leadership 805

- Economic Crisis 809

- An Era of Cultural Transformation 813

- Renewed Cold War and Middle East Crisis 815

- Summary 818

**LEGACY FOR A PEOPLE AND A NATION:**

- The All-Volunteer Force** 819

28

**Conservatism Revived,  
1980–1992** 822

- A New Conservative Coalition 824
- Reagan’s Conservative Agenda 826
- Reaganomics 828
- Reagan and the World 833
- American Society in the 1980s 837

**VISUALIZING THE PAST: Combating the Spread  
of AIDS** 840

- The End of the Cold War  
and Global Disorder 842

**LINKS TO THE WORLD: CNN** 846**LEGACY FOR A PEOPLE AND A NATION:**

- The Americans with Disabilities Act** 847
- Summary 848

29

**Into the Global Millennium,  
America Since 1992** 850

- Social Strains and New Political Directions 852
- Globalization and Prosperity 858
- 9/11 and the War in Iraq 861
- Domestic Politics and Foreign Policy  
in Post-9/11 America 866
- Americans in the New Millennium 871

**VISUALIZING THE PAST: American War Dead** 875**LINKS TO THE WORLD: The “Swine Flu” Pandemic** 878**LEGACY FOR A PEOPLE AND A NATION:**

- Twitter Revolution** 880
- Summary 880

**Appendix** A-1**Index** I-2



# Features

## MAPS

- MAP 1.1** Native Cultures of North America 6
- MAP 1.2** European Explorations in America 15
- MAP 1.3** Major Items in the Columbian Exchange 20
- MAP 2.1** European Settlements and Indian Tribes in Eastern North America, 1650 34
- MAP 2.2** Caribbean Colonies ca. 1700 51
- MAP 3.1** The Anglo-American Colonies in the Early Eighteenth Century 60
- MAP 3.2** Atlantic Trade Routes 70
- MAP 4.1** Louisiana, ca. 1720 85
- MAP 4.2** Major Origins and Destinations of Africans Enslaved in the Americas 87
- MAP 4.3** Non-English Ethnic Groups in the British Colonies, ca. 1775 91
- MAP 5.1** European Settlements and Indians, 1754 114
- MAP 5.2** European Claims in North America 115
- MAP 5.3** Colonial Resistance to the Stamp Act 121
- MAP 6.1** The War in the North, 1775–1778 150
- MAP 6.2** The War in the South 157
- MAP 7.1** Western Land Claims and Cessions, 1782–1802 167
- MAP 7.2** Cession of Tribal Lands to the United States, 1775–1790 168
- MAP 7.3** African American Population, 1790: Proportion of Total Population 190
- MAP 8.1** Louisiana Purchase 205
- MAP 8.2** Major Campaigns of the War of 1812 214
- MAP 8.3** Missouri Compromise and the State of the Union, 1820 225
- MAP 8.4** Latin American Independence, 1840 227
- MAP 9.1** Cotton Production in the South 235
- MAP 9.2** Removal of Native Americans from the South, 1820–1840 243
- MAP 10.1** Major Roads, Canals, and Railroads, 1850 270
- MAP 10.2** Major American Cities in 1820 and 1860 279
- MAP 11.1** Westward Expansion, 1800–1860 302
- MAP 11.2** Settlement in the Old Southwest and Old Northwest, 1820 and 1840 305
- MAP 11.3** Western Indians and Routes of Exploration 309
- MAP 11.4** Mexico’s Far North 314
- MAP 11.5** The California Gold Rush 323
- MAP 12.1** Presidential Election, 1824 331
- MAP 12.2** Presidential Election, 1828 332
- MAP 12.3** American Expansion in Oregon 342
- MAP 12.4** The War with Mexico 343
- MAP 12.5** The Kansas-Nebraska Act and Slavery Expansion, 1854 351
- MAP 13.1** The Divided Nation—Slave and Free Areas, 1861 367
- MAP 13.2** McClellan’s Campaign 370
- MAP 13.3** The War in the West 372
- MAP 13.4** Battle of Gettysburg 389
- MAP 13.5** Sherman’s March to the Sea 397
- MAP 13.6** The War in Virginia 398
- MAP 14.1** The Reconstruction Act of 1867 416
- MAP 14.2** Presidential Election of 1876 and the Compromise of 1877 429
- MAP 15.1** The Development and Natural Resources of the West 443
- MAP 15.2** The United States, 1876–1912 448
- MAP 15.3** Agricultural Regions of the United States, 1890 452
- MAP 16.1** Industrial Production, 1919 464
- MAP 16.2** Sources of European-Born Population, 1900 and 1920 477
- MAP 17.1** Presidential Election, 1896 514
- MAP 18.1** Woman Suffrage Before 1920 534
- MAP 19.1** Imperialism in Asia: Turn of the Century 562
- MAP 19.2** U.S. Hegemony in the Caribbean and Latin America 564
- MAP 20.1** Europe Goes to War, Summer 1914 574
- MAP 20.2** American Troops at the Western Front, 1918 582

- MAP 20.3** Europe Transformed by War and Peace 594
- MAP 22.1** Presidential Election, 1932 640
- MAP 22.2** The United States and Latin America Between the Wars 646
- MAP 22.3** The Tennessee Valley Authority 655
- MAP 22.4** The German Advance 661
- MAP 22.5** Japanese Expansion Before Pearl Harbor 664
- MAP 23.1** A Nation on the Move, 1940–1950 681
- MAP 23.2** The Allies on the Offensive in Europe, 1942–1945 689
- MAP 23.3** The Pacific War 692
- MAP 24.1** Divided Europe 708
- MAP 24.2** The Korean War, 1950–1953 712
- MAP 24.3** The Rise of the Third World: Newly Independent Nations Since 1943 719
- MAP 25.1** Rise of the Sunbelt, 1950–1960 744
- MAP 25.2** Racial Composition of the United States, 1950 and 2000 754
- MAP 26.1** Southeast Asia and the Vietnam War 776
- MAP 27.1** The Continued Shift to the Sunbelt in the 1970s and 1980s 812
- MAP 28.1** The United States in the Caribbean and Central America 834
- MAP 28.2** The End of the Cold War in Europe 845
- MAP 29.1** The Middle East 865
- MAP 29.2** Mapping America’s Diversity 873
- FIGURE 17.1** Consumer Prices and Farm Product Prices, 1865–1913 505
- FIGURE 19.1** The Rise of U.S. Economic Power in the World 551
- FIGURE 20.1** The Federal Budget, 1914–1920 584
- FIGURE 21.1** The United States in the World Economy 603
- FIGURE 21.2** Changing Dimensions of Paid Female Labor, 1910–1930 617
- FIGURE 21.3** Sources of Immigration, 1907 and 1927 620
- FIGURE 22.1** The Economy Before and After the New Deal, 1929–1941 644
- FIGURE 22.2** Distribution of Total Family Income Among the American People, 1929–1944 (percentage) 650
- FIGURE 25.1** Birth Rate, 1945–1964 733
- FIGURE 25.2** Marital Distribution of the Female Labor Force, 1944–1970 749
- FIGURE 26.1** Poverty in America for Whites, African Americans, and All Races, 1959–1974 774
- FIGURE 26.2** U.S. Troops in Vietnam, 1960–1972 777
- FIGURE 27.1** “Misery Index” (Unemployment Plus Inflation), 1974–1989 809
- FIGURE 28.1** America’s Rising National Debt, 1974–2010 830
- FIGURE 28.2** While the Rich Got Richer in the 1980s, the Poor Got Poorer 832
- FIGURE 28.3** Poverty in America by Race, 1974–1990 838
- FIGURE 29.1** The Growth of the U.S. Hispanic Population 872
- FIGURE 29.2** The Changing American Family 874
- FIGURES**
- FIGURE 2.1** Population of Virginia, 1625 42
- FIGURE 4.1** Atlantic Origins of Migrants to Thirteen Mainland Colonies of British North America, 1700–1775 89
- FIGURE 4.2** Trade Revenue from the British Colonies in 1769 92
- FIGURE 6.1** The Changing Value of the Continental Dollar, 1777–1781 145
- FIGURE 10.1** Major Sources of Immigration to the United States, 1831–1860 282
- FIGURE 13.1** Comparative Resources, Union and Confederate States, 1861 371
- FIGURE 16.1** Distribution of Occupational Categories Among Employed Men and Women, 1880–1920 469
- TABLES**
- TABLE 2.1** The Founding of Permanent European Colonies in North America, 1565–1638 32
- TABLE 2.2** Tudor and Stuart Monarchs of England, 1509–1649 38
- TABLE 3.1** Restored Stuart Monarchs of England, 1660–1714 59
- TABLE 3.2** The Founding of English Colonies in North America and the West Indies, 1655–1681 61
- TABLE 4.1** The Colonial Wars, 1689–1763 104

<b>TABLE 5.1</b> British Ministries and Their American Policies 124	<b>TABLE 16.1</b> American Living Standards, 1890–1910 471
<b>TABLE 7.1</b> Ratification of the Constitution by State Conventions 174	<b>TABLE 21.1</b> Consumerism in the 1920s 610
<b>TABLE 12.1</b> New Political Parties 346	<b>TABLE 22.1</b> New Deal Achievements 643
<b>TABLE 12.2</b> The Vote on the Kansas-Nebraska Act 351	<b>TABLE 25.1</b> Geographic Distribution of the U.S. Population, 1930–1970 (in percentages) 734
<b>TABLE 13.1</b> Presidential Vote in 1860 366	<b>TABLE 26.1</b> Great Society Achievements, 1964–1966 773
<b>TABLE 14.1</b> Plans for Reconstruction Compared 417	<b>TABLE 29.1</b> U.S. Military Personnel on Active Duty in Foreign Countries, 2012 <sup>1</sup> 879
<b>TABLE 15.1</b> Summary: Government Land Policy 454	



# Preface

Published originally in 1982, *A People and A Nation* was the first U.S. history survey textbook to move beyond a political history to tell the story of the nation's people—the story of *all* its people—as well. That commitment remains. Our text encompasses the diversity of America's people, the changing texture of their everyday lives, and the country's political narrative. But as historical questions have evolved over the years and new authors have joined the textbook team, we have asked new questions about “a people” and “a nation.” The *A People* and *A Nation* that appear in the book's title are neither timeless nor stable. European colonists and the land's indigenous inhabitants did not belong to this “nation” or work to create it, and Americans have struggled over the shape and meaning of their nation since its very beginning. The people about whom we write thought of themselves in various ways that changed over time. Thus we emphasize not only the ongoing diversity of the nation's people, but their struggles, through time, over who belongs to that “people” and on what terms.

In the tenth edition, we emphasize the changing global and transnational contexts within which the American colonies and the United States have acted. We discuss the ways that an evolving market economy shaped the nation and the possibilities for its different peoples. We show how the meaning of personal, regional, and familial identity changes over time, and we find the nation's history in the contact and collision of its peoples. We think about the role of the state and the expanding reach of the federal government; we emphasize historical contests between federal power and local authority. We examine the consequences of America's expansion and rise to unprecedented world power. And we focus on the meaning of democracy and equality in American history, most particularly in tales of Americans' struggles for equal rights and social justice.

## About *A People and A Nation, Brief*

This brief tenth edition, as with earlier brief editions, aims to preserve the integrity of the complete work—along with its unique approach—while condensing it. This edition reflects the scholarship, readability, and comprehensiveness of the full-length version. It also maintains the integration of social, cultural, political, economic, and foreign relations history that has been a hallmark of *A People and A Nation*.

Dr. Debra Michals has worked with us again, along with Dr. Robert Heinrich, to ensure that the changes in content and organization incorporated in the full-length tenth edition were retained in the condensation. The authors attained reductions by paring down details rather than deleting entire sections. The brief tenth edition thus contains fewer statistics, fewer quotations, and fewer examples than the unabridged edition. The brief edition also includes more pedagogy than the unabridged edition: each main heading has a marginal question to give students a preview of the key topics covered. These questions are answered at the end of the chapter in the “Chapter Review.” Throughout the chapters, students get assistance from key terms that are boldfaced in the text and defined in the margins.

## What's New in This Edition

A primary goal of the revision of *APAN* 10e was to streamline coverage, reducing the number of chapters and so making the book easier to use in an academic semester. The Brief edition follows this new chapter organization and is built on *A People and A Nation's* hallmark themes, giving increased attention to the global perspective on American history that has characterized the book since its first edition. From the “Atlantic world” context of European colonies in North and South America to the discussion of international terrorism, the authors have incorporated the most recent globally oriented scholarship throughout the volume. We have stressed the incorporation of different peoples into the United States through territorial acquisition as well as through immigration. At the same time, we have integrated the discussion of such diversity into our narrative so as not to artificially isolate any group from the mainstream.

### Chapter-by-Chapter Changes

We reduced the number of chapters in the complete book by four—two in each volume. We achieved this reduction by taking a hard look at the areas where the same topics were covered in multiple chapters or where combining material in new ways allowed us to explain historical events more clearly. The list that follows indicates where content has been combined or reworked and which chapter in the ninth edition that content corresponds to (where there has been a change in chapter number). Other chapter-by-chapter changes and additions (including new scholarship) are outlined below as well.

#### 1. Three Old Worlds Create a New, 1492–1600

- New chapter opening vignette on Doña Marina establishes a major theme of cross-cultural communication and miscommunication
- Increased emphasis on a world in motion: the circulation of goods, peoples, ideas, and money around the Atlantic basin, with new content on African history and the African diaspora
- New Visualizing the Past, “Naming America”
- New Legacy for A People and A Nation, “Revitalizing Native Languages”

#### 2. Europeans Colonize North America, 1600–1650

- Chapter-opening vignette reshaped to emphasize the growth of slavery, which receives increased attention in the chapter
- Expanded coverage of the “sugar revolution” in the Caribbean colonies, their economic importance to Europe, and their role in the growth of new world slavery
- New Legacy for A People and A Nation, “Modern’ Families”
- New map, “Caribbean Colonies ca. 1700” (Map 2.2), offers more detail on the economically central colonies of the English, French, Spanish, and Dutch Caribbean

#### 3. North America in the Atlantic World, 1650–1720

- New chapter-opening vignette on the “Indian Kings”
- Revised and increased coverage of Atlantic slavery, with new statistical foundation in the authoritative Trans-Atlantic Slave Trade Database
- New Visualizing the Past, “The Pine Tree Shilling”

- Revised map, “The Anglo-American Colonies in the Early Eighteenth Century” (Map 3.1), with increased attention to England’s non-mainland colonies
- Revised map, “Atlantic Trade Routes” (Map 3.2)

#### 4. **Becoming America? 1720–1760**

- New chapter-opening vignette on the 1744 progress of Dr. Hamilton through the colonies
- New central problem framed: are Britain’s North American colonies becoming more like or more unlike Britain in the mid-eighteenth century?
- Increased coverage of imperial warfare, including the capture and subsequent return of Louisbourg by colonial troops fighting for Britain
- New Figure 4.1, showing the origins of immigrants to North America in the eighteenth century; shows increasing ethnic diversity of the colonies and overwhelming dominance of African forced migration
- New Figure 4.2, showing the value of exports and imports by colony, demonstrating the economic dominance of Britain’s Caribbean possessions

#### 5. **The Ends of Empire, 1754–1774**

- Combines material from the ninth edition’s Chapters 4, 5, and 6
- New chapter-opening vignette on Boston’s “Day of General Rejoicing,” celebrating Britain’s capture of Quebec
- Increased attention to the *disunity* of the British colonies on the eve of revolution
- New coverage of slavery and emergent antislavery in the context of the imperial crisis
- New section, “The Unsettled Backcountry,” pulls together material fragmented across three chapters in earlier editions and extends discussion of the Regulator movement in the Carolinas
- New Links to the World, “Writing and Stationery Supplies,” tied to the Stamp Act protests
- New Visualizing the Past, “Phillis Wheatley, Enslaved Poet in the Cradle of Liberty”
- Revised map, “Colonial Resistance to the Stamp Act” (Map 5.3), showing more locations in continental North America and the Caribbean where the Stamp Act inspired crowd actions

#### 6. **American Revolutions, 1775–1783**

- Combines material from the ninth edition’s Chapters 6 and 7
- New chapter-opening vignette on Mohawk leader Konwatsitsiaenni (Molly Brant) establishes the Revolution as a multisided, multicausal conflict featuring multiple perspectives
- Expands coverage of loyalists, black and white, and neutrals
- New treatment of the Revolution as a global war
- New focus on the logic behind British tactics in prosecuting the American war, and on the relationship between war aims in the Caribbean and the shape of the conflict in North America
- New section on funding the Revolution, including the hyperinflation of the Continental dollar
- New concluding section on the ambivalent endings of the conflict for Britons and Americans in the new United States

**7. Forging a Nation, 1783–1800**

- Combines material from the ninth edition's Chapters 7 and 8
- New chapter-opening vignette on the journey to freedom of former slave Harry Washington, which took him from George Washington's Mount Vernon to Halifax to Sierra Leone
- Introduces new concept of the "revolutionary settlement," which continues in subsequent chapters: winning of the War of Independence marks one formal revolution in American society; the "settlement" of the revolution between 1783 and 1815 involved numerous other contests. Stresses tensions between the broad promises of the Declaration and the bounded world of American citizenship, and the extent to which domestic political and economic visions are forged among other nations, especially Britain and France, but also Iroquoia
- Expanded coverage of the role of culture and the arts in the creation of a national identity to encompass a highly pluralistic and divided society

**8. Defining the Nation, 1801–1823**

- Combines material from the ninth edition's Chapters 9, 11, and 12
- New section on religious revivals
- Material on early abolitionism and colonization has been moved here from the ninth edition's Chapter 12, which allows us to consider its southern as well as its northern manifestations
- Includes material on preindustrial farms, preindustrial artisans, and early industrialization from the ninth edition's Chapter 11, which allows us to consider southern as well as northern aspects of these topics
- Reorganizes some material so that it now more closely follows a chronological order (e.g., the Missouri Compromise of 1820 now comes before the Monroe Doctrine of 1823)
- New Links to the World, "Emigration to Liberia"

**9. The Rise of the South, 1815–1860**

- Chapter 10 in the ninth edition
- Adds new material to reflect recent scholarship on slavery and capitalism

**10. The Restless North, 1815–1860**

- Combines material from the ninth edition's Chapters 11 and 12
- Material on religion, reform, engineering and science, utopianism, and post-1820s abolitionism and the Liberty Party has been moved to this chapter
- Visualizing the Past, "Engaging Children," has been moved here from the ninth edition's Chapter 12

**11. The Contested West, 1815–1860**

- Chapter 13 in the ninth edition
- Adds section on "War of a Thousand Deserts" (southwestern borderlands warfare), helping to set the stage for war with Mexico in Chapter 12

**12. Politics and the Fate of the Union, 1824–1859**

- Combines material from the ninth edition's Chapters 12 and 14
- New chapter-opening vignette on Harriet Beecher Stowe's *Uncle Tom's Cabin*
- Includes section on "The Politics of Territorial Expansion" from the ninth edition's Chapter 13

- Now ends with John Brown's raid on Harpers Ferry in 1859
  - New Legacy for A People and A Nation, "Coalition Politics"
- 13. Transforming Fire: The Civil War, 1860–1865**
- Chapter 15 in the ninth edition
  - Chapter now begins with the election of 1860, secession, and Fort Sumter
  - Updates death numbers for the Civil War
- 14. Reconstruction: An Unfinished Revolution, 1865–1877**
- Chapter 16 in the ninth edition
  - New material reflects recent scholarship on southerners' dependence on the state for goods and services well after the traditional end of Reconstruction
- 15. The Ecology of the West and South, 1865–1900**
- Combines material from the ninth edition's Chapters 17 and 20
  - New chapter-opening vignette on Nannie Stillwell Jackson's diary entries about everyday life in rural Arkansas in the late nineteenth century
  - New theme of ecology (interactions between humans and the environment)
  - New and expanded coverage of the South from the ninth edition's Chapter 20
- 16. Building Factories, Building Cities, 1877–1920**
- Combines material from the ninth edition's Chapters 18 and 19
  - New chapter-opening vignette on Coney Island
  - Streamlines and reorganizes material
- 17. Gilded Age Politics, 1877–1900**
- Chapter 20 in the ninth edition
  - New chapter-opening vignette on William Graham Sumner, champion of individual liberties
  - New content on influence of police power (government intervention), especially at state and local levels, to balance traditional interpretations that the Gilded Age was an era of laissez-faire
- 18. The Progressive Era, 1895–1920**
- Chapter 21 in the ninth edition
  - Expanded and reorganized material on foreign influences
  - New Links to the World, "Toynbee Hall, London"
- 19. The Quest for Empire, 1865–1914**
- Chapter 22 in the ninth edition
  - Tightens some sections and adds new material to reflect recent scholarship
- 20. Americans in the Great War, 1914–1920**
- Chapter 23 in the ninth edition
- 21. The New Era, 1920–1929**
- Combines material from the ninth edition's Chapters 24 and 26
  - Reorganized to integrate economic expansion abroad
- 22. The Great Depression and the New Deal, 1929–1939**
- Combines material from the ninth edition's Chapters 25 and 26



- Integrates material on the international causes and effects of the Great Depression, better situating the United States in the global economic crisis and growing global struggles
  - Incorporates the section “The Approach of War” from the ninth edition’s Chapter 26, newly connecting 1930s foreign policy to the domestic economic crisis Tightens domestic sections and eliminates some detail
- 23. The Second World War at Home and Abroad, 1939–1945**
- Combines material from the ninth edition’s Chapters 26 and 27
  - New chapter-opening vignette on Hawai’i and the Pearl Harbor attack
  - Includes material leading up to America’s entry into the war, showing more clearly that America’s role did not begin when Japan attacked Pearl Harbor
  - Condenses coverage of the war into a single chapter
- 24. The Cold War and American Globalism, 1945–1961**
- Chapter 28 in the ninth edition
  - Provides new detail pertaining to Eisenhower’s Cold War, in particular relating to the Third World
  - Updates the map, “The Rise of the Third World: Newly Independent Nations Since 1943” (Map 24.3)
- 25. America at Midcentury, 1945–1960**
- Chapter 29 in the ninth edition
  - Expands discussion of the role of popular opinion in the civil rights struggle
  - Adds an emphasis on how African American leaders focused on the international context in their ongoing struggle for social justice and civil rights
  - Provides new comparative statistics on family life
  - Revises discussion of the GI Bill
- 26. The Tumultuous Sixties, 1960–1968**
- Chapter 30 in the ninth edition
  - Reorganizes the section on “Liberalism and the Great Society”
  - Provides new information on the growth of federal spending
- 27. A Pivotal Era, 1969–1980**
- Chapter 31 in the ninth edition
  - New chapter title conveys significant reinterpretation based on recent scholarship
  - New section titled “Rights, Liberation, and Nationalism” incorporates and recasts material from the ninth edition’s “The New Politics of Identity” and “The Women’s Movement and Gay Liberation”
  - Emphasizes the growing importance of marketplace solutions and development of debates about government regulation and the marketplace, as well as giving greater attention to government deficits—to help students understand the historical origins of current political debates
  - Revises and reorganizes discussion of affirmative action to reflect recent scholarship
  - Clarifies explanation of the causes of economic crises
  - Emphasizes the original bipartisan support for the ERA
  - Includes new comments on Nixon’s domestic role

## 28. Conservatism Revived, 1980–1992

- Chapter 32 in the ninth edition
- Significantly revises and reorganizes previous material to show the broader social forces/shifts that helped to forge the new conservative coalition, in keeping with current scholarship
- Gives more attention to regulation and the economy
- Provides new material on the role and tactics of ACT UP
- Reorganizes the section on “The End of the Cold War and Global Disorder” to clarify the role of the George Bush (Sr.) administration and the relationship between international and domestic material

## 29. Into the Global Millennium: America Since 1992

- Chapter 33 in the ninth edition
- Tightens and reorganizes domestic material on the 1990s; replaces “Violence and Anger in American Society” with “Domestic Terrorism”
- New section on “Violence, Crime, and Incarceration” draws on recent scholarship on mass incarceration and its impact on American society, including discussion of gun violence
- Updates information on demographics, population diversity and race/ethnicity, immigration, health, and the changing American family in “Americans in the New Millennium”
- Substantially adds to treatment of the war in Afghanistan and significantly revises Iraq War treatment, including the drawdown of U.S. troops
- Includes a new section on the death of bin Laden
- Adds information about the election of 2012, Obama’s first term, congressional deadlock and partisan conflict, the tea party, Obamacare, and DADT
- Discusses tensions with Iran under Obama, and foreign policy in the 2012
- New Visualizing the Past, “American War Dead”
- New Legacy for A People and A Nation, “Twitter Revolution”
- Updated figures, tables, and maps

### Chapter Features: Legacies, Links to the World, and Visualizing the Past

The features in *A People and A Nation, Brief*, tenth edition, illustrate key themes of the text and give students alternative ways to experience historical content.

**Legacy for A People and A Nation** features appear toward the end of each chapter and offer compelling and timely answers to students who question the relevance of historical study by exploring the historical roots of contemporary topics. New Legacies in this edition include “Revitalizing Native Languages,” “Modern’ Families,” “Coalition Politics,” and “Twitter Revolution.”

**Links to the World** examine ties between America (and Americans) and the rest of the world. These brief essays detail the often little-known connections between developments here and abroad, vividly demonstrating that the geographical region that is now the United States has never been isolated from other peoples and countries. Essay topics range broadly over economic, political, social, technological, medical, and cultural history, and the feature appears near relevant discussions in each chapter. This edition includes new Links on emigration to Liberia and on Toynbee Hall, London. Each Link feature highlights global interconnections with unusual and lively examples that will both intrigue and inform students.

**Visualizing the Past** offers striking images along with brief discussions intended to help students analyze the images as historical sources and to understand how visual materials can reveal aspects of America's story that otherwise might remain unknown. New to this edition are features about the naming of America, the pine tree shilling, and poet Phillis Wheatley.

## ***A People and A Nation* Versions and Platforms**

*A People and A Nation* is available in a number of different versions and formats, so you can choose the learning experience that works best for you and your students. The options include downloadable and online ebooks, Aplia™ online homework, and MindTap™, a personalized, fully online digital learning platform with ebook and homework all in one place. In addition, a number of useful teaching and learning aids are available to help you with course management/presentation and students with course review and self-testing. These supplements have been created with the diverse needs of today's students and instructors in mind.

**CengageBrain eBook.** An easy-to-use ebook version of *A People & A Nation, Brief* is available for purchase in its entirety or as individual chapters at [www.CengageBrain.com](http://www.CengageBrain.com). This ebook has the same look and pagination as the printed text and is fully searchable, easy to navigate, and accessible online or offline. Students can also purchase the full ebook from our partner, CourseSmart, at [www.CourseSmart.com](http://www.CourseSmart.com).

**MindTap Reader for *A People and A Nation, Brief*** is an interactive ebook specifically designed for the ways in which students assimilate content and media assets in online—and often mobile—reading environments. MindTap Reader combines thoughtful navigation, advanced student annotation support, and a high level of instructor-driven personalization through the placement of online documents and media assets. These features create an engaging reading experience for today's learners. The MindTap Reader eBook is available inside MindTap and Aplia online products. (See below.)

**MindTap™: The Personal Learning Experience.** MindTap for *A People and A Nation, Brief* is a personalized, online digital learning platform providing students with the full content from the book and related interactive assignments—and instructors a choice in the configuration of coursework and curriculum enhancement. Through a carefully designed chapter-based Learning Path, students work their way through the content in each chapter, aided by dynamic author videos, reading in the ebook (MindTap Reader), robust Aplia™ assignments built around the text content, primary sources, and maps and frequent Check Your Understanding quizzes. A set of web applications known as MindApps helps students in many aspects of their learning and range from ReadSpeaker (which reads the text out loud), to Kaltura (which allows instructors to insert online video and audio into the ebook), to ConnectYard (which allows instructors to create digital “yards” through social media—all without “friending” their students). To learn more, ask your Cengage Learning sales representative to demo it for you—or go to [www.Cengage.com/MindTap](http://www.Cengage.com/MindTap).

**Aplia™** is an online homework product 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 assignments developed for *A People & A Nation* address the major concepts in each chapter and are designed to promote critical thinking. Question types include questions built around animated maps, primary sources such as newspaper extracts and cartoons, or imagined scenarios, like engaging in a conversation with Benjamin Franklin; images, video clips, and audio clips are incorporated into many of the questions. More in-depth primary source question sets built around larger topics, such as “Native American and European Encounters” or “The Cultural Cold War,” promote deeper analysis of historical evidence. Students get immediate feedback on their work (not only what they got right or wrong, but *why*), and they can choose to see another set of related questions if they want to practice further. A searchable **MindTap Reader ebook** is available inside the course as well, for easy reference. Aplia’s simple-to-use course management interface allows instructors to post announcements, upload course materials, host student discussions, e-mail students, and manage the gradebook. Personalized support from a knowledgeable and friendly support team also offers assistance in customizing assignments to the instructor’s course schedule. For a more comprehensive, all-in-one course solution, Aplia assignments may be found within the MindTap Personal Learning platform (see previous page). To learn more, ask your Cengage Learning sales representative to provide a demo—or view a specific demo for this book at [www.aplia.com](http://www.aplia.com).

## Instructor Resources

**Instructor Companion Site.** Instructors will find here all the tools they need to teach a rich and successful U.S. history survey course. The protected teaching materials include the *Instructor’s Resource Manual*, a set of customizable Microsoft® PowerPoint® lecture slides, and a set of customizable Microsoft® PowerPoint® image slides, including all of the images (photos, art, and maps) from the text. Also included is Cognero®, a flexible, online testing system that allows you to author, edit, and manage test bank content for *A People and A Nation, Brief*. You can create multiple test versions instantly and deliver them through your LMS from your classroom, or wherever you may be, with no special installations or downloads required. The test items include multiple-choice, identification, geography, and essay questions. Go to [login.cengage.com](http://login.cengage.com) to access this site.

**eInstructor’s Resource Manual.** This manual (found on the Instructor Companion site), authored by Chad William Timm of Grand View University, contains a set of learning objectives, a comprehensive chapter outline, ideas for classroom activities, discussion questions, suggested paper topics, and a lecture supplement for each chapter in *A People and A Nation, Brief*.

## Student Resources

**cengagebrain.com.** Save your students time and money. Direct them to [www.cengagebrain.com](http://www.cengagebrain.com) for choice in formats and savings and a better chance to succeed in class. Students have the freedom to purchase à la carte exactly what they need when they need it. Students can purchase or rent their text or purchase access to a downloadable ebook version of *A People and A Nation, Brief*. eAudio modules from *The History Handbook*, or other useful study tools.

**Companion Website.** The *A People & A Nation, Brief* Student Companion website, available on CengageBrain.com, offers a variety of free learning materials to help students review content and prepare for class and tests. These materials include flashcards, primary source links, and quizzes for self-testing.

## Additional Resources

### Reader Program

Cengage Learning publishes a number of readers, some devoted exclusively to primary or secondary sources, and others combining primary and secondary sources—all designed to guide students through the process of historical inquiry. Visit [www.cengage.com/history](http://www.cengage.com/history) for a complete list of readers or ask your sales representative to recommend a reader that would work well for your specific needs.

### CourseReader

Cengage Learning's CourseReader lets instructors create a customized electronic reader in minutes. Instructors can choose exactly what their students will be assigned by searching or browsing Cengage Learning's extensive document database. Sources include hundreds of historical documents, images, and media, plus literary essays that can add additional interest and insight to a primary source assignment. Or instructors can start with the "Editor's Choice" collection created for *A People and A Nation*—and then update it to suit their particular needs. Each source comes with all the pedagogical tools needed to provide a full learning experience, including a descriptive headnote that puts the reading into context as well as critical thinking and multiple-choice questions designed to reinforce key points. Contact your local Cengage Learning sales representative for more information and packaging options.

### Rand McNally Atlas of American History, 2e

This comprehensive atlas features more than eighty maps, with new content covering global perspectives, including events in the Middle East from 1945 to 2005, as well as population trends in the United States and around the world. Additional maps document voyages of discovery; the settling of the colonies; major U.S. military engagements, including the American Revolution and World Wars I and II; and sources of immigrations, ethnic populations, and patterns of economic change.

### Custom Options

Nobody knows your students like you, so why not give them a text tailored to their needs? Cengage Learning offers custom solutions for your course—whether it's making a small modification to *A People and A Nation, Brief* to match your syllabus or combining multiple sources to create something truly unique. You can pick and choose chapters, include your own material, and add additional map exercises along with the Rand McNally Atlas (including questions developed around the maps in the atlas) to create a text that fits the way you teach. Ensure that your students get the most out of their textbook dollar by giving them exactly what they need. Contact your Cengage Learning representative to explore custom solutions for your course.



## Acknowledgments

The authors would like to thank David Farber and John Hannigan for their assistance with the preparation of this edition.

We also want to thank the many instructors who have adopted *A People and A Nation* over the years and whose syllabi provided powerful insights leading to the tenth edition's chapter reduction. Also, we have been very grateful for the comments from the historian reviewers who read drafts of our chapters. Their suggestions, corrections, and pleas helped guide us through this momentous revision. We could not include all of their recommendations, but the book is better for our having heeded most of their advice. We heartily thank:

Sara Alpern, Texas A&M University  
Mary Axelson, Colorado Mountain College  
Friederike Baer, Temple University  
Jennifer Bertolet, The George Washington University  
Troy Bickham, Texas A&M University  
Robert Bionaz, Chicago State University  
Victoria Bynum, Texas State University, San Marcos  
Randall Couch, Tulane University  
Julie Courtwright, Iowa State University  
Anthony Edmonds, Ball State University  
Mario Fenyo, Bowie State University  
Judy Gordon-Omelka, Friends University  
Kathleen Gorman, Minnesota State University, Mankato  
Michael Harkins, Harper College  
Walter Hixson, University of Akron  
B.T. Huntley, Front Range Community College  
Edith Macdonald, University of Central Florida  
Thomas Martin, Sinclair Community College  
Allison McNeese, Mount Mercy College  
David Montgomery, North Central Michigan College  
Steve O'Brien, Bridgewater State College  
Paul O'Hara, Xavier University  
John Putman, San Diego State University  
Thomas Roy, University of Oklahoma  
Manfred Silva, El Paso Community College  
Laurie Sprankle, Community College of Allegheny County  
Michael Thompson, University of Tennessee at Chattanooga  
Chad Timm, Grand View University  
Jose Torre, College at Brockport, SUNY  
Michael Vollbach, Oakland Community College  
Kenneth Watras, Paradise Valley Community College  
Jeffrey Williams, Northern Kentucky University

The authors thank the helpful Cengage people who designed, edited, produced, and nourished this book. Many thanks to Ann West, senior sponsoring editor; Margaret McAndrew Beasley, senior development editor; Megan Chrisman, associate content developer; Pembroke Herbert, photo researcher; Charlotte Miller, art editor; and Jane Lee, senior content project manager.

M. B. N.  
J. K.  
C. S.  
D. B.  
H. C.  
F. L.  
B. B.  
D. M.

# About the Authors

## Mary Beth Norton

Born in Ann Arbor, Michigan, Mary Beth Norton received her BA from the University of Michigan (1964) and her PhD from Harvard University (1969). She is the Mary Donlon Alger Professor of American History at Cornell University. Her dissertation won the Allan Nevins Prize. She has written *The British-Americans* (1972); *Liberty's Daughters* (1980, 1996); *Founding Mothers & Fathers* (1996), which was one of three finalists for the 1997 Pulitzer Prize in History; and *In the Devil's Snare* (2002), one of five finalists for the 2003 *L.A. Times* Book Prize in History and won the English-Speaking Union's Ambassador Book Award in American Studies for 2003. Her most recent book is *Separated by Their Sex* (2011). She has coedited three volumes on American women's history. She was also general editor of the *American Historical Association's Guide to Historical Literature* (1995). Her articles have appeared in such journals as the *American Historical Review*, *William and Mary Quarterly*, and *Journal of Women's History*. Mary Beth has served as president of the Berkshire Conference of Women Historians, as vice president for research of the American Historical Association, and as a presidential appointee to the National Council on the Humanities. She has appeared on Book TV, the History and Discovery Channels, PBS, and NBC as a commentator on early American history, and she has lectured frequently to high school teachers. She has received four honorary degrees and is an elected member of both the American Academy of Arts and Sciences and the American Philosophical Society. She has held fellowships from the National Endowment for the Humanities; the Guggenheim, Rockefeller, and Starr Foundations; and the Henry E. Huntington Library. In 2005–2006, she was the Pitt Professor of American History and Institutions at the University of Cambridge and Newnham College.

## Jane Kamensky

Born in New York City, Jane Kamensky earned her BA (1985) and PhD (1993) from Yale University. She is now Harry S Truman Professor of American Civilization at Brandeis University, where she has taught since 1993 and has won two university-wide teaching prizes. She is the author of *The Exchange Artist: A Tale of High-Flying Speculation and America's First Banking Collapse* (2008), a finalist for the 2009 George Washington Book Prize; *Governing the Tongue: The Politics of Speech in Early New England* (1997); and *The*

*Colonial Mosaic: American Women, 1600–1760* (1995); and coeditor of *The Oxford Handbook of the American Revolution* (2012). With Jill Lepore, she is the coauthor of the historical novel *Blindspot* (2008), a *New York Times* editor's choice and *Boston Globe* bestseller. In 1999, she and Lepore also co-founded *Common-place* ([www.common-place.org](http://www.common-place.org)), which remains a leading online journal of early American history and life. Jane has also served on the editorial boards of the *American Historical Review*, the *Journal of American History*, and the *Journal of the Early Republic*; as well as on the Council of the American Antiquarian Society and the Executive Board of the Organization of American Historians. Called on frequently as an adviser to public history projects, she has appeared on PBS, C-SPAN, the History Channel, and NPR, among other media outlets. Jane has won numerous major grants and fellowships to support her scholarship. In 2007–2008, a grant from the Andrew W. Mellon Foundation allowed her to pursue advanced training in art history at the Courtauld Institute of Art in London. Her next book, a history of painting and politics in the age of revolution, centered on the life of John Singleton Copley, will be published by W. W. Norton.

## Carol Sheriff

Born in Washington, D.C., and raised in Bethesda, Maryland, Carol Sheriff received her BA from Wesleyan University (1985) and her PhD from Yale University (1993). Since 1993, she has taught history at the College of William and Mary, where she has won the Thomas Jefferson Teaching Award; the Alumni Teaching Fellowship Award; the University Professorship for Teaching Excellence; The Class of 2013 Distinguished Professorship for Excellence in Scholarship, Teaching, and Service; and the Arts and Sciences Award for Teaching Excellence. Her publications include *The Artificial River: The Erie Canal and the Paradox of Progress* (1996), which won the Dixon Ryan Fox Award from the New York State Historical Association and the Award for Excellence in Research from the New York State Archives; and *A People at War: Civilians and Soldiers in America's Civil War, 1854–1877* (with Scott Reynolds Nelson, 2007). In 2012, she won the John T. Hubbell Prize from *Civil War History* for her article on the state-commissioned Virginia history textbooks of the 1950s, and the controversies their portrayals of the Civil War era provoked in ensuing decades. Carol has written sections of a teaching

manual for the New York State history curriculum, given presentations at Teaching American History grant projects, consulted on an exhibit for the Rochester Museum and Science Center, and appeared in The History Channel's Modern Marvels show on the Erie Canal, and she is engaged in several public-history projects marking the sesquicentennial of the Civil War. At William and Mary, she teaches the U.S. history survey as well as upper-level classes on the Early Republic, the Civil War Era, and the American West.

### David W. Blight

Born in Flint, Michigan, David W. Blight received his BA from Michigan State University (1971) and his PhD from the University of Wisconsin (1985). He is now professor of history and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University and will be Pitt Professor of American History and Institutions at the University of Cambridge in the United Kingdom, 2013–2014. For the first seven years of his career, David was a public high school teacher in Flint. He has written *Frederick Douglass's Civil War* (1989) and *Race and Reunion: The Civil War in American Memory, 1863–1915* (2000). His most recent books are *American Oracle: The Civil War in the Civil Rights Era* (2011) and *A Slave No More: The Emancipation of John Washington and Wallace Turnage* (2007), and he is currently writing a new full biography of Frederick Douglass. His edited works include *When This Cruel War Is Over: The Civil War Letters of Charles Harvey Brewster* (1992), *Narrative of the Life of Frederick Douglass* (1993), W. E. B. Du Bois, *The Souls of Black Folk* (with Robert Gooding Williams, 1997), *Union and Emancipation* (with Brooks Simpson, 1997), and *Caleb Bingham, The Columbian Orator* (1997). David's essays have appeared in the *Journal of American History* and *Civil War History*, among others. A consultant to several documentary films, David appeared in the 1998 PBS series, *Africans in America*. In 2012, he was elected to the American Academy of Arts and Sciences, and he is currently serving on the Executive Board of the Organization of American Historians. David also teaches summer seminars for secondary school teachers, as well as for park rangers and historians of the National Park Service. His book, *Race and Reunion: The Civil War in American Memory, 1863–1915* (2000), received many honors in 2002, including the Bancroft Prize, Abraham Lincoln Prize, and the Frederick Douglass Prize. From the Organization of American Historians, he has received the Merle Curti Prize in Social History, the Merle Curti Prize in Intellectual History, the Ellis Hawley Prize in Political History, and the James Rawley Prize in Race Relations.

### Howard P. Chudacoff

Howard P. Chudacoff, the George L. Littlefield Professor of American History and Professor of Urban Studies at Brown University, was born in Omaha, Nebraska. He earned his AB (1965) and PhD (1969) from the University of Chicago. He has written *Mobile Americans* (1972), *How Old Are You?* (1989), *The Age of the Bachelor* (1999), *The Evolution of American Urban Society* (with Judith Smith, 2004), and *Children at Play: An American History* (2007). His current book project is *Game Changers: Major Turning Points in the History of Intercollegiate Athletics*. He has also coedited with Peter Baldwin *Major Problems in American Urban History* (2004). His articles have appeared in such journals as the *Journal of Family History*, *Reviews in American History*, and *Journal of American History*. At Brown University, Howard has cochaired the American Civilization Program and chaired the Department of History, and serves as Brown's faculty representative to the NCAA. He has also served on the board of directors of the Urban History Association and the editorial board of *The National Journal of Play*. The National Endowment for the Humanities, Ford Foundation, and Rockefeller Foundation have given him awards to advance his scholarship.

### Fredrik Logevall

A native of Stockholm, Sweden, Fredrik Logevall is John S. Knight Professor of International Studies and Professor of History at Cornell University, where he serves as vice provost and as director of the Mario Einaudi Center for International Studies. He received his BA from Simon Fraser University (1986) and his PhD from Yale University (1993). His most recent book is *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (2012), which won the Pulitzer Prize in History and the Francis Parkman Prize, and which was named a best book of the year by the *Washington Post* and the *Christian Science Monitor*. His other publications include *Choosing War* (1999), which won three prizes, including the Warren F. Kuehl Book Prize from the Society for Historians of American Foreign Relations (SHAFR); *America's Cold War: The Politics of Insecurity* (with Campbell Craig; 2009); *The Origins of the Vietnam War* (2001); *Terrorism and 9/11: A Reader* (2002); and, as coeditor, *The First Vietnam War: Colonial Conflict and Cold War Crisis* (2007); and *Nixon and the World: American Foreign Relations, 1969–1977* (2008). Fred is a past recipient of the Stuart L. Bernath article, book, and lecture prizes from SHAFR, and a past member of the Cornell University Press faculty board. He serves on numerous editorial advisory boards and is coeditor of the book series, "From Indochina to Vietnam: Revolution and War in a Global Perspective" (University of California Press).

### Beth Bailey

Born in Atlanta, Georgia, Beth Bailey received her BA from Northwestern University (1979) and her PhD from the University of Chicago (1986). She is now a professor of history at Temple University. Her research and teaching fields include war and society and the U.S. military, American cultural history (nineteenth and twentieth centuries), popular culture, and gender and sexuality. Beth served as the coordinating author for this edition of *A People and A Nation*. She is the author, most recently, of *America's Army: Making the All-Volunteer Force* (2009). Her other publications include *From Front Porch to Back Seat: Courtship in 20th Century America* (1988), a historical analysis of conventions governing the courtship of heterosexual youth; *The First Strange Place: The Alchemy of Race and Sex in WWII Hawaii* (with David Farber, 1992), which analyzes cultural contact among Americans in wartime Hawaii; *Sex in the Heartland* (1999), a social and cultural history of the post-WWII "sexual revolution"; and *The Columbia Companion to America in the 1960s* (with David Farber, 2001). She is also coeditor of *A History of Our Time* (with William Chafe and Harvard Sitkoff, 6th ed., 2002; 7th ed., 2007; 8th ed., 2011). Beth has served as a consultant and/or on-screen expert for numerous television documentaries developed for PBS and The History Channel. She has received grants or fellowships from the ACLS, the NEH, and the Woodrow Wilson International Center for Scholars, and was named the Ann Whitney Olin scholar at Barnard College, Columbia University, where she was the director of the American Studies Program, and Regents Lecturer at the University of New Mexico. She has been a visiting scholar at Saitama University, Japan; at the University of Paris Diderot; and at Trinity College at the University of Melbourne, and a senior Fulbright lecturer in Indonesia. She teaches courses on sexuality and gender and war and American culture.

### Debra Michals

Born in Boston, Massachusetts, Debra Michals received her BS from Boston University (1984) and her PhD from New York University (2002). She is an instructor of women's history and women's and gender studies at Merrimack College, where in 2008 she also served as acting chair of the Women's and Gender Studies Program. In 2013, Debra coauthored a permanent exhibit for the National Women's History Museum entitled "From Ideas to Independence: A Century of Entrepreneurial Women" (<http://entrepreneurs.nwhm.org/>). She is currently completing a book on the emergence of women entrepreneurs and the growing number of female breadwinners since World War II, and she has also begun research for a book about gender and modern fatherhood. Debra has been a visiting scholar to Northeastern University (2003), and served as the Acting Associate Director of Women's Studies at New York University (1994–1996), where she helped obtain and administer a Ford Foundation Grant in Women's and Area Studies and earned the university's President's Leadership Service Award. She has contributed to several anthologies, including *Sisterhood Is Forever* (2003); *Image Nation: American Countercultures in the 1960s and '70s* (2002); and *Reading Women's Lives* (2003), as well as the encyclopedia *Notable American Women* (2004). Debra has served as a consultant/editor for The History Channel and has written for the *History Channel Magazine*. She was the content director for The Women's Museum: An Institute for the Future (1998–2000), a consultant to the Elizabeth Cady Stanton Trust, and currently sits on the advisory board for the International Museum of Women. In addition to her own research, Debra is a frequent editor and adviser for scholarly books and pedagogical materials on U.S. history.







# Three Old Worlds Create a New

1492–1600

**A** generation after Columbus crossed the Atlantic, a Spanish soldier named Hernán Cortés traded words with the ruler of the Aztec empire. Motecuhzoma II was among the most powerful men in the Americas. Thousands of loyal courtiers accompanied him to the gates of Tenochtitlán, the capital, one of the largest cities in the world. Cortés, his Spanish troops, and their native allies approached on horseback. The conquistador and the Aztec ruler bowed to each other, and spoke. “Montezuma bade him welcome,” recalled Bernal Díaz del Castillo, a soldier on the expedition. “We have come to your house in Mexico as friends,” Cortés told his host.

This mixture of ceremony, half-truths, and outright lies was among the first exchanges between two great civilizations from two sides of a great ocean. It was not an easy conversation to have. Motecuhzoma spoke Nahuatl; Cortés spoke Spanish. (The Spanish could not even pronounce the Aztec emperor’s name, garbling “Motecuhzoma” as “Montezuma.”) But in fact the conversation between Cortés and Motecuhzoma was not a dialogue but a three-way exchange. As Bernal Díaz explains, Cortés addressed the Aztec emperor “through the mouth of Doña Marina.”

Who was Doña Marina? Born to Nahuatl-speaking nobles around the year 1500, she grew up at the margins of Aztec and Maya territories. As a child, she was either stolen from her family or given by them to indigenous slave traders. She wound up in the Gulf Coast town of Tabasco. In 1519, the leaders of Tabasco gave Marina to Cortés as one of many offerings they hoped would persuade the Spanish to continue west, into the heart of their enemies’ territory. Marina learned Spanish quickly, and her fluency proved vital to the success of the Spaniards’ expedition.

Marina was a young woman in whom worlds met and mingled. The Spanish signaled their respect by addressing her as “Doña,” meaning lady. Nahuatl speakers rendered *Marina* as *Malintzin*, using the suffix *-tzin* to denote her high status. Spaniards stumbled over the Nahuatl *Malintzin* and often called her *La Malinche*: a triple name, from a double mistranslation.

The legacy of Doña Marina/Malintzin/La Malinche remains as ambiguous as her name. Her fluency helped the invaders to

## Chapter Outline

### American Societies

*Ancient America* | *Mesoamerican Civilizations* | *Pueblos and Mississippians* | *Aztecs*

### North America in 1492

*Gendered Division of Labor* | *Social Organization* | *War and Politics* | *Religion*

### African Societies

*West Africa (Guinea)* | *Complementary Gender Roles* | *Slavery in Guinea*

### European Societies

*Gender, Work, Politics, and Religion* | *Effects of Plague and Warfare* | *Political and Technological Change* | *Motives for Exploration*

### Early European Explorations

*Sailing the Mediterranean Atlantic* | *Islands of the Mediterranean Atlantic* | *Portuguese Trading Posts in Africa* | *Lessons of Early Colonization*

### Voyages of Columbus, Cabot, and Their Successors

*Columbus’s Voyage* | *Columbus’s Observations* | *Norse and Other Northern Voyagers* | *John Cabot’s Explorations*

### VISUALIZING THE PAST Naming America

### Spanish Exploration and Conquest

*Cortés and Other Explorers* | *Capture of Tenochtitlán* | *Spanish Colonization* | *Gold, Silver, and Spain’s Decline*

### The Columbian Exchange

*Smallpox and Other Diseases* | *Sugar, Horses, and Tobacco*

**LINKS TO THE WORLD** *Maize***Europeans in North America**

*Trade Among Indians and Europeans* | *Contest Between Spain and England* | *Roanoke* | *Harriot's Briefe and True Report*

**LEGACY FOR A PEOPLE AND A NATION**

*Revitalizing Native Languages*

**SUMMARY**

Link to Bernal Díaz, *The Conquest of New Spain*, in English

triumph—a catastrophe for the Aztecs and other indigenous peoples. Their descendants consider Doña Marina their foremother and their betrayer, at once a victim and a perpetrator of the Spanish conquest. Marina continues to embody the ambiguities of colonial history, in which power was shifting and contested, and much was lost in translation.

For thousands of years before 1492, human societies in the Americas developed in isolation from the rest of the world. That isolation ended in the Christian fifteenth century. As Europeans sought treasure and trade, peoples from two sides of the globe came into regular contact for the first time. Their interactions involved curiosity and confusion, trade and theft, enslavement and endurance. The history of the colonies that became the United States must be seen in this context of European exploration and exploitation, of native resistance, and of African enslavement and survival. In the Americas of the fifteenth and sixteenth centuries, three old worlds came together to produce a new.

The continents that European sailors reached in the late fifteenth century had their own histories, internal struggles that the intruders sometimes exploited and often ignored. The indigenous residents of what came to be called *the Americas* were the world's most skillful plant breeders; they developed crops more nutritious and productive than those grown in Europe, Asia, or Africa. They had invented systems of writing and mathematics. As in Europe, their societies rose and fell as leaders succeeded or failed. But the arrival of Europeans altered the Americans' struggles with one another.

After 1400, European nations tried to acquire valuable colonies and trading posts worldwide. Initially interested in Asia and Africa, Europeans eventually focused mostly on the Americas. Their designs changed the course of history on four continents.

**As you read this chapter, keep the following questions in mind:**

- **What were the key characteristics of the three worlds that met in the Americas?**
- **What impacts did their encounter have on each of them?**
- **What were the crucial initial developments in that encounter?**

## American Societies

*What led to the development of major North American civilizations in the centuries before Europeans arrived?*

Human beings originated on the continent of Africa, where human-like remains about 3 million years old have been found in what is now Ethiopia. Over many millennia, the growing population dispersed to the other continents. Because the climate was then far colder than it is now, much of the earth's water was concentrated in huge rivers of ice called glaciers. Sea levels were lower, and landmasses covered a larger

Chronology	
12,000–10,000 BCE	Paleo-Indians migrate from Asia to North America across the Beringia land bridge
7000 BCE	Cultivation of food crops begins in America
ca. 2000 BCE	Olmec civilization appears
ca. 300–600 CE	Height of influence of Teotihuacán
ca. 600–900 CE	Classic Mayan civilization
1000 CE	Ancient Pueblos build settlements in modern states of Arizona and New Mexico
1001	Norse establish settlement in “Vinland”
1050–1250	Height of influence of Cahokia Prevalence of Mississippian culture in modern midwestern and southeastern United States
14th century	Aztec rise to power
1450s–80s	Portuguese colonize islands in the Mediterranean Atlantic
1477	Marco Polo’s <i>Travels</i> describes China
1492	Columbus reaches Bahamas
1494	Treaty of Tordesillas divides land claims in Africa, India, and South America between Spain and Portugal
1497	Cabot reaches North America
1513	Ponce de León explores Florida
1518–30	Smallpox epidemic devastates Indian population of West Indies and Central and South America
1519	Cortés invades Mexico
1521	Aztec Empire falls to Spaniards
1524	Verrazzano sails along Atlantic coast of North America
1534–35	Cartier explores St. Lawrence River
1539–42	De Soto explores southeastern North America
1540–42	Coronado explores southwestern North America
1587–90	Raleigh’s Roanoke colony vanishes
1588	Harriot publishes <i>A Briefe and True Report of the New Found Land of Virginia</i>

proportion of the earth’s surface. Scholars long believed the earliest inhabitants of the Americas crossed a land bridge known as Beringia (at the site of the Bering Strait) approximately 12,000 to 14,000 years ago. Yet new archaeological discoveries suggest that parts of the Americas may have been settled much earlier, possibly in three successive waves beginning roughly 30,000 years ago. About 12,500 years ago, when the climate warmed and sea levels rose, Americans were separated from the connected continents of Asia, Africa, and Europe.

### Ancient America

The first Americans, called **Paleo-Indians**, were nomadic hunters of game and gatherers of wild plants. They spread throughout North and South America, probably as bands of extended families. By about 11,500 years ago, the Paleo-Indians were making fine stone projectile points, which they attached to wooden spears and used to kill and butcher bison (buffalo), woolly mammoths, and other large mammals. As the Ice Age ended and the human population increased, all the large American mammals except the bison disappeared.

Consequently, by approximately nine thousand years ago, the residents of what is now central Mexico began to cultivate food crops, especially maize (corn), squash, beans, avocados, and peppers. In the Andes Mountains of South America, people started to grow potatoes. As knowledge of agricultural techniques improved, vegetables and maize proved a more reliable source of food than hunting and gathering.

**Paleo-Indians** The earliest peoples of the Americas.

Most Paleo-Indians started to stay longer in one place, so that they could tend fields regularly. Some established permanent settlements; others moved several times a year. They used controlled burning to clear forests, which created cultivable lands by killing trees and fertilizing the soil with ashes, and also opened meadows that attracted deer and other wildlife. Although they traded such items as shells, flint, salt, and copper, no society became dependent on another group for items vital to its survival.

Wherever agriculture dominated, complex civilizations flourished. Assured of steady supplies of food, such societies could accumulate wealth, trade with other groups, produce ornamental objects, and create elaborate rituals and ceremonies. In North America, the successful cultivation of nutritious crops seems to have led to the growth and development of all the major civilizations: first the large city-states of Mesoamerica (modern Mexico and Guatemala) and then the urban clusters known collectively as the Mississippian culture (in the present-day United States). Each reached its height of population and influence only after achieving success in agriculture. Each later collapsed after reaching the limits of its food supply.

### Mesoamerican Civilizations

Scholars know little about the first major Mesoamerican civilization, the Olmecs, who about four thousand years ago lived in cities near the Gulf of Mexico. The Mayas and Teotihuacán, which developed approximately two thousand years later, are better recorded. Teotihuacán, founded in the Valley of Mexico about 300 BCE (Before the Common Era), became one of the largest urban areas in the world, housing perhaps 100,000 people in the fifth century CE (Common Era). Teotihuacán's commercial network extended hundreds of miles. Pilgrims traveled long distances to visit Teotihuacán's pyramids and the great temple of Quetzalcoatl—the feathered serpent, primary god of central Mexico.

On the Yucatan Peninsula, in today's eastern Mexico, the Mayas built urban centers containing tall pyramids and temples, studied astronomy, and created an elaborate writing system. Their city-states engaged in near-constant battle with one another. Warfare and an inadequate food supply caused the collapse of the most powerful cities by 900 CE, ending the classic era of Mayan civilization.

### Pueblos and Mississippians

Ancient native societies in what is now the United States learned to grow maize, squash, and beans from Mesoamericans. The Hohokam, Mogollon, and ancient Pueblo peoples of the modern states of Arizona and New Mexico subsisted by combining hunting and gathering with agriculture in an arid region. Hohokam villagers constructed extensive irrigation systems. Between 900 and 1150 CE, Chaco Canyon, at the junction of perhaps four hundred miles of roads, served as a major trading and processing center for turquoise. Yet the sparse and unpredictable rainfall caused the Chacoans to migrate to other sites.

Almost simultaneously, the unrelated Mississippian culture flourished in what is now the midwestern and southeastern United States. Relying largely on maize, squash, nuts, pumpkins, and venison, the Mississippians lived in hierarchically organized settlements. Their largest urban center was the **City of the Sun** (now called Cahokia), near modern St. Louis. Located on rich farmland near the confluence of the Illinois, Missouri, and Mississippi rivers, Cahokia, like Teotihuacán and

### City of the Sun (Cahokia)

Area located near modern St. Louis, Missouri, where about twenty thousand people inhabited a metropolitan area.



Chaco Canyon, served as a focal point for religion and trade. At its peak (in the eleventh and twelfth centuries CE), the City of the Sun covered more than five square miles and had a population of about twenty thousand—small by Mesoamerican standards but larger than London in the same era.

The sun-worshipping Cahokians developed an accurate calendar, and the tallest of the city's 120 pyramids, today called Monks Mound, remains the largest earthwork in the Americas. Yet following 1250 CE, the city was abandoned. Archaeologists believe that climate change and the degradation of the environment, caused by overpopulation and the destruction of nearby forests, contributed to its collapse.

### Aztecs

Far to the South, the Aztecs (also called Mexicas) migrated into the Valley of Mexico during the twelfth century CE. Their chronicles record that their primary deity, Huitzilopochtli—a war god represented by an eagle—directed them to establish their capital on an island where they saw an eagle eating a serpent, the symbol of Quetzalcoatl. That island city became Tenochtitlán, the nerve center of a rigidly stratified society composed of warriors, merchants, priests, common folk, and slaves.

The Aztecs conquered their neighbors, forcing them to pay tribute in textiles, gold, foodstuffs, and humans who could be sacrificed to Huitzilopochtli. In the Aztec year Ten Rabbit (the Christian 1502), at the coronation of Motecuhzoma II, thousands of people were sacrificed by having their still-beating hearts torn from their bodies.

## North America in 1492

Over the centuries, the Americans who lived north of Mexico adapted their once-similar ways of life to very different climates and terrains, thus creating the diverse culture areas (ways of subsistence) that the Europeans encountered (see Map 1.1). Scholars often delineate such culture areas by language group (such as Algonquian or Iroquoian). Bands that lived in environments not suited to agriculture followed a nomadic lifestyle typified by the Paiutes and Shoshones, who inhabited the Great Basin (now Nevada and Utah). Because finding sufficient food was difficult, such hunter-gatherer bands were small, usually composed of one or more related families. The men hunted small animals, and women gathered seeds and berries.

In more favorable environments, larger groups, like the Chinooks who lived near the seacoasts of present-day Washington and Oregon, combined agriculture with gathering, hunting, and fishing. Residents of the interior (for example, the Arikaras of the Missouri River valley) hunted large animals while also cultivating maize, squash, and beans. The peoples of what is now eastern Canada and the northeastern United States also combined hunting, fishing, and agriculture. They used controlled fires both to open land for cultivation and to assist in hunting.

Trade routes linked distant peoples. For instance, hoe and spade blades manufactured from stone mined in modern southern Illinois have been found as far northeast as Lake Erie and as far west as the Plains. Commercial and other interactions among disparate groups speaking different languages were aided by the universally understood symbol of friendship—the calumet, a feathered tobacco

*What were the gender dimensions of labor in native cultures?*



**MAP 1.1**  
**Native Cultures of North America**

The natives of the North American continent effectively used the resources of the regions in which they lived. As this map shows, coastal groups relied on fishing, residents of fertile areas engaged in agriculture, and other peoples employed hunting (often combined with gathering) as a primary mode of subsistence. Source: Copyright © Cengage Learning 2015

pipe offered to strangers at initial encounters. Across the continent, native groups sought alliances and waged war against their enemies when diplomacy failed.

### Gendered Division of Labor

Societies that relied on hunting large animals, such as deer and buffalo, assigned that task to men, allotting food preparation and clothing production to women. Agricultural societies assigned work in divergent ways. The Pueblo peoples defined agricultural labor as men's work. In the east, peoples speaking Algonquian, Iroquoian, and Muskogean languages allocated most agricultural chores to women, although men cleared the land.

Everywhere in North America, women cared for young children, while older youths learned adult skills from their same-sex parent. Children had a great deal of





Collection of Mary Beth Norton

*Jacques Le Moyne, an artist accompanying the French settlement in Florida in the 1560s (see page 31), produced some of the first European images of North American peoples. His depiction of native agricultural practices shows the gendered division of labor: men breaking up the ground with fishbone hoes before women drop seeds into the holes. But Le Moyne's version of the scene cannot be accepted uncritically: unable to abandon a European view of proper farming methods, he erroneously drew plowed furrows in the soil.*

freedom. Young people commonly chose their own marital partners, and in most societies couples could easily divorce. Infants and toddlers nursed until the age of two or even longer, and taboos prevented couples from having sexual intercourse during that period.

### Social Organization

Southwestern and eastern agricultural peoples also lived in villages, sometimes with a thousand or more inhabitants. The Pueblos resided in multistory buildings constructed on terraces along the sides of cliffs or other easily defended sites. Northern Iroquois villages (in modern New York State) were composed of large, rectangular, bark-covered structures, or longhouses; the name Haudenosaunee, which the Iroquois called themselves, means “People of the Longhouse.” In the present-day southeastern United States, Muskogean and southern Algonquians lived in large thatch houses.

In all the agricultural societies, each dwelling housed an extended family defined matrilineally (through a female line of descent). Mothers, their married

daughters, and their daughters' husbands and children all lived together. Matrilineal descent did not imply matriarchy, or the wielding of power by women, but rather denoted kinship and linked extended families into clans. The nomadic bands of the Prairies and Great Plains, by contrast, were most often related patrilineally (through the male line).

### War and Politics

Long before Europeans arrived, residents of the continent fought one another for control of hunting and fishing territories, fertile agricultural lands, or the sources of essential items, such as salt (for preserving meat) and flint (for making knives and arrowheads). Native warriors protected by wooden armor engaged in face-to-face combat, since their clubs and throwing spears were effective only at close quarters. They began to shoot arrows from behind trees only when they confronted European guns. War captives were sometimes enslaved, but slavery was never an important source of labor in pre-Columbian America.

Political structures varied considerably. Among Pueblos, the village council, composed of ten to thirty men, was the highest political authority; no larger organization connected multiple villages. The Iroquois had an elaborate hierarchy incorporating villages into nations and nations into a confederation. A council of representatives from each nation made crucial decisions of war and peace. Women more often assumed leadership roles among agricultural peoples. Female sachems (rulers) led Algonquian villages in what is now Massachusetts, but women never became heads of hunting bands. Iroquois women did not become chiefs, yet clan matrons exercised political power, including the power to start and stop wars.

### Religion

All the continent's native peoples were polytheistic, worshipping a multitude of gods. The major deities of agricultural peoples like the Pueblos and Muskogean peoples were associated with cultivation, and their festivals centered on planting and harvest. The most important gods of hunters like those living on the Great Plains were associated with animals, and their major festivals were related to hunting.

A wide variety of cultures, comprising more than 10 million people who spoke over one thousand languages, inhabited America north of Mexico when Europeans arrived. They did not consider themselves one people or "Americans," nor did they think of uniting to repel the invaders who washed up on their shores beginning in 1492.

## African Societies

Fifteenth-century Africa, like America, housed a variety of cultures with complex histories of their own. In the north, along the Mediterranean Sea, lived the Berbers, who were Muslims—followers of the Islamic religion. On the east coast of Africa, Muslim city-states traded with India, the Moluccas (part of modern Indonesia), and China. Sustained contact and intermarriage among Arabs and Africans created the Swahili language and culture. Through the East African city-states passed the Spice Route, the conduit of waterborne commerce between the eastern

*What were the chief characteristics of West African societies in the fifteenth century?*

Mediterranean and East Asia; the rest followed the Silk Road, the long land route across Central Asia.

South of the Mediterranean coast in the African interior lie the great Saharan and Libyan deserts. The introduction of the camel in the fifth century CE made long-distance travel possible, and as Islam expanded after the ninth century, commerce controlled by Muslim merchants helped to spread similar religious and cultural ideas. Below the deserts, the continent is divided between tropical rain forests (along the coasts) and grassy plains (in the interior). South of the Gulf of Guinea, the grassy landscape came to be dominated by Bantu-speaking peoples, who left their homeland in modern Nigeria about two thousand years ago.

### West Africa (Guinea)

West Africa was a land of tropical forests and savanna grasslands where fishing, cattle herding, and agriculture had supported the inhabitants for at least ten thousand years before Europeans arrived. The northern region of West Africa, or Upper Guinea, was heavily influenced by Mediterranean Islamic culture. Trade via camel caravans between Upper Guinea and the Muslim Mediterranean connected sub-Saharan Africa to Europe and West Asia. Africans sold ivory, gold, and slaves to northern merchants to obtain salt, dates, silk, and cotton cloth.

Upper Guinea runs northeast-southwest from Cape Verde to Cape Palmas. The people of its northernmost region, the so-called Rice Coast (present-day Gambia, Senegal, and Guinea), fished and cultivated rice in coastal swamplands. The Grain Coast, to the south, was thinly populated and had only one good harbor (modern Freetown, Sierra Leone). Its inhabitants farmed and raised livestock.

In Lower Guinea, south and east of Cape Palmas, most Africans were farmers who practiced traditional religions, rather than Islam. They believed spirits inhabited particular places, and they developed rituals intended to ensure good harvests. Individual villages composed of kin groups were linked into hierarchical kingdoms. At the time of initial European contact, decentralized political and social authority characterized the region.

### Complementary Gender Roles

In the societies of West Africa, as in those of the Americas, men and women pursued different tasks. In general, both sexes shared agricultural duties. Men also hunted, managed livestock, and fished. Women were responsible for child care, food preparation, manufacture, and trade. They managed the local and regional networks through which families, villages, and small kingdoms exchanged goods.

Lower Guinea had similar social systems organized according to what anthropologists have called the dual-sex principle. Each sex handled its own affairs: male political and religious leaders governed men, and females ruled women. Many West African societies practiced polygyny (one man's having several wives, each of whom lived separately with her children). Thus, few adults lived permanently in marital households, but the dual-sex system ensured that they were monitored by their own sex.

Throughout Guinea, both women and men served as heads of the cults and secret societies that directed the spiritual life of the villages. Young women were