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Books

# MAKING AMERICA

SEVENTH EDITION

A History of the United States

VOLUME I: TO 1877



BERKIN • MILLER • CHERNY • GORMLY

CENGAGE ADVANTAGE EDITION

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# Preface

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The authors of this book were once students themselves. We remember groaning when we opened a textbook, our heads filled with images of underlining, highlighting, memorizing facts and dates—at least until the exam was over. Because these memories are still vivid for us, we have worked hard to produce a history book that is different. We wanted it to convey the excitement, the drama, the surprising twists and turns, the individual and collective tales of success and failure that are the real story of our American past. It is a complex story, of course, and it introduces us to women and men we have never met, to a world very different from the one we live in today, and to ideas and behaviors that may strike us as odd or foolish or simply wrong. We have found this story endlessly interesting and we hope to stimulate that interest in others.

Many of the textbooks we read only allowed us to be passive recipients of history. We were told what happened but never how the authors knew what happened. We decided therefore to invite students to “do history,” as well as simply read it, by including special features that ask our readers to consider where evidence can be found, why some stories are easier to tell than others, and what questions we might never be able to answer fully. Providing a textbook that both challenges students to try new ways of thinking and sparks curiosity about the past has been, and remains, the guiding principle behind *Making America*.

Our own teaching experience has played a role in shaping this book. Three of us teach in large public universities located on our nation’s borders—the Pacific Ocean, the Atlantic, and the Rio Grande—while one teaches in a small college in Pennsylvania. We know that every student body today is culturally diverse, with a mix of recent immigrants and U.S.-born students. For some, English is a first language but for others it is a second or even a third tongue. Many of our serious-minded students do not have the formal skills to match their enthusiasm for learning. Thus, from its first edition to this, its seventh, we have made certain that our textbook meets the needs of the modern student.

For example, *Making America* offers a chronological narrative that does not assume or demand a lot of prior knowledge about the American past. It does not rely solely on words to tell this story, for we know that people, places, and events can be brought to life through maps, paintings, photos, and cartoons as well as the written word. Above all, our book speaks in a voice intended to communicate with rather than impress. We want to encourage our readers to draw their own conclusions about the causes and consequences of individual choices, public policies, political decisions, protest, and reform, and we provide them with primary source materials on which to build their own interpretations. Finally, our book offers a

full array of integrated and supportive learning aids to help students at every level of preparedness comprehend what they read.

Over the years we have remained learners as well as teachers. In each edition of *Making America* we have listened to readers, both professors and students, and made changes to improve the book. Thus, this seventh edition has eliminated elements that did not prove effective and added features that we believe will help us convey the pleasure and value of understanding the people of the past and their role in making America.

## THE APPROACH

Professors and students who have used the previous editions of *Making America* will recognize immediately that we have preserved many of its central features. We have again set the nation's complex story within an explicitly political chronology, relying on a basic and familiar structure that is nevertheless broad enough to accommodate generous attention to social, economic, and diplomatic aspects of our national history. Because our own scholarly research often focuses on the experiences of women, working people, immigrants, African Americans, and Native Americans, we would not have been content with a framework that marginalized their history. *Making America* continues to be built on the premise that *all* Americans have been historically active figures, playing significant roles in creating the history of our nation's development. We have also continued the tradition in *Making America* of providing pedagogical tools for students that allow them to master complex material and enable them to develop analytical skills.

## THEMES

The seventh edition continues to weave five central themes through the narrative. The first of these themes, the political development of the nation, is evident in the text's coverage of the creation and revision of the federal and local governments, the contests waged over domestic and diplomatic policies, the internal and external crises faced by the United States and its political institutions, and the history of political parties and elections.

The second theme is the diversity of a national citizenry created by both Native Americans and immigrants. To do justice to this theme, *Making America* explores the full array of groups that have immigrated to the North American continent. The text attends to the tensions and conflicts that arise in a diverse population, but it also examines the shared values and aspirations that define middle-class and working-class American lives.

*Making America's* third theme is the significance of regional subcultures and economies. This regional theme is developed for societies in North America before European colonization and for the colonial settlements of the seventeenth and eighteenth centuries. It can be seen in our attention to the striking social and cultural divergences that existed between the American Southwest and the Atlantic coastal regions and between the antebellum South and North, as well as significant differences in social and economic patterns in the West.

A fourth theme is the rise and impact of large social movements, from the Great Awakening in the 1740s to the rise of youth cultures in the post–World War II generations, movements prompted by changing material conditions or by new ideas challenging the status quo.

The fifth theme is the relationship of the United States to other nations. In *Making America* we explore in depth the causes and consequences of this nation’s role in world conflict and diplomacy, whether in the era of colonization of the Americas, the eighteenth-century independence movement, the removal of Indian nations from their traditional lands, the rhetoric of manifest destiny, American policies of isolationism and interventionism, or the modern role of the United States as a dominant player in world affairs. Viewing American history in a global context, we point out the parallels and the contrasts between our society and those of other nations.

## LEARNING FEATURES

*Making America* provides students with several ways to engage with the content.

Each chapter concludes with a **Study Tools** section, which includes a summary that reinforces the most important themes and information covered in the chapter; a chronology that lists key events discussed in the chapter; a restatement of the focus questions; a list of the glossary terms that are highlighted as key study terms in the on-page glossary, with page numbers provided for review.

The seventh edition also retains the popular feature **It Matters Today**, which points out critical connections between current events and past ones. This feature includes discussion and reflection questions that challenge students to examine and evaluate these connections. We hope that these brief essays will also stimulate faculty and students to generate their own additional “It Matters Today” discussions on other key issues within the chapter.

Finally, the illustrations in each chapter were chosen carefully to provide a visual connection to the past that is useful rather than simply decorative. The captions that accompany these illustrations analyze the subject of the painting, photograph, or artifact—and relate it to the narrative. For this edition we have selected many new illustrations to reinforce or illustrate the themes of the narrative.

## NEW TO THIS EDITION

In this new edition we have preserved what our colleagues and their students considered the best and most useful aspects of *Making America*, including the strong narrative voice, the respect for chronology, and features such as Individual Choices, Individual Voices, and focus questions. We have replaced what was less successful, revised what could be improved, and added new elements to strengthen the book.

The seventh edition includes a new feature, **A Deeper Understanding of History**, which introduces students to the processes historians use as they work,

actively engaging students in methods of historical investigation and critical thinking. Following are selected examples of the content in this new feature:

#### Chapter 2

- “Cowboy and Indian Movies Got It All Wrong”: Explains the importance of cross-disciplinary study in understanding the true complexity and sophistication of Native American societies.

#### Chapter 3

- “Who’s Telling the Story? And Whose Voice Is Silent?”: Guides students in interpreting a primary source, in this case, an artifact from Jamestown.

#### Chapter 15

- “When Historians Disagree”: Explains the process of historical interpretation, using the contrasting assumptions and conclusions of W. E. B. Du Bois and William A. Dunning to illustrate.

## MAKING AMERICA VERSIONS AND PLATFORMS

*Making America* is available in a number of different versions and formats, so you can choose the version and format that makes the most sense for you and your students. The options include eBooks, Aplia™ online homework, and MindTap™, a personalized, fully online digital learning platform that contains the eBook and homework all in one product. In addition, a number of useful teaching and learning aids are available to help you with course management/presentation and to help students get the most from their course studies.

**eBook for *Making America*** An eBook version of *Making America* in pdf format and individual eChapters are available for purchase at [www.cengagebrain.com](http://www.cengagebrain.com). Students can also purchase the eBook from our partner, CourseSmart, at [www.CourseSmart.com](http://www.CourseSmart.com).

**MindTap Reader for *Making America*** This eBook is specifically designed to address the ways students assimilate content and media assets. The MindTap Reader for *Making America* combines thoughtful navigation, advanced student annotation, note-taking, search tools, embedded media assets such as video and MP3 chapter summaries, primary source documents with critical thinking questions, and interactive (zoomable) maps. Students can use the eBook as their primary text or as a multimedia companion to their printed book. The MindTap Reader eBook is available within the MindTap and Aplia online offerings found at [www.cengagebrain.com](http://www.cengagebrain.com).

**MindTap™: The Personal Learning Experience** MindTap for Berkin’s *Making America* is a personalized, online digital learning platform providing students with the *Making America* content and related interactive assignments and app services—while giving you a choice in the configuration of coursework and curriculum enhancement. Through a carefully designed chapter-based learning path, students can access the *Making America* eBook (**MindTap Reader**, see description below); Aplia™ assignments developed for the most important concepts in each chapter (see **Aplia** description below); brief quizzes written by

Trent Booker of Northwest Mississippi Community College; and a set of Web applications known as MindApps to help you create the most engaging course for your students. The MindApps range from ReadSpeaker (which reads the text out loud to students) to Kaltura (allowing you to insert inline video and audio into your curriculum) to ConnectYard (allowing you to create digital “yards” through social media—all without “friending” your 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™** This online homework product 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 *Making America* address the major concepts in each chapter and are designed to promote critical thinking and engage students more fully in their learning. 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** (see description below) is available inside the course as well, so that students can easily reference it as they are working. Aplia’s simple-to-use course management interface allows you to post announcements, upload course materials, 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 above). 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 Test Bank and Cognero® online testing program, Instructor’s Resource Manual, and customizable Microsoft® PowerPoint® slides of both lecture outlines and images from the text. Go to [login.cengage.com](http://login.cengage.com) to access this site.

**Instructor’s Resource Manual** Prepared by Kelly Woestman of Pittsburg State University, this manual includes instructional objectives, chapter outlines and summaries, lecture suggestions, suggested debate and research topics, cooperative learning activities, and suggested readings and resources. Available on the instructor’s companion website.

**CourseReader** CourseReader lets you create a customized electronic reader in minutes. With our easy-to-use interface and assessment tool, you can choose exactly what your students will be assigned—simply search or browse Cengage Learning’s extensive document database to preview and select your customized collection of readings.

Once you’ve made your choices, students will always receive the pedagogical support they need to succeed with the materials you’ve chosen: each source document includes a descriptive head note that puts the reading into context, and every selection is further supported by both critical thinking and multiple-choice questions designed to reinforce key points. Contact your local Cengage Learning sales representative for more information and packaging options.

**Test Bank and Cognero Online Testing** The Test Bank for *Making America*, authored by Steven J. Rauch of Georgia Regents University and Trent Booker of Northwest Mississippi Community College, includes between 65 and 75 multiple-choice questions plus five essay questions with model responses for each chapter. It is available in Word format on the instructor’s companion site and through Cognero®, a flexible online system that allows you to author, edit, and manage the content. You can create multiple test versions instantly and deliver them through your learning management system from your classroom, or wherever you may be, with no special installations or downloads required.

## STUDENT RESOURCES

**cengagebrain.com** Save your students time and money. Direct them to [www.cengagebrain.com](http://www.cengagebrain.com) for choices of formats and savings and a better chance to succeed in class. Students have the freedom to purchase or rent à la carte exactly what they need when they need it, including a downloadable eBook or access to MindTap and Aplia course products. Here students will also be able to access study and review tools developed specifically for *Making America* and additional U.S. history study materials such as eAudio modules from *The History Handbook* (see below). Students can save 50 percent on the electronic textbook and can pay as little as \$1.99 for an individual eChapter.

*The History Handbook, 2e* [ISBN: 9780495906766] Written by Carol Berkin of Baruch College, City University of New York, and Betty Anderson of Boston University, this book teaches students both basic and history-specific study skills such as how to take notes, get the most out of lectures and readings, read primary sources, research historical topics, and correctly cite sources. Substantially less expensive than comparable skill-building texts, *The History Handbook* also offers tips for Internet research and evaluating online sources. Additionally, students can purchase and download the eAudio version of *The History Handbook* or any of its eighteen individual units at [www.cengagebrain.com](http://www.cengagebrain.com) to listen to on the go.

*Doing History: Research and Writing in the Digital Age, 2e* [ISBN: 9781133587880] Prepared by Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser of James Madison University. This text’s “soup to nuts” approach to researching and writing about history addresses every step of the process, from



locating sources and gathering information, to writing clearly and making proper use of various citation styles to avoid plagiarism.

**Reader Program** Cengage Learning publishes a number of readers, some containing only primary sources, some with essays only, and others with a combination of primary and secondary sources; all are 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.

## CUSTOM OPTIONS

Nobody knows your students like you, so why not give them a text that is tailor-fit to their needs? Cengage Learning offers custom solutions for your course—whether it’s making a small modification to *Making America* 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 of *Making America* have benefited greatly from the critical reading of this edition of the book by instructors from across the country. We would like to thank these scholars and teachers who provided feedback for this current revision:

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Kelly Woestman has been involved with *Making America* from the First Edition and has continued her substantive role in the seventh edition. We suspect that no other supplement author has been so well integrated into the author team as Kelly has been with our team, and we know that this adds significantly to the value of these resources.

As always, this book is a collaborative effort between authors and the editorial staff of Wadsworth, Cengage Learning. We would like to thank Ann West, senior product manager; Megan Chrisman, associate content developer; Carol Newman, senior content project manager; Pembroke Herbert and Reba Fredericks, who helped us fill this edition with remarkable illustrations, portraits, and photographs; and Charlotte Miller, who helped us improve the maps in the book. Finally, but far from least, we thank Jan Fitter, our always patient and tactful text editor, who made our prose clearer and more concise in every chapter. These talented, committed members of the publishing world encouraged us and generously assisted us every step of the way.



# A Note for the Students

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## YOUR GUIDE TO *MAKING AMERICA*

Dear Student:

History is about people—brilliant and insane, brave and treacherous, lovable and hateful, murderers and princesses, daredevils and visionaries, rule breakers and rule makers. It has exciting events, major crises, turning points, battles, and scientific breakthroughs. We, the authors of *Making America*, believe that knowing about the past is critical for anyone who hopes to understand the present and chart the future. In this book, we want to tell you the story of America from its earliest settlement to the present and to tell it in a language and format that helps you enjoy learning that history.

This book is organized and designed to help you master your American History course. The narrative is chronological, telling the story as it happened, decade by decade or era by era. We have developed special tools to help you learn. Here, we'll introduce you to the unique features of this book that will not only help you understand the complex and fascinating story of American history but also provide you the tools to “do” history yourself.

At the back of the book, you will find some additional resources. The Appendix provides reprints of three of the most important documents in American history: the Declaration of Independence, the Articles of Confederation, and the Constitution. Here, too, a table gives you quick access to important data on presidential elections. Finally, you will see the index, which will help you locate a subject quickly if you want to read about it. Terms that appear in the on-page glossary are boldfaced in the index.

In addition, you will find a number of useful study tools on the *Making America* companion website. Go to [cengagebrain.com](http://cengagebrain.com) to access these tools. If your instructor has adopted one of the digital products available with *Making America* (for instance, Aplia or MindTap) be sure to take advantage of all they have to offer! These products offer numerous avenues for engaging with the content in meaningful ways, and they can provide not just additional opportunity for further study and practice, but multiple opportunities to make your learning deeper and longer lasting. Here, now, is some additional advice on how to approach your learning experience.

### HOW TO SUCCEED IN YOUR HISTORY COURSE

We know that, at first glance, a history textbook can seem overwhelming. There is so much to learn, so much to remember, so much to think about. The features of *Making America* are all designed to help you conquer your anxiety and enjoy your journey through the American past. Here are a few tips to make this a smoother trip:

***Follow all the clues the authors provide.*** What are the important issues raised in the Individual Choices story? How many of the key topics in the chapter outline

are familiar to you—and which ones are new? Don't just pay attention to the unfamiliar material; read carefully how the authors describe those events you have encountered before. Surprises may be in store. Use the focus questions as your guide to each major section of the chapter. Don't highlight everything. Read the whole section once; then read it again to find the answers to the focus questions. They are there because they point to the most important issues in the section.

*Don't skip over unfamiliar words in the text.* Use the glossary to help you understand the reading—and to increase your vocabulary. That vocabulary will come in handy if you are asked to write an exam essay.

*Use the study tools feature to test your own strengths and weaknesses as you prepare for an exam.* Would your own summary of the chapter be similar to the summary the authors provide? Can you remember the context for the events that appear in the chapter chronology? Can you answer the focus questions now that you have read and taken notes on the chapter? Would you be able to identify and explain the significance of the key terms if your professor required you to do so? If not, page numbers will help you review and strengthen your command of the material.

## WORKING WITH PRIMARY SOURCES

This book gives you multiple opportunities to practice doing what historians do. The Deeper Understanding of History feature inside each chapter, gives you a chance to see historical investigation in action, showing you how to read and interpret primary sources and visual data, including graphs and maps.

The Individual Voices feature at the end of each chapter lets you try your hand at doing the work of a historian. This feature gives you a primary source document that we have annotated to show you what kinds of questions historians hope the source can answer. We call this process “interrogating the source,” much as a detective interrogates a witness. Often the questions historians ask cannot be answered by a single source, and so we turn to other sources to help us piece together the puzzle of the past. Any public, official, or private document, any illustration or portrait, even any artifact that was created during the era we are examining is a primary source. You can find them in books, in historical societies, in libraries, and sometimes in your own attic.

In addition to those in the book, *Making America* offers a wealth of primary sources online and inside its digital products. Your professor may distribute some in class or point you to others online. Practice analyzing some primary sources, asking questions such as: Who was the person who created this source? Under what circumstances was it created? What prompted this person to write this document or to paint this portrait or to build this house or make this piece of clothing or this tool or weapon? Was the author a reliable witness or was he or she a participant in the event being described? Does this source agree with or contradict other sources you have found? Does it challenge the interpretations you have read in history books?

This type of analysis is not only useful for success in a history class. It will also benefit you as you read the newspaper, watch today's news on the Web or TV, or listen to the critical arguments of your own day. It will help you form your own independent judgments about the world around you.

We hope that our textbook conveys to you our own fascination with the American past and sparks your curiosity about the nation's history. We invite you to share your feedback with your instructor and with us.

Berkin Carol, Miller Chris,  
Cherny Bob, Jim Gormly





# About the Authors

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## CAROL BERKIN

Born in Mobile, Alabama, Carol Berkin received her undergraduate degree from Barnard College and her Ph.D. from Columbia University. Her dissertation won the Bancroft Award. She is now Presidential Professor of history at Baruch College and the Graduate Center of City University of New York. She has written *First Generations: Women in Colonial America* (1996); *A Brilliant Solution: Inventing the American Constitution* (2002); *Revolutionary Mothers: Women in the Struggle for America's Independence* (2005); *Civil War Wives: The Lives and Times of Angelina Grimke Weld, Varina Howell Davis, and Julia Dent Grant* (2009); and *Wondrous Beauty: The Extraordinary Life of Elizabeth Patterson Bonaparte* (2014). She has edited *Women of America: A History* (with Mary Beth Norton, 1979); *Women, War and Revolution* (with Clara M. Lovett, 1980); *Women's Voices, Women's Lives: Documents in Early American History* (with Leslie Horowitz, 1998); *Looking Forward/Looking Back: A Women's Studies Reader* (with Judith Pinch and Carole Appel, 2005); and *Clio in the Classroom: A Guide to Teaching U.S. Women's History* (with Margaret Crocco and Barbara Winslow, 2009). Professor Berkin edits *History Now*, an online journal for teachers sponsored by the Gilder Lehrman Institute of American History. She has appeared in the PBS series *Liberty! The American Revolution*; *Ben Franklin*; and *Alexander Hamilton*; and The History Channel's *Founding Fathers*. She has served on the Planning Committee for the U.S. Department of Education's National Assessment of Educational Progress, and chaired the CLEP Committee for Educational Testing Service. She currently serves on the Board of Trustees of the Gilder Lehrman Institute of American History and is an elected member of the American Antiquarian Society and the Society of American Historians.

## CHRISTOPHER L. MILLER

Born and raised in Portland, Oregon, Christopher L. Miller received his bachelor of science degree from Lewis and Clark College and his Ph.D. from the University of California, Santa Barbara. He is currently associate professor of history at the University of Texas–Pan American. He is the author of *Prophetic Worlds: Indians and Whites on the Columbia Plateau* (1985), which was republished (2003) as part of the Columbia Northwest Classics Series by the University of Washington Press and co-editor with Tamer Balci of *The Gülen Hizmet Movement: Circumspect Activism in Faith-Based Reform* (2012). His articles and reviews have appeared in numerous scholarly journals and anthologies as well as standard reference works. He has been a research fellow at the Charles Warren Center for Studies in American History at Harvard University and was the Nikolay V. Sivachev Distinguished Chair in American History at Lomonosov Moscow State University (Russia).

## ROBERT W. CHERNY

Born in Marysville, Kansas, and raised in Beatrice, Nebraska, Robert W. Cherny received his B.A. from the University of Nebraska and his M.A. and Ph.D. from Columbia University. He is professor of history at San Francisco State University. His books include *Competing Visions: A History of California* (with Richard Griswold del Castillo and Gretchen Lemke Santangelo, 2005, 2014); *American Politics in the Gilded Age, 1868–1900* (1997); *San Francisco, 1865–1932: Politics, Power, and Urban Development* (with William Issel, 1986); *A Righteous Cause: The Life of William Jennings Bryan* (1985, 1994); and *Populism, Progressivism, and the Transformation of Nebraska Politics, 1885–1915* (1981). He is co-editor of *California Women and Politics from the Gold Rush to the Great Depression* (with Mary Ann Irwin and Ann Marie Wilson, 2011) and of *American Labor and the Cold War: Unions, Politics, and Postwar Political Culture* (with William Issel and Keiran Taylor, 2004). In 2000, he and Ellen Du Bois co-edited a special issue of the *Pacific Historical Review* that surveyed woman suffrage movements in nine locations around the Pacific Rim. Most of his thirty-some articles in journals and anthologies have dealt with politics and labor in the late nineteenth and early twentieth centuries and with California and the West. He has been an NEH Fellow, Distinguished Fulbright Lecturer at Lomonosov Moscow State University (Russia), Visiting Research Scholar at the University of Melbourne (Australia), and Senior Fulbright Scholar at the Heidelberg Center for American Studies, University of Heidelberg (Germany). He has served as president of H-Net (an association of more than one hundred electronic networks for scholars in the humanities and social sciences), the Society for Historians of the Gilded Age and Progressive Era, and the Southwest Labor Studies Association; as treasurer of the Organization of American Historians; and as a member of the council of the American Historical Association, Pacific Coast Branch.

## JAMES L. GORMLY

Born in Riverside, California, James L. Gormly received a B.A. from the University of Arizona and his M.A. and Ph.D. from the University of Connecticut. He is now professor of history at Washington and Jefferson College. He has written *The Collapse of the Grand Alliance* (1970) and *From Potsdam to the Cold War* (1979). His articles and reviews have appeared in *Diplomatic History*, *The Journal of American History*, *The American Historical Review*, *The Historian*, *The History Teacher*, and *The Journal of Interdisciplinary History*.

# 1

## MAKING A “NEW” WORLD, TO 1588

### CHAPTER OUTLINE

- A World of Change
- Exploiting Atlantic Opportunities
- The Challenges of Mutual Discovery
- Study Tools

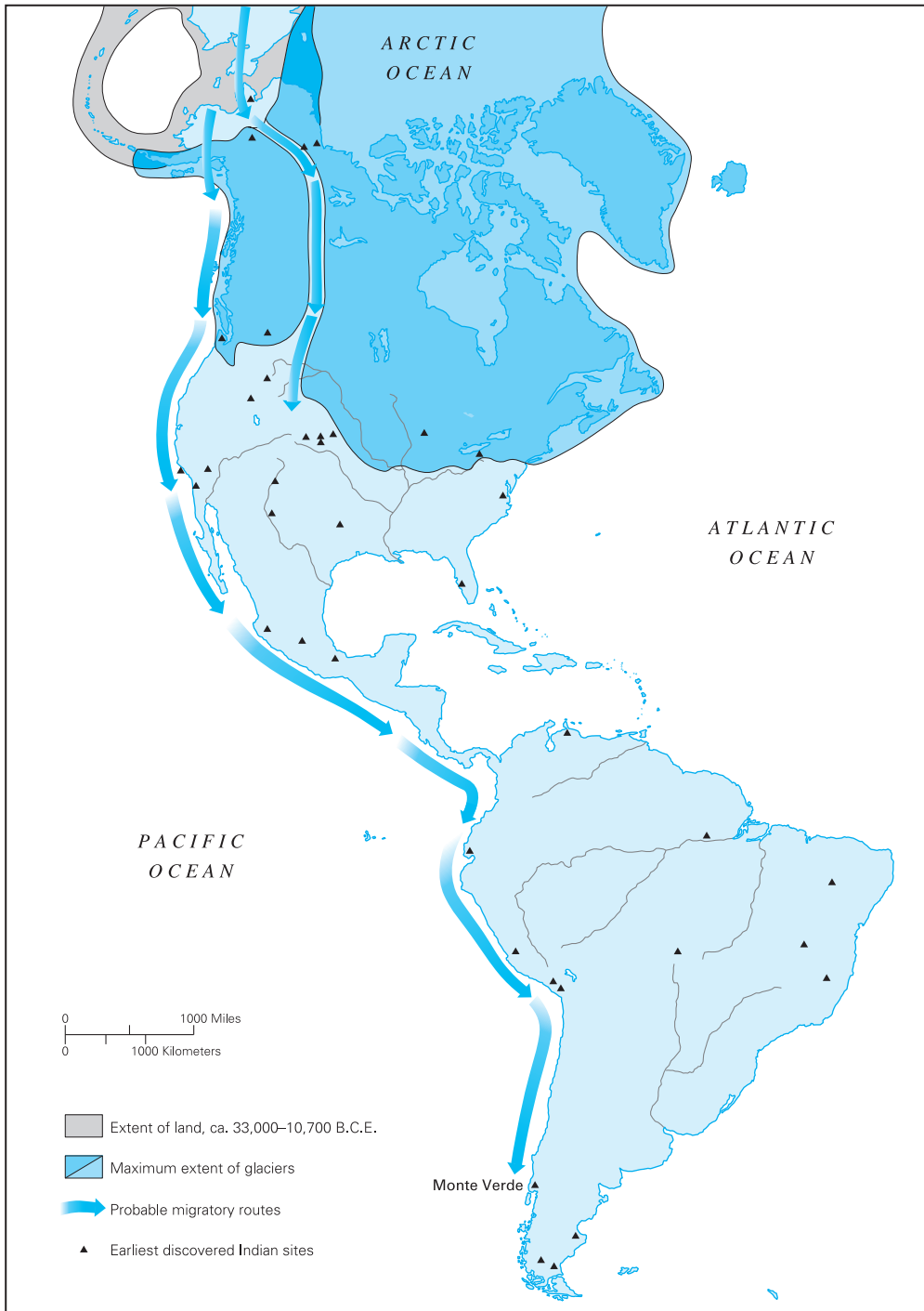
### A WORLD OF CHANGE

Christopher Columbus’s accidental encounter with the Western Hemisphere came after nearly a thousand years of increasing restlessness and dramatic change that affected all of the areas surrounding the Atlantic Ocean. As **Muslims** gained a foothold in southern Europe, word spread of the finery they obtained through trade with Africa and Asia and enterprising individuals began looking for ways to profit by supplying such luxuries to European consumers. At the same time, northern European **Vikings** were extending their holdings throughout many parts of Europe. Then after Columbus, **millennia** of relative isolation for the Western Hemisphere ended, and the natural and human environments in America were opened to the flow of people, animals, and goods already circulating in this dynamic new system.

#### American Origins

It might be said that the process of Making America actually began about 2.5 million years ago with the onset of the Great Ice Ages. During the height of the Ice Ages, gigantic glaciers advanced and withdrew across the world’s continents. During periods of glacial advancement, so much water was frozen into the glaciers that sea levels dropped as much as 450 feet. Migratory animals found vast regions closed to them by the imposing ice fields and ventured into areas exposed by the receding sea. One such region, Beringia, lay between present-day Siberia on the Asian continent and Alaska

**millennia** The plural of *millennium*, a period of one thousand years.



## MAP 1.1 The Peopling of the Americas

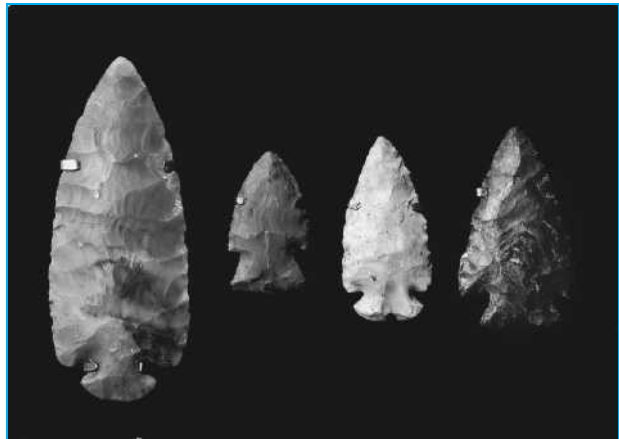
Scientists postulate two probable routes by which the earliest peoples reached America. By 9500 B.C.E., they had settled throughout the Western Hemisphere.

in North America. Now covered by the waters of the Bering Sea and Arctic Ocean, Beringia during the Ice Ages was a dry, frigid grassland—most recently between seventy thousand and ten thousand years ago, it was a perfect grazing ground for animals such as giant bison and huge-tusked woolly mammoths. Hosts of predators, including large wolves and saber-toothed cats, followed them.

What was true for other species may also have been true for humans. Each of the indigenous peoples who continue to occupy this hemisphere has its own account of its origins. Some of those origin stories involve migration, others do not. The most recent biological evidence suggests that the majority of Native Americans did migrate here and are descended from three genetic lines. The first of these, so-called **Paleo-Indians**, probably made the migration more than thirty thousand years ago and their population spread throughout North and South America. Then for a period stretching to about sixteen thousand years ago, a sheet of ice more than 8,000 feet thick covered the northern half of North America and prevented further migration. After that a second migration of what are called the **Na-Dene** people began arriving, to be followed ten thousand or so years later by a third group, the **Eskimo-Aleut** people. DNA evidence indicates that these three groups intermingled, creating the variety of Indians that Europeans encountered when they arrived many millennia later.

Beginning about nine thousand years ago, temperatures warmed, leading to the extinction of the large Ice Age animals. As these **staple** meat sources disappeared, people everywhere in North America abandoned big-game hunting and began to explore newly emerging local environments for new sources of food, clothing, shelter, and tools. In the forests that grew up to cover the eastern half of the continent, they developed finely polished stone tools, which they used to make functional and beautiful implements out of wood, bone, shell, and other materials. There and along the Pacific shore, people hollowed out massive tree trunks, making boats from which they could harvest food from inland waterways and from the sea. During this time incoming migrants brought domesticated dogs into North America.

*Paleo-Indians left a wide variety of tools as evidence of their movements throughout the Americas. These spear points are but a few examples of the materials they used in their various economic activities and speak to these people's craft skills and aesthetic values.*



UGC via Getty Images.

**staple** A basic and reliable food source.

With boats for river transportation and dogs to help carry loads on land, Native American people were able to make the best use of their local environments by moving around to different spots during different seasons of the year, following an annual round of movement from camp to camp—perhaps collecting shellfish for several weeks at the mouth of a river, then moving on to where wild strawberries were ripening, and later in the summer relocating to fields where they could harvest maturing wild onions or sunflower seeds.

Although these ancestors of modern Native Americans believed in and celebrated the animating spirits of the plants and animals they depended on for survival, they nonetheless engaged in large-scale environmental engineering. They used fire to clear forests of unwanted scrub and to encourage the growth of berries and other plants they found valuable. In this way they produced vegetables for themselves and also provided food for browsing animals such as deer, which increased in number while other species, less useful to people, declined. They also engaged in genetic engineering. A highly significant example comes from north-central Mexico where, beginning perhaps seven thousand years ago, human intervention helped a wild strain of grass develop bigger seedpods with more nutritious seeds. Such intervention eventually transformed a fairly unproductive plant into an enormously nourishing and prolific food crop: **maize**.

Maize (corn), along with other engineered plants like beans, squash, and chilies, formed the basis for an agricultural revolution in North America, allowing many people to settle in larger villages for longer periods. Successful adaptation—including plant cultivation and eventually agriculture—along with population growth and the constructive use of spare time allowed some Indians in North America to build large, ornate cities. The map of ancient America is dotted with such centers. Beginning about three thousand years ago, the Ohio and Mississippi Valleys became the home for a number of **mound builder** societies whose cities became trading and ceremonial centers that had enormous economic and social outreach. Large quantities of both practical and purely decorative artifacts from all over North America have been found at these sites. Then, about eight hundred years ago, midwestern mound builder sites fell into decline, and the people who once had congregated there withdrew to separated villages or bands. No single satisfactory explanation accounts for why this happened.

### Change and Restlessness in the Atlantic World

During the few centuries following the death of the prophet Mohammed in 632, Muslim Arabs, Turks, and **Moors** made major inroads into western Asia and northern Africa, eventually encroaching on Europe’s southern and eastern frontiers.

During these same years, Scandinavian Vikings, who controlled the northern frontiers of Europe, began expanding southward. They also began colonizing Iceland and Greenland. Over the decades that followed, Vikings established several outposts on the North American coast from present-day Maine to Newfoundland.

**maize** Corn; the word *maize* comes from an Indian word for this plant.

## IT MATTERS TODAY

*Native Americans Shape a New World*

It may be hard to imagine why understanding the original peopling of North America and how native cultures evolved during the millennia before Columbus could possibly matter to the history of the United States or, more specifically, to how we live our lives today. But without this chapter in our history, there likely would have been no U.S. history at all. Europeans in the fifteenth century lacked the tools, the organization, the discipline, and the economic resources to conquer a true wilderness—such a feat would have been the equivalent of our establishing a successful colony on the moon today. But the environmental and genetic engineering conducted through the millennia of North American history created a hospitable environment into which European crops, animals, and people could easily transplant themselves. And

while the descendants of those Europeans may often suppose that they constructed an entirely new world in North America, the fact is that they simply grafted new growth onto ancient rootstock, creating the unique hybrid that is today's America.

- As an exercise in “counter-factual” history, describe what life would have been like for European colonists in the New World if no Indians had been present. For example, what if Columbus had found no gold or French fishermen had found no one to trade with? What if there had been no tobacco or corn for colonists to grow and market?
- In what ways are the Indian heritages of America still visible in our society today?

By about the year 1000, then, the heartland of Europe was surrounded by dynamic societies that served as conduits to a much broader world. Although Europeans resented and resisted both Viking and Islamic invasion, the newcomers brought with them tempting new technologies, food items, and expansive knowledge. These contributions not only enriched European culture but also improved the quality of life. For example, new farming methods increased food production so much that Europe began to experience a population explosion. Soon Europeans would begin turning this new knowledge and these new tools against the people who brought them.

Iberians launched a **Reconquista**, an effort to break Islamic rule on the peninsula. Portugal attained independence in 1147, and by 1380 Portugal's King John I had united that country's various principalities under his rule. In Spain, unification took much longer, but in 1469 **Ferdinand and Isabella**, heirs to the rival thrones of Aragon and Castile, married and created a united Spain. Twenty-three years later, in 1492, the Spanish subdued the last Moorish stronghold on the peninsula, completing the Reconquista.

Dealings with the Vikings in the north took a somewhat different turn. Although experts disagree about the exact timing, it appears that at some time between 1350 and 1450 a significant climatic shift called the Little Ice Age began to affect the entire world. In the Arctic and subarctic, temperatures fell, snowfall increased, and sea ice became a major hazard to navigation. This shift made it

impossible for the Vikings to practice the herding, farming, and trading that supported their economy in the North Atlantic. Finding themselves cut off from a vibrant North Atlantic empire, Viking settlements in the British Isles, Russia, France, and elsewhere merged with local populations.

Like Native Americans at the same time, these Viking refugees often joined with their neighbors in recognizing the value of large-scale political organization. Consolidation began in France in around 1480, when Louis XI took control of five rival provinces to create a unified kingdom. Five years later in England, Henry Tudor and the House of Lancaster defeated the rival House of York, ending nearly a hundred years of civil war. Tudor, now styling himself King Henry VII, cemented this victory by marrying into the rival house, wedding Elizabeth of York to finally unify the English throne. As in Spain and Portugal, the formation of unified states in France and England opened the way to new expansion activities that would accelerate the creation of an Atlantic world.

### The Complex World of Indian America

The world into which Vikings first sailed at the beginning of the second millennium and into which other Europeans would intrude half a millennium later was not some static realm stuck in the Stone Age. Native American societies were every bit as progressive, adaptable, and historically dynamic as those that would invade their homes. In fact, adaptive flexibility characterized Indian life throughout North America. Scholars have tried to make the extremely complicated cultural map of North America understandable by dividing the continent into a series of culture areas—regions where the similarities among native societies were greater than the differences.

In the southeastern region of North America, peoples speaking Siouan, Caddoan, and Muskogean languages formed vibrant agricultural and urban societies with ties to exchange centers farther north as well as to traders from Mexico. At places like Natchez, fortified cities housed gigantic pyramids, and farmland radiating outward provided food for large residential populations. These were true cities and, like their counterparts in Europe and Asia, were magnets that attracted ideas, technologies, and religious notions from the entire continent.

Farther north, in the region called the Eastern Woodlands, people lived in smaller villages and combined agriculture with hunting and gathering. The Iroquois, for example, lived in towns numbering three thousand or more people, changing locations only as soil fertility, firewood, and game became exhausted. Each town was made up of a group of **longhouses**, structures often 60 feet or more in length.

A tradition that may go back to the time when the Iroquois lived as nomadic hunters and gatherers dictated that men and women occupy different spheres of existence. The women’s world was the world of plants, healing, nurturing, and order. The men’s was the world of animals, hunting, and war. By late **pre-Columbian** times, the Iroquois had become strongly agricultural, and because

**longhouses** Communal dwellings, usually built of poles and bark and having a central hallway with family apartments on either side.

**pre-Columbian** Existing in the Americas before the arrival of Columbus.





## MAP 1.2 Locations of Selected Native American Peoples, A.D. 1500

Today's Indian nations were well established in homelands across the continent when Europeans first arrived. Many would combine with others or move in later centuries, either voluntarily or because they were forced.

plants were in the women's sphere, women occupied places of high social and economic status in Iroquois society, ruling over domestic politics. Families were matrilineal, meaning that they traced their descent through the mother's line, and matrilocal, meaning that a man left his home to move in with his wife's family upon marriage. Women distributed the rights to cultivate specific fields and controlled the harvest.

Variations on the Iroquois economic and social pattern were typical throughout the Eastern Woodlands and in the neighboring Great Plains and Southwest. Having strong ties with agriculturalists in the east, Plains groups such as the Mandans

began settling on bluffs overlooking the many streams that eventually drain into the Missouri River. Living in substantial houses insulated against the cold winters, these people divided their time among hunting, crop raising, and trade. By 1300, such villages could be found along every stream ranging southward from North Dakota into present-day Kansas.

In the Southwest, groups with strong ties to Mexico began growing corn as early as 3,200 years ago, but they continued to follow a migratory life until about 400 C.E., when they began building larger and more substantial houses and limiting their migrations. The greatest change, however, came during the eighth century, when a shift in climate made the region drier and a pattern of late-summer thunderstorms triggered dangerous and erosive flash floods.

There seem to have been two quite different responses to this change in climate. A group called the Anasazi expanded their agricultural ways, cooperating to build flood-control dams and irrigation canals. The need for cooperative labor meant forming larger communities, and between about 900 and 1300 the Anasazi built whole cities of multi-story apartment houses along the high cliffs, safe from flooding but near their irrigated fields. In these densely populated towns, Anasazi craft specialists manufactured goods such as pots, textiles, and baskets for the community, while farmers tended fields and priests attended to the spiritual needs of the society.

Another contingent of southwestern Indians abandoned the region, moving southward into Mexico. One of these groups, the **Aztecs**, arrived in the Valley of Mexico soon after 1200, settling on a small island in the middle of a brackish lake. From this unappealing center, a series of strong leaders used a combination of diplomacy and brutal warfare to establish a **tributary empire** that eventually ruled as many as 6 million people.

Other major changes occurred in the Southwest after 1300. During the last quarter of the thirteenth century, a long string of summer droughts and bitterly cold winters forced the Anasazi to abandon their cities. They disappeared as a people, splitting into smaller communities that eventually became the various Pueblo groups. At the same time, an entirely new population entered the region. These hunter-gatherers brought new technologies, including the bow and arrow, into the Southwest. About half of them continued to be hunter-gatherers, while the rest borrowed cultivating and home-building techniques from the Pueblos. Europeans who later entered the area called the hunter-gatherers Apaches and the settled agriculturalists Navajos.

In other regions agriculture was practiced only marginally, if at all. In areas like the Great Basin, desert conditions made agriculture too risky, and in California, the Northwest Coast, and the Intermountain Plateau, the bounty of available wild foods made it unnecessary. In these regions, hunting and gathering remained the chief occupations. For example, the Nez Perces and their neighbors living in the Plateau region occupied permanent village sites in the winter but did not stay together in a single group all year. Rather, they formed task groups—temporary villages that came together to share the labor required to harvest a particular resource—and then went their separate ways. These task groups brought together

**tributary empire** An empire in which subjects rule themselves but are required to contribute goods and labor, called tribute, to an imperial government in return for protection and services.

not only people who lived in different winter villages but often people from different tribes and even different language groups. In such groups, political authority passed among those who were best qualified to supervise particular activities. If the task group was hunting, the best and most senior hunters—almost always men—exercised political authority. If the task group was gathering roots, then the best and most senior diggers—almost always women—ruled. Thus among such hunting-gathering people, political organization changed from season to season, and social status depended on what activities were most important to the group at a particular time.

As these examples illustrate, variations in daily life and social arrangements in pre-Columbian North America reflected variations in climate, soil conditions, food supplies, and cultural heritages from place to place across the vast continent. But despite the enormous size of the continent and the amazing variety of cultures spread across it, economic and social connections within and between ecological regions tied the people together in complex ways. For example, varieties of shell found only along the northwestern Pacific Coast were traded to settlements as far away as Florida, having been passed from hand to hand over thousands of miles of social and physical space.

### A World of Change in Africa

Like North America, Africa was home to an array of societies that developed in response to varying natural and historical conditions. But unlike contemporary Indian groups, Africans maintained continual if perhaps only sporadic contacts with societies in Europe and Asia.

In ancient times tendrils of trade tied the Mediterranean and **sub-Saharan Africa** together, but during the past five thousand years increasing desertification cut off most of Africa from the fertile areas of the Mediterranean coast. The people living south of the desert were forced to largely reinvent civilization in response to changing conditions. They abandoned the wheat and other grain crops that had dominated in earlier economies, domesticating new staples such as **millet**. They also abandoned the cattle and horses that had been common in earlier times, adopting sheep and goats, which were better suited to arid environments. Depending on immediate conditions, groups could establish large villages and live on a balance of vegetables, meat, and milk or, if necessary, shift over to a purely nomadic lifestyle following their herds.

Social organization tended to follow a similar adaptive strategy. The most common social structure was based on the belief that large geographically and linguistically related groups were descended from a common **fictive ancestor**. These larger organizations were then subdivided into smaller and smaller groups, each independent—as a modern nuclear family might be—but tied through an elaborate family tree to hundreds or even thousands of other similar groups.

**sub-Saharan Africa** The region of Africa south of the Sahara Desert.

**millet** A large family of grain grasses that produce nutritious, carbohydrate-rich seeds used for both human and animal food.

**fictive ancestor** A mythical figure believed by a social group to be its founder, from whom all members are biologically descended.