

Davidson DeLay Heyrman Lytle Stoff

VOLUME 2 | SINCE 1865

Seventh Edition



A
NARRATIVE
HISTORY

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U.S.

A NARRATIVE HISTORY

VOLUME 2: FROM 1865

Seventh Edition

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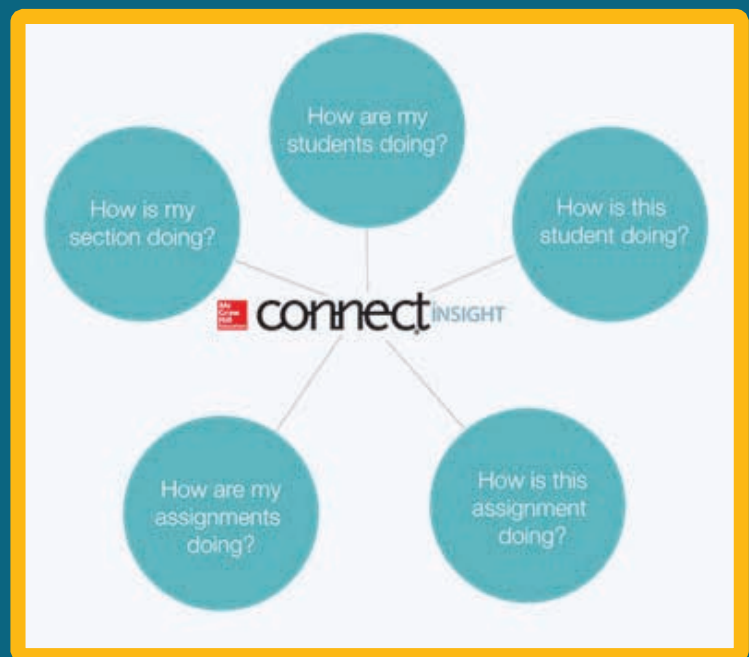
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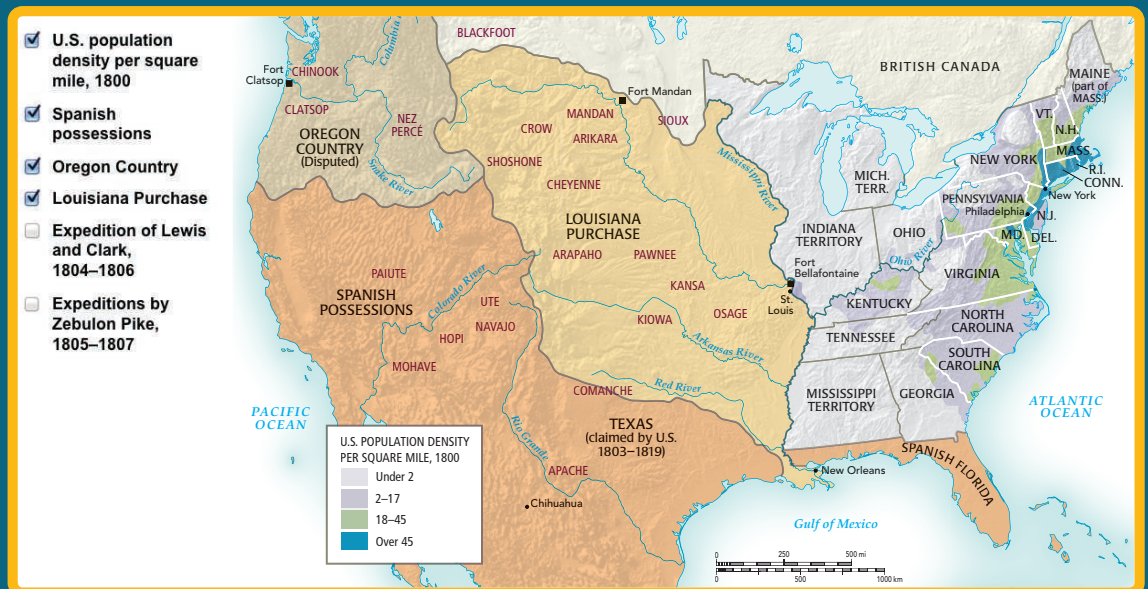
1. How are my students performing?
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McGraw-Hill's Connect Insight[®] is a first-of-its-kind analytics tool that distills clear answers to these five questions and delivers them to instructors in at-a-glance snapshots.

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Interactive maps give students a hands-on understanding of geography.



U.S.: A Narrative History offers thirty interactive maps that support geographical as well as historical thinking. These maps appear in both the eBook and Connect History exercises.

For some interactive maps, students click on the boxes in the map legend to see changing boundaries, visualize migration routes, or analyze war battles and election results.

With others, students manipulate a slider to help them better understand change over time.

U.S.: A Narrative History is a 21st-century approach to teaching history.

Students study smarter with SmartBook.

The screenshot displays the SmartBook interface for the text "U.S.: A Narrative History - Davidson, 7e". The interface includes a navigation bar with "PREVIEW", "READ", "PRACTICE", and "RECHARGE" buttons. A toolbar shows font size controls and a progress indicator. The main content area is split into two columns. The left column contains a comprehension question: "White Northerners who moved to the South and served as Republican leaders during Reconstruction were called 'carpetbaggers' by Southerners who resented their involvement." Below the question is a text input field and a "Type your answer in the box" prompt. A "READ ABOUT THIS" button is also present. The right column shows the text from the book, with several sections highlighted in yellow: "INMENTS", "the economic development of the region. Others were farmers who lived in remote areas where there had been little or no slavery and who hoped the Republican program of internal improvements would help end their economic isolation. Despite their diverse social positions, scalawags shared a belief that the Republican Party would serve their economic interests better than the Democrats.", "White men from the North also served as Republican leaders in the South. Critics of Reconstruction referred to them pejoratively as 'carpetbaggers,' which conveyed an image of penniless adventurers who arrived with all their possessions in a carpetbag (a common kind of cheap suitcase covered with carpeting material). In fact, most of the so-called carpetbaggers were well-educated people of middle-class origin, many of them doctors, lawyers, and teachers. Most were veterans of the Union army who looked on the South as a new frontier, more promising than the West. They had settled there at war's end as hopeful planters or as business and professional people.", "But the most numerous Republicans in the South were the black freedmen, most of whom had no previous experience in politics and who tried, therefore, to build institutions through which they could learn to exercise their power. In several states, African American voters held their own conventions to chart their future course. One such 'colored convention,' as Southern whites called them, assembled in Alabama in 1867 and announced: 'We claim exactly the same rights, privileges and immunities as are enjoyed by white men—we ask nothing more and will be content with nothing else.' The black churches that freedmen created after emancipation also helped give unity and political self-confidence to the former slaves. African Americans played a significant role in the politics of the Reconstruction South. They served as dele-

Below the question are four response buttons: "I KNOW IT" (green), "THINK SO" (yellow), "UNSURE" (orange), and "NO IDEA" (red).

The first and only adaptive reading experience, SmartBook is changing the way students read and learn.

- As the student engages with SmartBook, questions test his or her understanding. In response to the student's answers, the reading experience actually adapts to what the student knows or doesn't know.
- SmartBook highlights the content the student is struggling with, so he or she can focus on reviewing that information.
- By focusing on the content needed to close specific knowledge gaps, the student maximizes the efficiency of his or her study time.

Critical missions promote critical thinking.

What would your students do if they were senators voting on the impeachment of Andrew Johnson?

Or if they were advisers to Harry Truman, helping him decide whether to drop the atomic bomb?

learn about your mission

I have been president for only a few months, assuming the position of Commander in Chief for a nation involved in a long, global war. New technology has provided me with an atomic bomb—the world's first nuclear weapon—which could forever change the face of warfare. Now, I must decide whether to use this devastating new weapon to end the war with Japan. One group of advisors, including my chief advisor and long-time mentor, Secretary of State James F. Byrnes, is encouraging me to approve the plan. Another group, including the Under-Secretary of State and expert on Japanese diplomacy, Joseph Grew, advises against it. Here is what I need you to do:

1. Review the information on the following pages—the timeline, the maps, and the documents;
2. Identify important themes and evidence that my advisors have considered in offering their opinions;
3. Write your recommendation concerning whether or not I should use the atomic bomb on Japan, including themes and evidence to support your conclusion.

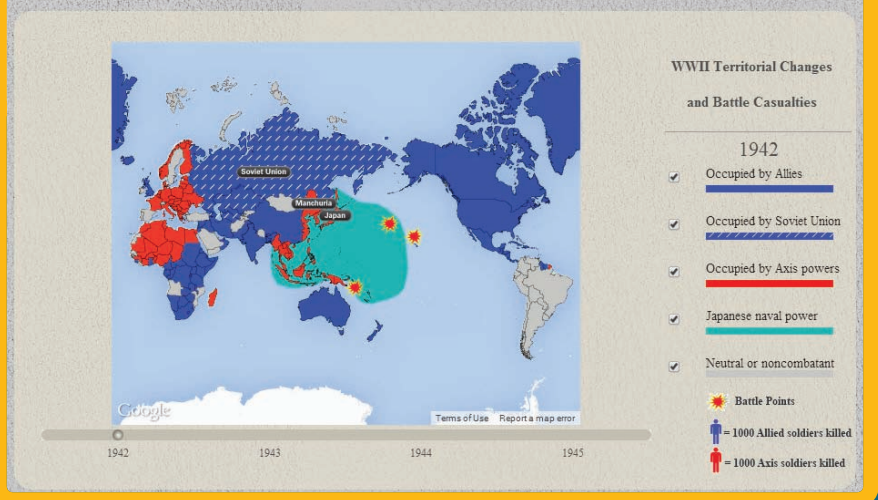
This is a decision that will shape the future for all humanity; consider it well!

President Harry S Truman



analyze the map

Use the timeline to view changes over time and explore all the information that the map has to offer.



Critical Missions make students feel like active participants in history by immersing them in a series of transformative moments from our past.

As advisers to key historical figures, they read and analyze primary sources, interpret maps and timelines, and write recommendations.

As a follow-up activity in each Critical Mission, students learn to think like historians by conducting a retrospective analysis from a contemporary perspective.

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U.S.

A NARRATIVE HISTORY VOLUME 2: FROM 1865

Seventh Edition

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WHAT'S NEW

SOME HIGHLIGHTS:

- »» **DUELING DOCUMENTS** is a new feature appearing in half the chapters. Each box showcases two primary sources with contrasting points of view.
- »» **HISTORIAN'S TOOLBOX**, alternating with Dueling Documents, showcases historical images and artifacts, asking students to focus on visual evidence and examine material culture. New items in this edition include "A White Man's View of Custer's Defeat," exhibiting a popular lithograph on the subject and discussing its iconography; "Youth in a Jar," analyzing an advertisement for beauty cream; stills from the 1951 Civil Defense film, "Duck and Cover," starring Bert the Turtle in atomic attack.
- »» **GEOGRAPHIC QUESTIONS** have been added to many map captions to reinforce geographic literacy and to connect the maps to the chapter's relevant themes.
- »» **CHAPTER 18, THE NEW SOUTH AND THE TRANS-MISSISSIPPI WEST** discusses the costs of Jim Crow segregation to white as well as black southerners; plus a discussion of the Navajo "Long Walk" or forced deportation from Arizona to eastern New Mexico.
- »» **CHAPTER 20, THE RISE OF AN URBAN ORDER**, contains a new opening narrative, "The Dogs of Hell," evoking the famous Chicago fire of 1871.
- »» **CHAPTER 22, THE PROGRESSIVE ERA**, includes new material on Margaret Sanger, birth control, and its relationship to a wave of forced sterilizations, as well as a new discussion of Progressivism in western states.
- »» **CHAPTER 24, THE NEW ERA**, discusses the emergence of "Companionate Marriage," in which companionship and sexual intimacy helped invest marriage with greater equality.
- »» **CHAPTER 28, THE SUBURBAN ERA**, examines the "Cola Wars" between Coke and Pepsi, as an example of the role of advertising in a consumer economy.
- »» **CHAPTER 30, THE VIETNAM ERA**, now ends with the fall of Saigon. Material on OPEC, the Middle East, and Kissinger-Ford diplomacy has been moved to Chapter 31. The restructuring makes both chapters more coherent and balanced in length.
- »» **CHAPTER 31, THE CONSERVATIVE CHALLENGE**, profiles *Saturday Night Fever* (the most popular box-office movie of the decade) to examine the era's culture wars.
- »» **CHAPTER 32, THE UNITED STATES IN A GLOBAL COMMUNITY**, expands to cover the troubled rollout of the Affordable Care Act, growing concern with income inequality, global warming and climate change, and the debate over hydraulic fracturing.

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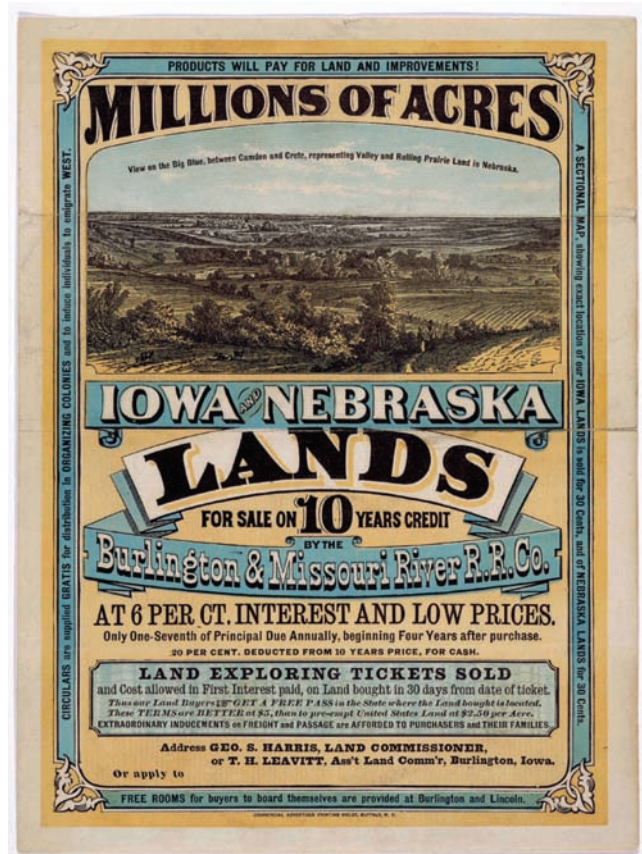
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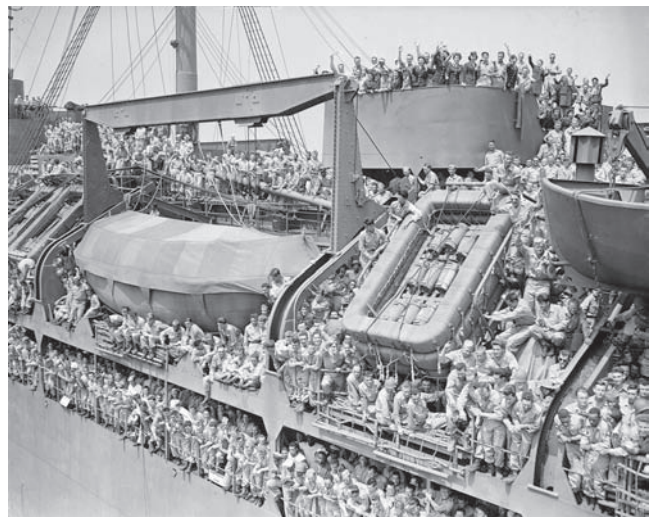
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Primary sources help students think critically about history.

DUELING DOCUMENTS

Two primary source documents offer contrasting perspectives on key events for analysis and discussion. Introductions and Critical Thinking questions frame the documents.

Dueling DOCUMENTS



THE KITCHEN DEBATE

On July 24, 1959, Vice President Richard Nixon and Soviet Premier Nikita Khrushchev met at an exhibition in Moscow, showcasing American technology and culture. For Nixon the consumer goods on display offered proof of the superiority of the American free-enterprise system. Khrushchev argued forcefully, though defensively, that the Soviet Union could provide equally well for its housewives. While the event appeared to be spontaneous, Nixon had been looking for an opportunity to stand up to the pugnacious Russian leader. In this primary newspaper account, the dueling is within a single document.

DOCUMENT 1
Khrushchev-Nixon Debate

<p>Nixon: "There are some instances where you may be ahead of us, for example in the development of the thrust of your rockets for the investigation of outer space, there may be some instances in which we are ahead of you—in color television, for instance."</p> <p>Khrushchev: "No, we are up with you on this, too. We have bested you in one technique and also in the other."</p> <p>Nixon: "You see, you never concede anything."</p> <p>Khrushchev: "I do not give up."</p> <p>Nixon: "Wait till you see the picture. Let's have for more communication and exchange in this very area that we speak of. We should hear you more on our televisions. You should hear us more on yours."</p> <p>Khrushchev: "That's a good idea. Let's do it like this. You appear before our people. We will appear before your people. People will see and appreciate this."</p> <p>Nixon: "There is not a day in the United States when we cannot read what you say. When Kozlov was speaking in California about peace, you were talking here in somewhat different terms. This was reported extensively in the American press. Never make a statement here if you don't want it to be read in the United States. I can promise you every word you say will be translated into English."</p> <p>Khrushchev: "I doubt it. I want you to give your word that this speech of mine will be heard by the American people."</p> <p>Nixon: [shaking hands on it] "By the same token, everything I say will be translated and heard all over the Soviet Union?"</p> <p>Khrushchev: "That's agreed."</p> <p>Nixon: "You must not be afraid of ideas."</p> <p>Khrushchev: "We are telling you not to be afraid of ideas. We have no reason to be afraid. We have already broken free from such a situation."</p>	<p>Nixon: "Well, then, let's have more exchange of them. We are all agreed on that. All right? All right?" . . .</p> <p>Khrushchev: [after Nixon called attention to a built-in panel-controlled washing machine.] "We have such things."</p> <p>Nixon: "This is the newest model. This is the kind which is built in thousands of units for direct installation in the houses." He added that Americans were interested in making life easier for their women.</p> <p>Mr. Khrushchev remarked that in the Soviet Union, they did not have "the capitalist attitude toward women."</p> <p>Nixon: "I think that this attitude toward women is universal. What we want to do is make easier the life of our housewives." He explained that the house could be built for \$14,000 and that most veterans had bought houses for between \$10,000 and \$15,000. . . .</p> <p>"Let me give you an example you can appreciate. Our steelworkers, as you know, are on strike. But any steelworker could buy this house. They earn \$3 an hour. This house costs about \$100 a month to buy on a contract running 25 to 30 years."</p> <p>Khrushchev: "We have steel workers and we have peasants who also can afford to spend \$14,000 for a house." He said American houses were built to last only 20 years, so builders could sell new houses at the end of that period. "We build firmly. We build for our children and grandchildren."</p> <p>Mr. Nixon said he thought American houses would last more than 20 years, but even so, after 20 years many Americans went a new home or a new kitchen, which would be obsolete then. The American system is designed to take advantage of new inventions and new techniques, he said.</p>	<p>Khrushchev: "This theory does not hold water." He said some things never got out of date—furniture and furnishings, perhaps, but not houses. He said he did not think houses. He said he did not think that what Americans had written about their houses was all strictly accurate.</p> <p>Nixon: [pointing to television screen.] "We can see here what is happening in other parts of the home."</p> <p>Khrushchev: "This is probably always out of order."</p> <p>Nixon: "Da [yes.]"</p> <p>Khrushchev: "Don't you have a machine that puts food into the mouth and pushes it down? Many things you've shown us are interesting but they are not needed in life. They have no useful purpose. They are merely gadgets. We have a saying, if you have bedbugs you have to catch one and pour boiling water into the ear."</p> <p>Nixon: "We have another saying. This is that the way to kill a fly is to make it drink whisky. But we have a better use for whisky. [Aside.] I like to have this battle of wits with the Chairman. He knows his business."</p> <p style="font-size: x-small;">Source: "The Kitchen Debate," Richard Nixon and Nikita Khrushchev, July 24, 1959, Moscow, U.S.S.R.</p>
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THINKING CRITICALLY

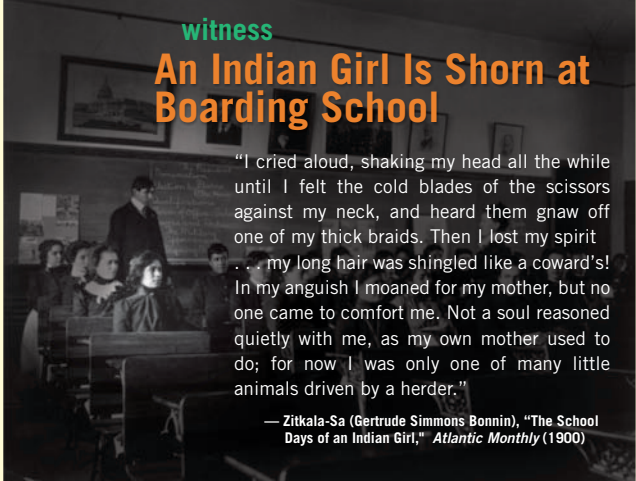
How does Khrushchev counter Nixon's explanation of "planned obsolescence"? What is Khrushchev's attitude about high-tech American consumer goods? Why was Nixon so insistent that his ideas be broadcast in the Soviet Union? In what way could women be offended by the two leaders' comments?

WITNESS

Vivid quotes from diaries, letters, and other texts provide a sense of how individuals experienced historical events.

witness

An Indian Girl Is Shorn at Boarding School



"I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit . . . my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder."

— Zitkala-Sa (Gertrude Simmons Bonnin), "The School Days of an Indian Girl," *Atlantic Monthly* (1900)

HISTORIAN'S TOOLBOX


These feature boxes, which alternate with Dueling Documents, showcase historical images and artifacts, asking students to focus on visual evidence and examine material culture. Introductions and Critical Thinking questions frame the images.

Historian's TOOLBOX

A Farmworkers' Boycott Poster

Si se puede is translated here as "It can be done." Can you think of a different translation that a more recent political campaign used to recruit Latino voters?

Why is lettuce called a "stoop crop?"



United Farmworkers' Eagle. Use Google to discover why the eagle was chosen as an emblem for the farmworkers and how it was designed.

What elements of the group suggest the UFW considers itself not only a union movement but also a community organization?

Artwork can often serve as a lens that reveals the values of political movements. César Chávez and the United Farm Workers (UFW) used this poster to arouse public support in a 1968 national boycott on California lettuce and grapes. Boycotts have often been seen as ineffective or even un-American, because they involve collective action. For the UFW three potential

benefits offset the risks. First, lettuce and grapes were highly perishable, so any delay in selling them could cause growers large losses. Second, the boycott gave American consumers distant from farm fields an effective way to support UFW efforts to organize California's farmworkers. Finally, the campaign promoted a new sense of pride and solidarity among Latinos.

THINKING CRITICALLY

Why might a national boycott be a risky strategy? What sense does this poster give you of the labor that farmworkers perform? What are the links between this poster and the "new identity politics" described in the text?

OPINION

Ideal for class discussion or writing, these questions ask students to offer opinions on debated issues.



Is torture justified against potential enemies, when the United States is under threat from terrorists?

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A map of the United States appears on the inside front cover, while a world map appears on the inside back cover.

List of CONNECT HISTORY PRIMARY SOURCE DOCUMENTS

The following primary source documents, carefully selected by the authors to coordinate with this program, are available in Connect History at <http://connect.mheducation.com>. Documents include an explanatory headnote and are followed by discussion questions.

Choose from many of these documents—or hundreds of others—to customize your print text by visiting McGraw-Hill’s Create at www.mcgrawhillcreate.com.

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52. Einstein Letter to Franklin D. Roosevelt
53. Franklin D. Roosevelt’s Four Freedom’s Speech
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55. Truman Doctrine Speech (excerpt)
56. Richard Gerstell on Nuclear Civil Defense
57. Speech of Joseph McCarthy, Wheeling, West Virginia, February 9, 1950

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58. John F. Kennedy’s Inaugural Address
59. A Young Boy Remembers the Nuclear Threat
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61. Letter from Jackie Robinson
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65. Gulf of Tonkin Resolution
66. Richard Nixon’s Silent Majority Speech

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67. Excerpt from Plan B Committee on the Present Danger (CPD)
68. Soviet Deputy Chief describes the Soviets National Security Fears
69. Ronald Regan and the Evil Empire Speech

Chapter 32

70. A Korean Growing Up in America from the Age of Three
71. Barack Obama Keynote Address to the Democratic National Convention, July 2004
72. The Tea Party

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U.S.

A NARRATIVE HISTORY

VOLUME 2: FROM 1865

Seventh Edition

17 Reconstructing the Union

1865–1877

“Men stood speechless, haggard . . . gazing at the desolation,” reported one journalist in Richmond at war’s end. Many residents must have felt that way, though newly freed African Americans were jubilant.



>> An American Story

A SECRET SALE AT DAVIS BEND

Joseph Davis had had enough. Well on in years and financially ruined by the war, he decided to sell his Mississippi plantations Hurricane and Brierfield to Benjamin Montgomery and his sons in November 1866. Such a sale was common enough after the war, but this transaction was bound to attract attention, since Joseph Davis was the elder brother of Jefferson Davis. Indeed, before the war the ex-Confederate president had operated Brierfield as his own plantation, even though his brother retained legal title to it. But the sale was unusual for another reason—so unusual that the parties involved agreed to keep it secret. The plantation’s new owners were black, and Mississippi law prohibited African Americans from owning land.

Though a slave, Benjamin Montgomery had been the business manager of the two Davis plantations before the war. He had also operated a store on Hurricane Plantation with his own line of credit in New Orleans. In 1863 Montgomery fled to the North, but when the war was over, he returned to Davis Bend, where the federal government had confiscated the Davis plantations and was leasing plots of the land to black farmers. Montgomery quickly emerged as the leader of the African American community at the Bend.

Then, in 1866, President Andrew Johnson pardoned Joseph Davis and restored his lands. Davis was now over 80 years old and lacked the will and stamina to rebuild, yet unlike many ex-slaveholders, he felt bound by obligations to his former slaves. Convinced that with encouragement African Americans could succeed in freedom, he sold his land secretly to Benjamin Montgomery. Only when the law prohibiting African Americans from owning land was overturned in 1867 did Davis publicly confirm the sale to his former slave.

For his part, Montgomery undertook to create a model society at Davis Bend based on mutual cooperation. He rented land to black farmers, hired

others to work his own fields, sold supplies on credit, and ginned and marketed the crops. The work was hard indeed: Davis Bend's farmers faced the destruction caused by the war, several disastrous floods, insects, droughts, and declining cotton prices. Yet before long, cotton production exceeded that of the prewar years. The Montgomerys eventually acquired 5,500 acres, which made them reputedly the third-largest planters in the state, and they won national and international awards for the quality of their cotton. Their success demonstrated what African Americans, given a fair chance, might accomplish.

The experiences of Benjamin Montgomery were not those of most black southerners, who did not own land or have a powerful white benefactor. Yet all African Americans shared Montgomery's dream of economic independence. As one black veteran noted: "Every colored man will be a slave, and feel himself a slave until he can raise him own bale of cotton and put him own mark upon it and say this is mine!" Blacks could not gain effective freedom simply through a proclamation



▲ African American soldiers greeting loved ones after being mustered out of the army in Arkansas. The war's end brought both joy and uncertainty about what was to come.

of emancipation. They needed economic power, including their own land that no one could unfairly take away. And political power too, if the legacy of slavery was to be overturned.

How would the Republic be reunited, now that slavery had been abolished? War, in its blunt way, had roughed out the contours of a solution, but only in broad terms. The North, with its industrial might, would be the driving force in the nation's economy and retain the dominant political voice. But would African Americans receive effective power? How would North and South readjust their economic and political relations? These questions lay at the heart of the problem of Reconstruction. <<

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