FOR THE AP® COURSE

AMERICA'S HISTORY

EIGHTH EDITION

Henretta | Hinderaker | Edwards | Self

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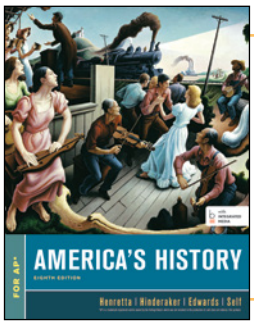

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About the cover image

The Sources of Country Music

In painting this vibrant work, artist Thomas Hart Benton captured many of the forces that shaped America. A preacher and hymn singers emphasize the importance of religious faith to both women and men. Fiddle players—with a decidedly less sacred outlook—keep a jug of whiskey on hand. A man playing the African-derived banjo represents the profound influence of African Americans on the nation's culture. In the background, a steamboat and locomotive show the transformative role of technology and economic change.

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Preface
Why This Book This Way

The new College Board standards for AP U.S. History present exciting opportunities and big challenges. As the authors of *America's History*, we have closely followed College Board changes by attending and participating in numerous AP workshops, webinars for teachers, and the AP Annual Conference. We believe the new exam, with its focus on themes and Historical Thinking Skills, represents a positive direction. But we know it means major changes for you, so we're here to help.

The AP U.S. History classroom presents a unique dilemma. How do we offer our students a basic understanding of key events and facts while inviting them to see the past not as a rote list of names and dates but as the fascinating, conflicted prelude to their lives today? How do we teach our students to think like historians? As scholars and teachers who go into the classroom every day, we know these challenges well and have composed the eighth edition of *America's History* to help instructors meet them. *America's History* has long had a reputation in the AP community for its balanced coverage, attention to AP themes and content, and ability to explain to students not just what happened, but *why*. The latest edition both preserves and substantially builds upon those strengths.

The foundation of our approach lies in our commitment to an integrated history. *America's History* combines traditional "top down" narratives of political and economic affairs with "bottom up" narratives of the lived experiences of ordinary people. Our goal is to help students achieve a richer understanding of politics, diplomacy, war, economics, intellectual and cultural life, and gender, class, and race relations by exploring how developments in all these areas were interconnected. Our analysis is fueled by a passion for exploring big, consequential questions. How did a colonial slave society settled by people from four continents become a pluralist democracy? How have liberty and equality informed the American experience? Questions like these help students understand what's at stake as we study the past. In *America's History*, we provide an integrated historical approach and bring a dedication to *why history matters* to bear on the full sweep of America's past.

One of the most exciting developments in this edition is the arrival of a new author, Eric Hinderaker. An expert in native and early American history, Eric brings a fresh interpretation of native and colonial European societies and the revolutionary Atlantic World of the eighteenth century that enlivens and enriches our narrative. Eric joins James Henretta, long the intellectual anchor of the book, whose scholarly work now focuses on law, citizenship, and the state in early America; Rebecca Edwards, an expert in women's and gender history and nineteenth-century electoral politics; and Robert Self, whose work explores the relationship between urban and suburban politics, social movements, and the state. Together, we strive to ensure that energy and creativity, as well as our wide experience in the study of history, infuse every page that follows.

The core of a textbook is its narrative, and we have endeavored to make ours clear, accessible, and lively. In it, we focus not only on the marvelous diversity of peoples who came to call themselves Americans, but also on the institutions that have forged a common national identity. More than ever, we daily confront the collision of our past with the demands of the future and the shrinking distance between Americans and others around the globe. To help students meet these challenges, we call attention to connections with the histories of Canada, Latin America, Europe, Africa, and Asia, drawing links between events in the United States and those elsewhere. In our contemporary digital world, facts and data are everywhere. What students crave is analysis. As it has since its inception, *America's History* provides students with a comprehensive explanation and interpretation of events, a guide to why history unfolded as it did and a roadmap for understanding the world in which we live.

Of course, the contents of this book are only helpful if students read and assimilate the material before coming to class. So that students will come to class prepared, they now receive access to **LearningCurve** — an adaptive, gamelike online learning tool that helps them master content — when they purchase a new copy of *America's History.* And because we know that your classroom needs are changing rapidly, we are excited to announce that *America's History* is available with **LaunchPad**, a new robust interactive e-book built into its own course space that makes customizing and assigning the book and its resources easy and efficient.

To learn more about the benefits of LearningCurve and LaunchPad, see the "Versions and Supplements" section on page xii.

A Nine-Part Framework Highlights Key Developments

One of the greatest strengths of *America's History* is its part structure, which helps students identify the key forces and major developments that shaped each era. A four-page part opener introduces each part, using analysis, striking images, and a detailed **thematic timeline** to orient students to the major developments and themes of the period covered. New **Thematic Understanding** questions ask students to consider periodization and make connections among chapters while reinforcing AP themes and Thematic Learning Objectives. By organizing U.S. history into nine distinct periods, rather than just thirty-one successive chapters, we encourage students to trace changes and continuities over time and to grasp connections between political, economic, social, and cultural events.

In this edition, we have closely aligned the book's part structure to the redesigned AP U.S. History course to make the transition to the new exam seamless. From beginning to end, you'll find that our nine-part organization corresponds to the College Board's nine periods. To help your students prepare for the new exam's expanded attention to Native Americans, precontact native societies and European colonization are now covered in two distinct parts, allowing us to devote comprehensive attention to the whole of North America before the 1760s. In the modern period, our final two parts offer expanded coverage of the period after 1945, mirroring the AP exam's increased attention to the recent past. Throughout, our part introductions give students the tools to understand *why* the periodization looks the way it does, helping them build the Historical Thinking Skills the course demands. The nine parts organize the complex history of North America and the United States into comprehensible sections with distinct themes, a structure that provides instructors with the crucial historical backbone while allowing them the freedom to adapt specific examples from their classroom.

Part 1, "Transformations of North America, 1450–1700," highlights the diversity and complexity of Native Americans prior to European contact, examines the transformative impact of European intrusions and the Columbian Exchange, and emphasizes the experimental quality of colonial ventures. **Part 2, "British North America and the Atlantic World, 1660–1763,"** explains the diversification of British North America and the rise of the British Atlantic World and emphasizes the importance of contact between colonists and Native Americans and imperial rivalries among European powers. **Part 3, "Revolution and Republican Culture, 1763–1820,"** traces the rise of colonial protest against British imperial reform, outlines the ways that the American Revolution challenged the social order, and explores the processes of conquest, competition, and consolidation that followed it.

Part 4, "Overlapping Revolutions, 1800–1860," traces the transformation of the economy, society, and culture of the new nation; the creation of a democratic polity; and growing sectional divisions. **Part 5, "Creating and Preserving a Continental Nation, 1844–1877,"** covers the conflicts generated by America's empire building in the West, including sectional political struggles that led to the Civil War and national consolidation of power during and after Reconstruction. **Part 6, "Industrializing America: Upheavals and Experiments, 1877–1917,"** examines the transformations brought about by the rise of corporations and a powerhouse industrial economy; immigration and a diverse, urbanizing society; and movements for progressive reform.

Part 7, "Domestic and Global Challenges, 1890–1945," explores America's rise to world power, the cultural transformations and political conflicts of the 1920s, the Great Depression, and the creation of the welfare state. **Part 8, "The Modern State and the Age of Liberalism, 1945–1980,"** addresses the postwar period, including America's new global leadership role during the Cold War; the expansion of federal responsibility during a new "age of liberalism"; and the growth of mass consumption and the middle class. Finally, **Part 9, "Global Capitalism and the End of the American Century, 1980 to the Present,"** discusses the conservative political ascendancy of the 1980s; the end of the Cold War and rising conflict in the Middle East; and globalization and increasing social inequality.

Hundreds of Sources Encourage Comparative and Critical Thinking

America's History has long emphasized primary sources. In addition to weaving lively quotations throughout the narrative, we offer students substantial excerpts

from historical documents — letters, diaries, autobiographies, public testimony, and more — and numerous figures that give students practice working with data. These documents allow students to experience the past through the words and perspectives of those who lived it, to understand how historians make sense of the past using data, and to gain skill in interpreting historical evidence. Each chapter contains three source-based features that prepare students for the rigor of the Document-Based Question (DBQ).

American Voices, a two-page feature in each chapter, helps students learn to think critically by comparing texts written from two or more perspectives. New topics include "The Debate over Free and Slave Labor," "Jewish Immigrants in the Industrial Economy," "Theodore Roosevelt: From Anti-Populist to New Nationalist," and "Immigration After 1965: Its Defenders and Critics."

New **America Compared** features use primary sources and data to situate U.S. history in a global context while giving students practice in comparison and data analysis. Retooled from the Voices from Abroad feature from the last edition to include data in addition to primary sources, these features appear in every chapter on topics as diverse as the fight for women's rights in France and the United States, an examination of labor laws after emancipation in Haiti and the United States, the loss of human life in World War I, and an analysis of the worldwide economic malaise of the 1970s.

Finally, we are excited to introduce a brand-new feature to aid you in teaching Historical Thinking Skills. A **Thinking Like a Historian** feature in every chapter includes five to eight brief sources organized around a central theme, such as "Beyond the Proclamation Line," "Making Modern Presidents," and "The Suburban Landscape of Cold War America." In this DBQ-like environment, students are asked to analyze the documents and complete a Putting It All Together assignment that asks them to synthesize and use the evidence to create an argument. Because we understand how important primary sources are to the study of history, we are also pleased to offer an all-new companion reader, *Sources for America's History*, featuring a wealth of additional documents, including unique part sets tied to AP Thematic Learning Objectives.

As in past editions, an outstanding **visual program** engages students' attention and gives them practice in working with visual sources. The eighth edition features over 425 paintings, cartoons, illustrations, photographs, and charts, most of them in full color and more than a quarter new to this edition. Informative captions set the illustrations in context and provide students with background for making their own analysis of the images in the book. Keenly aware that students lack geographic literacy, we have included dozens of **maps** that show major developments in the narrative, each with a caption to help students interpret what they see.

Taken together, these documents, figures, maps, and illustrations provide instructors with a trove of teaching materials, so that *America's History* offers not only a compelling narrative, but also — right in the text — the rich documentary materials that instructors need to bring the past alive and introduce students to historical analysis.

Study Aids Support Understanding and Teach Historical Thinking Skills

The study aids in the eighth edition have been completely revised to better support students in their understanding of the material and in their development of Historical Thinking Skills. New **Identify the Big Idea** questions at the start of every chapter guide students' reading and focus their attention on identifying not just what happened, but why. A variety of learning tools from the beginning to the end of each chapter support this big idea focus, which is in line with the new AP exam's emphasis on Thematic Learning Objectives. As they read, students will gain proficiency in Historical Thinking Skills via **marginal review questions** that ask them to "Identify Causes," "Trace Change over Time," and "Understand Points of View," among other skills. Where students are likely to stumble over a key concept, we boldface it in the text where it is first mentioned and provide a **glossary** that defines each term.

In the Chapter Review section, a set of **Review Questions** is given for the chapter as a whole that includes a new **Thematic Understanding** question, along with **Making Connections** questions that ask students to consider broader historical issues, developments, and continuities and changes over time. A brief list of **More to Explore** sources directs students to accessible print and Web resources for additional reading. Lastly, a **Timeline** with a new **Key Turning Points** question reminds students of important events and asks them to consider periodization.

New Scholarship Includes Latest Research and Interpretations

In the new edition, we continue to offer instructors a bold account of U.S. history that reflects the latest, most exciting scholarship in the field. Throughout the book, we have given increased attention to political culture and political economy, including the history of capitalism, using this analysis to help students understand how society, culture, politics, and the economy informed one another.

With new author Eric Hinderaker aboard, we have taken the opportunity to reconceptualize much of the pre-1800 material. This edition opens with two dramatically revised chapters marked by closer and more sustained attention to the way Native Americans shaped, and were shaped by, the contact experience and highlighting the tenuous and varied nature of colonial experimentation. These changes carry through the edition in a sharpened continental perspective and expanded coverage of Native Americans, the environment, and the West in every era. We have also brought closer attention to the patterns and varieties of colonial enterprise and new attention to the Atlantic World and the many revolutions — in print, consumption, and politics — that transformed the eighteenth century.

In our coverage of the nineteenth century, the discussion of slavery now includes material on African American childhood and the impact of hired-out slaves on black identity. The spiritual life of Joseph Smith also receives greater attention, as do the complex attitudes of Mormons toward slavery. New findings have also deepened the analysis of the war with Mexico and its impact on domestic politics. But the really new feature of these chapters is their heightened international, indeed global, perspective.

In the post–Civil War chapters, enhanced coverage of gender, ethnicity, and race includes greater emphasis on gay and lesbian history and Asian and Latino immigration, alongside the entire chapter devoted to the civil rights movement, a major addition to the last edition. Finally, we have kept up with recent developments with an expanded section on the Obama presidency and the elections of 2008 and 2012.

Acknowledgments

We are grateful to the following scholars and teachers who reported on their experiences with the seventh edition or reviewed features of the new edition. Their comments often challenged us to rethink or justify our interpretations and always provided a check on accuracy down to the smallest detail.

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Julio Vasquez, *University of Kansas*
Louis Williams, *St. Louis Community College–Forest Park*

As the authors of *America's History*, we know better than anyone else how much this book is the work of other hands and minds. We are indebted to Mary Dougherty, William J. Lombardo, Dan McDonough, and Jane Knetzger, who oversaw this edition, and Laura Arcari, who asked the right questions, suggested a multitude of improvements, and expertly guided the manuscript to completion. As usual, Denise B. Wydra and Joan E. Feinberg generously provided the resources we needed to produce an outstanding volume. Annette Pagliaro Sweeney did a masterful job consulting with the authors and seeing the book through the production process. Karen R. Soeltz, Sandi McGuire, and Janie Pierce-Bratcher in the marketing department understood how to communicate our vision to teachers; they and the members of college and high school sales forces did wonderful work in helping this edition reach the classroom. We also thank the rest of our editorial and production team for their dedicated efforts: Associate Editors Robin Soule and Jen Jovin; Editorial Assistant Victoria Royal; Susan Zorn, who copyedited the manuscript; proofreaders Arthur Johnson and Lindsay DiGianvittorio; art researchers Pembroke Herbert and Sandi Rygiel at Picture Research Consultants, Inc.; text permissions researcher Eve Lehmann; and Kalina Ingham and Hilary Newman, who oversaw permissions. Finally, we want to express our appreciation for the invaluable assistance of Patricia Deveneau, who expertly suggested topics and sources for the Thinking Like a Historian features in Chapters 8–14; Kendra Kennedy, for crucial research aid; and Eliza Blanchard and Erin Boss, and especially Michelle Whalen and the U.S. historians — Robert Brigham, Miriam Cohen, James Merrell, and Quincy Mills — for their invaluable help and advice at Vassar. Many thanks to all of you for your contributions to this new edition of *America's History*.

James A. Henretta
Eric Hinderaker
Rebecca Edwards
Robert O. Self

Versions and Supplements

Adopters of *America's History* and their students have access to abundant extra resources, including documents, presentation and testing materials, the acclaimed Bedford Series in History and Culture volumes, and much more. See below for more information, visit the book's catalog site at **highschool.bfwpub.com/henretta8e**, or contact your local Bedford, Freeman, and Worth sales representative.

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NEW Assign LearningCurve So You Know What Your Students Know and They Come to Class Prepared

Assigning LearningCurve in place of reading quizzes is easy for instructors, and the reporting features help instructors track overall class trends and spot topics that are giving students trouble so they can adjust their lectures and class activities. This online learning tool is popular with students because it was designed to help them rehearse content at their own pace in a nonthreatening, gamelike environment. The feedback for wrong answers provides instructional coaching and sends students back to the book for review. Students answer as many questions as necessary to reach a target score, with repeated chances to revisit material they haven't mastered. When LearningCurve is assigned, students come to class better prepared.

NEW *Annotated Teacher's Edition for America's History*

The Annotated Teacher's Edition provides a wealth of guidance and support for AP teachers. Developed for the AP U.S. History exam redesign, annotations include model answers for questions in the book, teaching tips, Historical Thinking Skills practice, pacing guides, exam alerts, and more. The teacher's edition helps teachers at all levels build the most successful AP U.S. History course they can. Authors Matthew J. Ellington of Ruben S. Ayala Senior High School, Jason George of the Bryn Mawr School, and George W. Henry Jr. of East High School are all experienced AP instructors, exam readers, and workshop leaders with a deep familiarity with the AP U.S. History redesign.

Strive for a 5: Preparing for the AP U.S. History Examination

Revised for the redesigned course, this print guide provides students with narrative and thematic overviews of each historical period, chapter reviews organized around AP key concepts, and AP-style practice exams, including source-based multiple-choice and document-based questions as well as short- and long-answer essay questions. The guide is authored by Warren Hierl of the Career Center, Winston-Salem, NC (retired), Louisa Moffitt of Marist School, Atlanta, GA, and Nancy Schick of Los Alamos High School, NM (retired), all experienced AP teachers, exam readers, and workshop leaders.

Take Advantage of Instructor Resources

Bedford/St. Martin's has developed a rich array of teaching resources for this book and for this course. They range from lecture and presentation materials and assessment tools to course management options. Most can be downloaded or ordered at **highschool.bfwpub.com/henretta8e**.

Computerized Test Bank. The test bank includes a mix of fresh, carefully crafted multiple-choice, short-answer, and essay questions for each chapter. It also contains brand new source-based multiple-choice questions and partwide essay questions. All questions appear in Microsoft Word format and in easy-to-use test bank software that allows instructors to add, edit, re-sequence, and print questions and answers. Instructors can also export questions into a variety of formats, including Blackboard, Desire2Learn, and Moodle.

NEW ***Teacher's Survival Guide.*** Created for teachers, by teachers, this unique set of resources — a test bank and a roundtable — offers APUSH teachers assessment tools, help with redesigning their U.S. history courses, and thoughtful advice from veteran teachers and college professors.

Created by Matthew J. Ellington, James Bokern, Michael A. Smith, and William Polasky III — veteran AP U.S. history teachers, exam readers, and workshop leaders — the ExamView **U.S. History Test Bank for the New AP® Course** allows teachers to create and edit tests and quizzes for in-class or at-home use. Organized according to the redesigned curriculum framework, the test bank's nine parts include 250 formative multiple-choice questions focused on key concepts, more than 300 stimulus-based multiple-choice questions, numerous short-answer and long-essay questions, and 8 complete DBQs.

The test bank is accompanied by **Teaching U.S. History: A Roundtable Discussion** focused on teaching the new AP U.S. History course with insights from experienced AP teachers into the redesign of the U.S. history survey, including teaching with themes, emphasizing historical thinking skills, and balancing breadth and depth in the course.

The Bedford Lecture Kit **Instructor's Resource CD-ROM.** This resource provides ready-made and fully customizable PowerPoint multimedia presentations that include lecture outlines with embedded maps, figures, and selected images from the textbook and extra background for instructors. Also available are maps and selected images in JPEG and PowerPoint formats; content for i>clicker, a classroom response system, in Microsoft Word and PowerPoint formats; the Instructor's Resource Manual in Microsoft Word format; and outline maps in PDF format for quizzing or handing out. All files are suitable for copying onto transparency acetates.

NEW ***Teaching Ideas for AP History: A Video Resource.*** This DVD is a new professional resource for teachers of AP United States, European, and World History. In three hours of interviews with thirty AP history experts, teachers, and college professors, this video offers a wealth of advice on varied topics, including creating a syllabus, reading and writing strategies, and specific assignments to help students develop their Historical Thinking Skills while learning historical content. The disc also includes dozens of files — from lesson plans to graphic organizers — that can be downloaded and used in class, as well as a series of downloadable discussion questions for teachers that allow the DVD to be used effectively in a formal professional development setting.

America in Motion: Video Clips for U.S. History. Set history in motion with *America in Motion*, an instructor DVD containing dozens of short digital movie files of events in twentieth-century American history. From the wreckage of the battleship *Maine* to FDR's fireside chats to Oliver North testifying before Congress, *America in Motion* engages students with dynamic scenes from key events and challenges them to think critically. All files are classroom-ready, edited for brevity, and easily integrated with PowerPoint or other presentation software for electronic lectures or assignments. An accompanying guide provides each clip's historical context, ideas for use, and suggested questions.

Videos and Multimedia. A wide assortment of videos and multimedia CD-ROMs on various topics in U.S. history is available to qualified adopters through your Bedford/St. Martin's sales representative.

Package and Give Your Students Even More

Stretch your budget and package your favorite text with more! Many of the following resources can be packaged at minimal additional cost. For information on packages, discounts, and class sets, contact your local Bedford, Freeman, and Worth sales representative.

NEW ***Sources for America's History.*** Edited by Kevin B. Sheets of SUNY Cortland, and designed to complement the textbook, *Sources for America's History* provides a broad selection of over 225 primary-source documents as well as editorial apparatus to help students understand the sources. Unique part sets that support Thematic Learning Objectives are closely aligned to the new AP periodization. Available at a discount when packaged with the print text and included in the

LaunchPad e-book. Also available on its own as a downloadable PDF e-book or with the main text's e-Book to Go.

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The Bedford Series in History and Culture. More than 120 titles in this highly praised series combine first-rate scholarship, historical narrative, and important primary documents for undergraduate courses. Each book is brief, inexpensive, and focused on a specific topic or period. For a complete list of titles, visit **bedfordstmartins.com/history/series**.

Rand McNally Atlas of American History. This collection of over eighty full-color maps illustrates key events and eras, from early exploration, settlement, expansion, and immigration to U.S. involvement in wars abroad and on U.S. soil. Introductory pages for each section include a brief overview, timelines, graphs, and photos to quickly establish a historical context.

Maps in Context: A Workbook for American History. Written by historical cartography expert Gerald A. Danzer (University of Illinois at Chicago), this skill-building workbook helps students comprehend essential connections between geographic literacy and historical understanding. Organized to correspond to the typical U.S. history survey course, *Maps in Context* presents a wealth of map-centered projects and convenient pop quizzes that give students hands-on experience working with maps.

The Bedford Glossary for U.S. History. This handy supplement for the survey course gives students historically contextualized definitions for hundreds of terms — from *abolitionism* to *zoot suit* — that they will encounter in lectures, reading, and exams.

U.S. History Matters: A Student Guide to U.S. History Online. This resource, written by Alan Gevinson, Kelly Shrum, and the late Roy Rosenzweig (all of George Mason University), provides an illustrated and annotated guide to 250 of the most useful Web sites for student research in U.S. history as well as advice on evaluating and using Internet sources. This essential guide is based on the acclaimed "History Matters" Web site developed by the American Social History Project and the Center for History and New Media.

Trade Books. Titles published by sister companies Hill and Wang; Farrar, Straus and Giroux; Henry Holt and Company; St. Martin's Press; Picador; and Palgrave Macmillan are available at a discount when packaged with Bedford/St. Martin's textbooks. For more information, visit **bedfordstmartins.com/tradeup**.

A Pocket Guide to Writing in History. This portable and affordable reference tool by Mary Lynn Rampolla provides reading, writing, and research advice useful to students in all history courses. Concise yet comprehensive advice on approaching typical history assignments, developing critical reading skills, writing effective history papers, conducting research, using and documenting sources, and avoiding plagiarism — enhanced with practical tips and examples throughout — has made this slim reference a best-seller.

A Student's Guide to History. This complete guide to success in any history course provides the practical help students need to be successful. In addition to introducing students to the nature of the discipline, author Jules Benjamin teaches a wide range of skills, from preparing for exams to approaching common writing assignments, and explains the research and documentation process with plentiful examples.

Going to the Source: The Bedford Reader in American History. Developed by Victoria Bissell Brown and Timothy J. Shannon, this reader's strong pedagogical framework helps students learn how to ask fruitful questions in order to evaluate documents effectively and develop critical reading skills. The reader's wide variety of chapter topics that complement the survey course and its rich diversity of sources — from personal letters to political cartoons — provoke students' interest while teaching them the skills they need to successfully interrogate historical sources.

America Firsthand. With its distinctive focus on ordinary people, this primary documents reader, by Anthony Marcus, John M. Giggie, and David Burner, offers a remarkable range of perspectives on America's history from those who lived it. Popular Points of View sections expose students to different perspectives on a specific event or topic, and Visual Portfolios invite analysis of the visual record.

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THINKING LIKE A HISTORIAN

Historical Thinking, Reading, and Writing Skills for AP U.S. History

DAVE NEUMANN, *Director*
The History Project at California State University–Long Beach

Students and adults alike often grumble that history is just a bunch of facts to memorize. While it's true that studying history requires data, information, and yes, facts, that's not the essence of what history is. History is a way of thinking about the world by looking at the past. It is a reconstruction of the past, drawing on both imagination and interpretation. In this effort historians use a number of skills. This skills primer will help you develop the Historical Thinking Skills you need to succeed in any Advanced Placement history course and on the exams. It will also enable you to improve critical-thinking, reading, and writing skills that will be useful in college or whatever endeavor you pursue after high school.

Historical Thinking Skills

Historical thinking requires understanding and evaluating change and continuity over time. It also involves making appropriate use of historical evidence in answering questions and developing arguments about the past. Each historian would describe the various skills needed for this complex task slightly differently, but for AP history courses, they have been organized into four major skills that represent the ways historians study the past. These skills have been described as "habits of mind." This useful phrase should remind you that a skill needs to be practiced repeatedly until it becomes second nature. Because practice is an integral part of learning to think historically, the sections below include exercises to help you develop these "habits of mind." Like shooting free throws, rehearsing dance moves, or playing scales, Historical Thinking Skills need to be exercised regularly until you can use them easily and almost effortlessly.

As we discuss each skill separately below, keep in mind that these skills overlap in many ways. For example, you can't make a historical argument without also evaluating evidence. So as you develop one Historical Thinking Skill, you will also be practicing other skills. The first three skills are all necessary to move on to the fourth — interpretation and synthesis — in which you will bring what you have learned together.

Chronological Reasoning

"Chronological reasoning" means thinking logically about how and why the world changes — or, sometimes, stays the same — over time. While all fields of knowledge offer arguments based on evidence or make comparisons, historians are uniquely concerned about the past and its relationship to the present. How is the world different now than it was 50 years ago, 500 years ago, or 5,000 years ago? Why did the world change? How have some aspects of the world remained relatively the same over long periods of time? On what basis do historians simplify the long and complicated past by breaking it into smaller eras?

Historical Causation Causation has to do with explanations about how or why changes take place in history. Sometimes there is an obvious connection between an event and its consequence, like a cue ball striking the eight ball and making it move. And some events *are* fairly straightforward: the attack on Pearl Harbor prompted President Roosevelt to ask Congress for a declaration of war against Japan. But even this seemingly simple example soon becomes more complicated. *Why* did Japan attack the United States? What role did the American embargo on the sale of oil have on Japan's decision? Why did the United States enact this embargo? All of these other events took place just a few years before the Pearl Harbor attack. If we go even further back, we'll gain additional insight about the larger context of the Japanese government's decision. A longer-term analysis might lead, for example, to an understanding of Japanese imperial aggression as an outgrowth of their rapid industrialization during the Meiji Restoration of the late nineteenth century.

Just as there were many factors behind the attack on Pearl Harbor, most examples of historical causation involve multiple causes and effects. Events and processes often result from developments in many realms of life, including social, political, economic, and cultural.

Historical Causation involves:	
Large processes	Many changes take place through major processes that are larger than any one person and occur over a long period of time. Urbanization, for example, is a complex set of changes resulting from the actions of countless different individuals that became an underlying cause of many other developments.
Multiple causes	Most events or developments occur from a combination of factors, not just one. The protests of the late 1960s, for example, had multiple causes, including movements for civil rights and decolonization, the rise of the New Left, the Vietnam War, and the postwar baby boom that produced a new youth culture.
Unintended consequences	Many changes take place accidentally, like the large-scale deaths of Native Americans during the Columbian Exchange due to diseases Europeans weren't aware they were carrying.
Contingency	Events are not preordained, and history could have turned out differently. This is known as contingency. Because we read major events in history already knowing their outcome, we have a tendency to think they were bound to happen, but that is not the case. For example, the initial Spanish conquest of the Incas was very precarious, and early on they might have been defeated.

Historians cannot test these in laboratories the way scientists can, but they can use historical evidence and reasoning to determine which of these are probable causes and effects. Historical causation also involves large processes, complex causes, unintended consequences, and contingencies, as the chart above describes.

You can begin to develop the skill of determining causation by asking yourself, whenever some significant change in history is described, what reasons explain the development. If the answer seems simple, keep digging, because there's bound to be a more complicated (and longer-term) explanation.

EXERCISE: One major controversy in U.S. history (and in European and world history as well) regarding causation has to do with why the Great Depression of the 1930s became so severe and lasted so long. How do the authors explain the causes of the Great Depression on pages 726–729 in Chapter 22? Which of the types of explanations from the box above do they use in their explanation about why this particular economic depression became so bad that it is still known as the "Great Depression"?

Patterns of Continuity and Change over Time

Historians are interested in both historical changes and persisting patterns, or "continuities." Change is easier to see: when one country conquers another one, that event often becomes part of the historical record. But some things stay relatively the same for long periods of time. Because continuity (such as a network of trade that remains in existence for hundreds of years) is less dramatic than change, it can be harder to spot.

What counts as continuity depends on the scale of time you're working with. The Soviet Union was continuous throughout most of the twentieth century. However, in the time frame of Russia's history since the formation of Kievan Rus in the ninth century, the Soviet era looks more like a short-lived exception to tsarist rule.

When historians talk about continuity, they're not implying that a particular pattern applied to everyone in the world or even in a particular country or region. Nor are they claiming that absolutely nothing changed in the pattern they're describing. For example, agricultural production has been continuous for thousands of years. But there are exceptions to this broad statement: on the one hand, some people have continued to be foragers; on the other hand, methods of farming have changed substantially with technology. So the continuity of agriculture is a generalization but not a completely unchanging pattern or a pattern that applies to everyone on the planet.

To work on developing this skill, look for places in your text where the authors directly indicate that a historical pattern persisted over time and explain *why* that pattern persisted. But even when an author focuses on change in history, you can still find continuity by inference, since few things ever change completely. When the text describes a new development, ask yourself what *didn't* change. For example, employing the ideas

of the European Enlightenment, Thomas Jefferson in the Declaration of Independence proclaimed "that all men are created equal." But many of the thinkers of the early republic used custom and biology to justify limiting suffrage to white men only. In this way, they continued to defend traditional stereotypes about the inferiority of women and non-Europeans that had existed for centuries.

EXERCISE: Look at the authors' discussion of "Neo-European Colonies" on pages 56–66 in Chapter 2. How did the different colonies of the North American Atlantic coast seek to replicate European patterns of economic and social organization?

Periodization Periodization refers to the ways that historians break the past into separate periods of time. Historians look for major turning points in history—places where the world looked very different *before* some event than it did *after*—to decide how to break the past into chunks. They then give a label to each period to convey the key characteristics and developments of that era.

Because the past is complex, any attempt to create eras and give those eras labels can provoke disagreement. For example, the word *Renaissance*, which means "rebirth," was first used in the later sixteenth century by the Italian art historian Giorgio Vasari to describe artists such as his contemporary Michelangelo whom Vasari regarded as geniuses even greater than those of the ancient world. Over time, the word's meaning was broadened to include many aspects of life, expanded geographically to include developments in many countries, and extended chronologically to include several centuries. But scholars do not agree about when exactly the Renaissance began and when it ended, and they debate whether certain artists and writers should be considered "Renaissance" figures. Many note that along with significant changes during the Renaissance, there were also striking continuities with the medieval period that preceded it. Others have questioned whether the word *Renaissance* should be used at all to describe an era in which many social groups saw decline rather than advance. These debates remind us that all periodization is done by people after the fact, and it all involves value judgments. No Delaware or Shawnee soldier in the Ohio Valley in the mid-eighteenth century, for example, knew he was fighting what would later be called "The French and Indian War," or that he was living in a period of time that would later be referred to as "colonial America."

As you develop this skill, pay attention to the labels for various periods that are used in the chapter you're reading. Sometimes chapter titles themselves contain a period label, which can give you an idea of what the authors have decided is the main story for that era. Chapter 3, for example, is titled "The British Atlantic World," and Chapter 25 is titled "Cold War America."

EXERCISE: Chapter 26, which discusses society and culture in the postwar period, is titled "Triumph of the Middle Class." Read the chapter introduction and Big Idea question on page 838. What words do the authors use to convey their judgment that this was a period of triumph? From other history courses you have had, or from history you have learned on your own, you might know that this era occurred in the midst of other periods to which labels have also been given, including the "Red Scare" and the "Cold War." Consider why these labels were given to their respective periods. How do they complicate the idea that this was an era of "triumph"?

Comparison and Contextualization

People don't learn things in isolation, but in relationship. Historians are no different. The third category of Historical Thinking Skills reflects the ways historians make sense of the past by placing particulars in some larger framework. For example, they understand historical events and processes by comparing them to related events and processes to see how they're similar and different. Second, historians recognize that historical evidence, including artifacts, photographs, and speeches, can only be adequately understood by knowing something about their context, that is, the time and place when they came into existence.

Comparison Comparisons help historians understand how a development in the past was similar to or different from another development and in this way determine what was distinctive. For example, some scholars have concluded that the reform spanning the Progressive and New Deal eras shared key features that led to the development of a welfare state. Other scholars have argued that the New Deal represented a radical break from the progressive policies of the past. Through the tool of comparison we can see how leaders and ordinary people handled common problems in unique ways.

As you develop this skill, practice comparing two social justice movements, such as the African American

and women's suffrage movements — and also compare the same movement at two different points in time. For example, how was the women's suffrage movement of the nineteenth century similar to that of the women's suffrage movement of the early twentieth century? How was it different? What had happened to lead to these differences?

EXERCISE: Look at the authors' comparison of slavery in the Chesapeake, South Carolina, and the West Indies in the eighteenth century in Chapter 3. How was the institution of slavery similar from place to place? Why? What key features do the authors say are different? Why are they different?

Contextualization Just as historical events make more sense when they're studied alongside similar events, historians know that any event can only be understood in "context." Context refers to the historical circumstances surrounding a particular event. Historians look for major developments in any era to help determine context. They typically think in terms of two levels of context: an *immediate* (or short-term) context and a *broad* (or long-term) context.

The easiest way to begin thinking about context is to figure out when a particular event took place or when a document was created. Then brainstorm the major developments of the era. Ask yourself, "How might these larger events have shaped this event (or document)?"

For example, European Enlightenment ideas — among them John Locke's revolutionary idea that political authority was not given by God to monarchs and that the people should have the power to change government policies, or even their form of government — had been carried over to the Americas by European colonists. These ideas added a secular dimension to colonial cultural life, but it wouldn't be until the Revolutionary era that these ideas would be embraced by American intellectuals such as John Adams, James Madison, and Thomas Jefferson in their formulation of republican political theory.

To understand why these ideas had such dramatic effects, you need to consider the larger context. That context, as Chapter 4 indicates, includes both the immediate context of the political and social situation in the colonies in the eighteenth century and the long-term context of the print revolution. The context sometimes includes things that might at first seem unrelated. In this case, after 1700 improved transportation networks facilitated the spread of people, goods, and information in the colonies. Around the same time, in 1695 the British government let the Licensing Act lapse, which had given it the right to censor all printed materials, further opening the floodgates for the spread of books, newspapers, letters, and pamphlets. In 1704, the first colonial newspaper was founded. By 1776, the thirteen colonies that united in declaring independence had thirty-seven newspapers among them. The transportation and print revolution thus allowed revolutionary ideas to be communicated far more widely and quickly than they would have without it.

EXERCISE: Look at the "kitchen debate" between U.S. vice president Richard Nixon and Soviet premier Nikita Khrushchev on page 838 in Chapter 26. Note that it occurred in 1959, in a model kitchen the Americans set up in Moscow as part of the American National Exhibition. What immediate developments (including the location) might have shaped the arguments presented by the two leaders for the merits of their political systems? How do the broad context of the Cold War and the even broader context of U.S.-Soviet relations in the twentieth century help you understand the debate?

Crafting Historical Arguments from Historical Evidence

This Historical Thinking Skill focuses our attention on using evidence to make historical arguments. The word *argument* reminds us that any attempt to explain the past requires interpretation, since our understanding of the past is limited. Arguing means making a logical — rather than an emotional — case for your interpretation of a particular historical question or controversy. To be convincing, your interpretation has to present supporting evidence. This evidence consists of information you have gathered from primary sources, which are materials produced during the period being studied, as well as from existing historical studies, which are called secondary sources.

Historical Argumentation Historians make arguments about what life was like in the past, how or why things changed, and why those changes matter. Their arguments are informed by their deep knowledge about the subject and careful reading of primary and secondary sources. But because evidence from the past is often incomplete or difficult to understand, historians inevitably make inferences to fill the gaps in their knowledge. Not all historians make the same inferences,

so there are often a variety of interpretations about most historical events.

For example, all scholars agree that the growth of industry first in England and then in America and elsewhere in the eighteenth and nineteenth centuries was a major historical development. It was so important, in fact, that we call it a revolution: the Industrial Revolution. But historians disagree about the most significant causes for the way industry developed. Some highlight the coal deposits located near English rivers, which provided a source of power far greater than human or animal power. Others point to a culture of innovation that developed in England, in which artisans and inventors read scientific works and looked for solutions to practical problems. Still others emphasize the role of England's overseas colonies, which provided raw materials and markets for manufactured products.

To develop this Historical Thinking Skill, ask yourself how historians think they know what they know about a particular event. What evidence do they provide? Does their language suggest hesitancy or uncertainty about their interpretation? Do they offer alternative explanations?

EXERCISE: On page 11 of Chapter 1 of this text, how do the authors explain the decline of the Mississippian settlement of Cahokia? What inferences do they make?

Appropriate Use of Relevant Historical Evidence

Historians make arguments about the past based on primary-source evidence. As mentioned earlier, a primary source is something produced *in* the era under investigation. In contrast, a secondary source, also called a secondary interpretation or a secondary work, is something *about* the era under investigation made after the fact. It is usually the result of scholarly research of primary sources, or a distillation of such research. The narrative sections of this textbook, for example, are secondary sources, as are most published works of history, biographies, and encyclopedias. Sometimes a source can be both primary and secondary. Former British prime minister Winston Churchill's history of World War II is a primary source, because he was directly involved in some of the events he describes, and also a secondary source, because he uses a variety of historical sources to tell the story of events during the war in which he was not directly involved.

Traditionally, primary sources have consisted overwhelmingly of written sources. In fact, some historians referred to any time before writing as "pre-historic." In the last few decades, however, historians have increasingly moved beyond relying exclusively on written primary sources by turning to visual sources — paintings, photographs, architecture, artifacts, etc. — and evidence from other fields of knowledge. They even use evidence contained within the human body, such as DNA. For example, using scientific and medical information, historians have come to see the role that disease has played in history, such as the Black Death, which killed about one-third of the European population over just a few years in the middle of the fourteenth century. Since no historian can be an expert in every field, historians increasingly make use of the secondary sources produced by scholars in other fields, including archaeology, art history, biology, and chemistry.

In assessing primary sources, you need to begin with a careful examination of the source itself. But understanding evidence requires more. Primary sources are creations from a particular time and place, so you also have to consider the information that you know or can find out about the broader conditions in which the source was created — that is, the *context* of the source. Primary sources are created by a specific individual or group, called the *maker*, or in the case of written sources, the *author.* Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their ideas, attitudes, and beliefs — what is often termed their *perspective* or *point of view.* Primary sources are also often created for someone else, so determining the purpose and intended audience of a source is essential to your understanding of it.

EXERCISE: Take a look at the American Voices feature in Chapter 12, "The Debate over Free and Slave Labor," on page 384. Then review the headnotes and the chapter narrative to determine the context for these documents.

Historical Interpretation and Synthesis

You first learned about how historians make arguments; now you'll practice evaluating those arguments and making your own. Since history requires making inferences about the past, it's inevitable that scholars will come to different conclusions. It can be very helpful, then, to study different historical interpretations about a particular event or movement over time, as interpretations often change. The final skill component, synthesis, is also related to argumentation. It is the culminating skill because it requires you to integrate all the other skills in creating your own argument.

Interpretation Historians interpret both primary and secondary sources, evaluating points of view and considering context to create their own interpretations. Through analyzing different historical interpretations, you will see how historical interpretations change over time. We have already established that formulating a historical argument requires making inferences from evidence. The background of a particular historian (age, gender, nationality, political philosophy, time of writing, etc.) often shapes the way he or she understands or interprets the past. In many cases, knowing something about the context of a historian can help you understand his or her argument better — in the same way that understanding the context of the author of a primary source helps you understand the primary source. Sometimes this information can help you identify the prejudices or limitations of a particular interpretation.

For example, in the early 1960s the British historian Hugh Trevor-Roper claimed that Africa had no history until Europeans took over the continent, an argument that built on the ideas of many earlier European thinkers, especially those of the nineteenth-century German philosopher Georg Hegel. Subsequent scholarship has shown this conclusion to be faulty, and we can assume that several aspects of Trevor-Roper's situation influenced his point of view. For one, he was a historian of early modern and modern Europe who thought, as did many historians of his generation, that history could only be based on written documents. Because there were fewer of these for Africa before colonization than for Europe at the same time, he jumped to the conclusion that Africa had no history. Historians since Trevor-Roper have broadened the source base that they use in their research to incorporate many other types of sources, and they have also demonstrated that there are, in fact, many written documents relating to Africa that Trevor-Roper did not know about or chose to ignore with his comment. His choice to ignore these may have been influenced by the fact that he was a citizen of an imperial nation writing during decolonization.

Be careful when analyzing historical interpretations. You can't simply assume that because a scholar has *x* background he or she will make *y* argument. There are far too many exceptions for such a rule. Instead, begin by finding out what you can about a scholar's background and then make a hunch about how his or her background might shape his or her views. Then, as you read the arguments carefully, look for evidence that the author actually makes the kinds of arguments you anticipated. If you don't find such evidence, discard your hunch.

Synthesis Synthesis is a culminating skill that reflects your ability to make persuasive arguments of your own from evidence. It draws on all of the other Historical Thinking Skills — historical argumentation, appropriate use of relevant historical evidence, causation, continuity and change, periodization, comparison, contextualization, and interpretation — along with two other elements. First, you may need to draw on evidence outside the field of history. This might come from the social sciences, such as archaeology, anthropology, economics, or sociology; it might come from the humanities, such as art history or literary studies; or it might even come from the natural sciences, such as biology or chemistry. The other element is the ability to apply insights from historical evidence to a new setting. This is a creative form of comparison. You might link some moment in the past to a more recent issue, for example, the African civil rights movement of the 1960s and 1970s to Reconstruction, or compare how the United States has tended to underestimate the strength of nationalism in other people, as evidenced by the Iraq and Vietnam wars. In so doing, you will be using the past to shed light on the present. You will have taken a major step in historical thinking, as making connections is a key part of what historians do.

Getting the Most Out of Reading History

Active reading means reading for meaning. The big challenges of reading are length and detail. If you understand the "big picture," you can read much more quickly and effectively, because you can "see the forest for the trees." That is, you can see the main ideas and recognize how specific information is provided to illustrate those big ideas. The three stages of reading described below will help you understand the "big picture" when reading this text and others.

Before Reading (Prereading)

When approaching a text such as this one, it is helpful to spend a few minutes prereading the material of a chapter. During this stage, you are simply getting prepared for what you will be reading. This involves several steps. First, determine the chronology and major

theme(s) by looking at the chapter title and dates. The title often gives you a clue as to what the authors see as the main point, theme, or development of that chapter. Second, read the chapter headings and any focus questions, such as the Identify the Big Idea questions in this book, at the beginning of the chapter. The headings and questions provide a sense of the major topics addressed in the chapter, and the questions may also point toward the Historical Thinking Skills that are especially emphasized in the chapter. Third, page through the chapter, scanning the titles of the subsections and looking at the maps, timelines, illustrations, and primary sources. This will provide you with information about the major events, individuals, comparisons, and connections discussed in the chapter.

EXERCISE: Let's practice by prereading Chapter 1, "Colliding Worlds, 1450–1600." Scan the chapter and answer the following questions without writing anything down.

Step One: Look at the chapter title. What is the chronology of this chapter? What is the central theme?

Step Two: Look at the headings and Big Idea question in the chapter introduction on page 6. What are the four major topics in this chapter? What Historical Thinking Skills does the Big Idea question focus on?

Step Three: Page through each section, looking at the subheadings, maps, and illustrations and keeping the following questions in mind:

In the first section, "The Native American Experience," what were the important empires, chiefdoms, and confederacies prior to 1492? What connections existed between these diverse groups? In the second section, "Western Europe: The Edge of the Old World," what characterized European society? How did the growth of the Christian Church affect events in Europe? In the third section, "West and Central Africa: Origins of the Atlantic Slave Trade," how did trade connect Africa to the wider world? What does Map 1.4 tell you about the types of goods that were exchanged? In the fourth section, "Exploration and Conquest," what countries were especially important in exploration? From the order in which these countries appear in the subheadings, can you get clues about the chronology of the voyages? Which individuals are mentioned in subheadings? (You might not always recognize an individual named in a subheading, but you can always count on his or her historical importance.) What commodities are mentioned in subheadings or shown in illustrations?

Remember, there's no need to write this down. The point right now is just to get a clear idea of the "big picture" developments covered in the chapter. You haven't read the chapter yet — and you haven't taken a single note. But by spending 5 to10 minutes prereading the chapter, you already have a good idea of what the chapter's all about. You have recognized what parts of the story you may have heard about before, and what parts are completely new. By taking this time, you'll be able to read with a clear focus, saving yourself a lot of time later on. Now that you have a good idea of the "big picture," you're ready to begin actually reading the text.

During Reading

As you read chapters of this text, remember that reading is an active process — so stay focused. The meaning will only become clear as you work at it. The authors have intentionally written an organized textbook and want you to be able to follow along, so take advantage of the clues they have provided, especially the main questions, section titles, and subheadings.

Active readers use four skills to understand texts: *questioning*, *clarifying*, *summarizing*, and *predicting*. These steps don't have to happen in a particular order. In fact, once you become comfortable with them, they'll pop up on their own without you trying in whatever order they choose, perhaps several at the same time — that's when you know that they've truly become habits of mind. Use these skills along with note-taking to get the most out of your reading.

Questioning Historians look at the world in a particular way, and they usually organize their writing around the Historical Thinking Skills discussed above: cause and effect, comparison, interpretation, and so on. Many of the questions in each chapter involve one or more of these thinking skills. For example, the marginal question on page 15 of Chapter 1, "How did landscape, climate, and resources influence the development of Native American societies?" is a question about change over time and about causation. As the authors answer that question in the chapter section on pages 8–18, they utilize every other Historical Thinking Skill as well. They *craft a historical argument* using many types

of *relevant historical evidence*, including evidence gathered by scholars in other fields, such as archaeologists and anthropologists who study the remains of early native peoples; present a *periodization* of the thousands of years before European contact, when the peoples of the Western Hemisphere were largely isolated from the rest of the world; *compare* the trade networks and religious practices of Native American groups; *contextualize* the different ways that societies developed within the processes of climate and geography; and develop an *interpretation* about the development of diverse groups across the Americas that *synthesizes* information from different sources and fields of inquiry.

Asking questions is thus an essential way to develop Historical Thinking Skills. For every section you read, you might begin with the very basic "reporter questions": Who? What? Where? When? Why?

1. *Who* is the section about? History texts are almost always about people. Is the focus an individual? A social group? A political entity?
2. *What* does the section say about this person or group? Texts usually describe some major event or pattern. Did they do something important? Did something happen to them?
3. *Where* did the subject being described take place? Physical location is often crucial in history. Does this location help make sense of the subject in some way?
4. *When* did the events take place? Like physical location, chronology forms part of the historical context that makes events understandable. Does the text describe something unfolding over a very short period — or a longer one? Are there crucial events that came before that make the description understandable?
5. *Why* did the event or pattern being described take place — and why does it matter? Whether talking about a dramatic development or a continuity that endured for a long period of time, historians always attempt to understand what led to it. What reasons does the text provide for the event or pattern? How is the significance of the development explained?

Clarifying As you read, ask yourself if there are any words you don't understand. Some of these will be included as key terms defined in the margins, but not all will. When it comes to vocabulary, use good judgment. Is the word crucial for understanding the passage? If not, read right past it, as the meaning may become clearer as you read further in the text. If it is a crucial word, you may need to look it up in a dictionary.

When a longer passage throws you off, usually clearing up difficult vocabulary will help make the passage clearer. If it doesn't, simply reread the sentence a few times (slowly!). If you're still unclear, back up — usually to the beginning of the paragraph — and try again. The most common way skilled readers get clarification is simply by rereading.

Summarizing A summary is a brief review of the "big picture" of a particular section or chapter. After reading, briefly explain what each section is about in one sentence — being sure your summary considers all five of the "reporter questions" from the *Questioning* section above. If you are summarizing a section, you might think of this as answering the main question posed in the section. For example, a summary of the first section in Chapter 1, "How did landscape, climate, and resources influence the development of Native American societies?" might be: Native Americans (*who*) in present-day Mexico and Peru (*where*) began raising domesticated crops (*what*) around 6000 B.C. (*when*), and as agriculture spread northward across much of North America, agricultural surpluses led to population growth and facilitated the growth of diverse urban societies (*why*).

Predicting Based on your reading of an entire section or chapter, what do you think will come next in the text? How do you know? You may think predicting what's coming next is a waste of time, but it's a really good test of how well you understand the flow of the text. If you're in a car with your family going to visit your grandmother, you probably know the route to get there. If your mother takes an unanticipated turn, it alerts you that something is different from what you were expecting — and prompts you to ask why. So if your prediction based on reading is wildly off, it may alert you to the fact that your previous idea of the "big picture" of the section was off for some reason. You may need to back up and reread a section, or at least move forward more alert to where the author is going. Again using the first section of Chapter 1 as an example, what do you imagine will happen to native peoples after European contact?

Note-Taking Of course, simply reading the text is not sufficient. You'll never remember everything that's important unless you take notes. Students experience many pitfalls when taking notes. You should only write notes *after* you understand what you have read. Actively *question*, *clarify*, *summarize*, and *predict* in your head (or out loud) as you read each chapter, and then go

back through the subsections and take brief notes representing the key ideas of that section.

Brief is generally better — don't wear yourself out in the notes themselves. Find some consistent abbreviations for frequent words, and use symbols: an up arrow to indicate growth, a flat arrow to indicate cause/effect, an "=" to indicate a definition, and so on. Don't write everything; ask yourself if a particular point is a main idea or just an example. If you own your textbook, make annotations in the margins. If not, get a stack of sticky notes and place them in the margins for your comments.

EXERCISE: Let's practice these four skills with the section called "Sixteenth-Century Incursions" on pages 30–35 in Chapter 1, "Colliding Worlds, 1450–1600."

- **Questioning:** What were the sixteenth-century incursions? Whom did they affect? Where did they happen? When did they happen? Why and how did they happen? How did people respond? What were their effects and consequences?
- **Clarifying:** Important words like *reconquista* are defined in the text itself, but are there any words that you do not understand? If there were any sentences you didn't understand, did they become clearer as you reread them or as you read on in the text?
- **Summarizing:** Briefly explain what this section is about in one sentence.
- **Predicting:** Based on the section you've just read, what do you think will come next in the text? How do you know?

Now that you know what this section is about, what brief comments are worth writing down in your notes?

After Reading

Reflecting on what you've read places information you've just learned into long-term memory. This involves doing the same kind of summarizing you've done section by section, but now for the entire chapter. In essence, it is a summary of your summaries. While it might seem enough to summarize the chapter verbally, writing down key ideas helps place them into long-term memory. Read through the notes that you've taken for the chapter, particularly the summary of each section. Then try to write a master summary of the entire chapter using no more than fifty words that captures the key point of each section of the chapter as well as the chapter as a whole.

EXERCISE: Write a master summary of Chapter 1 now.

Writing About History

This skills primer began by introducing you to the patterns of thinking you need to really understand history. The next section pointed out ways to be smart about reading your textbook. This third and final section turns to the writing skills you need to develop for AP history courses and exams. Our focus shifts away from you *receiving* input toward you *providing* output: sharing your understanding of Historical Thinking Skills through writing.

There are different types of essays on AP history exams, but two essential skills apply to all of the essays you'll encounter. First, to successfully demonstrate what you know, you have to answer the question that has been asked. Sounds simple, but many students get in trouble on the exam by failing to address the question in front of them, which is called the "prompt."

Every prompt contains three elements, and you need to pay attention to all of them as you plan your response. First, each prompt deals with a subject, expressed in two important types of nouns. A *proper noun* refers to a specific historical entity — Puritanism, the Confederacy, the New Deal. A *common noun* typically refers to a historical concept: a key historical idea (republicanism, liberalism) or process (industrialization, western expansion). Sometimes this process is limited in time, but often it is a pattern that occurs over a relatively long period. Your answer must deal with all of the subjects of the prompt, not just some of them. Second, the prompt specifies a periodization or date range expressed in years. Obviously, you need to be sure your response addresses this era. One of the most common problems in student essays is providing historical information from the wrong era. Third, and most importantly, the prompt contains a task expressed as its main verb: *compare*, *describe*, *explain*, *analyze*, and so forth. Pay attention to this task verb, as these tasks are not the same, and your answer must do what the prompt asks you to do.

It doesn't matter how strong your content knowledge and historical skills are if you can't communicate clearly what you know. Every essay needs to have a specific, focused *thesis* in the introductory paragraph that

makes an argument addressing the prompt. Your thesis should be as brief as possible while still addressing the complexity of the topic. If your thesis explicitly responds to each of the three prompt elements clearly and accurately — if it includes the subjects, the time period, and the task — you will have a strong thesis. And you'll be on your way to a persuasive essay.

Every essay needs to be organized into distinct *paragraphs*. The number of paragraphs depends on the complexity of the prompt. Typically, however, two body paragraphs won't be sufficient to address the topic thoroughly. What's most important is that you clearly announce the point you're going to make in each paragraph through a *topic sentence* that effectively covers the subject of the paragraph. Any content in the paragraph that doesn't support the topic sentence doesn't belong there.

Finally, every essay requires you to make use of *evidence* to support your claims. The type of evidence also differs depending on the type of essay. The document-based question (DBQ) requires you to reference the documents included with the question, while the other essays require you to draw on information that you know. In every case, however, you need to both discuss relevant historical information you've learned during the course and then *explain how that information supports your claim*.

While many of these writing suggestions would apply equally to essays in other academic subjects, the essay types on AP history exams are all geared to the concerns of historians. Each type of essay requires the use of the Historical Thinking Skills discussed earlier, often in combination with one another. For example, every essay type requires you to discuss the *historical context* of the subject you're writing about and to *appropriately use relevant evidence* to develop an *interpretation* and *argument* about the past. Every essay requires you to go beyond simply listing factual information to *analyze* that information. In fact, "analyze" is commonly used as a question prompt in all types of essays.

Document-Based Questions

The document-based question, or DBQ, is a defining feature of all AP history exams. Of all the essays, this one tends to make students the most anxious. But much of this anxiety is misplaced. Once you understand the DBQ, you will feel less worried about it — and may even come to find it your favorite essay type. Unlike the other essays, for which you have to call on your memory to provide all the evidence, the documents in the DBQ form the basic evidence you need to use.

To do well on a DBQ, you need to go beyond the content of the documents in order to set the context, make a clear argument, and analyze the documents properly. Using documents as evidence requires the sophisticated analysis skills we discussed in the section "Appropriate Use of Relevant Historical Evidence." That means that you have to consider the perspective or point of view of the documents. Every primary source — textual, visual, or statistical — was created for a specific purpose. Even if the author is an eyewitness or participant, people construct different accounts of the same event, which are shaped by their perspective. That doesn't necessarily mean the author intentionally wrote it to mislead or provide only part of the story, but every document is limited and imperfect in the information it provides.

As with all essay questions, be sure your introductory paragraph includes a clear and focused thesis statement that encapsulates your argument. Use the "reporter questions" — Who? What? When? Where? Why? — to interrogate each document, and then consider the limitations of each document before writing your DBQ. Then be sure to incorporate these insights about document limitations into the essay itself to make your essay more analytical — and therefore stronger.

Consider the photo of men from the Kansas Volunteer Infantry during the Civil War on page 454 in Chapter 14. Students tend to view a document like that as a straightforward factual record. After all, we often hear that "pictures don't lie." But the picture was taken for a particular purpose by someone who decided to arrange the shot so that the soldiers would appear in uniform posed with their rifles. So it's worth asking *why* the photographer took the picture in this way. What purpose might this picture serve? What message might it convey to someone who saw it at the time it was taken? How might it misrepresent — or represent in a limited way — the realities of the soldier experience?

Purposes can be stated explicitly by the maker of a source, or they can be determined later by those analyzing the source, including you as you write your answer to a DBQ. Sometimes the purposes given by the maker and by later historians are different from one another. For example, during the Renaissance, European city governments issued laws limiting what people could spend on clothing or family celebrations such as weddings. The governments stated that the purpose of these laws was to restrict wasteful spending, but later historians studying these laws have determined that their purpose was also to sharpen distinctions between social classes. For many of the documents you will be using to answer a DBQ, you will need to

make your best judgment about the purpose, just as historians do.

You also need to corroborate your documents. That means bringing the documents into "conversation" with each other. Since the documents in a DBQ don't directly refer to each other, you have to use your intuition to see connections. This relates to a distinctive task about the DBQ: you need to organize the evidence from the documents into several categories or groups — usually at least three. The categories are sometimes stated or implied in the prompt, but you'll often have to call on your knowledge of history and the content of the documents themselves to determine what categories (and how many) make sense. Please note that because you can use the same document multiple times, you often have flexibility in coming up with categories. You might choose to group the documents according to geography, or the social status of their authors, or the type of document, or what they say about the issue discussed in the question, or according to any number of other lines of connection.

In all of the American Voices and Thinking Like a Historian features in this book, the authors have included multiple primary sources that address the same or related topics, along with questions that allow you to bring the documents in conversation with each other just as you will for a DBQ. For example, in Chapter 5, the feature Thinking Like a Historian, "Beyond the Proclamation Line" includes six brief primary sources of the types that you might encounter on a DBQ that speak to life in "Indian country" between 1763 and 1776. Voices range from the crown's superintendent for Indian affairs in the northern colonies, to a Baptist minister's description of the trading communities of the Ohio Valley, to a list of grievances by a Delaware headman. Comparison is one of the Historical Thinking Skills identified for AP history exams, and it is often a task word in essay questions, so use the document features and questions in this book to practice the skills needed for the DBQ.

Finally, you have to draw on your outside knowledge. To do well, you need to position the DBQ documents within the broader context of the period, drawing on what you've learned from your textbook, from your teacher, and from any outside reading or research that you've done. Feel free to mention other sources that you may have encountered previously, especially if they offer a perspective that is missing or if the addition of outside sources helps to support your argument. In the "Beyond the Proclamation Line" feature, for example, if these were the sources provided for a DBQ, you would use the information in the textbook, especially that in the section "The Problem of the West" on pages 163–166, to provide broader context for your answer.

Long-Essay Questions

Along with the DBQ, AP history exams contain other essay questions, called "thematic essays," "free response questions," or simply "long essays." This type of essay question tests your ability to use information that you already know to answer a specific question that draws on one or more Historical Thinking Skills. Like the DBQ, essay questions have different task verbs that correspond to different Historical Thinking Skills. Three of the most common of these involve change and continuity, causation, and comparison.

Change and Continuity Questions For questions that focus on change over time, you will have to identify major changes and explain the significance of those changes — that is, why the changes matter — for the topic described in the prompt. You will also have to analyze *why* something changed. If the question prompt asks about both change and continuity, your thesis statement and the essay itself must clearly address both elements. A strong argument must do more than simply *identify* some continuities and changes. It has to *analyze* why both the continuities and changes existed and why they mattered. (The Making Connections questions that appear at the end of each chapter often ask you to analyze continuity and change over time, so they are good practice for this type of essay.) It's a good idea to weigh the relative value of continuities and changes. In other words, do you perceive continuities to have been more powerful than changes on the topic addressed in the prompt, or vice versa? Why do you think so?

In terms of structure, avoid the temptation to organize your essay into two large paragraphs, one for continuities and one for changes. Instead, identify important topics or categories of comparison — governmental structure, immigration patterns, or gender relations — and use those topics as the body paragraphs. Then, in each body paragraph, address *both* continuities *and* changes, being clear to signal your transition from one to the other.

In the same way that identifying change is an easier Historical Thinking Skill than identifying continuity, change is also easier to write about than continuity. U.S. history narratives devote a lot of time to, say, how American Christianity changed as a result of the Great Awakening. So if you're writing an essay about eighteenth-century religion, that information will

come to mind more quickly. After brief reflection, however, you'll realize that certain aspects of American Christianity did *not* change with the Great Awakening. Therefore, along with changes, you will want to identify several major continuities, such as Martin Luther's belief in the priesthood of all Christians or the influence of clergy. Then you will need to discuss why these were significant and suggest some reasons why they did not change.

Question prompts about change and continuity may not always be phrased in exactly those words. Often they might ask you to assess the impact of something (or someone) on something else, analyze the influence of something on something else, or analyze the extent to which something shaped something else. Thinking a bit about such questions, you can recognize that they are actually about change and continuity. To assess the impact or influence of A on B, you will need to decide what changed in B as a result of A. To write a good essay about this, you will also need to discuss what did *not* change, and why — in other words, continuities. For example, a question might ask you to assess the impact of World War I on U.S. culture and society in the 1920s and 1930s. You can see that this question is about change and continuity: what changed as a result of the war, and what did not change. As in the example of the Great Awakening, it is often easier to remember what changed than to recall what stayed the same, but a strong essay will consider both. A strong essay might also go beyond the direct impact of World War I to include broader cultural changes that relate more indirectly to the war. If you do this, however, be sure to relate everything you include to the prompt, and do not use the question as an opportunity for a "data dump" of everything you can think of about the 1920s and 1930s. Throwing in a lot of extraneous information to pad your answer will not improve it.

Causation Questions Questions about change, or about impact or influence, are also about causation, for any good answer will go beyond *what* happened to *why*. Asking *why* is at the heart of what historians — including the AP history text makers — mean by *analysis*. A quick way to see whether you have provided analysis in your answer is to see whether it includes the word *because*. There are many other ways to analyze, but most sentences containing the word *because* at least attempt to analyze something.

Some question prompts might also address causation directly, asking you to explain the reasons for something or analyze the causes for something. The historical causation chart on page xxxix will provide you with a good way to structure your answer. Take a question about the causes of Columbus's voyages of exploration, for example. After your thesis statement that directly addresses the prompt of the question, you could begin with *large-scale processes* that developed over centuries. These might include trading networks through which Europeans became familiar with the products of Asia and Africa, such as spices, silk, and ivory; conflicts between Christianity and Islam, which had especially shaped Spanish culture in the many centuries when Christians fought Muslims for control of the Iberian peninsula; and improvements in ship design and navigational instruments. Then you could move to complex causes that were more immediate: the expansion of the Ottoman Empire, which disrupted old trade routes and lessened the direct access of Western Europeans to exotic luxuries; the aims of the Spanish monarchs Ferdinand and Isabella to compete with Portugal in the race for direct access to spices and to continue the expansion of Christianity; the invention of the printing press, which allowed work by earlier geographers and travelers to be cheap and accessible to ship captains and merchants; and Columbus's personal ambition, desire for glory, and religious fervor.

If the question prompt is about consequences as well as causes, you can continue using the chart to discuss the many consequences of Columbus's voyages. Among these were *unintended consequences*, which begin with one that seems almost too obvious: Columbus's voyages made Europeans aware that there were large landmasses in the world other than the ones they already knew about. (This is what we mean by "discovering" — becoming aware of something that is already there.) As you probably know, at first Columbus did not recognize what he had discovered, and even after he did, he spent most of his efforts trying to get around these new lands to reach Asia, his intended destination. Although Columbus claimed the lands that he explored for Spain, he (and the Spanish monarchs who backed him) was primarily looking for trade connections, not lands to conquer. So you might even choose to argue that colonization was an unintended consequence. Beyond this are a range of changes that were truly unintended, such as the widespread exchange of animals, plants, human populations, and diseases across the Atlantic in both directions, later called the "Columbian Exchange."

Again depending on the exact question prompt, you might also want to discuss *contingency*, the fact that things might have turned out differently. One of the most common problems in analyzing cause and effect in the past is that we know the outcome, or at

least the outcome up to now. It is thus very tempting to view developments *teleologically*, that is, as leading inevitably to the outcome that we know happened. Immediately after a game is over, for example, commentators often explain why the team that won was destined to win, although if the other team had won, they would have a ready explanation for that as well. Immediately after an election, the loser's strategy is analyzed as faulty and misguided, although if the results had been different, the same strategy would have been praised as brilliant. In this example, all large-scale processes and long- and short-term causes seem to lead to Columbus. It is easy to imagine the story turning out differently, however. An Aztec conquest of Europe would not have been a possibility, but Columbus's ships could have easily sunk on the first voyage. Or Ferdinand and Isabella could have said no. Or John Cabot — like Columbus, an Italian trying to get backing for voyages from a Western European monarch — could have moved to England slightly earlier than he did and convinced Henry VII of England to support him in 1490 instead of 1496. Not every question about causation will lend itself to thinking about possible alternate scenarios so easily, but in every one there are some lines of causation that are coincidental.

Comparison Questions Another Historical Thinking Skill often involved in essay questions is comparison, with questions that might be phrased "compare and contrast . . ." or "analyze similarities and differences . . ." Your thesis statement should focus on major similarities and differences, but it cannot simply be "there were similarities and differences in A and B." Instead it must include some information about *how* A and B were similar or different. When you place two presidents, two ways of thinking, or two revolutions side by side, what do you notice? How are they similar? How are they different? One good way to structure the thesis for a comparative question is: Although A and B were different in C, they were similar in D.

Once you move beyond the most basic level of identifying broad similarities and differences, you need to be more precise. You should begin by teasing out both categories in more detail, providing specific evidence to support your broad generalizations. For example, in broad terms the American, French, and Haitian revolutions all included demands for liberty and equality, and all of them significantly expanded citizenship rights. In all three these rights were limited to men, another similarity among them. But only in the Haitian Revolution, when a massive revolt ended slavery and won Haiti's independence from France, were those rights extended to men of African descent. Just as with change and continuity, it's often worthwhile to indicate whether you think similarities are more significant than differences, or vice versa, and why.

You need to be careful about the structure of this essay. Many students fall into the trap of simply describing topic 1 in a body paragraph and topic 2 in a separate body paragraph. They assume that readers will be able to recognize the similarities and differences between the two topics on their own. But you'll never earn a high score that way.

After your introductory paragraph and thesis statement, always begin each body paragraph with a topic sentence that introduces the category or topic you want to compare. Your comparisons need to be explicit and concrete. Be sure to use clear signal words that identify that you are shifting from similarity to difference ("Despite these similarities during times of financial crisis, the two presidents differed dramatically.") In the contrast portion of your essay, be clear about the particular difference, making use of contrast words such as *conversely*, *unlike*, and *however* to signal your point to the reader.

In brainstorming similarities, try to step back and think in more abstract conceptual terms so you don't miss deep similarities that seem different on the surface. For example, students sometimes say that a king is different from an emperor, because they focus on the different titles. But both are hereditary monarchs typically viewed as having divine authority to rule. That makes them very similar in deep ways, despite the different labels. They are much more similar to each other than they are to, say, a democracy or a communist regime.

Students sometimes wonder whether the first body paragraph should focus on similarities or differences. One approach is to deal with the less significant topic first, get it out of the way, and then move on to the more significant topic. But that is really a matter of taste. What *is* important is that you provide a clear transition when you move from the compare to the contrast portion of your essay (or vice versa): "These similarities [that you've just discussed], however, were much less crucial than differences in *x*, *y*, and *z*." If this sounds like a repeat of your thesis statement, that's because it is. In the body of your essay, you want to echo the road map, your thesis, to help your reader know that you are now making the transition that your introductory paragraph said you would be making.

You might be thinking that the suggestions here about answering comparative questions sound similar to those about answering change-over-time questions,

and you would be absolutely right. Embedded (and not very deeply) in change-over-time questions are comparisons, for the only way that you can identify something as a change or continuity, or assess the impact of something on something else, is to compare them. To transform these comparisons into analysis, you will need to provide relevant historical evidence, contextualize the developments you are discussing, and evaluate causes and effects. As we have said all along, all of the Historical Thinking Skills are related, which is why the final thinking skill is synthesis: "the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other Historical Thinking Skills."*

Many students feel anxious about having to write the AP history essays. But once you become familiar with the elements of each prompt and know how to address them effectively, you'll realize that there's no reason to be stressed. In fact, you should feel confident as you approach the writing portion of the test. Unlike the multiple-choice portion of the AP exam, the essay section gives you a lot of freedom to demonstrate what you know in an open-ended way. And if you've been thinking historically, reading the text with that lens, and sharing your ideas in class, you may begin to look forward to an opportunity to show just how developed your Historical Thinking Skills are.

*http://advancesinap.collegeboard.org/historical-thinking

AMERICA'S HISTORY

PART 1

Transformations of North America

1450–1700

In 1450, North America, Europe, and Africa were each home to complex societies with their own distinctive cultures. But their histories were about to collide, bringing vast changes to all three continents. European voyagers sailing in the wake of Christopher Columbus set in motion one of the most momentous developments in world history: sustained contact among Native Americans, Europeans, and Africans in dozens of distinct colonial settings. Before the arrival of Europeans, a wide range of complex Native American societies claimed the continent as their own. Although colonization brought profound change, it did not erase what had come before because Native American societies interacted with colonizers from the beginning. They shaped colonial enterprise in important ways, enabling some forms of colonization while preventing others.

Native Americans, Europeans, and Africans were surprisingly similar in many ways, though the differences among them were important as well. Their distinctive ideas about gods and the spirit world informed their political systems and animated their approaches to trade and warfare. Whether they met in peace or war — or whether peaceful interactions quickly turned violent — Native Americans, Europeans, and Africans viewed one another through lenses that were shaped by these ideas.

In Part 1, we compare Native American, European, and African societies on the eve of colonization and then explore how Europeans experimented with various models of colonization in the first two centuries of sustained transatlantic contacts. The story in Chapters 1 and 2 addresses three main developments that are central to this period:

Native American Diversity and Complexity

Popular culture can lead us to think of Native American societies as being substantially the same everywhere in North America: they were organized into tribes, with few material possessions and primitive beliefs and cultures, and reliant mostly on hunting for their subsistence. This impression distorts a much more complicated picture. Native American political organization ran the gamut from vast, complex imperial states to kin-based bands of hunters and gatherers. Patterns of political organization varied widely, and the familiar label of *tribe* does more to obscure than to clarify their workings. Native Americans' economic and social systems were adapted to the ecosystems they inhabited. Many were extremely productive farmers, some hunted bison and deer, while others were expert salmon fishermen who plied coastal waters in large oceangoing boats. Native American religions and cultures also varied widely, though they shared some broad characteristics.

These variations in Native American societies shaped colonial enterprise. Europeans conquered and coopted Native American empires with relative ease, but smaller and more decentralized polities were harder to exploit. Mobile hunter-gatherers appeared politically amorphous, but they became especially formidable opponents of colonial expansion.

Colonial Settlement and the Columbian Exchange

European colonization triggered a series of sweeping changes that historians have labeled the "Columbian Exchange." At the same time that people crossed the Atlantic in large numbers, so too did plants, animals, and germs. Old World grains like wheat and barley were planted in the Americas for the first time, and weeds like dandelions were carried across the ocean as well. Potatoes, maize (corn), and tomatoes, among other foods, crossed the Atlantic in the other direction and transformed dietary practices in Asia as well as Europe. Native Americans domesticated very few animals; the Columbian Exchange introduced horses, pigs, cattle, and a variety of other creatures to the American landscape. Germs also made the voyage, especially the deadly pathogens that had so disordered life in Europe in the centuries prior to colonization. Smallpox, influenza, and bubonic plague, among others, took an enormous toll on Native American populations. Inanimate materials made the voyage as well: enough gold and silver traveled from the Americas to Europe and Asia to transform the world's economies, intensifying competition and empire building in Europe.

Old World diseases devastated Native American peoples. On average, they lost ninety percent of their numbers over the first century of contact, forcing them to cope with European and African newcomers in a weakened and vulnerable state.

Experimentation and Transformation

The collisions of American, European, and African worlds challenged the beliefs and practices of all three groups. Colonization was, above all, a long and tortured process of experimentation. Over time, Europeans carved out three distinct types of colonies in the Americas, each shaped by the constraints and opportunities presented by American landscapes and peoples. Where Native American societies were organized into densely settled empires, Europeans conquered the ruling class and established tribute-based empires of their own. In tropical and subtropical settings, colonizers created plantation societies that demanded large, imported labor forces—a need that was met through the African slave trade. And in the temperate regions of the mainland North America, where neither the landscape nor the native population yielded easy wealth, European colonists came in large numbers hoping to create familiar societies in unfamiliar settings.

Everywhere in the Americas, core beliefs and worldviews were shaken by contact with radically unfamiliar peoples. Native Americans and Africans struggled to maintain autonomy in their relations with colonizers, while Europeans labored to understand—and profit from—their relations with nonwhite peoples. These transformations are the subject of Part 1.

Transformations of North America 1450–1700

Thematic Understanding

This timeline arranges some of the important events of this period into themes. Look at the entries for "Ideas, Beliefs, and Culture" from 1450 to 1700. How did the Protestant Reformation and the response of the Catholic Church influence the colonization of the Americas in these years? In the realm of "Work, Exchange, and Technology," how did colonial economies evolve, and what roles did Native American and African labor play in them? >

	WORK, EXCHANGE, & TECHNOLOGY	PEOPLING	POLITICS & POWER	IDEAS, BELIEFS, & CULTURE	IDENTITY
1450	• Diversified economies of Native America • Rise of the Ottoman Empire blocks Asian trading routes of the Italian city-states • Europeans fish off North American coast • Portuguese traders explore African coast	• Christopher Columbus explores the Bahamas and West Indies (1492–1504) • Pedro Alvares Cabral makes landfall in Brazil (1500) • Spanish conquest of Mexico and Peru (1519–1535)	• Rise of monarchical nation-states in Europe • Aztecs and Incas consolidate their empires • Probable founding of the Iroquois Confederacy • Rise of the Songhai Empire in Africa	• Protestant Reformation (1517) sparks century of religious warfare • Henry VIII creates Church of England (1534) • Founding of Jesuit order (1540)	• Castile and Aragon joined to create Spain; the Inquisition helps create a sense of Spanishness • John Calvin establishes a Protestant commonwealth in Geneva, Switzerland
1550	• Growth of the outwork system in English textile industry • Spanish *encomienda* system organizes native labor in Mexico • Inca *mita* system is co-opted by the Spanish in the Andes	• Castilians and Africans arrive in Spanish America in large numbers • English colonies in Newfoundland, Maine, and Roanoke fail	• Elizabeth's "sea dogs" plague Spanish shipping • English monarchs adopt mercantilist policies • Defeat of the Spanish Armada (1588)	• Philip II defends the Roman Catholic Church against Protestantism • Elizabeth I adopts Protestant Book of Common Prayer (1559)	• English conquest and persecution of native Irish • Growing Protestant movement in England
1600	• First staple exports from the English mainland colonies: furs and tobacco • Subsistence farms in New England • Transition to sugar plantation system in the Caribbean islands	• First set of Anglo-Indian wars • African servitude begins in Virginia (1619) • Caribbean islands move from servitude to slavery	• James I claims divine right to rule England • Virginia's House of Burgesses (1619) • English Puritan Revolution • Native Americans rise up against English invaders (1622, 1640s)	• Persecuted English Puritans and Catholics migrate to America • Established churches set up in Puritan New England and Anglican Virginia • Dissenters settle in Rhode Island	• Pilgrims and Puritans seek to create godly commonwealths • Powhatan and Virginia Company representatives attempt to extract tribute from each other
1700	• Tobacco trade stagnates • Maturing yeoman economy and emerging Atlantic trade in New England	• Growing gentry immigration to Virginia • White indentured servitude shapes Chesapeake society • Africans defined as property rather than people in the Chesapeake	• Restoration of the English crown (1660) • English conquer New Netherland (1664)	• Metacom's War in New England (1675–1676) • Bacon's Rebellion calls for removal of Indians and end of elite rule • Salem witchcraft crisis (1692)	• Social mobility for Africans ends with collapse of tobacco trade and increased power of gentry

CHAPTER 1

Colliding Worlds 1450–1600

IDENTIFY THE BIG IDEA

How did the political, economic, and religious systems of Native Americans, Europeans, and Africans compare, and how did things change as a result of contacts among them?

In April 1493, a Genoese sailor of humble origins appeared at the court of Queen Isabella of Castile and King Ferdinand of Aragon along with six Caribbean natives, numerous colorful parrots, and "samples of finest gold, and many other things never before seen or heard tell of in Spain." The sailor was Christopher Columbus, just returned from his first voyage into the Atlantic. He and his party entered Barcelona's fortress in a solemn procession. The monarchs stood to greet Columbus; he knelt to kiss their hands. They talked for an hour and then adjourned to the royal chapel for a ceremony of thanksgiving. Columbus, now bearing the official title *Admiral of the Ocean Sea*, remained at court for more than a month. The highlight of his stay was the baptism of the six natives, whom Columbus called Indians because he mistakenly believed he had sailed westward all the way to Asia.

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In the spring of 1540, the Spanish explorer Hernando de Soto met the Lady of Cofachiqui, ruler of a large Native American province in present-day South Carolina. Though an epidemic had carried away many of her people, the lady of the province offered the Spanish expedition as much corn, and as many pearls, as it could carry. As she spoke to de Soto, she unwound "a great rope of pearls as large as hazelnuts" and handed them to the Spaniard; in return he gave her a gold ring set with a ruby. De Soto and his men then visited the temples of Cofachiqui, which were guarded by carved statues and held storehouses of weapons and chest upon chest of pearls. After loading their horses with corn and pearls, they continued on their way.

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A Portuguese traveler named Duarte Lopez visited the African kingdom of Kongo in 1578. "The men and women are black," he reported, "some approaching olive colour, with black curly hair, and others with red. The men are of middle height, and, excepting the black skin, are like the Portuguese." The royal city of Kongo sat on a high plain that was "entirely cultivated," with a population of more than 100,000. The city included a separate commercial district, a mile around, where Portuguese traders acquired ivory, wax, honey, palm oil, and slaves from the Kongolese.

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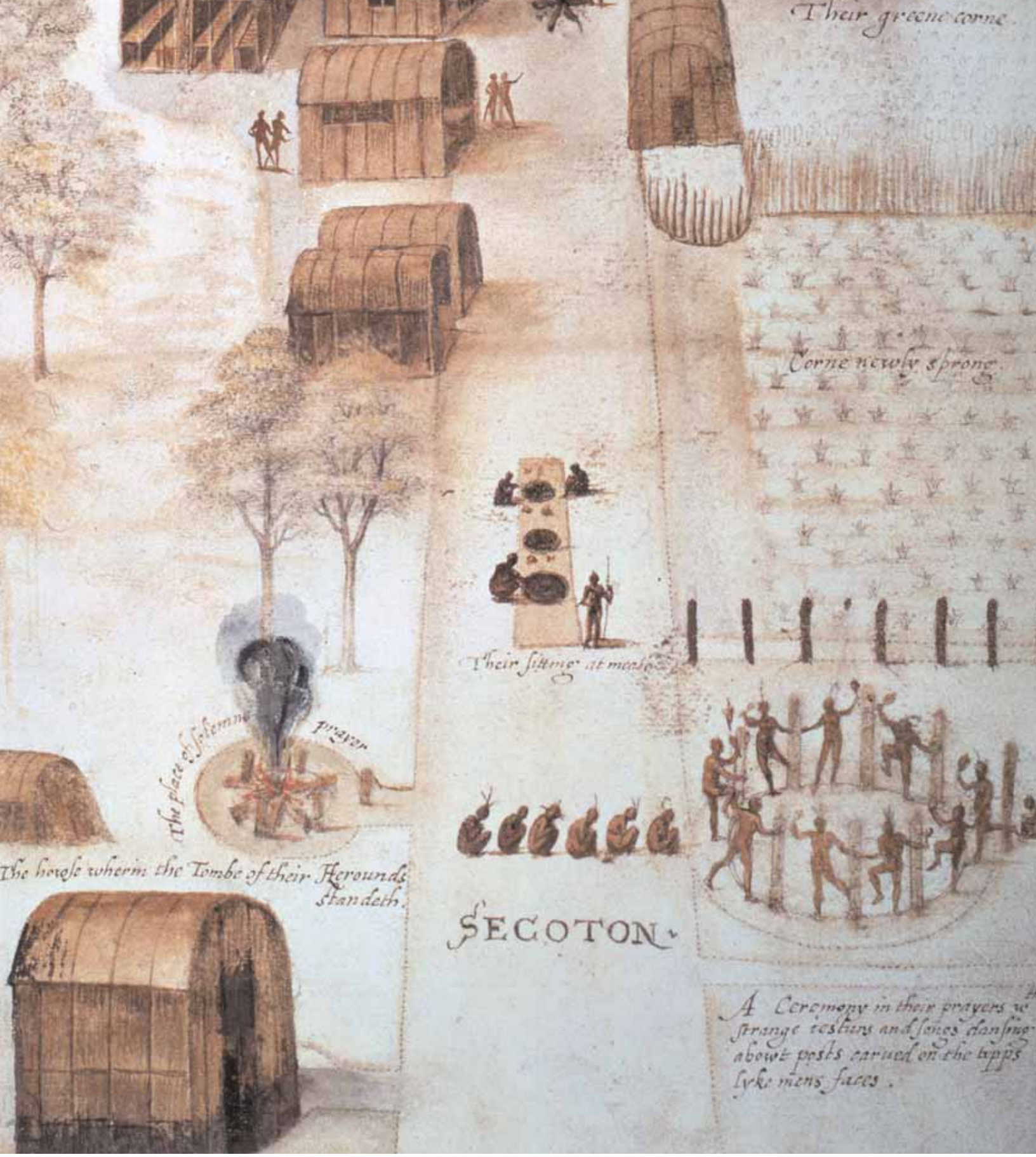
Three glimpses of three lost worlds. Soon these peoples would be transforming one another's societies, often through conflict and exploitation. But at the moment they first met, Europeans, Native Americans, and Africans stood on roughly equal terms. Even a hundred years after Columbus's discovery of the Americas, no one could have foreseen the shape that their interactions would take in the generations to come. To begin, we need to understand the three worlds as distinct places, each home to unique societies and cultures.



Village of Secoton, 1585 English colonist John White painted this view of an Algonquian village on the outer banks of present-day North Carolina. Its cluster of houses surrounded by fields of crops closely resembled European farming communities of the same era. White captured everyday details of the town's social life, including food preparation and a ceremony or celebration in progress (lower right). Service Historique de la Marine Vincennes, France/Giraudon/The Bridgeman Art Library.

The Native American Experience

When Europeans arrived, perhaps 60 million people occupied the Americas, 7 million of whom lived north of Mexico. In Mesoamerica (present-day Mexico and Guatemala) and the Andes, empires that rivaled the greatest civilizations in world history ruled over millions of people. At the other end of the political spectrum, hunters and gatherers were organized into kin-based bands. Between these extremes, semisedentary societies planted and tended crops in the spring and summer, fished and hunted, made war, and conducted trade. Though we often see this spectrum as a hierarchy in which the empires are most impressive and important while hunter-gatherers deserve scarcely a mention, this bias toward civilizations that left behind monumental architecture and spawned powerful ruling classes is misplaced. Regardless of size or political complexity, the energies and innovations of Native American societies everywhere profoundly transformed American landscapes. To be fully understood, the Americas must be treated in all their complexity, with an appreciation for their diverse societies and cultures.

The First Americans

Archaeologists believe that migrants from Asia crossed a 100-mile-wide land bridge connecting Siberia and Alaska during the last Ice Age sometime between 13,000 and 3000 B.C. and thus became the first Americans. The first wave of this migratory stream from Asia lasted from about fifteen thousand to nine thousand years ago. Then the glaciers melted, and the rising ocean submerged the land bridge beneath the Bering Strait (Map 1.1). Around eight thousand years ago, a second movement of peoples, traveling by water across the same narrow strait, brought the ancestors of the Navajos and the Apaches to North America. The forebears of the Aleut and Inuit peoples, the "Eskimos," came in a third wave around five thousand years ago. Then, for three hundred generations, the peoples of the Western Hemisphere were largely cut off from the rest of the world.

IDENTIFY CAUSES
What factors allowed for the development of empires in central Mexico and the Andes?

During this long era, migrants dispersed through the continents as they hunted and gathered available resources. The predominant flow was southward, and the densest populations developed in central Mexico — home to some 20 million people at the time of first contact with Europeans — and the Andes Mountains, with a population of perhaps 12 million. In North America, a secondary trickle of migration pushed eastward, across the Rockies and into the Mississippi Valley and the eastern woodlands.

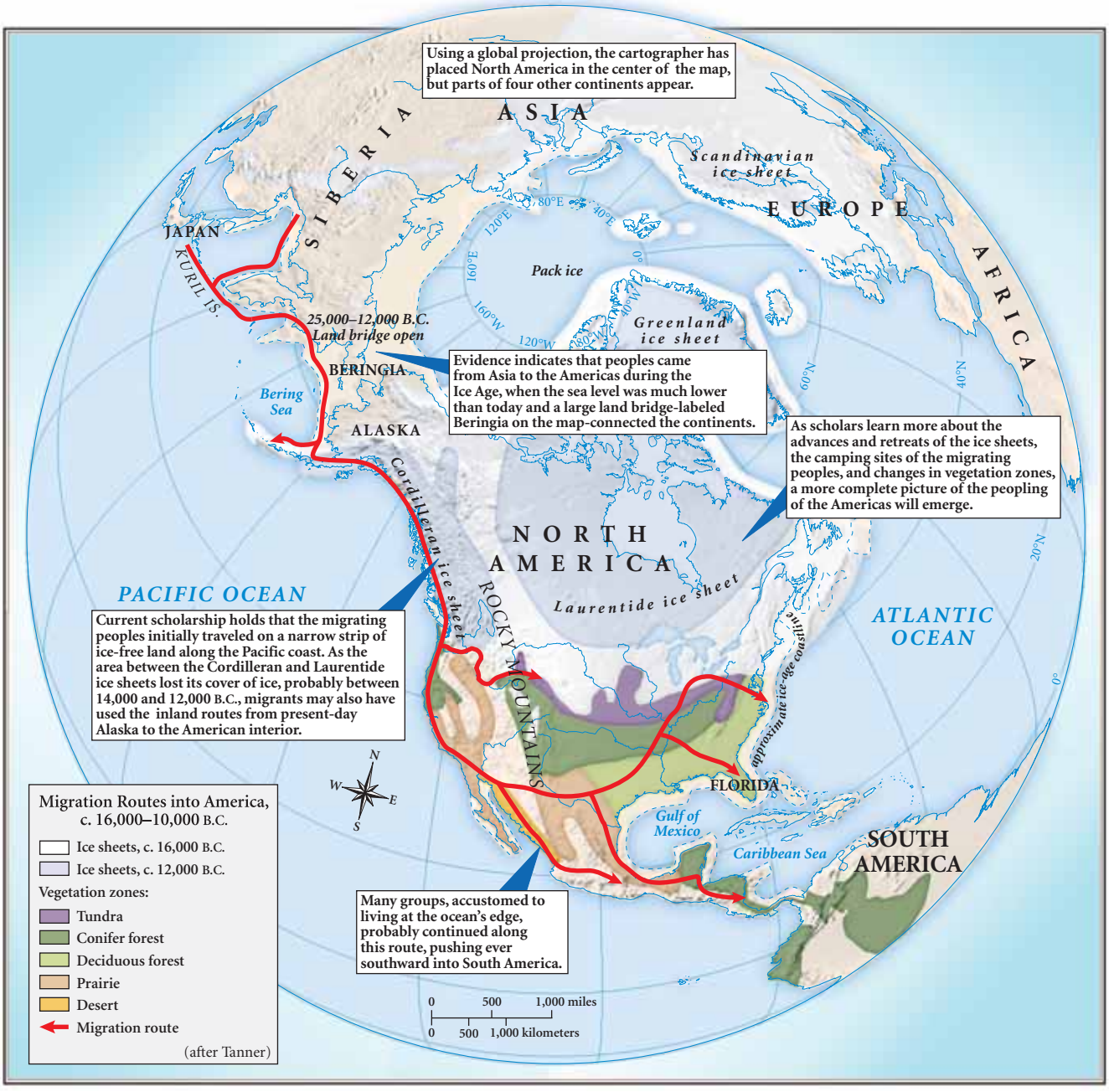
Around 6000 B.C., some Native American peoples in present-day Mexico and Peru began raising domesticated crops. Mesoamericans cultivated maize into a nutritious plant with a higher yield per acre than wheat, barley, or rye, the staple cereals of Europe. In Peru they also bred the potato, a root crop of unsurpassed nutritional value. The resulting agricultural surpluses encouraged population growth and laid the foundation for wealthy, urban societies in Mexico and Peru, and later in the Mississippi Valley and the southeastern woodlands of North America (Map 1.2).

American Empires

In Mesoamerica and the Andes, the two great empires of the Americas — the Aztecs and Incas — dominated the landscape. Dense populations, productive agriculture, and an aggressive bureaucratic state were the keys to their power. Each had an impressive capital city. Tenochtitlán, established in 1325 at the center of the Aztec Empire, had at its height around 1500 a population of about 250,000, at a time when the European cities of London and Seville each had perhaps 50,000. The Aztec state controlled the fertile valleys in the highlands of Mexico, and Aztec merchants forged trading routes that crisscrossed the empire. Trade, along with **tribute** demanded from subject peoples (comparable to taxes in Europe), brought gold, textiles, turquoise, obsidian, tropical bird feathers, and cacao to Tenochtitlán. The Europeans who first encountered this city in 1519 marveled at the city's wealth and beauty. "Some of the soldiers among us who had been in many parts of the world," wrote Spanish conquistador Bernal Díaz del Castillo, "in Constantinople, and all over Italy, and in Rome, said that [they had never seen] so large a market place and so full of people, and so well regulated and arranged" (see American Voices, p. 32).

Ruled by priests and warrior-nobles, the Aztecs subjugated most of central Mexico. Captured enemies were brought to the capital, where Aztec priests brutally sacrificed thousands of them. The Aztecs believed that these ritual murders sustained the cosmos, ensuring fertile fields and the daily return of the sun.

Cuzco, the Inca capital located more than 11,000 feet above sea level, had perhaps 60,000 residents. A dense network of roads, storehouses, and administrative



MAP 1.1

The Ice Age and the Settling of the Americas

Some sixteen thousand years ago, a sheet of ice covered much of Europe and North America. The ice lowered the level of the world's oceans, which created a broad bridge of land between Siberia and Alaska. Using that land bridge, hunting peoples from Asia migrated to North America as they pursued woolly mammoths and other large game animals and sought ice-free habitats. By 10,000 B.C., the descendants of these migrant peoples had moved south to present-day Florida and central Mexico. In time, they would settle as far south as the tip of South America and as far east as the Atlantic coast of North America.