



AMERICA

BRIEF 10E

A NARRATIVE HISTORY

VOL 1

DAVID EMORY SHI ♦ GEORGE BROWN TINDALL

AMERICA











brief tenth edition

VOLUME 1

AMERICA

A Narrative History

David Emory Shi

George Brown Tindall



W. W. NORTON & COMPANY, INC.

New York • London

W. W. Norton & Company has been independent since its founding in 1923, when William Warder Norton and Mary D. Herter Norton first published lectures delivered at the People's Institute, the adult education division of New York City's Cooper Union. The firm soon expanded its program beyond the Institute, publishing books by celebrated academics from America and abroad. By midcentury, the two major pillars of Norton's publishing program—trade books and college texts—were firmly established. In the 1950s, the Norton family transferred control of the company to its employees, and today—with a staff of four hundred and a comparable number of trade, college, and professional titles published each year—W. W. Norton & Company stands as the largest and oldest publishing house owned wholly by its employees.

Copyright © 2016, 2013, 2010, 2007, 2004, 1999, 1996, 1992, 1988, 1984 by W. W. Norton & Company, Inc.

All rights reserved
Printed in the United States of America

Editor: Jon Durbin
Associate Editors: Justin Cahill and Scott Sugarman
Project Editors: Melissa Atkin and Linda Feldman
Editorial Assistant: Travis Carr
Managing Editor, College: Marian Johnson
Managing Editor, College Digital Media: Kim Yi
Production Manager: Ashley Horna
Media Editor: Laura Wilk
Media Project Editor: Penelope Lin
Media Editorial Assistant: Chris Hillyer
Marketing Manager, History: Sarah England
Design Director: Hope Goodell-Miller
Photo Editor: Stephanie Romeo
Permissions Manager: Megan Jackson
Composition: Jouve North America
Manufacturing: Quad Graphics Taunton

Permission to use copyrighted material is included on page A147.

The Library of Congress has cataloged the full edition as follows:

Shi, David E. Tindall, George Brown.

America: a narrative history / David Emory Shi, George Brown Tindall.
Tenth edition. New York: W. W. Norton & Company, 2016.

Includes index.

LCCN 2015036484

ISBN 9780393265934 (hardcover)

LCSH: United States—History—Textbooks.

LCC E178.1 .T55 2017 DDC 973—dc23 LC record available at <http://lccn.loc.gov/2015036484>

This edition: **9780393265972 (pbk.)**

W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110-0017
wnorton.com

W. W. Norton & Company Ltd., Castle House, 75/76 Wells Street, London W1T 3QT

1 2 3 4 5 6 7 8 9 0

**FOR
MY WIFE,
ANGELA HALFACRE SHI**

DAVID E. SHI is a professor of history and the president emeritus of Furman University. He is the author of several books on American cultural history, including the award-winning *The Simple Life: Plain Living and High Thinking in American Culture* and *Facing Facts: Realism in American Thought and Culture, 1850–1920*.

GEORGE B. TINDALL, recently of the University of North Carolina, Chapel Hill, was an award-winning historian of the South with a number of major books to his credit, including *The Emergence of the New South, 1913–1945* and *The Disruption of the Solid South*.

CONTENTS

List of Maps • xvii
Preface • xix
Acknowledgments • xxvii

PART ONE A NOT-SO-“NEW” WORLD 1

1 The Collision of Cultures 4

Early Cultures in America 6 • European Visions of America 13 • Religious Conflict in Europe 17 • The Spanish Empire 20 • The Columbian Exchange 26 • The Spanish in North America 27 • Challenges to the Spanish Empire 33 • English Exploration of America 35

2 England’s Colonies 40

Religious Conflict and War 41 • American Colonies 43 • The English Civil War in America 58 • The Restoration in the Colonies 59 • The Middle Colonies and Georgia 63 • Native Peoples and English Settlers 69 • Slavery in the Colonies 75 • Thriving Colonies 79

3 Colonial Ways of Life 82

The Shape of Early America 84 • Society and Economy in the Southern Colonies 88 • Society and Economy in New England 90 • Society and Economy in the Middle Colonies 95 • Race-Based Slavery 98 • Colonial Cities 102 • The Enlightenment in America 105 • The Great Awakening 107

4 From Colonies to States 116

Competing Neighbors 118 • An Emerging Colonial System 123 • Warfare in the Colonies 125 • Regulating the Colonies 133 • The Crisis Grows 138 • The Spreading Conflict 145 • Independence 147

PART TWO **BUILDING A NATION** 157

5 The American Revolution, 1776–1783 160

Mobilizing for War 162 • American Society at War 171 • Setbacks for the British (1777) 173 • 1778: Both Sides Regroup 176 • A War of Endurance 184 • War as an Engine of Change 186 • The Social Revolution 189 • Slaves and the Revolution 191 • The Emergence of an American Culture 195

6 Strengthening the New Nation 198

Power to the People 199 • The Confederation Government 201 • The “Gathering Crisis” 205 • Creating the Constitution 207 • The Fight for Ratification 215 • The Federalist Era 219 • Hamilton’s Vision of a Capitalist America 222 • Foreign and Domestic Crises 230 • Western Settlement 235 • Transfer of Power 237 • The Adams Administration 238

7 The Early Republic, 1800–1815 246

Jeffersonian Republicanism 248 • War in Europe 260 • The War of 1812 264 • The Aftermath of the War 275

PART THREE **AN EXPANDING NATION** 283

8 The Emergence of a Market Economy, 1815–1850 286

The Market Revolution 288 • Industrial Development 298 • Popular Culture 307 • Immigration 309 • Organized Labor and New Professions 313

9 Nationalism and Sectionalism, 1815–1828 320

A New Nationalism 322 • Debates over the American System 326 • “An Era of Good Feelings” 327 • Nationalist Diplomacy 331 • The Rise of Andrew Jackson 335

10 The Jacksonian Era, 1828–1840 346

Jacksonian Democracy 348 • Jackson as President 350 • Nullification 361 • War over the B.U.S. 369 • Jackson’s Legacy 378

11 The South, Slavery, and King Cotton, 1800–1860 382

The Distinctiveness of the Old South 384 • The Cotton Kingdom 387 • Whites in the Old South 392 • Black Society in the South 397 • Forging a Slave Community 406

12 Religion, Romanticism, and Reform, 1800–1860 418

A More Democratic Religion 420 • Romanticism in America 431 • The Reform Impulse 440 • The Anti-Slavery Movement 447

PART FOUR **A HOUSE DIVIDED AND REBUILT** 461

13 Western Expansion, 1830–1848 464

Moving West 466 • The Mexican-American War 488

14 The Gathering Storm, 1848–1860 496

Slavery in the Territories 497 • The Emergence of the Republican Party 510 • The Response in the South 523

15 The War of the Union, 1861–1865 530

Choosing Sides 532 • Fighting in the West 540 • Fighting in the East 543 • Emancipation 545 • The War behind the Lines 554 • The Faltering Confederacy 559 • A Transforming War 573

16 The Era of Reconstruction, 1865–1877 578

The War's Aftermath in the South 580 • Debates over Political Reconstruction 582 • Blacks under Reconstruction 593 • The Grant Administration 601 • Reconstruction's Significance 610

Glossary A1

Appendix A67

The Declaration of Independence A67 • Articles of Confederation A72 • The Constitution of the United States A80 • Amendments to the Constitution A92 • Presidential Elections A104 • Admission of States A112 • Population of the United States A113 • Immigration to the United States, Fiscal Years 1820–2013 A114 • Immigration by Region and Selected Country of Last Residence, Fiscal Years 1820–2013 A116 • Presidents, Vice Presidents, and Secretaries of State A125

Further Readings A131

Credits A147

Index A149

MAPS

Columbus's Voyages	15
Spanish Explorations of the Mainland	24
English, French, and Dutch Explorations	34
Early Maryland and Virginia	51
Early New England Settlements	54
Early Settlements in the South	60
The Middle Colonies	68
European Settlements and Indian Societies in Early North America	70–71
The African Slave Trade, 1500–1800	77
Atlantic Trade Routes	93
Major Immigrant Groups in Colonial America	97
North America, 1713	130
North America, 1763	131
Major Campaigns in New York and New Jersey, 1776–1777	169
Major Campaigns in New York and Pennsylvania, 1777	174
Western Campaigns, 1776–1779	178
Major Campaigns in the South, 1778–1781	183
Yorktown, 1781	185
North America, 1783	187
The Election of 1800	242
Explorations of the Louisiana Purchase, 1804–1807	258
Major Northern Campaigns of the War of 1812	269
Major Southern Campaigns of the War of 1812	271
Transportation West, about 1840	290–291
The Growth of Railroads, 1860	296
Population Density, 1820	304
Population Density, 1860	305
The Growth of Industry in the 1840s	307
The Missouri Compromise, 1820	331

Boundary Treaties, 1818–1819	332
The Election of 1828	342
Indian Removal, 1820–1840	354
The Election of 1840	377
Cotton Production, 1821	390
Population Growth and Cotton Production, 1821–1859	391
The Slave Population, 1820	400
The Slave Population, 1860	401
Mormon Trek, 1830–1851	430
Wagon Trails West	467
Major Campaigns of the Mexican-American War	493
The Kansas-Nebraska Act	511
The Election of 1856	514
The Election of 1860	522
Secession, 1860–1861	533
Campaigns in the West, February–April 1862	541
The Peninsular Campaign, 1862	544
Campaigns in Virginia and Maryland, 1862	552
Campaigns in the East, 1863	563
Grant in Virginia, 1864–1865	568
Sherman’s Campaigns, 1864–1865	571
Reconstruction, 1865–1877	599

PREFACE

This Tenth Edition of *America: A Narrative History* seeks to improve upon a textbook grounded in a compelling narrative history of the American experience. From the start of our collaboration in 1984, George Tindall and I strove to write an engaging book focused on political and economic developments but animated by colorful characters, informed by balanced analysis and social texture, and guided by the unfolding of key events. Those classic principles, combined with a handy format and low price, have helped make *America: A Narrative History* one of the most popular and well-respected American history textbooks. This brief edition, which I have crafted by streamlining the narrative by nearly 20 percent, remains the most coherent and lively of its kind.

This Tenth Brief Edition of *America* features a number of important changes designed to make the text more teachable and classroom-friendly. Chief among them are major structural changes, including the joining of several chapters to reduce the overall number from thirty-four to thirty-two as well as the resequencing of several chapters to make the narrative flow more smoothly for students. Major organizational changes include:

- New Chapter 6, *Strengthening the New Nation*, combines *Shaping a Federal Union* and *The Federalist Era* from previous editions to better integrate the events after the Revolution.
- New Chapter 19, *Political Stalemate and Rural Revolt, 1865–1900* combines *The Emergence of Urban America* and *Gilded Age Politics and Agrarian Revolt* from previous editions to connect the clash of urban and rural cultures.

In terms of content changes, the overarching theme of the new edition is the importance of the culture of everyday life in understanding American history. While an introductory textbook must necessarily focus on major political, constitutional, diplomatic, economic, and social changes, it is also important to understand how ordinary people managed everyday concerns: housing, jobs, food, recreation, religion, and entertainment.

I have looked to broaden the political narrative by incorporating more social and cultural history into the text, primarily using the refreshed and expanded coverage of the culture of everyday life as the main vehicle for doing so. Key new discussions include:

- Chapter 1, *The Collision of Cultures*, features new material about Native American religious beliefs and practices as well as aspects of everyday life.
- Chapter 2, *England's Colonies*, provides additional insights into the status of indentured servants and slavery in the colonies.
- Chapter 3, *Colonial Ways of Life*, includes a new portrait of Antonio, an enslaved African brutalized by his Dutch owner in Maryland in the mid-seventeenth century. There is also new material about colonial houses, taverns, diets, and the competition among American colonists for British luxury goods in the 1760s and 1770s.
- Chapter 4, *From Colonies to States*, has more material on the nonimportation efforts (boycotts of British goods imported into America) led by ordinary Americans. It also includes new material about the conversion of farmers into soldiers after the shooting at Lexington and Concord.
- Chapter 5, *The American Revolution, 1776–1783*, includes more material about slaves who took advantage of the war to escape or join the British forces, and about the ways in which women, Native Americans, and slaves became engaged in the war effort.
- Chapter 6, *Strengthening the New Nation*, includes more about Shays's Rebellion and other expressions of agrarian discontent across the nation that occurred after the Revolution, and more on how women, Native Americans, and slaves figured into the thinking of the Founding Fathers during the Constitutional Convention in 1787.
- Chapter 7, *The Early Republic, 1800–1815*, has new material on the way in which the War of 1812 affected slavery/blacks.
- Chapter 8, *The Emergence of a Market Economy, 1815–1850*, includes new discussions of the emergence of the cotton culture in the South, the nature of farming, canals, boats, and steamship travel, and the plight of the Irish fleeing the famine at home and heading to America.
- Chapter 9, *Nationalism and Sectionalism, 1815–1828*, more fully fleshes out the role of labor advocates and unions in helping to forge what would become the Jacksonian movement.
- Chapter 10, *The Jacksonian Era, 1828–1840*, describes the effects of the Panic of 1837 and the ensuing depression on the working poor.

- Chapter 11, *The South, Slavery, and King Cotton, 1800–1860*, has substantial new material related to slavery, cotton, and everyday life within African American society. There is also a new discussion of a New Orleans slave uprising led by Charles Deslondes in 1811, the largest slave revolt in American history.
- Chapter 12, *Religion, Romanticism, and Reform, 1800–1860*, includes enriched treatment of the revivalism of the Second Great Awakening, a rewritten discussion of Mormonism, and a new section on Sylvester Graham and his health reform movement (Grahamism).
- Chapter 13, *Western Expansion, 1830–1848*, is enlivened by textured portraits of John Fremont and Sam Houston and a much fuller profile of James K. Polk.
- Chapter 15, *The War of the Union, 1861–1865*, includes new material about the social history of the Civil War, including more material on the everyday life of common soldiers, rioting in opposition to the military draft, and backwoods violence rarely included in discussions of the war, such as the summary of the execution of thirteen Unionists in Madison County, North Carolina.
- Chapter 16, *The Era of Reconstruction, 1865–1877*, has more material about former slaves—from their perspective. It also includes new examples of the ways in which the Freedmen’s Bureau helped negotiate labor contracts between white planters and freedmen.
- Chapter 17, *Business and Labor in the Industrial Era, 1860–1900*, discusses the emergence of a new middle class during the Gilded Age, and includes substantially revised material on women’s and labor history.
- Chapter 18, *The New South and the New West, 1865–1900*, includes a rewritten section on the emergence of new racial segregation in the South, and also new material about the everyday realities of Western expansion.
- Chapter 21, *The Progressive Era, 1890–1920*, includes new sections on the attitudes of Theodore Roosevelt and Woodrow Wilson concerning race.
- Chapter 22, *America and the Great War, 1914–1920*, now discusses the war’s social effects in the United States, with special attention to women, blacks, and Mexican Americans. There is also new material about the grim nature of trench warfare.
- Chapter 23, *A Clash of Cultures, 1920–1929*, includes new material on the consumer culture, women’s history, and revised material on the Harlem Renaissance with a new profile of Zora Neale Hurston. There are also fresh treatments of the impact of the radio, automobiles, cinema, and airplanes.

- Chapter 26, *The Second World War, 1933–1945*, includes new material about the social effects of the war at home, including the wartime experience of Mexican Americans.
- Chapter 27, *The Cold War and the Fair Deal, 1945–1952*, includes new coverage of George Kennan’s role in inspiring the containment doctrine, women industrial workers, and also the efforts of Latinos to gain equal rights in the aftermath of World War II.
- Chapter 28, *Cold War America, 1950–1959*, features enhanced treatments of the emerging civil rights movement.
- Chapter 29, *A New Frontier and a Great Society, 1960–1968*, includes a new portrait of Fannie Lou Hamer, a black Mississippi activist, in the section on the early civil rights movements.
- Chapter 30, *Rebellion and Reaction, 1960s and 1970s*, includes new material on the women’s movement, Mexican Americans, and Native Americans.
- Chapter 32, *Twenty-First-Century America, 1993–Present*, features developments in the twenty-first century—the presidency of Barack Obama, the killing of al-Qaida leader Osama bin Laden, the emergence of the Tea Party and the Occupy Wall Street movements—as well as the stagnant economy in the aftermath of the Great Recession.

In addition, I have incorporated throughout this edition fresh insights from important new scholarly works dealing with many significant topics. Whether you consider yourself a political, social, cultural, or economic historian, you’ll find new material to consider and share with your students.

As part of making the new editions even more teachable and classroom friendly, the new Tenth Brief Edition of *America: A Narrative History* also makes history an immersive experience through its innovative pedagogy and digital resources. Norton InQuizitive for History—Norton’s groundbreaking, formative, and adaptive new learning program—enables both students and instructors to assess learning progress at the individual and classroom level. The Norton Coursepack provides an array of support materials—free to instructors—who adopt the text for integration into their local learning-management system. The Norton Coursepack includes valuable assessment and skill-building activities like new primary source exercises, guided reading exercises, review quizzes, and interactive map resources. In addition, we’ve created new Office Hours videos that help students understand the Focus Questions and make history relevant for them (see pages xxiii–xxv for information about student and instructor resources).

MEDIA RESOURCES FOR INSTRUCTORS AND STUDENTS

America's new student resources are designed to make them better readers, guiding them through the narrative while at the same time developing their critical thinking and history skills.

The comprehensive ancillary package features a groundbreaking new formative and adaptive system, as well as innovative interactive resources, including maps and primary sources, to help students master the Focus Questions in each chapter and continue to strengthen the skills they need to do the work of historians. Norton is unique in partnering exclusively with subject-matter experts who teach the course to author these resources. As a result, instructors have all of the course materials they need to successfully manage their U.S. history survey course, whether they are teaching face-to-face, online, or in a hybrid setting.

INSTRUCTOR RESOURCES

LEARNING MANAGEMENT SYSTEM COURSEPACKS: STRONG ASSESSMENT AND LECTURE TOOLS

- **New! Office Hour Videos:** These segments feature David Shi speaking for 90 seconds on the Focus Questions of each chapter. There are over 100 of these new video segments.
- **New! Primary Source Exercises:** These activities feature several primary sources with multiple-choice and short essay questions to encourage close reading and analysis.
- **Guided Reading Exercises:** These exercises are designed by P. Scott Corbett (Ventura College) to help students learn how to read a textbook and, more important, comprehend what they are reading. The reading exercises instill a three-step Note-Summarize-Assess pedagogy. Exercises are based on actual passages from the textbook, and sample feedback is provided to model responses.
- **Interactive iMaps:** These interactive tools challenge students to better understand the nature of change over time by allowing them to explore the different layers of the maps from the book. Follow-up map worksheets help build geography skills by allowing students to test their knowledge by labeling.
- **Review Quizzes:** Multiple-choice, true/false, and chronological-sequence questions allow students to test their knowledge of the chapter content

and identify where they need to focus their attention to better understand difficult concepts.

- **Primary Sources:** Over 400 primary source documents and images are available on the Student Site that accompanies *America: A Narrative History*, Tenth Edition. Instructors and students can use these resources for assignments and further research on each chapter.
- **Norton American History Digital Archive:** The Digital Archive offers roughly 2,000 images and audio and video files spanning American history. The comprehensive collection provides endless opportunities to enhance lecture presentations, build new assignments, and expand your students' comprehension through visual history and artifacts. From government documents, to personal artifacts, this collection enhances students' understanding of history.

INSTRUCTOR'S MANUAL

The Instructor's Manual for *America: A Narrative History*, Tenth Brief Edition, is designed to help instructors prepare lectures and exams. The Instructor's Manual contains detailed chapter outlines, lecture ideas, in-class activities, discussion questions, as well as chapter concept maps.

TEST BANK

The Test Bank contains over 2,000 multiple-choice, true/false, and essay questions. This edition of the Test Bank has been completely revised for content and accuracy. All test questions are now aligned with Bloom's Taxonomy for greater ease of assessment.

LECTURE POWERPOINT SLIDES

These ready-made presentations provide comprehensive outlines of each chapter, as well as discussion prompts to encourage student comprehension and engagement.

STUDENT RESOURCES

NEW! NORTON INQUIZITIVE FOR HISTORY

This groundbreaking formative, adaptive learning tool improves student understanding of the Focus Questions in each chapter. Students receive personalized quiz questions on the topics with which they need the most

help. Questions range from vocabulary and concepts to interactive maps and primary sources that challenge students to begin developing the skills necessary to do the work of a historian. Engaging game-like elements motivate students as they learn. As a result, students come to class better prepared to participate in discussions and activities.

NEW! STUDENT SITE

wwnorton.com/college/history/America10

Free and open to all students, Norton Student Site includes additional resources and tools to ensure they come to class prepared and ready to actively participate.

- **Office Hour Videos:** These segments feature David Shi speaking for 90 seconds on the Focus Questions of each chapter. There are over 100 of these new video segments.
- **iMaps:** Interactive maps challenge students to explore change over time by navigating the different layers of the maps from the book. Practice worksheets help students build their geography skills by labeling the locations.
- **Online Reader:** The online reader offers a diverse collection of primary source readings for use in assignments and activities.

PRIMARY SOURCE READERS TO ACCOMPANY *AMERICA: A NARRATIVE HISTORY*

- **New sixth edition of *For the Record: A Documentary History of America*,** by David E. Shi and Holly A. Mayer (Duquesne University), is the perfect companion reader for *America: A Narrative History*. *For the Record* now has 250 primary-source readings from diaries, journals, newspaper articles, speeches, government documents, and novels, including a number of readings that highlight the substantially updated theme of African American history in this new edition of *America*. If you haven't scanned *For the Record* in a while, now would be a good time to take a look.
- **New Norton Mix: American History** enables instructors to build their own custom reader from a database of nearly 300 primary- and secondary-source selections. The custom readings can be packaged as a standalone reader or integrated with chapters from *America* into a custom textbook.

ACKNOWLEDGMENTS

This Tenth Brief Edition of *America: A Narrative History* has been a team effort. Several professors who have become specialists in teaching the introductory survey course helped create the test bank, interactive media, and primary source exercises:

Erik Anderson, San Antonio College
Melissa Weinbrenner, Northeast Texas College
Mark Goldman, Tallahassee Community College
Brian McKnight, University of Virginia at Wise
Laura Farkas, Ivy Tech College–West Lafayette
Jon Lee, San Antonio College

The quality and range of reviews on this project were truly exceptional. The book and its accompanying media components were greatly influenced by the thoughts and ideas of numerous instructors.

Milan Andrejevich, Ivy Tech College–South Bend
Evan Bennett, Florida Atlantic University
Laura Bergstrom, Ivy Tech College–Sellersburg
Keith Berry, Hillsborough Community College
Albert Broussard, Texas A&M, College Station
Blanche Brick, Blinn College
Cory Burger, Ivy Tech College–Terre Haute
Brian Cervantez, Tarrant County College–Northwest Campus

Michael L. Collins, Midwestern State University
Lee Cowan, Tarrant County College
Thomas A. DeBlack, Arkansas Tech University
Scott Derr, Ivy Tech College–Bloomington
S. Matthew DeSpain, Rose State College
Michael Downs, Tarrant County College–Northeast Campus
Shannon Duffy, Southwest Texas State University
Karen Dunn-Haley, University of California, Davis
Stephen D. Engle, Florida Atlantic University
Laura Farkas, Ivy Tech College–West Lafayette
David Haney, Austin Community College
Andrew Hollinger, Tarrant County College–Southeast Campus
Frances Jacobson, Tidewater Community College
Robert MacDonald, Ivy Tech College–Lafayette
Richard McCaslin, University of North Texas–Denton
Suzanne McFadden, Austin Community College
Joel McMahon, Kennesaw State University
Greg Miller, Hillsborough Community College
Catherine Parzynski, Montgomery County Community College
R. Lynn Rainard, Tidewater Community College
Hazel Ramos, Glendale Community College
Nicole Ribianszky, Georgia Gwinnett College
Allen Smith, Ivy Tech College–Indianapolis
Bruce Solheim, Citrus College
Mark Stanley, University of North Texas–Denton
Melissa Weinbrenner, Northeast Texas College

As always, my colleagues at W. W. Norton shared with me their dedicated expertise and their poise amid tight deadlines, especially Jon Durbin, Justin Cahill, Melissa Atkin, Linda Feldman, Travis Carr, Ashley Horna, Laura Wilk, Chris Hillyer, Sarah England, Hope Goodell Miller, Stephanie Romeo, Marne Evans, John Gould, Heather Laskey, and Donna Ranieri.

In addition, Jim Stewart, a patient friend and consummate editor, helped winnow my wordiness.

Finally, I have dedicated this Tenth Brief Edition of *America* to Angela Halfacre Shi, my radiant wife who makes the present as fascinating as the past.

AMERICA



A NOT-SO- “NEW” WORLD

History is filled with ironies. Luck and accidents—the unexpected and unplanned happenings of life—often shape events more than intentions. Long before Christopher Columbus lucked upon the Caribbean Sea in his effort to find a westward passage to the Indies (east Asia), the native peoples he mislabeled “Indians” had occupied and transformed the lands of the Western Hemisphere (also called the Americas—North, Central, and South). The “New World” he found was *new* only to the Europeans who began exploring, conquering, and exploiting the region at the end of the fifteenth century.





Over thousands of years, Native American peoples had developed highly sophisticated societies. Some were rooted in agriculture; others focused on trade or the conquest of others. Many Native Americans were healthier, better fed, and lived longer than many Europeans, but they and their cultures were almost destroyed by the arrival of Europeans and Africans. As the two

different societies—European and Native American—collided, Indian peoples were exploited, infected, enslaved, displaced, and exterminated.

Yet the conventional story of invasion and occupation oversimplifies the complex process by which Indians, Europeans, and Africans interacted in the colonial period. The Native Americans, also called First Peoples, were more than passive victims of European power; they were trading partners and military allies of the transatlantic newcomers. They became neighbors and advisers, religious converts and loving spouses. As such, they participated actively in the creation of the new society known as America.

The Europeans who risked their lives to settle in the Western Hemisphere were themselves a diverse lot. Young and old, men and women, they came from Spain, Portugal, France, the British Isles, the Netherlands (Holland), Scandinavia, Italy, and the German states (Germany would not become a united nation until the mid-nineteenth century). Some were fortune seekers lusting for gold, silver, and spices. Others were passionate Christians eager to create kingdoms of God in the New World. Still others were adventurers, convicts, debtors, servants, landless peasants, and political or religious exiles. Many were simply seeking opportunities for a better way of life. A settler in Pennsylvania noted that “poor people of all kinds can here get three times the wages for their labor than they can in England.”

Yet such wages never attracted sufficient numbers of workers to keep up with the rapidly expanding colonial economies, so Europeans early in the seventeenth century turned to Africa for their labor needs. In 1619, a Dutch warship brought the first twenty Africans to the English settlement at Jamestown, near the coast of Virginia, and exchanged that human cargo for food and supplies. This first of many transactions involving enslaved people in British America would transform American society in ways that no one at the time envisioned.

The intermingling of people, cultures, plants, animals, germs, and diseases from the continents of Africa, Europe, and the Western Hemisphere gave colonial American society its distinctive vitality and variety. In turn, the diversity

of the environment and the varying climate spawned different economies and patterns of living in the various regions of North America.

At the same time, bitter rivalries among the Spanish, French, English, and Dutch triggered costly wars in Europe and around the world. The monarchs of Europe struggled to manage often-unruly colonists, many of whom displayed a feisty independence. A British official in North Carolina reported that the colonists were “without any Law or Order. Impudence is so very high, as to be past bearing.” The Americans and their British rulers maintained an uneasy partnership throughout the seventeenth century. But as the royal authorities tightened their control during the mid-eighteenth century, they met resistance from colonists, which exploded into revolution.

1

The Collision of Cultures



De Soto and the Incas This 1596 color engraving shows Spanish conquistador Hernando de Soto's first encounter with King Atahualpa of the Inca Empire. Although artist Theodor de Bry never set foot in North America, his engravings helped shape European Spanish perceptions of Native Americans in the sixteenth century.

Debate still rages about when and how humans first arrived in North America. Until recently, archaeologists and anthropologists had assumed that ancient peoples, risk-takers from northeast Asia, clothed in animal hides and furs, began following big game animals across the Bering Strait, a sixty-mile-wide waterway that now connects the Arctic and Pacific Oceans. During the Ice Age, however, the Bering Strait was dry—a vast, treeless, windswept landmass (Beringia) that served as a wide, inviting bridge connecting eastern Siberia with Alaska. The oldest place in the Bering region with traces of early human activity is Broken Mammoth, a 14,000-year-old site in central Alaska. More recently, archaeologists in central Texas unearthed evidence of people dating back almost 16,000 years.

Over hundreds of years, small hunting groups crossed into Alaska and then fanned out southward across the entire Western Hemisphere, from the Arctic Circle to the tip of South America. Some of them may also have traveled by boats hugging the coast. One major land pathway followed the Pacific coast, while the other used an open land corridor between two ice sheets east of the Rocky Mountains.

These settlers were skilled hunters and gatherers in search of large grazing mammals, rabbits, whales, seals, fish, and wild plants, berries, roots, and seeds. They also frequently killed each other. As they moved southward toward warmer weather, they trekked across prairies and plains, encountering massive animals unlike any found there today: mastodons, giant sloths, camels, bison (buffalos), lions, saber-toothed tigers, cheetahs, and giant wolves, beavers, and bears.

Recent archaeological discoveries in Pennsylvania, Virginia, and Chile, however, suggest that prehistoric humans may have arrived much earlier

focus questions

1. Why were there so many diverse societies in the Americas before Europeans arrived?
2. What were the major developments in Europe that enabled the Age of Exploration?
3. How were the Spanish able to conquer and colonize the Americas?
4. How did the Columbian Exchange between the “Old” and “New” Worlds affect both societies?
5. In what ways did the Spanish form of colonization shape North American history?

from various parts of Asia—and some may even have crossed the Atlantic Ocean from southwestern Europe. Regardless of when humans first set foot in North America, the continent eventually became a crossroads for various peoples from around the world: Europeans, Africans, Asians, and others, all bringing with them distinctive backgrounds, cultures, technologies, religions, and motivations that helped form the multicultural society known as America.

EARLY CULTURES IN AMERICA

Archaeologists have labeled the earliest humans in North America the *Clovis* peoples, named after a site in New Mexico where ancient hunters around 9500 B.C.E. (before the Common Era) killed tusked woolly mammoths using distinctive “Clovis” stone spearheads. Over many centuries, as the climate warmed, days grew hotter, and many of the largest mammals—mammoth, mastodons, giant bison, and single-hump camels—became extinct.

Over time, the ancient Indians adapted to their diverse environments—coastal forests, grassy plains, southwestern deserts, eastern woodlands. Some continued to hunt large animals; others fished and trapped small game. Some gathered wild plants and herbs and collected acorns and seeds; others farmed. They mastered the use of fire, improved technology such as spear points, basketry, and pottery, and developed their own nature-centered religions.

By about 5000 B.C.E., Native Americans had transformed themselves into farming societies. Agriculture provided reliable, nutritious food, which accelerated population growth and enabled a once nomadic (wandering) people to settle down in villages and become expert at growing the plants that would become the primary food crops of the entire hemisphere, chiefly **maize** (corn), beans, squash, chili peppers, avocados, and pumpkins. Many also grew cotton. The cultivation of such crops enabled Indian societies to grow larger and more complex, with their own distinctive social, economic, and political institutions.

THE MAYAS, INCAS, AND MEXICA

Around 1500 B.C.E., farming towns first appeared in Mexico. Agriculture supported the development of sophisticated communities complete with gigantic temple-topped pyramids, palaces, and bridges in Middle America (*Mesoamerica*, what is now Mexico and Central America, where North and

South America meet). The Mayas, who dominated Central America for more than 600 years, developed a rich written language, and elaborate works of art. They also used sophisticated mathematics and astronomy to create a yearly calendar more accurate than the one the Europeans were using at the time of Columbus.

THE INCAS Much farther south, as many as 12 million people speaking at least twenty different languages made up the sprawling Inca Empire. By the fifteenth century, the Incas' vast realm stretched some 2,500 miles along the Andes Mountains in the western part of South America. The Inca Empire featured irrigated farms, stone buildings, and interconnected networks of roads made of stone.

THE MEXICA (AZTECS) During the twelfth century, the **Mexica** (Me-SHEE-ka)—whom Europeans later called Aztecs (“People from Aztlán,” the place they claimed as their original homeland)—began drifting southward from northwest Mexico. Disciplined, determined, and energetic, they eventually took control of the sweeping valley of central Mexico, where they started building the city of Tenochtitlán in 1325 on an island in Lake Tetzco, the site of present-day Mexico City. Tenochtitlán would become one of the largest cities in the world.

Warfare was a sacred ritual for the Mexica, but it was a peculiar sort of fighting. The Mexica fought with wooden swords intended to wound rather than kill, since they wanted captives to sacrifice to the gods and to work as slaves. Gradually, they conquered many of the neighboring societies, forcing them to pay tribute (taxes) in goods and services and developing a thriving trade in gold, silver, copper, and pearls, as well as agricultural products. Towering stone temples, broad paved avenues, thriving marketplaces, and some 70,000 adobe huts dominated the dazzling capital city of Tenochtitlán.

When the Spanish invaded Mexico in 1519, they found a vast **Aztec Empire** connected by a network of roads serving 371 city-states organized into thirty-eight provinces. As their empire expanded, the Aztecs had developed elaborate urban societies supported by detailed legal systems; efficient new farming techniques, including irrigated fields and engineering marvels); and a complicated political structure. Aztec rulers were invested with god-like qualities, and nobles, priests, and warrior-heroes dominated the social order.

Like most agricultural peoples, the Mexica were intensely spiritual. Their religious beliefs focused on the interconnection between nature and human life

and the sacredness of natural elements—the sun, moon, stars, rain, mountains, rivers, and animals. To please the gods, especially Huitzilopochtli, the Lord of the Sun, and bring good harvests and victory in battle, the Mexica, like most Mesoamericans, regularly offered live human sacrifices in elaborate ceremonies. The constant need for more human sacrifices fed the Mexica's relentless warfare against other indigenous groups.

NORTH AMERICAN CIVILIZATIONS

Many indigenous societies existed north of Mexico, in the present-day United States. They shared several basic spiritual myths and social beliefs, including the sacredness of land and animals (animism); the necessity of communal living; and the importance of collective labor, communal food, and respect for elders. Native Americans did not worship a single god but believed in many “spirits.” Many societies also believed in ghosts, the spirits of dead people who acted as bodyguards in battle.

In North America alone, there were probably 10 million native peoples organized into 240 different societies speaking many different languages when the Europeans arrived in the early sixteenth century. Native Americans had well-defined social roles. Men were hunters, warriors, and leaders. Women tended children, made clothes, blankets, jewelry, and pottery; dried animal skins, wove baskets; and gathered, grew, and cooked food. Extended family groups often lived together in a lodge or tipi (a Sioux word meaning “dwelling”).

THE SOUTHWEST The dry Southwest (what is now Arizona, New Mexico, Nevada, and Utah) hosted corn-growing societies, elements of which exist today and heirs to which (the Hopis, Zunis, and others) still live in the multi-story adobe (sunbaked mud) cliff-side villages (called *pueblos* by the Spanish) erected by their ancient ancestors.

The best known of the Southwest pueblo cultures were the Anasazi (Ancient Ones). They developed extensive settlements in the Four Corners region where the modern-day states of Arizona, New Mexico, Colorado, and Utah meet. Unlike the Aztecs and Incas, Anasazi society was remarkable for *not* having a rigid class structure. The religious leaders and warriors worked much as the rest of the people did, and the Anasazi engaged in warfare only as a means of self-defense. Toward the end of the thirteenth century, a lengthy drought and the aggressiveness of Indian peoples migrating from the north led to the disappearance of Anasazi society.

THE NORTHWEST Along the narrow coastal strip running up the heavily forested northwest Pacific coast, from northern California to Alaska, where shellfish, salmon, seals, whales, deer, and edible wild plants were abundant, there was little need for farming. Because of plentiful food and thriving trade networks, the Native American population was larger and more concentrated than in other regions. The social density enabled the Pacific coast peoples to develop intricate religious rituals and sophisticated woodworking skills, aspects embodied in the carved towering totem poles featuring decorative figures of animals and other symbolic characters. For shelter, they built large, earthen-floored, cedar-plank houses up to 100 feet long, where whole groups of families lived together. Socially, the Indian bands along the northwest Pacific coast were divided into slaves, commoners, and chiefs. Warfare usually was a means to acquire slaves.

THE GREAT PLAINS The many different peoples living on the Great Plains (Plains Indians), a vast, flat land of cold winters and hot summers west of the Mississippi River, and in the Great Basin (present-day Utah and Nevada) included the Arapaho, Blackfeet, Cheyenne, Comanche, Crow, Apache, and Sioux. As nomadic hunter-gatherers, they tracked enormous herds of bison, collecting seeds, nuts, roots, and berries as they roamed.

THE MISSISSIPPIANS East of the Great Plains, in the vast woodlands from the Mississippi River to the Atlantic Ocean, several “mound-building” cultures flourished as predominantly agricultural societies. Between 800 B.C.E. and 400 C.E., the Adena and later the Hopewell peoples developed communities along rivers in the Ohio Valley, where they focused on growing corn, squash, beans, and sunflowers, as well as tobacco for smoking. They left behind enormous earthworks and elaborate **burial mounds** shaped like great snakes, birds, and other animals. Some were nearly a quarter mile long. Artifacts buried in the mounds have revealed a complex social structure featuring a specialized division of labor, whereby different groups performed different tasks for the benefit of the society as a whole.

Like the Adena, the Hopewell developed an extensive trading network from the Gulf of Mexico to Canada, exchanging exquisite carvings, metalwork, pearls, seashells, copper ornaments, and jewelry. By the sixth century, however, the Hopewell culture disappeared, giving way to a new phase of Native American development east of the Mississippi River, the Mississippian