Preliminary Draft

The American Journey

A History of the United States

Teaching and Learning Classroom Edition

Brief Fourth Edition

Combined Volume [Volume I] [Volume II]

David Goldfield
University of North Carolina, Charlotte

Carl Abbott
Portland State University

Virginia DeJohn Anderson
University of Colorado, Boulder

Jo Ann E. Argersinger
Southern Illinois University

Peter H. Argersinger
Southern Illinois University

William L. Barney
University of North Carolina, Chapel Hill

Robert M. Weir
University of South Carolina

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Preface

The path that led us to *The American Journey* began in the classroom with our students. Our goal is to make American history accessible to students. The key to that goal—the core of the book—is a strong clear narrative. American history is a compelling story and we seek to tell it in an engaging, forthright way. But we also provide students with an abundance of tools to help them absorb that story and put it in context. We introduce them to the concerns of the participants in America’s history with primary source documents. The voices of contemporaries open each chapter, describing their own personal journeys toward fulfilling their dreams, hopes, and ambitions as part of the broader American journey. These voices provide a personal window on our nation’s history, and the themes they express resonate throughout the narrative.

But if we wrote this book to appeal to our students, we also wrote it to engage their minds. We wanted to avoid academic trendiness, particularly the restricting categories that have divided the discipline of history over the last twenty years or so. We believe that the distinctions involved in the debates about multiculturalism and identity, between social and political history, between the history of the common people and the history of the elite, are unnecessarily confusing.

What we seek is integration—to combine political and social history, to fit the experience of particular groups into the broader perspective of the American past, to give voice to minor and major players alike because of their role in the story we have to tell.

Approach

In telling our story, we had some definite ideas about what we might include and emphasize that other texts do not—information we felt that the current and next generations of students will need to know about our past to function best in a new society.

**Chronological Organization** A strong chronological backbone supports the book. We have found that the jumping back and forth in time characteristic of some American history textbooks confuses students. They abhor dates but need to know the sequence of events in history. A chronological presentation is the best way to be sure they do.

**Geographical Literacy** We also want students to be geographically literate. We expect them not only to know what happened in American history, but where it happened as well. Physical locations and spatial relationships were often important in shaping historical events. The abundant maps in *The American Journey*—all numbered and called out in the text—are an integral part of our story.

**Regional Balance** *The American Journey* presents balanced coverage of all regions of the country. In keeping with this balance, the South and the West receive more coverage in this text than in comparable books.

**Point of View** *The American Journey* presents a balanced overview of the American past. But “balanced” does not mean bland. We do not shy away from definite positions on controversial
issues, such as the nature of early contacts between Native Americans and Europeans, why the political crisis of the 1850s ended in a bloody Civil War, and how Populism and its followers fit into the American political spectrum. If students and instructors disagree, that’s great; discussion and dissent are important catalysts for understanding and learning.

Religion This text stresses the importance of religion in American society both as a source of strength and a reflection of some its more troubling aspects.

Historians mostly write for each other. That’s too bad. We need to reach out and expand our audience. An American history text is a good place to start. Our students are not only our future historians, but more important, our future. Let their American journey begin.

Features of the Text

*The American Journey, Teaching and Learning Classroom Edition* includes features designed to make American history accessible to students. It provides more learning tools than any other U.S. history text.

• The **Student Tool Kit** that follows this preface helps students get the most out of the text and its features. It introduces students to key conventions of historical writing and it explains how to work with maps, documents, and visuals.

• The chapter openings have been expanded to provide a stronger pedagogical map to the content of the chapter.
  — **Chapter-opening Visual Introductions** provide a pictorial survey of the narrative of the chapter.
  — **NEW** [use same approach as in Craig for word new] **Chapter Highlights** provide a preview of the key developments and themes that follow in the chapter.
  — **Chapter-opening Questions** ask students to consider carefully the main issues addressed in the narrative.
  — **NEW Chapter Outline** introduces the major chapter sections.

• **Voices from the American Journey**, brief primary source excerpts, opens each chapter. Consisting of letters, diary entries, and other first-hand accounts, these voices highlight the personal dimension of the American journey and show students the wealth and variety of experiences that make up this country’s history. From Olaudah Equiano’s narrative of his forced journey to Virginia as a slave, to the ultimate journey Sullivan Ballou made during the Civil War defending the Union, to Cambodian refugee Celia Noup’s harrowing journey to California where she took her place as one of the thousands of new immigrants who are reshaping the face of our nation, *Voices from the American Journey* set the stage for the key themes that are explored in each chapter.

• **Overview Tables** summarize complex issues.

• **Quick Reviews**, found at key places in the margins of each chapter, encourage students to review important concepts before moving on.

• **Chapter Chronologies** help students build a framework of key events.

• **Key Terms** are highlighted within each chapter and defined in a running marginal **Glossary**. A list of key terms and relevant page numbers are included at the end of each chapter for reference and review.

• **Map Explorations** with **Critical Thinking Questions** reinforce geographic literacy and prompt students to engage with maps, often in an interactive fashion. Each **Map Exploration** is found
on the Companion Website™ for the text.

- **[cd rom logo as in Craig fm—p. xxxi]** Documents CD-ROM references are included at appropriate places in the margin of the text.

- **Visualizing the Past** essays, found at the end of selected chapters, analyze important aspects of U.S. History through photographs, fine art, sculpture, woodcuts, and advertisements. Focus questions and a running narrative guide students through a careful examination of the historical implication of each topic in question.

- The **American Views** box in each chapter contains a relevant primary source document. Taken from letters, diaries, newspapers, government papers, and other sources, these bring the people of the past and their concerns vividly alive. An introduction and prereading questions relate the documents to the text and direct students’ attention to important issues.

- **From Then to Now**, relates important issues and events in each chapter to the issues and events of today, letting students see the relevance of history to their lives. In the fourth edition, this feature has been expanded to include visuals.

- **NEW Global Perspectives** boxes, included in each chapter, make substantive global connections that link the United States to other nations in the world, thereby enhancing students’ understanding of America’s development. *Global Perspectives* informs students that globalization is not something new. America was part of global trends long before we were a nation. This feature acknowledges that fact and places the American journey within a broader world-wide context. That journey not only influenced other countries and peoples, but, we in turn have been shaped by global economic, migratory, technological, and political trends.

- **Chapter Review Questions**, organized by key subtopics in each chapter, help students review material and relate it to broader themes.

- **Where To Learn More** sections listed at the end of each chapter, describe important historical sites (both real and virtual) that students can visit to gain a deeper understanding of the events discussed in the chapter. Icons in the margins within chapters connect the historical sites to relevant content.

- Abundant maps help students understand the spatial dimension of history. The fourth edition features over ten new maps. The topographical detail in many of the maps helps students understand the influence of geography on history.

- Illustrations and photographs—tied to the text with detailed captions—provide a visual dimension to history.

**Changes to the Fourth Edition:**

In this edition, there is greater emphasis on diversity, especially women, Native Americans, African Americans, and Hispanic Americans. And more attention is paid to the history of America’s environment, highlighting conservation and resource development.

New and expanded coverage includes:
Chapter 2  A new introductory section highlights experiences of ordinary colonists in New World settlement.

Chapter 14 A new section covers the religious revival of 1857-58, reinforcing the text’s comprehensive treatment of religious themes throughout American history.

Chapter 15 The religious and spiritual perceptions of southern soldiers during the Civil War provide material for a new section on Southern Faith to complement the existing discussion on the role of religion in energizing Union troops.

Chapter 19 has expanded coverage of women and new attention to the role of religion and to social violence in the American West.

Chapter 20 provides expanded coverage of the centrality of popular politics and partisanship in American life. The chapter begins with a new *Voices from the American Journey* that provides a description of campaign pageantry in the 1890s.

Chapter 21 includes expanded coverage of the conservation movement and Native Americans and new attention to the interaction of the two. Additional coverage of the role of women in social and political reform, including launching the Progressive Party. *New American Views* on Jane Addams’ description of her participation in Progressive politics.

Chapter 22 With the addition of a feature on European imperialism, the American experience is placed into its international context.

Chapter 23 now has expanded coverage of African Americans on the battlefront and homefront and new attention to the impact of total war, the use of gas, and conditions on the frontlines. A new *American Views* features a letter from an American soldier in France in World War I.

Chapter 24 With the addition of a feature on jazz, the importance of American and African American cultural innovation is placed in an international context.

Chapter 25 provides expanded coverage of the ways women and minorities responded to the Great Depression and the New Deal, especially highlighting the experiences of Native Americans, African Americans, and Hispanic Americans. The new *American Views* in this chapter is an excerpt from John Collier of the Bureau of Indian Affairs, describing the New Deal for Native Americans.

Chapter 28 includes a new section on "Religion and Civil Rights."

Chapter 29 expands the discussion of the origins of the gay rights movement.

Chapter 30 includes a new section on "Mass Media and a Fragmented Culture."

Chapter 31 is updated through the adoption of the Iraqi constitution and Hurricane
Katrina and provides a fuller discussion of the globalization of U.S. society and international connections.

**Instructional Resources**

*The American Journey* comes with an extensive package of supplementary print and multimedia materials for instructors and students.

**For the Instructor**

**Instructor’s Resource Binder**
A comprehensive instructor resource, this special TLC binder includes the key supplements available with the text, all organized by chapter.

**Instructor’s Resource Manual**
A time-saver in developing and preparing lecture presentations, the Instructor’s Resource Manual contains chapter outlines, detailed chapter overviews, lecture outlines, topics for discussion, and information about audio-visual resources.

**Test Item File**
The test item file contains more than 1,500 multiple-choice, identification, matching, true-false, and essay test questions and 10–15 questions per chapter on the maps found in each chapter.

**Prentice Hall Test Generator**
Suitable for both Windows and Macintosh environments, this commercial-quality, computerized test-management program allows instructors to select items from the test-item file and design their own exams.

**Transparency Package**
Over 100 full-color transparency acetates of all the maps, charts, and graphs in the text are available as transparency acetates for use in the classroom.

**For the Student**

**Reading Critically About History**
This brief guide to reading effectively that provides students with helpful strategies for reading a history textbook.

**Understanding and Answering Essay Questions**
This booklet is designed to help students develop analytical tools for understanding different types essay questions and provides precise guidelines for preparing well-crafted essay answers.

**History Notes (Volumes I and II)**
History Notes provides practice tests, essay questions, and map exercises for each chapter to help reinforce key concepts.

**American Stories: Biographies in United States History**
This two-volume collection of sixty-two biographies in United States history is free when packaged with *The American Journey*. Introductions, pre-reading questions, and suggested resources enrich this new supplement.

**Documents in United States History (Volumes I and II)**
This collection of more than 300 primary source documents directly relates to the themes and content of the text. Each document is approximately two pages long and includes a brief introduction and study questions intended to encourage students to analyze the document critically and relate it to the content of the text.

**Retrieving the American Past: A Customized U.S. History Reader**
This collection of documents is an on-demand history database written and developed by leading historians and educators. It offers eighty-six compelling modules on topics in American history, such as “Women on the Frontier,” “The Salem Witchcraft Scare,” “The Age of Industrial Violence,” and “Native American Societies, 1870–1995.” Approximately thirty-five pages in length, each module includes an introduction, several primary documents and secondary sources, follow-up questions, and recommendations for further reading. Instructor-originated material, including other readings and exercises, can be incorporated. Contact your local Prentice Hall representative for more information about this exciting custom-publishing option.

**Prentice Hall and Penguin Bundle Program**
Prentice Hall is pleased to provide adopters of *The American Journey* with an opportunity to receive significant discounts when copies of the text are bundled with Penguin titles in American history. See page 000 for a list of current titles available for bundling with *The American Journey*. Contact your local Prentice Hall representative for details.

**Media Resources**

**OneKey**
Prentice Hall’s OneKey is a new approach to course management. It is all students need for out-of-class work conveniently organized by chapter to reinforce and apply what they’ve learned in class and from the text. Among the resources available for each chapter are: a complete media-rich, interactive e-book version of *The American Journey*, quizzes organized by the main topics of each chapter, primary source documents, map labeling and interactive map quizzes. OneKey is all instructors need to plan and administer their course. All instructor resources are in one place to maximize effectiveness and minimize time and effort in preparing for class. Instructor material includes: images and maps from *The American Journey*, hundreds of documents, video and audio clips, interactive learning activities, and PowerPoint presentations.

**Companion Website with Gradetracker**
www.prenhall.com/goldfield
*The American Journey Companion Website* offers students multiple choice, true-false, essay,
identification, map labeling, and document questions based on material from the text, organized by the primary subtopics in each chapter. Additionally, the Companion Website provides numerous interactive maps tied to the text, source documents, and other interactive modules related to the content in each chapter. This new version now includes a gradebook option for instructors.

**U.S. History Documents CD-ROM**
Bound in every new copy of *The American Journey*, and organized according to the main periods in American history, the U.S. History Documents CD-ROM contains over 300 primary sources in an easily-navigable PDF file. Each document is accompanied by essay questions that allow students to read important sources in U.S. history via the CD-ROM and the Internet.

**Exploring America CD-ROM**
The *Exploring America CD-ROM* features thirty-one interactive learning activities that drill down to explore the impact of key episodes and developments in United States history, including such topics as industrialization, immigration, the women’s suffrage movement, the Harlem Renaissance, the American Indian Movement, and globalization.

**Prentice Hall OneSearch with Research Navigator**
This brief guide focuses on developing critical thinking skills necessary to evaluate and use online sources. It provides a brief introduction to navigating the Internet with comprehensive references to History web sites. It also includes an access code and instruction on using Research Navigator, a powerful research tool that provides access to three exclusive databases of reliable source material: ContentSelect Academic Journal Database, The New York Times Search by Subject Archive, and Link Library.

**[RN logo] Research Navigator™**
This unique resource helps your students make the most of their research time. From finding the right articles and journals, to citing sources, drafting and writing effective papers, and completing research assignments, Research Navigator™ simplifies and streamlines the entire process. Access to this valuable research resource is available with every copy of the OneSearch guide and with the OneKey website. For more information, contact your local Prentice Hall representative.

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About the Authors

**David Goldfield** received his Ph.D. in history from the University of Maryland. Since 1982 he has been Robert Lee Bailey Professor of History at the University of North Carolina in Charlotte. He is the author or editor of thirteen books on various aspects of southern and urban history. Two of his works—Cotton Fields and Skyscrapers: Southern City and Region, 1607-1980 (1982) and Black, White, and Southern: Race Relations and Southern Culture, 1940 to the Present (1990)—received the Mayflower Award for nonfiction and was nominated for the Pulitzer Prize in history. His most recent book is Still Fighting the Civil War: The American South and Southern History (2002). When he is not writing history, Dr. Goldfield applies his historical craft to history museum exhibits, voting rights cases, and local planning and policy issues.

**Carl Abbott** is a professor of Urban Studies and planning at Portland State University. He taught previously in the history departments at the University of Denver and Old Dominion University, and held visiting appointments at Mesa College in Colorado and George Washington University. He holds degrees in history from Swarthmore College and the University of Chicago. He specializes in the history of cities and the American West and serves as co-editor of the Pacific Historical Review. His books include The New Urban America: Growth and Politics in Sunbelt Cities (1981, 1987), The Metropolitan Frontier: Cities in the Modern American West (1993), Planning a New West: The Columbia River Gorge National Scenic Area (1997), and Political Terrain: Washington, D.C. from Tidewater Town to Global Metropolis (1999). He is currently working on a comprehensive history of the role of urbanization and urban culture in the history of western North America.
Virginia DeJohn Anderson is Professor of History at the University of Colorado at Boulder. She received her B.A. from the University of Connecticut. As the recipient of a Marshall Scholarship, she earned an M.A. degree at the University of East Anglia in Norwich, England. Returning to the United States, she received her A.M. and Ph.D. degrees from Harvard University. She is the author of New England’s Generation: The Great Migration and the Formation of Society and Culture in the Seventeenth Century (1991) and several articles on colonial history, which have appeared in such journals as the William and Mary Quarterly and the New England Quarterly. Her most recent book is Creatures Of Empire: How Domestic Animals Transformed Early America (2004).

Jo Ann E. Argersinger received her Ph.D. from George Washington University and is Professor of History at Southern Illinois University. A recipient of fellowships from the Rockefeller Foundation and the National Endowment for the Humanities, she is a historian of social, labor, and business policy. Her publications include Toward a New Deal in Baltimore: People and Government in the Great Depression (1988) and Making the Amalgamated: Gender, Ethnicity, and Class in the Baltimore Clothing Industry (1999).

Peter H. Argersinger received his Ph.D. from the University of Wisconsin and is Professor of History at Southern Illinois University. He has won several fellowships as well as the Binkley-Stephenson Award from the Organization of American Historians, and he is currently president of the Society for Historians of the Gilded Age and Progressive Era. Among his books on political and rural history are Populism and Politics (1974), Structure, Process, and Party (1992), and The Limits of Agrarian Radicalism (1995). His current research focuses on the political crisis of the 1890s.

William L. Barney is Professor of History at the University of North Carolina at Chapel Hill. A native of Pennsylvania, he received his B.A. from Cornell University and his M.A. and Ph.D. from Columbia University. He has published extensively on nineteenth century U.S. history and has a particular interest in the Old South and the coming of the Civil War. Among his publications are The Road to Secession (1972), The Secessionist Impulse (1974), Flawed Victory (1975), The Passage of the Republic (1987), and Battleground for the Union (1989). He is currently finishing an edited collection of essays on nineteenth-century America and a book on the Civil War. Most recently, he has edited A Companion to 19th-Century America (2001) and finished The Civil War and Reconstruction: A Student Companion (2001).

Robert M. Weir is Distinguished Professor of History Emeritus at the University of South Carolina. He received his B.A. from Pennsylvania State University and his Ph.D. from Case Western Reserve University. He has taught at the University of Houston and, as a visiting professor, at the University of Southampton in the United Kingdom. His articles have won prizes from the Southeastern Society for the Study of the Eighteenth Century and the William and Mary Quarterly. Among his publications are Colonial South Carolina: A History, “The Last of American Freemen”: Studies in the Political Culture of the Colonial and Revolutionary South, and, more recently, a chapter on the Carolinas in the new Oxford History of the British Empire (1998).
When writing history, historians use maps, tables, graphs, and visuals to help their readers understand the past. What follows is an explanation of how to use the historian’s tools that are contained in this book.

**Text**

Whether it is a biography of George Washington, an article on the Civil War, or a survey of American history such as this one, the text is the historian’s basic tool for discussing the past. Historians write about the past using narration and analysis. Narration is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us to know, what they thought, felt, feared, or desired. Using analysis, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history. In this book, narration and analysis are interwoven in each chapter.

**Maps**

Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 5–1 from Chapter 5 shows the British colonies on the eastern seaboard of North America in 1763, about twelve years before the American Revolution. It has three features to help you read it: a caption, a legend, and a scale. The **caption** explains the historical significance of the map. Here the caption tells us that in 1763 the British government sought to restrict colonial settlement west of the Appalachian Mountains to prevent conflict between colonists and Indians. Colonial frustration with this policy contributed to the outbreak of the American Revolution.

The legend and the scale appear in the lower right corner of the map. The **legend** provides a key to what the symbols on the map mean. The solid line stretching along the Appalachian Mountains from Maine to Georgia represents the Proclamation Line of 1763. Cities are marked with a dot, capitals with a star, and forts by a black square. Spanish territory west of the Mississippi River is represented in blue; territory settled by Europeans is represented in green. The **scale** tells us that 7/8ths of an inch on the map represents 300 miles (about 480 kilometers) on the ground. With this information, estimates of the distance between points on the map are easily made.

The map also shows the **topography** of the region—its mountains, rivers, and lakes. This helps us understand how geography influenced history in this case. For example, the Appalachian Mountains divide the eastern seaboard from the rest of the continent. The mountains obstructed colonial migration to the west for a long time. By running the Proclamation Line along the Appalachians, the British hoped to use this natural barrier to separate Indians and colonists.

A **critical-thinking question** asks for careful consideration of the spatial connections between geography and history.

[Use Map 5-1 again from 4/e—with arrows from features in bold to map as in 3/e]

**Map Explorations**

Many of the maps in each chapter are provided in a useful interactive version on the text’s **Companion Website**. These maps are easily identified by a bar along the top that reads “Map Explorations.” An interactive version of **Colonial Settlements and the Proclamation Line of 1763** can be found at [www.prenhall.com/goldfield/map5.1](http://www.prenhall.com/goldfield/map5.1). The interactive version of this particular
map provides an opportunity to pan over an enlarged version of the territory in question. Cities, forts, settlements, and terrain are shown in detail. By moving the cursor north, south, east, or west one can gain a bird’s-eye view of the entire region.

**Visuals**

Visual images embedded throughout the text can provide as much insight into our nation’s history as the written word. Within photographs and pieces of fine art lies emotional and historical meaning. Captions provide valuable information, such as in the example below. When studying the image, consider questions such as: “Who are these people?”; “How were they feeling?”; “What event motivated this photograph or painting?”; and “What can be learned from the backdrop surrounding the focal point?” Such analysis allows for a fuller understanding of the people who lived the American journey.

[add page with Thomas Jefferson, chapter 6]

**Study Aids**

Each chapter begins with a **Chapter-Opening Introduction**, a collection of historically significant illustrations that provide visual context for the chapter. Expanded pedagogical support helps students orient themselves to the chapter content: **Chapter Highlights**, mini-summaries that preview key themes and developments, **Questions**, organized by the main subtopics of each chapter, that encourage careful consideration of important themes and developments, and **Chapter Outlines**, a brief summary of the main sections within the chapter all provide a road map for study and review. Each of the questions is repeated at the appropriate place in the margin of the text.

[add chapter 6 opening spread—it will be small, but that may be okay]

**Marginal Questions**

The **Questions** that begin each chapter are repeated at the appropriate place in the margin of the text. Students can use these questions as a review test to confirm their understanding of the chapter content.

[add example from chapter 7]

**Marginal Key Terms/ Glossary**

Significant historical terms are called out in heavy type throughout the text, defined in the margin, and listed at the end of each chapter with appropriate page numbers. All **key terms** in the text are listed alphabetically and defined in a glossary at the end of the book.

[add example—try to get one page that shows key terms and Quick Reviews]

**Quick Reviews**

The **Quick Reviews**, placed at key locations in the margins of each chapter, provide pinpoint summaries of important concepts, events, or topics in American history and serve as a mini-review resource.

[add example—see above]
United States History Documents CD-ROM

Bound into every new copy of this textbook is a U.S. History Documents CD-ROM. This is a powerful resource for research and additional reading that contains more than 300 primary source documents central to U.S. History. Each document provides essay questions that are linked directly to a website where short-essay answers can be submitted online or printed out. Particularly relevant or interesting documents are called out at appropriate places in the margin throughout the text. A complete list of documents on the CD-ROM is found at the end of the text.

[add example from 4/e—show on page]

Overviews

The Overview Tables in this text are a special feature designed to highlight and summarize important topics within a chapter. The Overview table shown here, for example, summarizes the purpose and significance of the major laws and constitutional amendments passed during the Progressive Era.

[add example cited above from 3/e]

Chronologies

Each chapter includes a Chronology, a list of the key events discussed in the chapter arranged in chronological order. The chronology for Chapter 16 lists the dates of key events during the Reconstruction era from 1865 to 1877. Chronologies provide a review of important events and their relationship to one another.

[add example cited above from 3/e]

Conclusion and Summary

The conclusion at the end of each chapter puts the subject of the chapter in the broader perspective of U.S. history. The summary is organized according to the main subtopics of the chapter and serves as an overview of the content in the chapter. Both of these study aids can be used as a review of important concepts. A thumbnail copy of the chapter-opening introduction is included with an Image Key that explains each of the images on the page.

[add similar example as in Craig]

Review Questions, Where to Learn More, and Additional Study Resources

At the end of each chapter there are a number of review and enrichment resources. Review questions reconsider the main topics of each chapter. The section called Where to Learn More lists important historical sites and museums around the country and related Websites (which are also found at appropriate places in the margins of the text) that provide first-hand exposure to historical artifacts and settings. The URL for the Companion Website™ is also found at the end of each chapter; this is an excellent resource for additional study aids.

[add same example from 3/e with new design—show as page, not as in 3/e; include the icon example but on a page]
Special Features

Historians find most of their information in written records and original documents that have survived from the past. These include government publications, letters, diaries, newspapers—whatever people wrote or printed, including many private documents never intended for publication. Several features in the text highlight the written record so important to understanding historical events.

Voices from the American Journey

Each chapter begins with a brief firsthand account from an individual that powerfully recounts the personal journey he or she took in their lives. Each of these “voices” relates to the themes that follow in the chapter. For example, in Chapter 18 is an excerpt from a letter written by Mary Antin, a Russian-Jewish immigrant who came to America at the turn of the last century.

American Views

Each chapter contains a selection from a primary source document. The example shown here is a letter from a Union soldier fighting during the Civil War. Each American Views feature begins with a brief introduction followed by several questions—for discussion or written response—on what the document reveals about key issues and events.

Global Perspectives

This feature places the American journey within a broader world-wide context. That journey not only influenced other countries and peoples, but, we in turn have been shaped by global economic, migratory, technological, and political trends.

Visualizing the Past

These essays, found at the end of selected chapters, analyze important aspects of U.S. history through photographs, fine art, sculpture, woodcuts, and advertisements. Focus questions and a running narrative provide a careful examination of the historical implications of each topic in question.

From Then to Now

This two-page feature connects events and trends in the past to issues that confront Americans today, illustrating the value a historical perspective can contribute to our understanding of the world we live in. The example here, from Chapter 30, compares the roles of women in the
American workforce today to those before the Civil War and at the turn of the century.

[add example on Immigration—try to use whole spread reduced]

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