



SIXTH EDITION

UNITED STATES HISTORY



WELCOME TO *UNITED STATES HISTORY!*

Is it best to study history by examining the writings of people who lived during historical events and periods? Or is it best to study by reading information from a wide range of sources with the advantage of hindsight? Should a history course focus on biographies of important individuals? Or should it present the major trends in a nation's culture and explain how those trends have changed over time? In *UNITED STATES HISTORY*, Sixth Edition, all of these approaches are presented to give you a broad understanding of key figures, events, periods, and trends in the history of the United States from pre-Columbian times to the present-day. Important quotations from key historical figures have been included with analysis questions for you to interact with primary sources. Feature boxes allow you to explore more about a topic or person. Interesting historical facts you may not have known before are sprinkled throughout the book in Did You Know? boxes.

To assist your preparation for assessment, Comprehension Checks follow each section to ensure you have understood important people, places, events, and concepts. Each chapter also concludes with a Chapter Summary reviewing key ideas, as well as a Chapter Review of bold terms and both comprehension and application questions to help you prepare for a test. Hopefully, however, you enjoy the study of history and will read for comprehension and understanding that go beyond any immediate assessment your teacher provides. The study of United States history enables you to appreciate and evaluate the contributions of human beings throughout the country's existence. Additionally, this course guides you to approach any evaluation from a biblical worldview, reflecting the themes of Creation, Fall, and Redemption and noting the wisdom and providence by which God governs all affairs in human history (Isa. 46:8–10; Dan. 4:17, 35).

▼ The Electrical Building at the World's Columbian Exposition, Chicago, 1893



USING YOUR BOOK

An **essential question** in each section focuses students on the central idea.

Guiding questions in each section prepare students to engage the material for comprehension.

2 The Thirteen Colonies



- 2.1 The New England Colonies
- 2.2 The Middle Colonies
- 2.3 The Southern Colonies
- 2.4 Colonial Life
- 2.5 Colonial Religion

Signing of the Mayflower Compact

The **chapter outline** introduces the main topics that will be covered.

Photographs, illustrations, and artwork assist with comprehension and provide opportunities for visual analysis.

By 1700 the eastern coast of North America was dotted with more than 100 English settlements. The English colonies can be divided by arranging them geographically. The four settlement colonies were known as New England. The four colonies below New England were the middle colonies. The remaining five were the southern colonies.

There were three types of English colonies: charter, proprietary, and royal. A charter colony was one governed by a trade company (such as the Virginia Company) that received authorization from the king. In a proprietary colony, such as Pennsylvania, the king gave control of the colony to one or more proprietors. A royal colony was controlled directly by the king, who appointed a governor. Most charter and proprietary colonies became royal colonies during the 1700s.

2.1 The New England Colonies

How were the New England colonies founded?

Massachusetts

To study the settling of Massachusetts by the Pilgrims and then a decade later by the Puritans, one must understand the religious situation in England at that time. The official church was the Church of England, or the Anglican Church. Although technically Protestant, many aspects of Roman Catholicism remained in its rituals. Two groups, the Puritans and the Separatists, emerged in opposition to those practices. The Puritans wanted to purify the Anglican Church from within. They pushed the reforms that would rid England of Roman Catholic influences and bring greater spiritual vitality to the nation.

The Separatists believed that Christians needed to separate from the Anglican Church. They thought each congregation should be independent of other churches, free to worship and serve God without interference. Because the Separatists refused to attend Anglican churches or recognize the authority of the official state church, they were harassed, and many were jailed.

Plymouth

In 1607 some congregations of Separatists from England migrated to the Netherlands because of the religious tolerance there. After a decade in Holland, however, they noticed that the wealthy atmosphere and hardships of life in Holland threatened the spiritual and physical well-being of their children and their congregations, and that few other English colonies were willing to join them. Because of these concerns, the Separatists obtained a land grant from the Virginia Company to settle in America. Under the terms of the agreement, they would receive land and the right to worship freely.

In September 1620 these Separatists, known as "Pilgrims," boarded the *Mayflower* and left Plymouth, England, bound for America with a charter to settle in Virginia. Almost 100 passengers, about half of whom were Separatists, the Pilgrims refused to be taken to the other island as "strangers." The correct passage was shorter, and the *Mayflower* was closer to the north of the Virginia colony to Cape Cod, Massachusetts. A similar attempt to reach Virginia was also beaten back by a storm. By dawn it was November, and most provisions were used. Consequently, the Pilgrims decided to settle in Massachusetts.

GUIDING QUESTIONS

- Why did the Separatists and Puritans come to New England?
- How were the Separatists and Puritans different?
- Why were the colonies of Rhode Island, Connecticut, and New Hampshire founded separately from Massachusetts?
- How did the colonists make a living in New England?

The New England Colonies



The Thirteen Colonies 29

The Anti-Federalists of Virginia were led by Governor Edmund Randolph, George Mason, and later James Patrick Henry. On the one hand, they expressed legitimate concerns about consolidating judicial power in any one of the national government and the absence of guarantees of personal liberty, including religious freedom, in a bill of rights. Henry argued:

But we are told that we need not fear, because those in power being our representatives, will not abuse the powers we put in their hands. I am not well versed in history, but I will submit to your recollection, whether liberty has been destroyed most often by the licentiousness [lawlessness] of the people, or by the tyranny of rulers? I imagine, Sir, you will find the balance on the side of tyranny.

—PATRICK HENRY

The Federalists argued that they were not opposed to personal liberty, rather, most of them thought that a bill of rights was unnecessary because the federal government's powers were restricted to only those powers specifically granted in the Constitution and that it was too easy to strip rights to a writer's list. The Federalists also feared that the attempt to compose a bill of rights before ratification would demand the Constitution. After James Madison promised to introduce amendments for a bill of rights in the first session of Congress, the Virginia ratifiers were a narrow victory for ratification, 89–78.

One more of Virginia's ratifiers needed New York, and Federalists there were faced with a decision: voluntarily join the union or try to enter independently. It is a slim margin of 10 to 27, New York voted to join. North Carolina and Rhode Island held out for some time, but plans for the new government proceeded. Elections for the new Congress were set, and the opening session was scheduled for March 4, 1789, at the temporary national capital, New York City.

Benjamin Franklin wrote with satisfaction, "Our new Constitution is now established, every thing seems to proceed as well as desirable, but, in the world, nothing is certain, except death and taxes."

Analyzing Sources

Why does Henry not trust those who say the government will not abuse its powers?



The Ratification of the Constitution

Analyzing Sources provide opportunities for students to interact with primary sources.

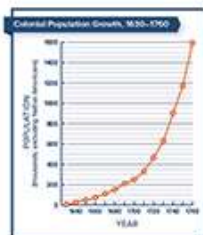
Baptists and the Bill of Rights

Many Protestants, including Baptists, had supported the War for Independence. One reason for their support was the anticipation of religious freedom that would result. However, when the text of the Constitution became known, Baptist leaders, including Pastor John Leland, expressed serious concerns because the document contained no guarantees of religious freedom. James Madison and others argued that their guarantees were unnecessary because the federal government could likely not restrict a

level of power that would threaten freedom of religion. However, Pastor Leland and many others insisted that their support for the Constitution was contingent on the addition of a bill of rights. When Patrick Henry convinced Madison to offer the suggested amendments, Leland and other Baptists supported the ratification of the Constitution and helped to ensure its passage.

Feature boxes provide brief biographical sketches, additional information, or insight into a particular topic.

Maps, charts, and diagrams help students visualize locations and concepts.



Colonial Growth

The American colonies grew rapidly in the 17th century, especially in England, Scotland, and Massachusetts. The New England colonies had abundant labor and resources and diverse farms. Along the Atlantic coastline, Dutch colonies were early growers, and their laborers had the labor skills to grow more than six crops at the time. The settlement and expansion had increased the diverse and growing in New England no longer than those in the south. However, Dutch working classes, and those led by the new class were supported and with demand.



Large families provided a source for the home, and still helping hands to put food on the table. Families with no sons were a source of labor for the colonies. Despite the spread of their growth, the colonies were not as densely populated as the colonies that had arrived in the Americas. Thousands of them arrived in Pennsylvania, and they had the religious freedom of Dutch immigrants and the rich land country in such. The first large group of new immigrants to the Americas were from Protestant workers. Indeed, European landless and religious persecution were a source of labor for the colonies. Most of the workers were Protestant from the Netherlands. Thousands of them arrived in Pennsylvania, and they had the religious freedom of Dutch immigrants and the rich land country in such. The first large group of new immigrants to the Americas were from Protestant workers. Indeed, European landless and religious persecution were a source of labor for the colonies. Most of the workers were Protestant from the Netherlands. Thousands of them arrived in Pennsylvania, and they had the religious freedom of Dutch immigrants and the rich land country in such.



Comprehension Check 2.3

- The primary crop of Virginia was
 - wheat
 - corn
 - tobacco
 - rice
 - The _____ was the first state to establish a college for African American students.
 - Virginia
 - North Carolina
 - Georgia
 - South Carolina
 - Which of the following was a reason for the founding of Georgia?
 - to be a place where debtors could start a new life
 - to develop a plantation for growing rice for export
 - to be a colony's buffer against Spanish Florida
- MAKING CONNECTIONS**
- How was the intensity of the southern cotton industry from that of the other colonies?

Comprehension Check questions give students an opportunity to assess their understanding of each section.

Results of the Awakening

The Great Awakening had several effects on the 18th-century Americas.

1 Church Growth

First, church growth was the most visible result. Because of the many conversions and the spiritual renewal of many Christians, the number of churches and church members increased significantly. Presbyterians and Baptists experienced the greatest growth. The Holy Trinity Church began to attract increasingly churches in America required personal salvation for membership. This growth also promoted unity among the churches. Different congregations and even different denominations prioritized their more doctrinal differences in the interest of evangelism. This tendency toward unity helped pave the way for a political union of the colonies in the coming decade with England.

2 Religious Division

Second, the Great Awakening also brought division to America's churches. Nearly every denomination had those who favored the revival offer (called New Lights or New Side) and those who opposed it (Old Lights or Old Side). Not all Old Lights were against revival itself; some were simply offended by its new view, the biblical exhortation of some people. Many of the opponents, though, were theologically opposed to the revival. They stressed the emphasis on personal experience, criticism of unscriptural practices, and the general speaking of "good church order."

3 Religious Training

Third, the number of colleges founded as secondary training centers increased. Princeton, Brown, Rutgers, and Dickinson were established. This expansion reflected spiritual emphasis. Harvard, however, continued to focus away from its former spiritual roots.

4 Separation of Church and State

Fourth, the Great Awakening increased the separation between church and state. The revival showed that the church could exist without government support and that established state churches were not necessary to prosper. This anti-establishment movement, especially where the Anglican church was strong, may have contributed to the increased tension between Britain and the colonies when Britain began to tighten its control in America.

5 Political Unity

Fifth, the Great Awakening had political effects on the colonies. It was the first truly national movement in American history. The revival cut across regional lines and touched every colony and nearly every class of people. The Great Awakening was not confined to northern, Presbyterian or Congregationalist, upper class or lower class. A new American, if raised to identify to begin to think in terms of liberty and rights in both spiritual and political affairs and caused some to think more about their status in the British Empire.

6 Democratization

Sixth, the Awakening advanced the idea of the equality of all men by reaffirming the equality of all before God. A democratic influence swept into the churches, people's wealth or status did not determine their spiritual condition. However, not all effects of this greater democratic spirit positive. As democracy and individualism became stronger, some Americans began to doubt fundamental Christian doctrines. Before the Great Awakening, people usually respected the expertise of their pastors in understanding the Scripture. Now, many thought their own unaided opinions were just as valid. Many movements that were unleashed in the Great Awakening saw their full development in the American Revolution. Freedom was an extension of both the spirit of democracy and the spirit of religious liberty.

86 Chapter 2

Graphic organizers allow students to readily analyze characteristics, causes, or effects.

Bold terms highlight key people, events, and concepts.



Death of Metacomb in King Philip's War

Nathaniel Bacon



Did You Know?
Nathaniel Bacon and Governor William Berkeley were rivals, and Bacon led an insurrection in the Colony of Virginia.

Colonial Interactions

Conflicts with Native Americans

As colonists continued to push farther inland and claim more land for themselves, clashes with Native Americans increased. One of these conflicts was the Pequot War from 1636 to 1637. The Pequots were a powerful group in the Connecticut River Valley who controlled the fur trade there. Enraged by the Dutch, English, and Native American tribes led to bloodshed. After some Englishmen were murdered, Massasoit responded by attacking and burning some Pequot villages and farms. The Pequots responded by attacking an English fort. The colonists then launched a Pequot War and won it. Most of the Pequots who survived the attack were captured and sold as slaves in the West Indies or in New England.

After the Pequot War, there was relative peace in New England for about forty years. However, conflict erupted again in 1675. Misnamed, called King Philip by the colonists, was the son of Massasoit who had helped the original English settlers at Plymouth and was the leader of the Wampanoag. When three Wampanoag men were tried, convicted, and executed for murder by the Plymouth colony, the Wampanoag and other area tribes responded by attacking the colonists. The resulting conflict from 1675 to 1678 was called King Philip's War and resulted in the deaths of at least six hundred colonists and more than ten thousand Native Americans. Metacomb was killed in 1674, and his head was mounted on a pole and displayed in Plymouth for the next twenty years.

In Virginia, bad weather, declining tobacco prices, and increasing competition from other colonies caused economic problems. Frenzied risk-taking, particularly Southern farmers, blamed the Native American population for their misfortune. When Indians raided the farms of a Virginia for failing to pay for some debts, colonists organized against the wrong tribe. This resulted in further attacks by the Native Americans. Governor William Berkeley attempted to impose peace, but Nathaniel Bacon accused Berkeley of failing to protect Virginia from the Indians and of serving special favors to Bacon's relatives. Bacon and his followers ignored Berkeley's orders to pursue peace and began attacking Indians throughout Virginia. Berkeley declared Bacon a rebel, and the war and the march led to Jamestown in September 1676. Berkeley fled, and Bacon's men burned the city. Bacon died in October 1676, and the rebellion ended. More of Bacon's followers were hanged by Berkeley.

Additional wars were fought on the frontier. Three Wampanoag Wars from 1675 to 1677, Queen Anne's War from 1702 to 1713, and King George's War from 1744 to 1764 were primarily between France and England and had equal effect on North America. Native Americans often allied themselves with one side or the other and attacked French or English settlements. These wars were the prelude to the more decisive French and Indian War.

Missions to Native Americans

Throughout the colonial era, many devout Christians attempted to reach Native Americans with the gospel. Sometimes personal contact resulted in a conversion, such as with Pocahontas. Missionaries often preached to the Indians in addition to their other duties. Roger Williams and Jonathan Edwards were among the first in New England to preach to the Indians.

44 Chapter 2

Did You Know? boxes present interesting facts to spark curiosity about people or events.

Each **chapter summary** reviews bold terms and provides a brief overview of the important concepts of each section.

CHAPTER 15 REVIEW

Chapter Summary


15.3 Presidents of the Progressive Era

- 1. Theodore Roosevelt pursued a progressive agenda. Muckleshoots exposed corruption and problems in mining, which combined led to legislation to address abuses. Roosevelt used the Sherman Antitrust Act against trusts he saw as too big for protection by state government agencies to regulate businesses. He sided with unions to raise standards and protected conservation of America's natural resources.
- 2. Republican William Howard Taft succeeded Roosevelt in 1908. He pursued a foreign policy known as "Dollar Diplomacy." He achieved several progressive goals, but his actions on tariffs, conservation, and trust busting angered Roosevelt and other progressives.

TERMS

Pure Food and Drug Act
Meat Inspection Act
William Howard Taft
Dollar Diplomacy
Underwood Tariff Act of 1913
Federal Reserve Act
Clayton Antitrust Act
Federal Trade Commission

15.3 Presidents of the Progressive Era



TERMS

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Chapter Review Questions

RECALL

1. What were two conditions that transformed transportation during the Progressive Era?
2. What industrial college was founded by Booker T. Washington?
3. What organization was formed in 1893 to seek equality for African Americans?
4. What Princeton University professor defended orthodox Christianity from modernism?
5. What feature professional baseball played became a leading source of revenue?
6. What did progressives believe primarily shaped people and their behavior?
7. What tragedy in New York City led to new laws to improve health and safety among factory workers?
8. What party did Roosevelt create to oppose Taft in the election of 1912?
9. Who were the four major candidates and their parties in the election of 1912? Who won the election?

UNDERSTAND


10. What is pragmatism? What was one reason people believed that society was progressing?
11. What was one way people spent less leisure time during this era?
12. How was Henry Ford able to lower the cost of the automobile?
13. What were three ways education changed during the Progressive Era?
14. What could be done to George Washington Carver's role in the field of agriculture?
15. What were two ways African American Social Darwinism changed during this period?
16. What did the Supreme Court rule in Plessy v. Ferguson?
17. How did some people use science to defend discrimination?
18. How did modernists attempt to adapt Christianity to modern ideas?

19. How did reform Darwinism differ from Social Darwinism?
20. What was the social gospel movement? What aspect of Christianity did it embrace, and what aspect of Christianity did it reject?
21. What were four ways orthodox Christians responded to modernism and the problems of society during the Progressive Era? How did these efforts differ?
22. What were three ways progressives attempted to fight corruption?
23. What were three ways progressives attempted to increase democracy?
24. What were two ways progressives tried to improve government efficiency?
25. What acts were the result of the publication of the muckraking book *The Jungle*?
26. How did Roosevelt distinguish between "good" trusts and "bad" trusts?
27. What were Roosevelt's actions during the coal strike of 1902? How did his actions differ from previous government actions involving labor issues?
28. What were three ways Taft's domestic and foreign policies differed from Roosevelt's?
29. What were four progressive policies enacted by Woodrow Wilson?

THINK ABOUT IT

30. Compare the views of Booker T. Washington and W. E. B. Du Bois regarding how African Americans should respond to discrimination.
31. Why do modern democracies and reliance on experts not always lead to better government?
32. How did each of the progressive stances become a goal of government?
33. Why could progressivism's goal of changing society by changing moral government never be fully successful?

Roosevelt on the campaign trail in 1902



The Progressive Era 49

Each **chapter review** helps students prepare for the assessment by asking them to recall important people, events, and concepts; connect events and people to deepen understanding; and think critically about people, actions, and ideas.