By the People
A History of the United States

SECOND EDITION
AP® Edition

James W. Fraser
New York University
Portfolio Manager: Ed Parsons
Managing Editor: Debbie Coniglio
Development Editor: Mary Gawlik
Director, Product Management and Marketing: Elaine Shema
Marketing Manager: Michele Gillis
Content Specialist: Jean Woy
Program Manager: Joanne Dauksewicz
Project Manager: Jennifer Thomas, Lumina Datamatics
Project Coordination, Text Design, and Electronic Page Makeup: Lumina Datamatics
Cover Designer: Jennifer Hart Design
Cover Illustration/Photo: Main photo: American flag popularly attributed to Betsy Ross (David Smart/Shutterstock); Insert photos, left column (top to bottom): Alison Turnbull Hopkins with banner (American Photo Archive/Alamy Stock Photo); Mechanic during maintenance, 1873 (ZU_09/DigitalVision Vectors/Getty Images); American Civil War Generals and their officers (National Archives/Stocktrek Images/Getty Images); Voters voting (Blend Images, Hill Street Studios/Brand X Pictures/Getty Images) Gold washing in California (duncan1890/E+/Getty Images); Insert photos, right column (top to bottom): Battle of Bunker’s Hill 1775- Colonel Prescott (SOTK2011/Alamy Stock Photo); Picket, oil workers’ union, Seminole, Oklahoma (Prints and Photographs Division, Library of Congress. Russell Lee, [LC-USF34-034063-D]); Engraving, 1870, Group of Native Americans (Grafissimo/E+/Getty Images); Stamp printed in USA showing Rosa Parks, circa 2013 (neftali/Shutterstock); Students picketing in front of White House, April 17, 1965 (Everett Collection Historical / Alamy Stock Photo)
Manufacturing Buyer: Mary Ann Gloriande
Printer/Binder: Courier-Kendallville
Cover Printer: Courier-Kendallville

Acknowledgments of third-party content appear on pages S1–S9, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and MYHISTORYLAB are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson’s products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Copyright © 2019, 2015 by Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

AP® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

17

Cataloging-in-Publication data is on file with the Library of Congress.
Dedication

To my children and grandchildren and all the students of their generations. May they find the American story in all its complexity as fascinating as I do.
# Brief Contents

## PART 1  
**Contact and Exploration, 1491–1607**

1. The World before 1492
2. First Encounters, First Conquests, 1492–1607

## PART 2  
**Settlements Old and New, 1607–1754**

4. Creating the Culture of British North America, 1689–1754

## PART 3  
**A New Birth of Freedom—Creating the United States of America, 1754–1800**

5. The Making of a Revolution, 1754–1783
6. Creating a Nation, 1783–1789
7. Practicing Democracy, 1789–1800

## PART 4  
**Crafting a Nation, People, Land, and a National Identity, 1800–1848**

8. Creating a New People, Expanding the Country, 1801–1823
10. Democracy in the Age of Andrew Jackson, 1828–1844
11. Manifest Destiny: Expanding the Nation, 1830–1853

## PART 5  
**Expansion, Separation, and a New Union, 1844–1877**

13. The Politics of Separation, 1850–1861
14. And the War Came: The Civil War, 1861–1865
15. Reconstruction, 1865–1877

## PART 6  
**Becoming an Industrial World Power—Costs, Benefits, and Responses, 1865–1914**

16. Conflict in the West, 1865–1912
17. The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876–1913
18. Responses to Industrialism, Responses to Change, 1877–1914

## PART 7  
**War, Prosperity, and Depression, 1890–1945**

20. Foreign Policy and War in a Progressive Era, 1890–1919
21. A Unique, Prosperous, and Discontented Time, 1919–1929
22. Living in Hard Times, 1929–1939
23. Living in a World at War, 1939–1945

## PART 8  
**Fears, Joys, and Limits, 1945–1980**

24. The World the War Created, 1945–1952

## PART 9  
**Certainty, Uncertainty, and New Beginnings, 1980 to the Present**

30. Entering a New Time, 2001 to the Present
Contents

To the Teacher xxii
To the Student xxii
Highlights and Features of By the People xxiii
Teaching and Learning Materials xxviii

Acknowledgments xxxi
About the Author xxxii
Correlation to the College Board’s AP® U.S. History Course and Exam Description xxxiii

PART 1 Contact and Exploration, 1491–1607

1 The World Before 1492

The Peopling of North America
- The Land Bridge, Clovis Culture, and Recent Discoveries
- Changing Climate and Cultures—Anasazi and Cahokia

The Diverse Communities of the Americas in the 1400s
- The Pueblo People of the Southwest
- The Tribes of the Mississippi Valley
- The Pacific Coast—From the Shasta to the California Indians
- The Iroquois Confederacy and the Tribes of the Atlantic Coast
- The Aztec, Mayan, and Inca Empires
- American Indian Cultures, Trade, and Initial Encounters with Europeans

A Changing Europe in the 1400s
- The Ottoman Empire Changes Eastern Europe
- The Rise of Portuguese Exploration
- England and France
- The Unification and Rise of Spain

Africa in the 1400s
- Ancient Ties between Africa and Europe
- The Empires of Ghana, Mali, and Songhay
- Kongo, Benin, and Central Africa
- Slavery in Africa

Asia in the 1400s

Conclusion xxv

Summary and Review 28

PART 1 AP® PRACTICE TEST 58

PART 2 Settlements Old and New, 1607–1754

2 First Encounters, First Conquests, 1492–1607

Christopher Columbus’s Exploration through Four Voyages

Exploration and Naming of a Continent

The Impact of European Arms and Disease

The Making of an Ocean World—The Atlantic and the Columbian Exchange

The Conquest of the Aztec and Inca Empires

Bartolomé de Las Casas and the Voices of Protest

3 Settlements, Alliances, and Resistance, 1607–1718

The English Settle in North America

Colonizing Virginia: Jamestown

The Massachusetts Colonies: Plymouth, Boston, and Beyond

Maryland

Additional Colonies: Continued Settlement and Development

African Slaves and Indentured Servants in England’s Colonies

England’s Wars, England’s Colonies

Civil War and Revolution in England
vi Contents

Wars in New England—Pequot War, 1637, and Metacom’s War (King Philip’s War), 1675–1676
Bacon’s Rebellion in Virginia, 1676

France Takes Control of the Heart of a Continent
Early French Settlement—Quebec, Montreal, and the Fur Trade
Exploring and Claiming the Mississippi River Valley
Creating the French Gulf Coast—Biloxi, Mobile, and New Orleans

Developments in Spanish Colonies North of Mexico
The Pueblo Revolt—New Mexico, 1680
Spain’s Response to France and England—San Antonio, Texas, and the Missions of California

Conclusion
Summary and Review

4 Creating The Culture of British North America, 1689–1754

England’s Glorious Revolution and “the Rights of Englishmen,” 1689
Parliament’s Decision to “Elect” a New King and Queen
John Locke—Defending the Right to Revolution
North American Responses

The Plantation World: From a Society with Slaves to a Slave Society
Seeking Stability by Creating a Slave Society
The Atlantic Slave Trade, the Middle Passage, and the Nature of Colonial Slavery
The Fear of Slave Revolts: South Carolina and New York

Stability and Instability in the American and British Worlds
The Salem Witch Trials of 1692
Women’s Lives
The Growth of Cities: Philadelphia, New York, Boston, Charleston
Commercial Attitudes, Commercial Success—Mercantilism and the New Trading Economy
Changing Social Systems
A Changing Religious Landscape—From the Halfway Covenant to the First Great Awakening
Ongoing Wars in Europe and British North America
The Unifying Effects of the Wars on British Colonies

Conclusion
Summary and Review

PART 2 AP® PRACTICE TEST

5 The Making of a Revolution, 1754–1783

Preludes to Revolution
The French and Indian War, 1754–1763
Pontiac and Indian Responses

The Proclamation Line of 1763
The Paxton Boys and Rural White Responses
Threats of New Taxes
“The Revolution Was in the Minds of the People”
Transition from the “Rights of Man” to Revolt
The Accompanying Revolution in Religion and the Arts
Impression and Taxes—Seaport Riots, the Stamp Act, the Boston Massacre, and the Boston Tea Party
Revolts in the Backcountry
Growing Unity in the Colonies—The First Continental Congress
Talk of Freedom for Slaves
The War for Independence
From Lexington and Concord to Bunker Hill—Revolt Becomes War
African Americans in the Armies of Both Sides
Moving toward Independence
Declaring Independence, 1776
George Washington and His Victorious Patchwork Army

Conclusion
Summary and Review

PART 3 A New Birth of Freedom—Creating The United States of America, 1754–1800

6 Creating a Nation, 1783–1789

The State of the Nation at War’s End
From Colonies to States
For the Revolutionary Army Officers: The Newburgh Conspiracy
For Poor White Farmers: Shays’s Rebellion
For White Settlers Moving West
For American Indians
For Slaves, Former Slaves, and Those Who Claimed Ownership of Them
For Women: The Rise of Republican Motherhood

Creating a Government: Writing the U.S. Constitution
The Crisis of the 1780s: The Failure of the Articles of Confederation
The Constitutional Convention of 1787
The Effects of Slavery on a Unified Government
Debating and Adopting the Constitution

Conclusion
Summary and Review

7 Practicing Democracy, 1789–1800

Convening a Congress, Inaugurating a President, Adopting a Bill of Rights
Congress and President Washington: Setting to Work
The Bill of Rights
Creating an Economy: Alexander Hamilton and the U.S. Economic System
The Secretary of the Treasury’s Key Role
Debt and Taxes
The First Bank of the United States
A Blueprint for the Future of the Nation
### PART 6 Becoming an Industrial World

#### Power—Costs, Benefits, and Responses, 1865–1914

**16 Conflict in the West, 1865–1912**

460  
- Religion in the New South
- Creating the Segregated South
- The Politics of Exclusion
- African American Responses

461  
- The Politics of Conflict—From Populist Movement to Populist Party

462  
- The Farmers’ Alliance and Other Farm Groups
- Defining a National Agenda
- Populism Becomes a Political Party

463  
- Worker Protest and the Rise of Organized Labor

464  
- The Knights of Labor
- The American Federation of Labor
- Haymarket, 1886
- Homestead Strike, 1892
- Coxe’s Army, 1893–1894
- The American Railway Union, the Pullman Strike of 1894, and the Socialist Party
- Miners and Their Unions
- The Industrial Workers of the World
- The Garment Industry and the Triangle Shirtwaist Fire of 1911
- Bread and Roses: The Lawrence Strike of 1912
- Ludlow, Colorado, 1914

465  
- Conclusion

466  
- Summary and Review

**17 The Gilded Age: Building a Technological and Industrial Giant and a New Social Order, 1876–1913**

489  
- Technology Changes the Nation
- Corporations and Monopolies
  - Financing and Controlling the Railroads—Jay Cooke, Cornelius Vanderbilt, and Others
  - New Industries: Rockefeller’s Oil, Carnegie’s Steel, and Morgan’s Banking

490  
- Lives of the Middle Class in the Gilded Age
  - Middle-Class Life and Expectations
  - Gilded Age Religion
  - Electoral Politics
  - Global Connections

493  
- Immigration
  - The Push from around the World
  - The Pull from an Industrializing United States
  - The Reality—Jobs, Cities, and Americanization

495  
- Religious Responses to the Gilded Age
  - Temperance and the Woman’s Christian Temperance Union
  - The Social Gospel

497  
- Progressive Politics on the National Stage
  - Teddy Roosevelt—Progressive President
  - Roosevelt and African Americans
  - Roosevelt’s Continuing Popularity
  - Taft Wins, Taft Loses—The Elections of 1908 and 1912
  - Woodrow Wilson’s New Freedom

500  
- Conclusion

501  
- Summary and Review

**18 Responses to Industrialism, Responses to Change, 1877–1914**

520  
- Conflict in the New South
  - Economic Development and Economic Optimism
  - Nostalgia and Celebration of the “Lost Cause”

521  
- Summary and Review

522  
- PART 6 AP® PRACTICE TEST
PART 7  War, Prosperity, and Depression, 1890–1945

20 Foreign Policy and War in a Progressive Era, 1890–1919 584
Continuing Expansion
Alaska 585
Hawaii 585
The Splendid Little War ... with Spain—Cuba, Puerto Rico, and the Philippines, 1898
Tensions in Cuba 589
War in Cuba, Puerto Rico, and the Philippine Islands 590
The Anti-Imperialists 590
Foreign Policy, Foreign Adventures, 1900–1914
A Canal in Panama 592
The United States, Russia, Japan, and China 594
Woodrow Wilson’s Asian Policy 595
Mexico and Latin America 595
The United States and the Great War
War in Europe 598
The War at Home—Support and Opposition 601
War and Victory 604
Peace Talks, and the Failure of the Treaty of Versailles 605
Conclusion 612
Summary and Review 614

21 A Unique, Prosperous, and Discontented Time, 1919–1929 616
The Prelude—The Red Summer of 1919 617
The 1920s—The Exuberance of Prosperity
Prohibition—The Campaign for Moral Conformity 620
A Scandalous Age—Bootleg, Ponzi, and Teapot Dome 622
The Vote for Women 623
A Revolution in Culture—Manners, Morals, and Automobiles 625
The Harlem Renaissance and Marcus Garvey 628
The 1920s—The Conflicts about American Ideals
The Rise of the Ku Klux Klan in the 1920s 632
Eugenics and IQ Tests—The Science of Discrimination 633
Immigration Restriction, 1924 634
The Farmers’ Depression 636
The Scopes Trial 638
Harding, Coolidge, and Hoover—National Politics and Policies in the 1920s 640
Conclusion 642
Summary and Review 644

22 Living in Hard Times, 1929–1939 646
The Coming of the Great Depression
The Great Crash: October 1929 647
The Hoover Years, 1929–1933 649
The New Deal
The Brain Trust and the First One Hundred Days 650
The Indian New Deal 653
African Americans, the Depression, and FDR’s “Black Cabinet” 654
The Dust Bowl and the “Okie” Experience 656
The Works Progress Administration and the Artists’ New Deal 658
Organized Labor, the Committee for Industrial Organization, and the Factory Floor 659
Opponents of the New Deal 660
The Continuing Depression and the Expanding New Deal, 1935–1939 662
The Deep Roots of War—The United States, Europe, and Asia 666
Conclusion 672
Summary and Review 673

23 Living in a World at War, 1939–1945 675
Preparedness and Isolation, 1939–1941
The Battle of Britain 676
Moving toward Lend-Lease Legislation 677
Growing Tensions with Japan 680
Mass Mobilization in a Society at War
Early Battles, Early Losses, 1941–1942 681
Men in the Military—Volunteers and Draftees 683
Deferments, Alternative Service, and War Work 684
Women in Military Service 684
Rosie the Riveter and Her Friends 685
Marginalization in a Democracy—The March on Washington and the War at Home 686
Japanese Internment 688
Industrial Strength, Industrial Prosperity
Wartime Production 691
Wartime Prosperity 692
Winning a World War—North Africa, Europe, Asia, the Pacific, 1943–1945
The War in Europe, 1943–1945 693
Roosevelt’s Death, Truman’s Leadership 697
The War in the Pacific, 1943–1945 698
The Atomic Era Begins 700
Conclusion 703
Summary and Review 705
PART 7 AP® PRACTICE TEST 707

PART 8  Fears, Joys, and Limits, 1945–1980

24 The World the War Created, 1945–1952 712
The United States in 1945
Science, Technology, Consumer Culture, and the Bomb 713
Returning Veterans, the Baby Boom, and Suburban Homes 715
The Great Migration—African Americans Move North 719
<table>
<thead>
<tr>
<th>Conclusion</th>
<th>869</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary and Review</td>
<td>870</td>
</tr>
<tr>
<td><strong>29 A New World Order, 1989–2001</strong></td>
<td>872</td>
</tr>
<tr>
<td>The Bush Administration, 1989–1993</td>
<td>874</td>
</tr>
<tr>
<td>Foreign Policy between 1989 and 1993</td>
<td>874</td>
</tr>
<tr>
<td>Education, Legislation, and the Supreme Court</td>
<td>877</td>
</tr>
<tr>
<td>Race: From Rodney King to O. J. Simpson</td>
<td>878</td>
</tr>
<tr>
<td>Economic Troubles and the Election of 1992</td>
<td>878</td>
</tr>
<tr>
<td>The Clinton Presidency</td>
<td>880</td>
</tr>
<tr>
<td>The Early Clinton Agenda: It’s Still—Mostly—the Economy</td>
<td>880</td>
</tr>
<tr>
<td>“The Era of Big Government Is Over”</td>
<td>881</td>
</tr>
<tr>
<td>Small Wars and Dangerous Terrorists—Clinton’s Foreign Policy</td>
<td>884</td>
</tr>
<tr>
<td>Terrorism at Home and Abroad</td>
<td>886</td>
</tr>
<tr>
<td>Scandal and Impeachment</td>
<td>888</td>
</tr>
<tr>
<td>The Prosperous 1990s</td>
<td>889</td>
</tr>
<tr>
<td>Technology Dominates an Era</td>
<td>889</td>
</tr>
<tr>
<td>The Birth of New Technologies</td>
<td>890</td>
</tr>
<tr>
<td>A Connected Nation</td>
<td>892</td>
</tr>
<tr>
<td>The Dot-com Bubble and Its Eventual Burst</td>
<td>893</td>
</tr>
<tr>
<td>Google Becomes a Verb</td>
<td>893</td>
</tr>
<tr>
<td>The Y2K Scare of January 1, 2000</td>
<td>894</td>
</tr>
<tr>
<td>The Latest Technology—Winners, Losers, and Change Agents</td>
<td>895</td>
</tr>
<tr>
<td>Beyond Clinton—The Coming of George W. Bush</td>
<td>896</td>
</tr>
<tr>
<td><em>Bush v. Gore</em>—The Election and the Court Case of 2000</td>
<td>896</td>
</tr>
<tr>
<td>The George W. Bush Presidential Agenda</td>
<td>898</td>
</tr>
<tr>
<td>Conclusion</td>
<td>900</td>
</tr>
<tr>
<td>Summary and Review</td>
<td>901</td>
</tr>
<tr>
<td><strong>30 Entering a New Time, 2001 to the Present</strong></td>
<td>903</td>
</tr>
<tr>
<td>The Impact of September 11, 2001</td>
<td>904</td>
</tr>
<tr>
<td>Finding the Terrorists—al-Qaeda, the Taliban, Afghanistan</td>
<td>905</td>
</tr>
<tr>
<td>The War on Terror at Home</td>
<td>907</td>
</tr>
<tr>
<td>The War in Afghanistan and Iraq</td>
<td>908</td>
</tr>
<tr>
<td>Difficult Years on the Domestic Front</td>
<td>912</td>
</tr>
<tr>
<td>Hurricane Katrina and Its Aftermath</td>
<td>912</td>
</tr>
<tr>
<td>The Financial Crisis of 2008</td>
<td>914</td>
</tr>
<tr>
<td>The Obama Years</td>
<td>917</td>
</tr>
<tr>
<td>The Election of 2008</td>
<td>917</td>
</tr>
<tr>
<td>Obama’s Agenda—Stimulus, a Health Plan, and Economic Reform</td>
<td>918</td>
</tr>
<tr>
<td>The Rise of the Tea Party, Occupy Wall Street, and Divided Government</td>
<td>919</td>
</tr>
<tr>
<td>The Election of 2012</td>
<td>922</td>
</tr>
<tr>
<td>New Liberals, New Conservatives, Election Surprises</td>
<td>923</td>
</tr>
<tr>
<td>Black Lives Matter</td>
<td>923</td>
</tr>
<tr>
<td>Economic Troubles, Economic Stagnation, and a Divided Nation</td>
<td>924</td>
</tr>
<tr>
<td>The Angry Election of 2016</td>
<td>926</td>
</tr>
<tr>
<td>Conclusion</td>
<td>933</td>
</tr>
<tr>
<td>Summary and Review</td>
<td>934</td>
</tr>
<tr>
<td>PART 9 AP® PRACTICE TEST</td>
<td>936</td>
</tr>
<tr>
<td>Appendix (The Constitution of the United States of America)</td>
<td>A–1</td>
</tr>
<tr>
<td>Sources</td>
<td>S–1</td>
</tr>
<tr>
<td>Index</td>
<td>I–1</td>
</tr>
</tbody>
</table>
Maps

1-1 The Earliest Americans 5
1-2 North American Culture Areas, c. 1500 10
1-3 Inca Empire in 1500 16
1-4 Native North American Cultural Areas and Trade Networks, c. 1400 CE 17
1-5 African Trade Networks 22
2-1 Columbus’s Voyages 34
2-2 Europe on the Eve of the Columbian Encounter 43
2-3 North American Exploration 44
3-1 Spread of Settlement: Atlantic Coast European Colonies, 1607–1639 64
3-2 King Philip’s War in New England in 1675–1676 81
3-3 France in the American Interior, 1670–1720 83
3-4 Changes in the Southwest 88
3-5 California Missions 89
4-1 Enslaved People in British North America in 1750 98
4-2 Origin and Destinations of Enslaved Africans, 1700–1800 100
4-3 British-Spanish Competition and the Expansion of Slavery into Georgia 103
4-4 The Triangle Trade 111
4-5 French, English, and Spanish Claims, 1608 117
5-1 North America before and during the French and Indian War, 1754–1763 132
5-2 North America after the French and Indian War, 1763 133
5-3 Major Battles of the American Revolution 151
6-1 The American-Spanish Border, 1783–1795 165
6-2 State Claims to Western Lands 166
6-3 The Northwest Territory Grid System 167
6-4 Ohio in the 1780s 168
Maps

16-4 Early States Granting Women Suffrage 484
17-1 The Nation's Industrial Heartland 497
17-2 Immigration to the United States 509
18-1A Expanding Southern Railroads, 1859–1899 523
18-1B Expanding Southern Railroads, 1859–1899 523
18-2 The Election of 1896 534
19-1 Prohibition in the States 562
19-2 Major National Parks 568
19-3 The Election of 1912 573
20-1 The United States in the World, 1900 588
20-2 U.S. Intervention in the Caribbean and Latin America 597
20-3 Europe and the Middle East before and during World War I 599
20-4 A Changing Middle East 609
20-5 Europe in 1919 610
21-1 People Moving in the 1920s 628
21-2 Harlem in the 1920s 631
21-3 The Mississippi River Flood 638
22-1 The Range of the TVA 653
22-2 The Dust Bowl 657
23-1 Nazi Europe, 1941 677
23-2 Japanese Power in the Pacific 682
23-3 Internment Camps 689
23-4 The War in Europe and North Africa 695
23-5 The War in the Pacific 700
24-1 Americans on the Move 718
24-2 A Divided Germany 728
24-3 A Divided Europe 730
24-4 The Korean War 736
| 25-1   | A World Divided                               | 748–749 |
| 25-2   | The Interstate Highway System                | 757     |
| 25-3   | Civil Rights Events, 1953–1963               | 762     |
| 26-1   | Americans in Poverty                          | 790     |
| 26-2   | The Impact of the Voting Rights Act          | 794     |
| 26-3   | The War in Vietnam                            | 796     |
| 27-1   | Support of and Opposition to the ERA          | 824     |
| 27-2   | Nuclear Plants around the United States       | 831     |
| 27-3   | Oil-Producing Nations                        | 832     |
| 28-1   | The United States and the Middle East         | 850     |
| 28-2   | The United States and the Americas           | 851     |
| 29-1   | Europe after Communism                        | 875     |
| 29-2   | Yugoslavia Comes Apart                       | 885     |
| 29-3   | The Election of 2000                          | 898     |
| 30-1   | Afghanistan and Iraq                          | 908     |
| 30-2   | The Election of 2012                          | 922     |
| 30-3   | The Two Americas of 2016                      | 930     |
List of Tables and Figures

**Table 2-1**  The Columbian Exchange 37
**Table 3-1**  England’s American and Island Colonies 73
**Table 4-1**  Estimated Populations of the Four Largest Cities in British North America between 1700 and 1775 108
**Table 4-2**  Wars in British North America between 1689 and 1763 119
**Table 5-1**  Parliamentary Acts That Fueled Colonial Resistance 139
**Table 6-1**  The Free Black Population in the Early United States 171
**Table 7-1**  Interplay of the French Revolution and the United States, 1789–1801 202
**Table 7-2**  Characteristics of the Emerging Political Parties or Factions 204
**Table 8-1**  Comparison of the First Political Parties: Federalists and Democratic-Republicans 222
**Table 9-1**  Changes in Travel Times within the United States as a Result of the Revolution in Transportation 266
**Table 11-1**  Major Battles of the U.S. War with Mexico 327
**Table 14-1**  Major Battles and Culmination of the Civil War 422
**Table 16-1**  Growing Population in the West 485
**Table 17-1**  Factory Sales of Passenger Cars per Year 492
**Table 22-1**  Major New Deal Laws and Agencies 654

**Figure 1-1**  Population of the Americas, Europe, Africa, and Asia 11
**Figure 7-1**  Debt from the Revolutionary War, by State 192
**Figure 9-1**  Cotton Exports as a Percentage of All U.S. Exports, 1800–1860 251
**Figure 14-1**  Comparison of Union and Confederate Resources 412
**Figure 17-1**  A Specific Look at Immigrants to the United States 510
**Figure 23-1**  Unemployment Rate and Gross National Product, 1940–1945 679
**Figure 24-1**  Number of Births for the United States from 1929 to 1980 716
**Figure 28-1**  Real Family Income, 1980–1990 859
Special Features

American Voices

The Natchez Tradition, c. 800 7
Richard Hakluyt, The True Pictures and Fashions of the People in That Part of America Now Called Virginia, 1585 15
The Dedication of Columbus’s Log to the King and Queen of Spain, 1493 32
Bartolomé de Las Casas, The History of the Indies, 1550 41
Of Plymouth Plantation, by William Bradford, 1630–1651 69
Mary Rowlandson, The Sovereignty and Goodness of God, 1682 79
Journal of the Voyage of Father Jacques Gravier, of the Society of Jesus [Jesuits], in 1700, from the Country of the Illinois to the Mouth of the Mississippi River 85
Benjamin Franklin, The Way to Wealth, 1757 109
Jonathan Edwards, A Treatise Concerning Religious Affections 116
Phillis Wheatley, Poem to the Earl of Dartmouth, 1773 145
Joseph Plumb Martin, Narrative of a Revolutionary Soldier, 1775–1783 152
Prince Hall, “From Slavery to Equality,” 1797 172
James Madison, The Federalist Papers, 1787, and Patrick Henry’s response, 1788 183
Moses Seixas and George Washington, 1790 Letters 198
The Kentucky Resolutions of 1798 209
William Clark and Red Bear—Two Views of the Lewis and Clark Experience 235
Tecumseh, Speech to the Governor of Indiana, 1810 238
Charles Ball, Fifty Years in Chains; or, The Life of an American Slave, 1810–1860 256
Harriet H. Robinson 259
Perspectives on Indian Removal, 1818–1830 286
The Shaker Community, “Tis the Gift to Be Simple,” 1830s 298
Eulalia Perez, Memories of Mexican California, c. 1830s 315
The Letters of Narcissa Whitman, 1836–1847 321
Edmund Ruffin, Slavery and Free Labor Described and Compared, c. 1860 353
Susan Merritt, Memories of Slavery in the 1850s 355
Lydia Maria Child and Governor Henry A. Wise, Letters Regarding John Brown, 1859 387
Susie King Taylor, “Reminiscences of My Life in Camp,” 1862 409
Cornelia Hancock, “Letters of Cornelia Hancock,” July 7, 1863 419
Jourdon Anderson, Letter to Colonel P. H. Anderson, 1865 432
John Roy Lynch, The Work of Reconstruction, 1869 442
Paruasemena (Ten Bears), Speech at Medicine Lodge Creek Treaty Meeting, 1867 464
Charles W. Allen, Report from Wounded Knee, 1890  469
Andrew Carnegie, “Wealth,” 1889  499
Sadie Frowne, A Polish Sweatshop Girl, 1906  511
Mary E. Lease, Women in the Farmers’ Alliance, 1891  532
Mother Jones, “Victory at Arnot,” 1897  543
Lincoln Steffens, “Boston—1915,” 1908  556
Jane Addams, Twenty Years at Hull House, 1910  560
Woodrow Wilson, War Message 1917  602
Mathew Chopin, “Advancing Over the Top and Carrying Wounded Comrade Under Shell-Fire,” 1918  607
Ellen Wells Page, A Flapper’s Appeal 1922  626
Alain Locke, Voices of the Harlem Renaissance, 1925  630
Letter to Eleanor Roosevelt, April 20, 1935  651
Kathy O’Grady, “What Did You Do in the War, Grandma?”  686
Alvin Kernan, A Bluejacket's Odyssey in World War II  698
United Nations Universal Declaration of Human Rights, 1948  724
Newton N. Minow, Television and the Public Interest, 1961  755
Fannie Lou Hamer, “Testimony to the Credentials Committee,” 1964  771
Lyndon B. Johnson, “Great Society Speech,” 1964  791
Three Views on Women’s Rights  818
Gerald R. Ford, Remarks upon Taking the Oath of Office as President, 1974  829
Jesse Jackson and Pat Robertson—Presidential Candidates, 1988  857
Caridad Ríos, Adela Aguirre, and Saša Savić Talk about Their Immigrant Experiences in the United States  867
Republican “Contract with America,” 1994  882
September 11, 2001, Artie Van Why  906
Understanding Black Lives Matter  925
Two Americas—2017  931

**Thinking Historically**

The Declaration of the People by Nathaniel Bacon, General, 1676  82
Pontiac’s Vision  134
Hamilton’s Commercial Nation versus Jefferson’s Agrarian Vision  196
Thomas Jefferson and Sally Hemings  226
Special Features

The Missouri Compromise 272
The Nullification Crisis 294
Considering Henry David Thoreau 325
Understanding Advertisements for Runaway Slaves 358
_Uncle Tom’s Cabin_ 375
Abraham Lincoln, Gettysburg Address, 1863 417
Cutting Fences in New Mexico 478
Debating Booker T. Washington’s “Cast Down Your Buckets Where You Are” Speech 528
_How the Other Half Lives_ 564
Limiting Free Speech 606
Understanding Different Perspectives on Women’s Rights 624
The Decision to Drop the Atomic Bomb 702
Observations on Levittown and Other Suburbs 719
Looking at the Art of the Postwar Nation 733
The Many Faces of the Civil Rights Movement 766
Rachel Carson’s _Silent Spring, 1962_ 780
The Young Lords Party and the Origin of Political Movements in the 1970s 820
A Changing World Economy 860
The Causes of the Columbine Shootings 887
Same-Sex Marriage 921

**When Historians Disagree**

How Should Columbus Be Remembered? 36
What Caused the Hysteria in Salem? 107
Was the American Revolution Radical or Conservative? For Whom? 146
The Legends of the Alamo 316
Understanding Reconstruction 447
Were They Robber Barons or Benefactors? 501
What Was the Impact of the New Deal? 666
Could—or Should—the United States Have Won in Vietnam? 801
Did Ronald Reagan End the Cold War? 856
To the Teacher

I hope you and your students enjoy reading *By the People* and that your students learn history and learn to value the study of American history and historical thinking skills as well as preparing well for the AP® exam, as a result of reading it.

In writing *By the People* I have had several key goals in mind:

• **To create a book that is interesting.** I have used stories to try to give students a flavor of the developments that have created the United States as it is. Too many students say “history is my most boring subject.” All of us involved with the teaching of high school and college history courses need to do all we can to help our students emerge liking what they have learned and with a thirst for more historical knowledge. I hope *By the People* is a contribution to that goal.

• **To focus on all of the lands that eventually became the United States and the people who eventually became part of this country and culture.** Thus the fact that different and competing Europeans established Santa Fe, New Mexico (by the Spanish), Quebec, Canada (by the French), and Jamestown, Virginia (by the English), in the same three-year time span, 1607–1610, says a lot about what was happening in Europe and in different parts of North America that one would miss by focusing only on English settlements. The fact that the rapid expansion of cotton production after the War of 1812 shaped the face of southern slavery, northern industrialism, and new developments in transportation and communications worldwide would be missed if one studies different regions in isolation. The United States was a much smaller country when it declared independence in 1776 than it is today, but developments in areas such as California and Texas are as important as developments in original colonial areas of Virginia and Massachusetts in shaping the modern nation.

• **To provide a history of the many different peoples who have shaped the United States as it is today, as reflected in the title of this book—*By the People***. Whenever possible, I have focused on the stories of average everyday women and men who have created this country. In a survey of U.S. History, it is essential to tell the stories of the leaders—the people from George Washington to Donald Trump and from Benjamin Franklin to Andrew Carnegie to Jane Addams—who have been the best-known leaders of their generations. At the same time, I believe it is equally important to tell the story of some of those whose names have been forgotten—women and men who fought in the Revolutionary army, enslaved people who ran away or found other ways to resist and ultimately gain freedom, women who worked for decades to win the right to vote, immigrants who came to the United States in the hope of building a better life, American Indians of many different tribes who found ways to maintain their cultures in spite of formidable obstacles. These and many other people are essential to the story that is told in this book.

• **To foster a sense of agency—as well as historical knowledge—in our students by focusing on the stories of the active roles in history played by diverse peoples of this country.** When history becomes one thing after another, it gets just plain boring. When history becomes only a celebration of the good and great among us, it is unbelievable. And when history is only a story of the bad things that some Americans have done to others, it is just plain depressing. On the other hand, if American history can be the story of those who fought back against injustice, who organized to win new rights, who found ways to build a better society, then our students can ask, “why not me?” And, I believe that such a history of people who made a difference can lead our students in their time to join the list of those who have helped build a better and more hopeful country.

• **Finally, and very important to all of us, in every step in the development of *By the People*, to be mindful of the changing standards that the College Board established for AP® U.S. History, starting with the revisions for the May 2015 exams and further changes that impacted exams for 2017 and 2018.** My editors and I have worked hard to ensure that this second edition is fully up to date with the latest changes in these standards, including those finalized in the summer of 2017. These newest standards focus on analyzing historical evidence and on argument development. Every chapter is organized around these skills with questions and suggestions that help a student think about the information that is presented in the same way historians think about evidence. My goal is to prepare students so that, well before the exam, the kinds of questions that are asked and the responses to information that are required will be second nature to them based on their work with this book.

No book alone can do the job of teaching students what they need to know, fostering a lifelong love of history, or creating a can-do spirit that American students need so badly. Nevertheless I hope that *By the People* can be a useful resource that, in the hands of an expert teacher, can help create a learning experience that develops the knowledge and skill we want our students to have.

Please let me know what your experience—and that of your students—is like. E-mail me at jim.fraser@nyu.edu. I am anxious to hear, to learn, and to be a partner with you in creating the education that our students deserve.

Jim Fraser
New York City
To the Student

I hope you enjoy reading By the People and that you learn the value of the study of American history and historical thinking skills as a result of reading it.

The title of this book—By the People—describes one of my key goals. This text is a history of the many different peoples who have shaped the United States as it is today. Whenever possible, I have focused on the stories of average everyday women and men who have created this country. In a survey of U.S. History, it is essential to tell the stories of the leaders—the people from George Washington to Donald Trump and also from Benjamin Franklin to Andrew Carnegie to Jane Addams—who have been the best-known leaders of their generations. At the same time, I believe it is equally important to tell the story of some of those whose names have been forgotten—women and men who fought in the Revolutionary army, enslaved people who ran away or found other ways to resist and ultimately gain freedom, women who worked for decades to win the right to vote, immigrants who came to the United States in the hope of building a better life, American Indians of many different tribes who found ways to maintain their cultures in spite of formidable obstacles. These and many other people are essential to the story that is told in this book.

In focusing on the stories of the diverse peoples of this country, I have also sought to foster a sense of agency—as well as historical knowledge. When history becomes a listing of one thing after another, it gets boring. When history becomes only a celebration of the good and greats among us, it is unbelievable. And when history is only a story of the bad things that some Americans have done to others, it is just plain depressing. On the other hand, if American history can be the story of those who fought back against injustice, who organized to win new rights, who found ways to build a better society, then our students can ask, “why not me?” And, I believe that such a history of people who made a difference in the past can lead today’s students in your time to join the list of those who have helped build a better and more hopeful country.

Please let me know what your experience is like. E-mail me at jim.fraser@nyu.edu. I am anxious to hear and to learn.

Jim Fraser
New York City
Written with a single author voice, *By the People* seeks to spark students’ interest in historical inquiry through an integrated social and political history narrative.

**New to This Edition**

Extensive updating and revising have been completed for this edition, with attention throughout the book to the latest AP® History Disciplinary Practices and Reasoning Skills. Specifically, this edition includes new and more in-depth coverage on:

- New research on earliest migration patterns of the first peoples of the Americas
- The place of women in early American Indian societies
- Changes in sailing and navigation
- New information on the Columbian exchange in a global context
- Early development of slavery up to the 1808 ban on international slave trade
- Differences in state constitutions and forms of government
- Technological innovations in textile machinery, steam engines, interchangeable parts, the telegraph, agricultural inventions, and transportation networks
- Liberal social ideas from abroad and Romantic beliefs in human perfectibility and its influence on literature, art, philosophy, and architecture
- Changes in political parties over time
- Lincoln and Reconstruction, especially on the debate about Lincoln’s vision for the United States and commitment to emancipation
- Internal immigration, child labor, and women creating the middle class as producers and consumers
- LGBTQ contributions to history

In addition, this edition offers insightful information about the influence of technological innovation on economic development and society:

- Employment trends increasing in the services and decreasing in manufacturing
- Divided government and hostility
- Increasing environmental concerns
- Fear of terrorism and ISIS
- Continuing wars in Iraq and Afghanistan

- Black Lives Matter
- Influence of greater technological connectivity
- The long presidential election of 2016

**Program Highlights**

*By the People* enriches the AP program mission in these specific ways:

- Gives attention to continuity and change over time, organizing the past to foster historical understanding of how history actually unfolds and the ways in which people living through an era experience it. The text is organized into nine parts that reflect the basic periods of U.S. history: Contact and Exploration, 1491–1607; Settlements Old and New, 1607–1754; A New Birth of Freedom—Creating the United States of America, 1754–1800; Crafting a Nation, People, Land, and a National Identity, 1800–1848; Expansion, Separation, and a New Union, 1844–1877; Becoming an Industrial World Power—Costs, Benefits, and Responses, 1865–1914; War, Prosperity, and Depression, 1890–1945; Fears, Joys, and Limits, 1945–1980; and Certainty, Uncertainty, and New Beginnings, 1980 to the Present.

- Uses a narrative approach that covers the essential core content of U.S. history, integrating stories that allow students to learn some aspects more deeply and ponder material more critically.

- Tells the story of U.S. history by examining the relationship of the United States to the rest of the world, noting not only the impact of the American experience on other nations and cultures but also the impact of those cultures on the United States, whether that impact be through immigration, the worldwide exchange of ideas through media and commerce, or official foreign policy.

- Highlights the diversity of the American people as an essential element in the nation’s history.

- Incorporates extensive AP content and pedagogy:
  - A correlation of chapters to the AP U.S. History Course Framework Key Concepts opens each part of the text.
  - AP Practice Tests at the end of each part include multiple-choice questions, short-answer questions, a long essay question, and a document-based question that can be completed on MyHistoryLab.
  - A chapter-based pedagogical structure is designed to improve historical thinking skills and foster student engagement and success on the AP exam.
Features

The pedagogical approach of By the People is designed to provide numerous opportunities for students to engage in historical inquiry and to focus on analyzing historical evidence and argument development. Each feature connects to the historical thinking skills that are an essential part of the study of history and essential to success on the AP exam. They are intended to serve as points of discovery through which students learn and understand the past and its significance. Three features appear throughout the text: American Voices, Thinking Historically, and When Historians Disagree.

The American Voice features share viewpoints from many different types of people, all of whom were participants in this country’s history. From Native Americans, slaves, and immigrants to farmers, laborers, and soldiers to mothers, activist women, and service providers to politicians, social leaders, and presidents, these accounts bring to life vital pieces of our history in contexts that bring new perspectives. For example, one account by Mary Rowlandson describes an attack on her colonial village and her abduction by Indians. Another account by Charles Ball relates his days as a slave. Later, letters by Paul Coe provide an intimate view of life as a soldier in Vietnam, and a memoir by Artie Van Why relates not only the horror of 9/11 but also the profound humanity he experienced that day.

The Thinking Historically features present ways in which historians try to interpret and analyze events and developments in U.S. history. Students can begin to get a sense of how important this interpretation and analysis is to represent history in ways that reflect the actual contexts of the events. Questions after these features challenge students to practice thinking historically for themselves. “How the Other Half Lives” relates the difficulties Jacob Riis encountered as he tried to publicize his writings about the population in New York City living in abject poverty. “Limiting Free Speech” discusses the tensions throughout society as people differed strongly on the issue of participating in World War I. Other features share analysis of issues such as the civil rights movement, same-sex marriage, and more.

Finally, the When Historians Disagree features juxtapose two different takes on history by historians with varying perceptions of the same issues or events. These features introduce students to the lively and dynamic nature of history, and the questions for students at the end allow them to practice the critical thinking and analysis that is necessary to engage in the study of history. Some of the questions explored in these features include How should Columbus be remembered? What was the impact of the New Deal? Could, or should, have the United States won in Vietnam?

Part 5
Expansion, Separation, and a New Union 1844–1877

Part Opening Outlines

Each of the nine parts opens with an outline of the text chapters and the AP U.S. History Course Framework Key Concepts covered in the part.
Chapter Learning Objectives

Objectives for each main section of the chapter correlate to the Key Concepts of the AP U.S. History Course Framework. These objectives serve as a guide for the student learner to the chapter’s main topics and themes.

Quick Review Questions

Questions that ask students to use historical thinking skills necessary for the practice and study of history conclude each main section of the chapter. These questions ask students to construct arguments, consider cause-and-effect, evaluate patterns of change, and evaluate comparisons and contrasts. Students are asked to use these skills as they relate to both the content of the section and the overall themes in the AP U.S. History Course Framework.

When Historians Disagree

This new feature—one for each of the nine parts of the book—focuses on Analyzing Secondary Sources. In each of these, short segments give the description of the same event from the pens of two different historians. Students are then asked to describe the claim that each historian has made, the evidence that they used, and the differences between them. Finally, the student is asked to provide his or her own explanation of the topic.
American Voices

Primary source document excerpts bring history alive by introducing students to the words, thoughts, and ideas of people who lived and experienced the events of the time. Each document includes a brief head note and critical analysis questions to help students put the sources in their historical context.

Thinking Historically

This feature continues the emphasis of providing ample opportunity for the practice of historical thinking skills. These brief document excerpts relate the themes of the new AP U.S. History Course Framework to content within the chapter. The feature includes questions that connect to the skills.

Chapter Summary and Review

An extensive set of review questions based on the chapter learning objectives, key concepts and themes from the AP U.S. History Course Framework, and writing about history continue the focus of the pedagogical program in the text on critical thinking and writing skills.
AP Practice Tests

Each of the nine parts of the text conclude with a full AP Practice Test. Using primary source documents, images, and cartoons, the tests include multiple-choice questions, short essays, and long essays to mirror the AP exam. The content of each Practice Test focuses on the content within the part, giving students a broad introduction to the test and the chance to review the content in the context of an AP exam. A full Document-Based Question is available on the Pearson MyHistoryLab website to complete the Practice Test for each part.

Exceptional Art and Illustration Program

A full complement of maps, photographs, and illustrations support the discussions within the text and provide geographic context as well as many iconic images of the past.
Teaching and Learning Materials

MyHistoryLab™
A fully integrated learning program, MyHistoryLab for *By the People* helps students better prepare for class, quizzes, and exams—resulting in more dynamic experiences in the classroom and improved performance in the course. The immersive Pearson eText—with videos and interactive activities just a click away—engages students in their study of history, and fosters learning within and beyond the classroom.

Pearson eText with Audio
Contained within MyHistoryLab, the Pearson eText enables students to access their textbook online—through laptops, iPads, and tablets. Download the free Pearson eText app to use on tablets. Students may also listen to their text with the Audio eText.

MyHistoryLibrary
The new MyHistoryLibrary contains more than 700 of the most commonly assigned primary source documents, complete with headnotes and focus questions. You can also listen to audio versions of all the documents.

AP Practice Resources
The AP practice tests that are included at the end of each part within the text are available on MyHistoryLab for students, including a full Document-Based Question with each test. The multiple-choice sections of the tests are automatically graded and download to the student gradebook.

Artifacts as Evidence Videos
Created in partnership with the Smithsonian Institution, these videos focus on a wide range of unique artifacts from the Smithsonian collection, using these artifacts as starting points for explaining and illuminating the American historical experience.

Charting the Past
New interactive maps create in-depth opportunities for students to explore the relationship between geography, demography, and history.

Writing Space
Better writers make great learners—who perform better in their courses. To help students develop and assess concept mastery and critical thinking through writing, we created the Writing Space in MyHistoryLab. It’s a single place to create, track, and grade writing assignments, provide writing resources, and exchange meaningful, personalized feedback with students quickly and easily. Plus, Writing Space includes integrated access to Turnitin, the global leader in plagiarism prevention.

Preview and Adoption Access
Upon textbook purchase, students and teachers are granted access to MyHistoryLab with Pearson eText. High school teachers can obtain preview or adoption access for MyHistoryLab in one of the following ways:

**Preview Access**
- Teachers can request preview access online by visiting www.PearsonSchool.com/Access_Request. Select Social Studies, choose Initial Access, and complete the form under Option 2. Preview Access information will be sent to the teacher via e-mail.

**Adoption Access**
- With the purchase of this program, a Pearson Adoption Access Card with Instructor Manual will be delivered with your textbook purchase. (ISBN: 978-0-13-354087-1)
- Visit PearsonSchool.com/Access_Request, select Social Studies, choose Initial Access, and complete the form under Option 3—MyLab/Mastering Class Adoption Access. Teacher and Student access information will be sent to the teacher via e-mail.

**Students, ask your teacher for access.**
Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. This will allow Pearson to continue to deliver the most up-to-date content and technology to customers. Customer will be notified of any change prior to the beginning of the new school year.
For Teachers

New! Annotated Teacher’s Edition
A new comprehensive Teacher’s Edition with detailed annotations authored by Stacie Brensilver. Annotations appear in the text next to the topic under discussion. There are three forms of annotations for the teacher: teaching the History Disciplinary Practices (three types) and History Reasoning Skills (four types); Classroom Activities (usually three per chapter); and A Deeper Look (websites and questions for more detailed study). In addition, Key Concepts and Subtopics, along with the associated Thematic Learning Objectives, appear in each chapter at the appropriate point.

Instructor’s Resource Manual
The Instructor’s Resource Manual for By the People, contains key concepts, learning objectives from the text, chapter outlines and summaries that cover each section in the text, additional discussion questions, suggested activities, videos for flipped classes, suggested readings, and a quick review and chapter review answer key. This resource is a downloadable for teachers within MyLab History.

AP® Exam Style Test Bank
A new AP Exam Style Test Bank is a downloadable resource for teachers within MyLab History. Questions in this Test Bank are formatted to mirror the AP Exam, containing an abundance of document- and image-based multiple-choice questions correlated to each chapter and part in the textbook, Short- and long-answer questions are also included at the end of each part. Answers are tagged according to topic, AP concept, and Learning Objective, with page numbers provided for easy reference.

PowerPoint™ Presentations
Strong PowerPoint presentations make lectures more engaging for students. Correlated to the chapters of your Pearson textbook, each presentation includes a lecture outline and images and maps from the textbook. This resource is a downloadable for teachers within MyLab History.

Test Generator
This easy-to-use test generation software program provides the multiple-choice and essay questions from the printed test item file and allows users to add, delete, and print tests.
For Students

The following supplements are available for purchase.

Pearson Test Prep Series: AP® U.S. History

Completely revised and updated by Stacie Brensilver of New York University, this Test Prep Workbook for AP® United States History, includes a review of the content of the course, along with Multiple Choice, Short Answer, and Long Essay Questions (with answers and explanations) for all 30 chapters of By the People, updated with the June 2017 changes to the AP® U.S. Course. Also included are 12 Document Based Questions, with suggested answers. In this second edition there two complete practice tests with answers and explanations and a new introduction to strategies for taking the exam.

Reading and Note Taking Study Guide

This supplement by John Reisbord provides a chapter-by-chapter guide to help students read their textbook effectively, using various critical reading skills and strategies for an organized approach to reading and studying.

DBQ Workbook

For additional practice, this workbook by Ted Dickson and Michael Linquist of Providence Day School provides document-based and free-response questions for students to use to strengthen critical-thinking and essay-writing skills.

New! Historical Practices, Skills, and Course Themes Workbook for AP® United States History

This new workbook by Ted Dickson of Providence Day School, Charlotte, NC introduces students to the practices, skills, and course themes that they will need for the course and the exam. Organized according to the 9 periods of the course, each chapter has an introduction to the period, 6-8 individual activities, and a set of practice questions in AP® format. This is the practical, affordable, focused help students need to learn historical thinking and writing and to prepare for the exam.
Acknowledgments

It is with a great deal of gratitude that I thank the many reviewers whose insightful comments and suggestions have helped shape this text during its development:

Lee Annis, Montgomery College; Joyce Baird, Dripping Springs High School; Stacie Brensilver, New York University; Gwendolyn Cash, Clear Creek High School; Peggy Cashion, The Woodlands High School; Catherine Cluck, Westlake High School; Matt Cone, Plano Senior High School; Kevin Conforti, Lexington Christian Academy; Thomas Conway, Westlake High School; Lorraine Dumerer, R.L. Turner High School; Zach Dziedzic, Loyola Blakefield; John Eckerson, Milton High School; Susan Elliot, Viewpoint School; Greg Feldmeth, Polytechnic School; Rebeca Kelley, Washington High School; Kurt Knierim, Rocky Mountain High School; Sue Ikenberry, Georgetown Day School; Christopher Lee, Zephyrhills High School; Stephen Ludlam, John A. Rowlands High School; Pamela Marquez; Sue Masty, North Penn High School; Dr. Louisa Bond Moffitt, Marist School; Sara Romeyn, Bullis High School; Penny Rosas, Mayde Creek High School; Rick Rosenberg, Main South High School; Margaret Sargent, Great Valley School District; James L. Smith, Arrowhead Park Early College High School; Jennifer Snoddy, George Walton Comprehensive High School; Matt Tassinari, Palmdale High School; Kevin Varano, Sci Tech High School; Dan Wagenberg, Brien McMahon High School; Cherry Whipple, S.F. Austin High School; Samuel Wilson, Southwest High School.

I also wish to thank the following people for their invaluable assistance with the AP practice tests and chapter review material: Zach Dziedzic (Practice Tests 2, 3, 4, and 5), Laura Gordon (Practice Test 7), Sue Ikenberry (Practice Test 9), Karen Johnson (Practice Test 8), Cherry Whipple (Practice Tests 1 and 6), Stacie Brensilver Berman (Quick Reviews), and John Reisbord (Chapter summaries and reviews) and especially Rod Franchi for an extraordinary effort to review, revise, and update all the Practice Tests to fit with the latest College Board standards.

By the People has been a long time in the making. It began when Lesley Henderson of Lawrence King Publishers showed up in my office at Northeastern University and asked me to think about writing such a book. Since that time, many people have contributed to the making of this book. My NYU colleagues Diana Turk and Stacie Brensilver Berman have been a never-ending source of ideas, critique, and encouragement; Alexandra Wood then a doctoral candidate and now a member of the faculty offered research help, and my former colleague William Fowler offered advice at crucial moments as has Amy Karwoski, a more recent NYU graduate student. My NYU graduate students in Social Studies Curriculum: U.S. History read and critiqued the manuscript and have contributed more than they will ever know. The staff of the College Board have been generous with their time in explaining the many changes in the AP standards over recent years. I also want to thank the many AP teachers and the staff of the College Board who have attended my annual sessions at the summer AP teacher conferences or other AP workshops have shared critical ideas all along the way. Warren Goldstein of the University of Hartford and Ted Dickson of Providence Day School have shared many ideas along the way. My superb editor for the first edition, Charlyce Jones-Owen has supported—and challenged—me every step of the way. Other editors and marketers including especially Caroline Grauman-Boss, the late Gerald Lombardi, Ed Parsons, Joanne Dauksewicz, Jean Woy, Stacie Brensilver Berman, and Rod Franchi have been a terrific team for the second edition. It has been my good fortune to work with the extraordinary Mary Gawlik who reviewed and edited every word of both editions. Elaine Shema, Michele Gillis, and Cheryl Keenan at Pearson have shaped this manuscript in essential ways and made it much better for their efforts. And my wonderful family—my wife Katherine Hanson and our children and grandchildren—have been a never-ending source of support whether it is Katherine’s reminder that “writing this book is what you have always wanted to do” or another generation wondering if Grandpa ever got up from his desk.

James W. Fraser
New York University
James W. Fraser is Professor of History and Education and Chair of the Department of Applied Statistics, Social Science, and Humanities at the Steinhardt School of Culture, Education, and Human Development at New York University. His teaching includes a survey course in U.S. History for future Social Studies teachers and courses in the History of American Education, Religion & Public Education, and Global Culture Wars. He holds a PhD from Columbia University. Dr. Fraser was the 2013–2014 President of the History of Education Society and is a former member of the Editorial Board of the History of Education Quarterly. He served as Senior Vice President for Programs at the Woodrow Wilson National Fellowship Foundation in Princeton, New Jersey from 2008 to 2012. He has also served as NYU liaison to the New Design High School, a public high school in New York’s Lower East Side, and to Facing History and Ourselves.

Before coming to New York University Dr. Fraser taught in the Department of History and the School of Education at Northeastern University in Boston where he was the founding dean of Northeastern’s School of Education. He was also a member and chair of the Commonwealth of Massachusetts Education Deans Council, the Boston School Committee Nominating Committee, and other boards. He was a lecturer in the Program in Religion and Secondary Education at the Harvard University Divinity School from 1997 to 2004. He has taught at Lesley University; University of Massachusetts, Boston; Boston University; and Public School 76 Manhattan. He is an ordained minister in the United Church of Christ and was pastor of Grace Church in East Boston, Massachusetts, from 1986 to 2006.

In addition to By the People, Dr. Fraser is the author or editor of twelve books including Between Church and State: Religion and Public Education in a Multicultural America (second edition, 2016); The School in the United States: A Documentary History (third edition, 2014), Preparing America’s Teachers: A History (2007), and A History of Hope: When Americans Have Dared to Dream of a Better Future (2002). He lives in New York City with his wife Katherine Hanson and their dog, Pebble.
## Correlation of By the People to the AP U.S. History Course and Exam Description

Upon publication, this text was correlated to the most current College Board’s U.S. History Course Framework. We continually monitor the College Board’s AP Course and Exam Descriptions for updates. For the most current correlation for this textbook, visit PearsonSchool.com/AdvancedCorrelations.

<table>
<thead>
<tr>
<th>AP U.S. HISTORY CURRICULUM</th>
<th>Chapter and Page References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong> 1491–1607</td>
<td></td>
</tr>
<tr>
<td><strong>On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.</strong></td>
<td>Chapters 1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Key Concept 1.1</strong></td>
<td></td>
</tr>
<tr>
<td>As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</td>
<td>pp. 3–17</td>
</tr>
<tr>
<td><strong>Key Concept 1.2</strong></td>
<td></td>
</tr>
<tr>
<td>Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td>I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</td>
<td>pp. 17–21, 31–34, 41–43</td>
</tr>
<tr>
<td>II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.</td>
<td>pp. 31–41, 43–51</td>
</tr>
<tr>
<td><strong>Period 2</strong> 1607–1754</td>
<td></td>
</tr>
<tr>
<td><strong>Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.</strong></td>
<td>Chapters 2, 3, 4</td>
</tr>
<tr>
<td><strong>Key Concept 2.1</strong></td>
<td></td>
</tr>
<tr>
<td>Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</td>
<td>Chapters 2, 3, 4</td>
</tr>
<tr>
<td>I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.</td>
<td>pp. 31–41, 43–54, 82–89</td>
</tr>
<tr>
<td>II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</td>
<td>pp. 63–82, 94, 96–120</td>
</tr>
<tr>
<td>III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</td>
<td>pp. 78–88</td>
</tr>
<tr>
<td><strong>Key Concept 2.2</strong></td>
<td></td>
</tr>
<tr>
<td>The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.</td>
<td>pp. 94–120</td>
</tr>
<tr>
<td>I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.</td>
<td>pp. 94–120</td>
</tr>
<tr>
<td>II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</td>
<td>pp. 97–104</td>
</tr>
<tr>
<td><strong>Period 3</strong> 1754–1800</td>
<td></td>
</tr>
<tr>
<td><strong>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.</strong></td>
<td>Chapters 4, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Key Concept 3.1</strong></td>
<td></td>
</tr>
<tr>
<td>British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.</td>
<td>Chapters 4, 5</td>
</tr>
<tr>
<td>I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.</td>
<td>pp. 129–135</td>
</tr>
<tr>
<td>II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.</td>
<td>pp. 135–156</td>
</tr>
<tr>
<td>Key Concept 3.2</td>
<td>The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.</td>
<td>pp. 95–96, 135–145, 161–175</td>
</tr>
<tr>
<td>II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.</td>
<td>pp. 161–162</td>
</tr>
<tr>
<td>III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.</td>
<td>pp. 165–167, 176–185, 189–192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 3.3</th>
<th>Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</th>
<th>Chapters 6, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</td>
<td>pp. 165–167, 198–200</td>
<td></td>
</tr>
<tr>
<td>II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.</td>
<td>pp. 202–209</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4 1800–1848</th>
<th>The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.</th>
<th>Chapters 8, 9, 10, 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concept 4.1</td>
<td>The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.</td>
<td>Chapters 8, 10, 11</td>
</tr>
<tr>
<td>I. The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.</td>
<td>pp. 221–225, 268–277, 281–294</td>
<td></td>
</tr>
<tr>
<td>II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.</td>
<td>pp. 226–230, 295–297</td>
<td></td>
</tr>
<tr>
<td>III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.</td>
<td>pp. 226–230, 297–304</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 4.2</th>
<th>Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</th>
<th>Chapters 9, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.</td>
<td>pp. 250–254, 258–268</td>
<td></td>
</tr>
<tr>
<td>II. The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.</td>
<td>pp. 254–258, 300–304</td>
<td></td>
</tr>
<tr>
<td>III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.</td>
<td>pp. 343–344, 346–349, 258–261, 266–268, 275–277</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 4.3</th>
<th>The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives</th>
<th>Chapters 8, 9, 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.</td>
<td>pp. 231–246, 283–288</td>
<td></td>
</tr>
<tr>
<td>II. The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</td>
<td>pp. 351–362, 269–272</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5 1844–1877</th>
<th>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.</th>
<th>Chapters 11, 12, 13, 14, 15, 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concept 5.1</td>
<td>The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.</td>
<td>Chapters 9, 10, 11, 12, 16</td>
</tr>
<tr>
<td>II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.</td>
<td>pp. 343–350</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 5.2</th>
<th>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</th>
<th>Chapters 9, 11, 12, 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.</td>
<td>pp. 254–258, 330, 351–362</td>
<td></td>
</tr>
<tr>
<td>II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.</td>
<td>pp. 370–394</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 5.3</th>
<th>The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights</th>
<th>Chapters 14, 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.</td>
<td>pp. 399–406</td>
<td></td>
</tr>
<tr>
<td>II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</td>
<td>pp. 431–453</td>
<td></td>
</tr>
<tr>
<td>Period 6 1865–1898</td>
<td>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</td>
<td>Chapters 16, 17, 18, 19</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Key Concept 6.1</td>
<td>Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.</td>
<td>Chapters 17, 18</td>
</tr>
<tr>
<td></td>
<td>I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro- growth government policies — generated rapid economic development and business consolidation.</td>
<td>pp. 490–504, 507–508</td>
</tr>
<tr>
<td></td>
<td>II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.</td>
<td>pp. 513–516, 521–522, 535–545</td>
</tr>
<tr>
<td></td>
<td>III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.</td>
<td>pp. 529–535</td>
</tr>
<tr>
<td>Key Concept 6.2</td>
<td>The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.</td>
<td>Chapters 16, 17, 19</td>
</tr>
<tr>
<td></td>
<td>I. International and internal migration increased urban populations and fostered the growth of a new urban culture.</td>
<td>pp. 501–504, 509–516, 553–561</td>
</tr>
<tr>
<td></td>
<td>II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.</td>
<td>pp. 461–486</td>
</tr>
<tr>
<td>Key Concept 6.3</td>
<td>The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</td>
<td>Chapters 16, 17</td>
</tr>
<tr>
<td></td>
<td>II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</td>
<td>pp. 505–507, 524–528, 559–565</td>
</tr>
<tr>
<td>Period 7 1890–1945</td>
<td>An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.</td>
<td>Chapters 19, 20, 21, 22, 23, 24</td>
</tr>
<tr>
<td>Key Concept 7.1</td>
<td>Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.</td>
<td>Chapters 19, 21, 22</td>
</tr>
<tr>
<td></td>
<td>I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.</td>
<td>pp. 625–631, 626–627</td>
</tr>
<tr>
<td></td>
<td>II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.</td>
<td>pp. 552–553, 565–576, 620–624, 647–649</td>
</tr>
<tr>
<td></td>
<td>III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</td>
<td>pp. 650–666</td>
</tr>
<tr>
<td>Key Concept 7.2</td>
<td>Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international</td>
<td>Chapters 20, 21, 24</td>
</tr>
<tr>
<td></td>
<td>I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.</td>
<td>pp. 603–604, 606, 617–620, 625–636, 638–639, 722</td>
</tr>
<tr>
<td></td>
<td>II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.</td>
<td>pp. 628–631, 634–636, 719–722</td>
</tr>
<tr>
<td>Key Concept 7.3</td>
<td>Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.</td>
<td>Chapters 20, 21, 22, 23</td>
</tr>
<tr>
<td></td>
<td>I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.</td>
<td>pp. 585–597</td>
</tr>
<tr>
<td></td>
<td>III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</td>
<td>pp. 678–703</td>
</tr>
<tr>
<td>Period 8 1945–1980</td>
<td>After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.</td>
<td>Chapters 24, 25, 26, 27</td>
</tr>
<tr>
<td>Key Concept 8.1</td>
<td>The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.</td>
<td>Chapters 24, 25, 26, 27</td>
</tr>
<tr>
<td></td>
<td>II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.</td>
<td>pp. 731–734, 745–750, 798–800, 812–813, 830–834</td>
</tr>
<tr>
<td>Key Concept 8.2</td>
<td>New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</td>
<td>Chapters 24, 25, 26, 27</td>
</tr>
<tr>
<td></td>
<td>I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.</td>
<td>pp. 762–773, 792–794, 802–803</td>
</tr>
</tbody>
</table>
II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. pp. 778–780, 815–820, 830–31

III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. pp. 737–739, 752–753, 778–795, 803–805, 809–911, 823–834

**Key Concept 8.3**
Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. Chapters 24, 25, 27

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. pp. 713–719, 793, 824–826

II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation. pp. 753–762, 822–823

**Period 9**
1980–Present

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. Chapters 28, 29, 30

**Key Concept 9.1**
A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Chapters 28, 29, 30


**Key Concept 9.2:**
Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. Chapters 28, 29, 30

I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. pp. 861–863, 877, 889–896, 924–926

II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. pp. 863–869, 878, 883–884, 921, 923–932

**Key Concept 9.3**
The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. Chapters 28, 29, 30

I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. pp. 848–857, 873–877, 884–887

II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. pp. 904–924