Preface

History is both a discipline of rigor, bound by rules and scholarly methods, and something more: the unique, compelling, even strange way in which we humans define ourselves. We are all the sum of the tales of thousands of people, great and small, whose actions have etched their lines upon us. History supplies our very identity—a sense of the social groups to which we belong, whether family, ethnic group, race, class, or gender. It reveals to us the foundations of our deepest religious beliefs and traces the roots of our economic and political systems. It explores how we celebrate and grieve, sing the songs we sing, weather the illnesses to which time and chance subject us. It commands our attention for all these good reasons and for no good reason at all, other than a fascination with the way the myriad tales play out. Strange that we should come to care about a host of men and women so many centuries gone, some with names eminent and familiar, others unknown but for a chance scrap of information left behind in an obscure letter.

Yet we do care. We care about Sir Humphrey Gilbert, "devoured and swallowed up of the Sea" one black Atlantic night in 1583; about George Washington at Kips Bay, red with fury as he takes a riding crop to his retreating soldiers. We care about Octave Johnson, a slave fleeing through Louisiana swamps trying to decide whether to stand and fight the approaching hounds or take his chances with the bayou alligators; about Clara Barton, her nurse's skirts so heavy with blood from the wounded, she must wring them out before tending to the next soldier. We are drawn to the fate of Chinese laborers, chipping away at the Sierras' looming granite; a Georgian named Tom Watson seeking to forge a colorblind political alliance; and desperate immigrant mothers, kerosene in hand, storming Brooklyn butcher shops that had again raised prices. We follow, with a mix of awe and amusement, the fortunes of the quirky Henry Ford ("Everybody wants to be somewhere he ain't"), turning out identical automobiles, insisting his factory workers wear identical expressions ("Fordization of the Face"). We trace the career of young Thurgood Marshall, crisscrossing the South in his own "little old beat-up '29 Ford," typing legal briefs in the back seat, trying to get black teachers to sue for equal pay, hoping to get his people somewhere they weren't. The list could go on and on, spilling out as it did in Walt Whitman's *Leaves of Grass*: "A southerner soon as a northerner, a planter nonchalant and hospitable,/A Yankee bound my own way . . . a Hoosier, a Badger, a Buckeye, a Louisianian or Georgian." Whitman embraced and celebrated them all, inseparable strands of what made him an American and what made him human:

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In all people I see myself, none more and not one a barleycorn less,
And the good or bad I say of myself I say of them.

To encompass so expansive an America Whitman turned to poetry; historians have traditionally chosen *narrative* as their means of giving life to the past. That mode of explanation permits them to interweave the strands of economic, political, and social history in a coherent chronological framework. By choosing narrative, historians affirm the multicausal nature of historical explanation—the insistence that events be portrayed in context. By choosing narrative, they are also acknowledging that, while long-term economic and social trends shape societies in significant ways, events often take on a logic (or an illogic) of their own, jostling one another, being deflected by unpredictable personal decisions, sudden deaths, natural catastrophes, and chance. There are literary reasons, too, for preferring a narrative approach, since it supplies a dramatic force usually missing from more structural analyses of the past.

In some ways, surveys like this are the natural antithesis of narrative history. They strive, by definition, to be comprehensive: to furnish a broad, orderly exposition of their chosen field. Yet to cover so much ground in so limited a space necessarily deprives readers of the context of more detailed accounts. Then, too, the resurgence of social history—with its concern for class and race, patterns of rural and urban life, the spread of market and industrial economies—lends itself to more analytic, less chronological treatments. The challenge facing historians is to incorporate these areas of research without losing the story's narrative drive or the chronological flow that orients readers to the more familiar events of the past.

But in the end, it is indefensible to separate the world of ordinary Americans from the corridors of political maneuvering or the ceremonial pomp of an inauguration. To treat political and social history as distinct spheres is counterproductive. The primary question of this narrative—how the fledgling, often tumultuous confederation of "these United States" managed to transform itself into an enduring republic—is not only political but necessarily social. In order to survive, a republic must resolve conflicts between citizens of different geographic regions and economic classes, of diverse racial and ethnic origins, of competing religions and ideologies. The resolution of these conflicts has produced tragic consequences, perhaps, as often as noble ones. But tragic or noble, the destiny of these states cannot be understood without comprehending both the social and the political dimensions of the story. To weave together those narratives has been our goal in *Nation of Nations.*

Creating a Concise Edition

This edition provides a briefer alternative to the full-length text. In the belief that the original authors could best preserve both the themes and the narrative approach of the longer work, we have done the abridgment ourselves. Indeed, the task forced us to think again about the core elements of narrative history, for the task of condensing a full-length survey presents devilish temptations. Most teachers rightly

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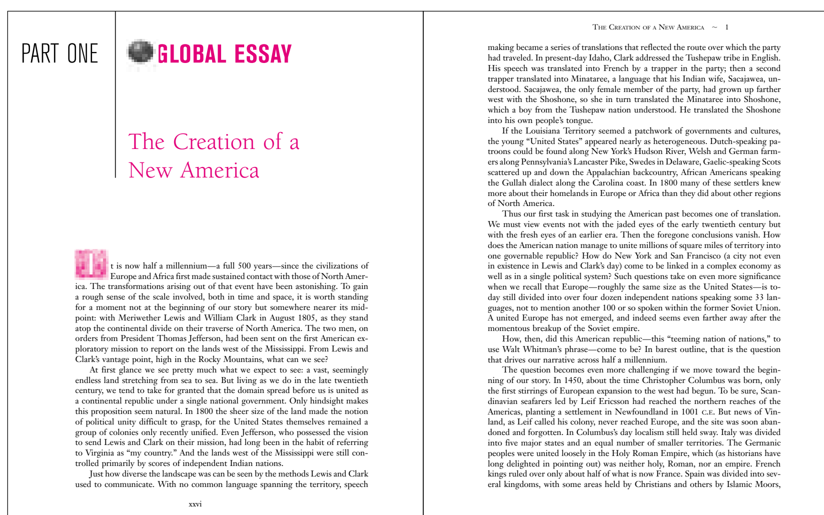
resist sacrificing breadth of coverage; yet if an edition is to be brief, the words, the sentences, the paragraphs must go. The temptation is to excise the apparently superfluous "details" of a full-dress narrative: trimming character portraits, cutting back on narrative color, lopping off concrete examples. Yet too draconian a campaign risks producing either a bare-bones compendium of facts or a bloodless thematic outline, dispossessed of the tales that engaged the reader in the first place.

The intent, then, is to provide a text that remains a *narrative*—a history with enough contextual detail for readers to grasp the story. The fuller introductions to each chapter, a distinctive feature of the original text, have been preserved, though streamlined where possible. Within each chapter, we have attempted to maintain a balance between narrative and thematic analysis. Paradoxically, doing so has occasionally meant *adding* material to the brief edition: replacing longer stories with shorter emblematic sketches or recasting sections to ensure that students are not overwhelmed by the compression of too many details into too few paragraphs.

As with any history, the narrative keeps changing. Historians constantly revalue the past, searching for more revealing ways to connect *then and there* with *here and now*. The story shifts, sometimes in subtle ways, other times more boldly. The third edition of this text has been significantly revised.

New Global Context

Most broadly, the changes we have made arise from our conviction that the American past cannot be understood without linking its story to events worldwide. Half a millennium ago, the societies of Europe, Africa, and Asia first began a sustained interaction with the civilizations of the Americas. The interplay between newcomers and natives, between old cultures and new, continues to this day. We still introduce each of the book's six parts with Global Essays.



PART ONE

GLOBAL ESSAY

The Creation of a New America

It is now half a millennium—a full 500 years—since the civilizations of Europe and Africa first made sustained contact with those of North America. The transformations arising out of that event have been astonishing. To gain a rough sense of the scale involved, both in time and space, it is worth standing for a moment not at the beginning of our story but somewhere nearer its midpoint: with Meriwether Lewis and William Clark in August 1805, as they stand atop the continental divide on their traverse of North America. The two men, on orders from President Thomas Jefferson, had been sent on the first American exploratory mission to report on the lands west of the Mississippi. From Lewis and Clark's vantage point, high in the Rocky Mountains, what can we see?

At first glance we see pretty much what we expect to see: a vast, seemingly endless land stretching from sea to sea. But living as we do in the late twentieth century, we tend to take for granted that the domain spread before us is united as a continental republic under a single national government. Only hindsight makes this proposition seem natural. In 1800 the sheer size of the land made the notion of political unity difficult to grasp, for the United States themselves remained a group of colonies only recently unified. Even Jefferson, who possessed the vision to send Lewis and Clark on their mission, had long been in the habit of referring to Virginia as "my country." And the lands west of the Mississippi were still controlled primarily by scores of independent Indian nations.

Just how diverse the landscape was can be seen by the methods Lewis and Clark used to communicate. With no common language spanning the territory, speech

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THE CREATION OF A NEW AMERICA ~ 1

making became a series of translations that reflected the route over which the party had traveled. In present-day Idaho, Clark addressed the Tushepaw tribe in English. His speech was translated into French by a trapper in the party; then a second trapper translated into Minataree, a language that his Indian wife, Sacajawea, understood. Sacajawea, the only female member of the party, had grown up farther west with the Shoshone, so she in turn translated the Minataree into Shoshone, which a boy from the Tushepaw nation understood. He translated the Shoshone into his own people's tongue.

If the Louisiana Territory seemed a patchwork of governments and cultures, the young "United States" appeared nearly as heterogeneous. Dutch-speaking patroons could be found along New York's Hudson River, Welsh and German farmers along Pennsylvania's Lancaster Pike, Swedes in Delaware, Gaelic-speaking Scots scattered up and down the Appalachian backcountry, African Americans speaking the Gullah dialect along the Carolina coast. In 1800 many of these settlers knew more about their homelands in Europe or Africa than they did about other regions of North America.

Thus our first task in studying the American past becomes one of translation. We must view events not with the jaded eyes of the early twentieth century but with the fresh eyes of an earlier era. Then the foregone conclusions vanish. How does the American nation manage to unite millions of square miles of territory into one governable republic? How do New York and San Francisco (a city not even in existence in Lewis and Clark's day) come to be linked in a complex economy as well as in a single political system? Such questions take on even more significance when we recall that Europe—roughly the same size as the United States—is today still divided into over four dozen independent nations speaking some 33 languages, not to mention another 100 or so spoken within the former Soviet Union. A united Europe has not emerged, and indeed seems even farther away after the momentous breakup of the Soviet empire.

How, then, did this American republic—this "teeming nation of nations," to use Walt Whitman's phrase—come to be? In barest outline, that is the question that drives our narrative across half a millennium.

The question becomes even more challenging if we move toward the beginning of our story. In 1450, about the time Christopher Columbus was born, only the first stirrings of European expansion to the west had begun. To be sure, Scandinavian seafarers led by Leif Ericsson had reached the northern reaches of the Americas, planting a settlement in Newfoundland in 1001 C.E. But news of Vinland, as Leif called his colony, never reached Europe, and the site was soon abandoned and forgotten. In Columbus's day localism still held sway. Italy was divided into five major states and an equal number of smaller territories. The Germanic peoples were united loosely in the Holy Roman Empire, which (as historians have long delighted in pointing out) was neither holy, Roman, nor an empire. French kings ruled over only about half of what is now France. Spain was divided into several kingdoms, with some areas held by Christians and others by Islamic Moors,

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For this edition we have also woven into the text additional shorter narratives underscoring our history's global links (identified by a globe icon in the margin). These narratives are not separate special features. Sometimes only a paragraph in length, sometimes an entire section, they integrate an international perspective, whether we are discussing the trans-Atlantic culture of the early slave trade, the rise of postal networks, the influenza pandemic of 1918–1919, or international examples of the student rebellions of the 1960s.

Changes in Organization

As the title of the book's new final chapter makes clear, we have become a "Nation of Nations in a Global Community." This narrative of the 1990s views events through twin engines of social change: the recent wave of immigration, whose upsurge rivals the influx at the beginning of the century; and the global culture being wrought by the communications revolution of the Internet and the World Wide Web.

In addition, a number of structural changes help the narrative flow as well as reflect recent scholarship:

- Part Four employs a new chapter order. Chapter 18, following our treatment of Reconstruction, now covers the New South and the Trans-Mississippi West. The chapter's narrative opening (on the Exodusters) provides a useful bridge between the two chapters. Chapter 19 is now "The New Industrial Order" and Chapter 20 is "The Rise of an Urban Order."
- The coverage of the 1920s and 1930s has been consolidated into two chapters, down from three. Chapter 24, "The New Era," takes the narrative through the Great Crash, while Chapter 25 has become "The Great Depression and the New Deal."
- Part Six (the post–World War II material) has been thoroughly revised to create a more coherent, thematic story—always a challenge in narrating the most recent years of the American survey.
  - Chapter 28, "The Suburban Era," extends its political and foreign policy narrative through the Kennedy administration, ending with (and incorporating new scholarship about) the Cuban missile crisis of 1962. This approach delineates more clearly the arc of the first half of the cold war, culminating in the confrontation that brought the world the closest it has yet come to a full-scale nuclear war.
  - Chapter 29—now titled "Civil Rights and the Crisis of Liberalism"—is strongly focused on the civil rights crusade as the era's defining social movement. Coverage begins with the social and economic background of the 1950s, followed by *Brown v. Board of Education*, the Montgomery bus

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boycott, and the crisis at Little Rock—materials originally treated in "The Suburban Era." New material emphasizes the grassroots elements of the crusade and provides coverage of *Hernandez v. Texas*, the 1954 Supreme Court decision that proved as pivotal for Latino civil rights as was *Brown v. Board of Education* for African Americans. Lyndon Johnson's Great Society and the Counterculture remain in this chapter, as does the material on the Warren Court.

- Chapter 30, "The Vietnam Era," reorients its coverage of minority activism by focusing on the theme of identity group politics. Coverage of the feminist movement, the Equal Rights Amendment, and abortion rights has been moved to this chapter to join expanded coverage of Latino protests (Chavez and the farmworkers, Mexican American student activists) as well as the campaigns of Native Americans, Asian Americans, and gay activists.
- Chapter 32 now focuses, as its new name suggests, on the conservative challenge. It covers the years from 1980–1992.
- And, as already indicated, Chapter 33 examines the renewed immigration of the 1980s and 1990s, the rise of the Internet and its social implications, and the influence of multiculturalism on the contested nature of American identity. Of course, the chapter also recounts the turbulent events of the Clinton administration, both foreign and domestic, including the election of 2000.

Tools for the Student

Significant pedagogical changes appear in this edition. Building on the popularity of our marginal notes, which highlight key terms and concepts, we now include a succinct preview that introduces each chapter's main themes.

WAR AND SOCIETY ~ 665

had encompassed "Fourteen Points." The key provisions called for open diplomacy, free seas and free trade, disarmament, democratic self-rule, and an "association of nations" to guarantee collective security. It was nothing less than a new world order to end selfish nationalism, imperialism, and war.

Fourteen Points

Allied leaders were not impressed. "President Wilson and his Fourteen Points bore me," French Premier Georges Clemenceau said. "Even God Almighty has only ten!" But Wilson's idealistic platform was also designed to save the Allies deeper embarrassment. Almost as soon as it came to power in 1917, the new Bolshevik government in Moscow had begun publishing secret treaties from the czar's archives. They revealed that the Allies had gone to war for territory and colonies, not for high principles. Wilson's Fourteen Points had given their cause a nobler purpose.

Wilson's ideals also stirred German liberals. On October 6 he received a telegram from Berlin requesting an immediate truce. Within a month Turkey and Austria-Hungary surrendered. Early in November the Kaiser was overthrown and fled to neutral Holland. On November 11, 1918, German officers filed into Allied headquarters in a converted railroad car near Compiègne, France, and signed the armistice.

No one, that is, until two days later, when the island appeared to all, floating toward shore. On the island, as she had seen, were tall trees, and on their branches—bears. Or creatures that looked so much like bears that the men grabbed their weapons and raced to the beach, eager for the good hunt sent by the gods. They were disappointed. The island was not an island at all, but a strange wooden ship planted with the trunks of trees. And the bears were not bears at all but a strange sort of men whose bodies were covered with hair. Strangest among them, as she had somehow known, was a man dressed all in white. He commanded great respect among the bearlike men as their shaman, or "priest."

The First Century of Settlement in the Colonial North
(1600–1700)

preview • Europe's religious rivalries shaped seventeenth-century colonies along America's northern rim: the Protestant Reformation stamping English Puritan settlements from Maine to Long Island and the Catholic Counter Reformation encouraging the less numerous settlers of French Canada. New England's stable societies, with their strong family bonds and growing tradition of self-government, contrasted with the more prosperous and ethnically diverse Middle Colonies.

New bulleted summaries reinforce the chapter's main points, also making student review easier.

chapter summary

During the late fifteenth century, Europeans made their first sustained contact with North and South America.

- A combination of technological advances, the rise of new trade networks and techniques, and increased political centralization made Europe's expansion overseas possible.
- The pressure of Europe's growing population on its limited resources of land and food made expansion overseas essential.
- At the time of contact, native cultures in the Americas ranged from the hunting and gathering societies of the Great Plains to the Aztecs in Mesoamerica, a society similar in many ways to that of sixteenth-century Europe.
- Spain took the lead in exploring and colonizing the Americas, consolidating a vast and profitable empire of its own in the place of Aztec and Inca civilizations.
- Both divisions within Indian empires and the devastating effects of European diseases made Spanish conquest possible.
- England, fearful of Spain's power, did not turn its attention to exploration and colonization until the 1570s and 1580s.
- England's merchants and gentry in search of new markets and land lent support to colonizing ventures, although early efforts, such as those at Roanoke, failed.

For quizzes and a variety of interactive resources, visit the book's Online Learning Center at www.mhhe.com/davidsonconcise3

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"Significant Events" chronologies at the end of each chapter show the temporal relationship among important events.

CHAPTER 1 OLD WORLD, NEW WORLDS ~ 32

SIGNIFICANT EVENTS

ca. 50,000–25,000 B.P. (before the present)	First Asian penetration of the Americas
ca. 1300 C.E.	Rise of the Aztec empire
1271–1295	Marco Polo travels to China from Italy
1347	First outbreak of the Black Death
1420s	Portuguese settlements in the Atlantic islands
1488	Dias rounds the tip of Africa
1492	Columbus discovers America
1497	John Cabot discovers Newfoundland
1498	da Gama reaches India
1517	Luther posts his 95 theses
1519–1522	Magellan circumnavigates the globe
1521	Tenochtitlán surrenders to Cortés
1540	Discovery of silver in Mexico and Peru
1558	Elizabeth I becomes queen of England
1565	England begins its conquest of Ireland
1576–1578	Frobisher searches for Northwest Passage
1583	Gilbert's quest for a North American colony
1584–1590	Roanoke voyages

The "Eyewitness to History" features are designed to reinforce the centrality of narrative and to draw readers further into the story. Each Eyewitness is a primary source excerpt, some written by eminent Americans, others by everyday people who were intimately involved in the changes affecting their times.

EYEWITNESS TO HISTORY

A Korean Growing Up in America from the Age of Three

When I was fourteen [in 1982], my parents thought it would be easier to raise their kids where the crime rate was not so high, so my father sent us to Virginia while he stayed in L.A. He was going through a lot of financial problems at the time. He was even contemplating suicide so that we could have his insurance money . . .

Then my father got the calling. It was just like one of those things where you get blinded by a light. He changed from being an international commodities broker to being a minister . . . After about a year and a half, my father just packed us all up and said, "We're going to New Orleans." He gave us two days' warning. He found a Southern Baptist seminary in New Orleans that he liked. Now he's working on a Ph.D. in theology. He has a small church in New Orleans. He specializes in crazy women, like women crazy from their marriages to American soldiers. They live in these small southern towns, where there aren't many other Koreans to talk to. A lot of them have psychological problems, especially the first wave of GI brides . . . My mother and father go to these halfway houses and boarding homes to meet with them. My father will talk to them, pray for them, and bring them food. Even *kimch'i* is a thrill for them, because they haven't eaten it for so long . . .

Our parents forced us to read the Korean bible every night. If we couldn't finish reading it, we sometimes had to stay up until two in the morning on school nights . . . My younger sister, who's at Barnard College in New York, doesn't go to church now; she despises the dogma and sees the ideology as male chauvinist. Lately, I'm a little in line with her. I went to a Korean church here in L.A. for

Chinatown's ethnic economy. Refugees from war and revolution in Southeast Asia often made harrowing journeys. Vietnamese families crowded into barely seaworthy boats, sometimes only to be terrorized by pirates, other times, nearly drowned in storms before reaching poorly equipped Thai refugee camps. By 1990 almost a million refugees had arrived in the United States, three-quarters of them from Vietnam, most of the others from Laos or Kampuchea (formerly Cambodia). California and Texas absorbed the greatest number, with significant populations in Pennsylvania, Washington, and Minnesota.

Thus the profile of Asian immigration resembled an hourglass, with the most newcomers either relatively affluent or extremely poor. Even so, such statistics could be misleading. Although more Asian Americans made over $50,000 per year than any other racial or ethnic group, more than half of all Asian American families lived in just five metropolitan areas—Honolulu, Los Angeles, San Francisco, Chicago, and New York—where the cost of living ranked among the nation's highest. High prices meant real earnings were lower. On a per capita basis, only the

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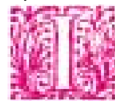
A Note on the Initial Blocks

History records change over time in countless ways. We have tried to reflect the flow of history not only in our narrative but in the decorative types used in the text's design. Our initial blocks—the large decorative initials beginning the first word of every chapter—are drawn from type styles popular during the era covered by each of the book's six parts.



Part One uses hand-engraved initials of the sort imported from England and Europe by colonial printers in the seventeenth and eighteenth centuries. Engravers created the designs on metal or wood by paring away the sections of the initial block that were not meant to be inked. In

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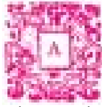
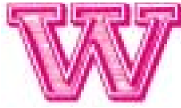
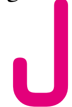
the tradition of medieval illuminated manuscripts, these initials are interwoven with ornamental decorations, such as leaves or twining ivy.


Part Two displays mortised initial blocks, sometimes referred to by printers of the day as "factotums." These ornamental blocks had holes cut in the middle of the design so printers could insert the initial of their choice. The holes provided greater flexibility, especially when the supply of ornaments was limited.

Part Three features mass-produced initial blocks cut from wood, an approach pioneered in New York City in 1827. This design is a standard Roman face, whose lines use varying thick and thin stroke weights. The typeface also uses serifs, the fine lines finishing off the main strokes of each letter top and bottom. Serifs were originally developed by the ancient Romans, who needed a way to neatly finish letters that were being chiseled in stone.


Part Four makes use of a more ornamental initial block, a style common in the late nineteenth and early twentieth century. The increased ornamentation reflected the rising industrial culture. Printed headlines were in demand not only for books, but for thousands upon thousands of new catalogs and advertising circulars being printed to sell consumer goods. This font's style is actually relatively reserved. It uses light, shadow, and finely engraved lines to create a sense of three-dimensional depth.

Part Five illustrates an initial block whose clean lines reflect the Art Deco movement of the 1920s and 1930s. Printers of the New Era turned away from the flowery Victorian styles of the nineteenth century. This font is Broadway Engraved. It creates drama by increasing the contrast between thick and thin line strokes. The elimination of all serifs contributes a clean elegance as well.


Part Six features a style associated with the 1970s and 1980s: OCR, or Optical Character Reader. The type, with its blocky and oddly weighted shapes, was developed as a way to help more primitive computers recognize type when it was scanned from a page of print. During the heydey of OCR, designers of science fiction books often displayed it to give their material a futuristic feel. But historians have had the last laugh. Because today's computers no longer need OCR to recognize print, this font now appears hopelessly antique!

Supplements

The supplements listed here may accompany *Nation of Nations: A Concise Narrative of the American Republic*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

For the Instructor

The **Instructor's Manual** offers a variety of resources, including chapter overviews, ideas for classroom discussion, lecture strategies, and lists of relevant films for each

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chapter. In addition, it offers suggestions for integrating the media technology materials that accompany *Nation of Nations*.

The **Test Bank** contains numerous multiple-choice, fill-in, matching, and essay questions for instructors to use in constructing exams.

A **Computerized Test Bank** for both the PC and the Mac is available on CD-ROM.

A set of 140 full-color **Overhead Transparencies** includes both maps and images that appear in the textbook as well as many supplemental images not found in the text. Organized by chapter, the transparencies are punched so that they can easily be inserted into a three-ring binder.

The **Instructor's Resource CD-ROM** offers an array of materials for use in the classroom, including PowerPoint presentations and an image gallery containing electronic versions of more than 200 maps and photographs, many in full color.

In the **Instructor Center** of the text-specific **Online Learning Center** (www.mhhe.com/davidsonconcise3), instructors can find a series of online tools to meet a range of classroom needs. The Instructor's Manual and PowerPoint presentations can be downloaded by instructors, but are password-protected to prevent tampering. A large gallery of electronic maps and images is also available as well as a guide to using films in the classroom.

PageOut (www.mhhe.com/pageout) enables instructors to create their own course Web sites. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on the instructor's part. Instructors simply plug the course information into a template and select one of 16 designs. The process takes no time at all and leaves instructors with a professionally designed Web site. Powerful features include an interactive course syllabus that lets instructors post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where instructors and students can discuss course-related topics.

A wide range of **Videos** on topics in American history is available through the Films for the Humanities and Sciences collection. For instructors who wish to emphasize African American history in their survey courses, McGraw-Hill offers a series of three videos narrated by John Hope Franklin and Alfred A. Moss Jr. on the topics of slavery, Reconstruction, and the continuing struggle for equality. Contact your local McGraw-Hill sales representative for further information.

For the Student

After the Fact Interactive is packaged free with every copy of the textbook: Volume 1 includes "After the Fact Interactive: The Visible and Invisible Worlds of Salem," Volume 2 includes "After the Fact Interactive: USDA Government Inspected," and the combined volume includes both. These rich, visually appealing modules on CD-ROM allow students to be apprentice historians, examining a variety of multimedia primary source materials and constructing arguments based on their research.

The **Student Study Guide with Map Exercises** (Volume 1: 0072315040; Volume 2: 0072315059) includes a list of learning objectives, key events, quizzes, map-

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ping exercises, primary source documents with questions, and other resources for each chapter to help students master the material covered in the text.

The **Student Center** of the text-specific **Online Learning Center** (www.mhhe.com/davidsonconcise3) provides a range of tools for students to use to

test their knowledge of the textbook, including learning objectives, drag-and-drop key terms exercises, multiple-choice quizzes with feedback, and fill-in exercises. Interactive maps accompanied by critical thinking questions emphasize the important relationship between geography and history, and Internet activities and research links guide students in exploring the vast amount of material available on the Web.

Created by Magellan Geographix, a leader in quality map products, the **U.S. Map Atlas** is a full-color collection of 52 historical maps. It is a perfect accompaniment for students who need or want extra help with geography.

Web of Connections is a brief guide that explores the many ways that the World Wide Web facilitates the study of history. It also includes a history of the Internet, instructions for navigating and searching the Web, a glossary of Web jargon, and lists of significant Web sites in history.

An online supplement, **PowerWeb: American History** is a collection of readings delivered electronically, along with other tools for conducting research in history. In addition, student study tools, web research tips and exercises, and free access to the Northern Lights search engine are included. For more information, visit www.dushkin.com/powerweb.

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