



Previewing Your Textbook

Your textbook has been organized to help you learn about the significant events and people that make up American history. Before you start reading, though, here is a road map to help you understand what you will encounter in the pages of this textbook. Follow this road map before you read so that you can understand how this textbook works.

Units

Your textbook is divided into 7 units. Each unit begins with two pages of information to help you begin your study of the topics.

WHY IT MATTERS

Each unit begins with *Why It Matters*. This is a short summary about what you will study in the unit and the important topics in the unit.

QUOTATION

A short quotation gives a glimpse of the idea of a key figure from the era.

UNIT 1
1 Different Worlds Meet
Beginnings to 1625

Why It Matters
As you study Unit 1, you will learn that the first immigrants came to the Americas long before written history. From their descendants evolved a rich variety of cultures. The following resources offer more information about this period.

Primary Sources Library
See pages 592–593 for primary source readings to accompany Unit 1.
Use the American History Primary Source Document Library CD-ROM to find additional primary sources about Native American life.

“I found very many islands peopled...”
—Christopher Columbus, 1493

Astrolabe, early astronomical instrument

Monument Valley

PRIMARY SOURCE LIBRARY

This tells you where to find the *Primary Sources Library* readings that accompany the unit.

VISUALS

A photograph or painting shows you what life was like during the time period.



Chapters

Each unit in *The American Republic to 1877* is made up of chapters. Each chapter starts by providing you with background information to help you get the most out of the chapter.

CHAPTER TITLE

The chapter title tells you the main topic you will be reading about.

WHY IT MATTERS

Why It Matters tells you why events you will study are important.

THE IMPACT TODAY

The Impact Today explains how these events changed the way we live today.

CHAPTER 1
The First Americans
Prehistory to 1492

Why It Matters
Thousands of years ago small groups of hunters crossed a bridge of ice that connected Siberia and Alaska. Eventually, they spread throughout North and South America.

The Impact Today
These first people, called Native Americans, influenced later cultures. Native Americans are part of the modern world, yet many of them also preserve the ways of life, customs, and traditions developed by their ancestors centuries ago.

The American Journey Video The chapter 1 video, "Before Columbus," examines the diverse cultures of North America before Europeans arrived, focusing on the Anasazi.

FOLDABLESSM Study Organizer

Categorizing Study Foldable Group information into categories to make sense of what you are learning. Make this foldable to learn about the first Americans.

Step 1 Fold one sheet of paper in half from top to bottom.

Step 2 Fold in half again, from side to side.

Step 3 Unfold the paper once. Cut up the fold of the top flap only.

Step 4 Turn the paper vertically and sketch the continents of North and Central and South American on the front tabs.

Reading and Writing As you read the chapter, write under the flaps of your foldable what you learn about the Native American people living in these regions.

City in the Sky Inca workers built the city of Machu Picchu high in the Andes mountain ranges.

14 CHAPTER 1 The First Americans

CHAPTER 1 The First Americans **15**

TIME LINE

The time line shows you when and where events happened during the period of time covered in the chapter.

VISUALS

A photograph or painting shows how people of the time lived.

WEB SITE

History Online directs you to the Internet where you can find more information, activities, and quizzes.



Sections

A section is a division, or part, of the chapter. The first page of the section, the section opener, helps you set a purpose for reading.

READING STRATEGY

Completing the *Reading Strategy* activity will help you organize the information as you read the section.

READ TO LEARN

Keep the *Read to Learn* statements in mind as you read the section.

SECTION THEMES

Your textbook organizes the events of your nation's past and present around themes. You can read about the themes on pages xx-xxi.

MAIN IDEA

The *Main Idea* of this section is introduced here. Below it, are important terms you will encounter as you read the section.

TIME LINE

The time line identifies important events you will study in the section.

AN AMERICAN STORY

Think of *An American Story* as a moment in time. It introduces you to an important event that you will read about.

SECTION 1 Early Peoples

Guide to Reading

Main Idea
The first Americans spread throughout North, Central, and South America.

Key Terms
archaeology, artifact, Ice Age, nomad, migration, maize, carbon dating, culture

Reading Strategy
Determining Cause and Effect As you read Section 1, re-create the diagram below and explain why the first Americans came to the continent and the consequences of their arrival.

Migration to the Americas	
Causes	Effects

Read to Learn

- how the first people arrived in the Americas.
- which discovery changed the lives of the early Native Americans.

Section Theme
Geography and History The Ice Age made it possible for hunters to migrate to the Americas.

Preview of Events

Arrowhead, hand-chipped stone

★ ★ ★ ★ ★

AN

American Story

No one knows for sure how the first people arrived in America. They may have crossed a land bridge that many scientists think connected Asia and North America thousands of years ago. They may have come by boat from Asia or Europe. Why they came is also a mystery. Possibly they followed mammoths or other game animals or were hunting seals and whales along the coast. Over time these people settled in America, becoming the first "native Americans."

The Journey From Asia

These first Americans arrived thousands of years ago. As food supplies improved, the population of the Americas increased. By A.D. 1500, millions of Native Americans, belonging to more than 2,000 different groups, lived on the two continents of North America and South America.


When Europeans arrived in the Americas in the late 1400s, they found Native Americans living there. The Europeans wondered where these peoples had come from and how they happened to settle in the Americas. Some believed the Native Americans had come from Atlantis, an island that was supposed to have sunk beneath the waves of the Atlantic Ocean.

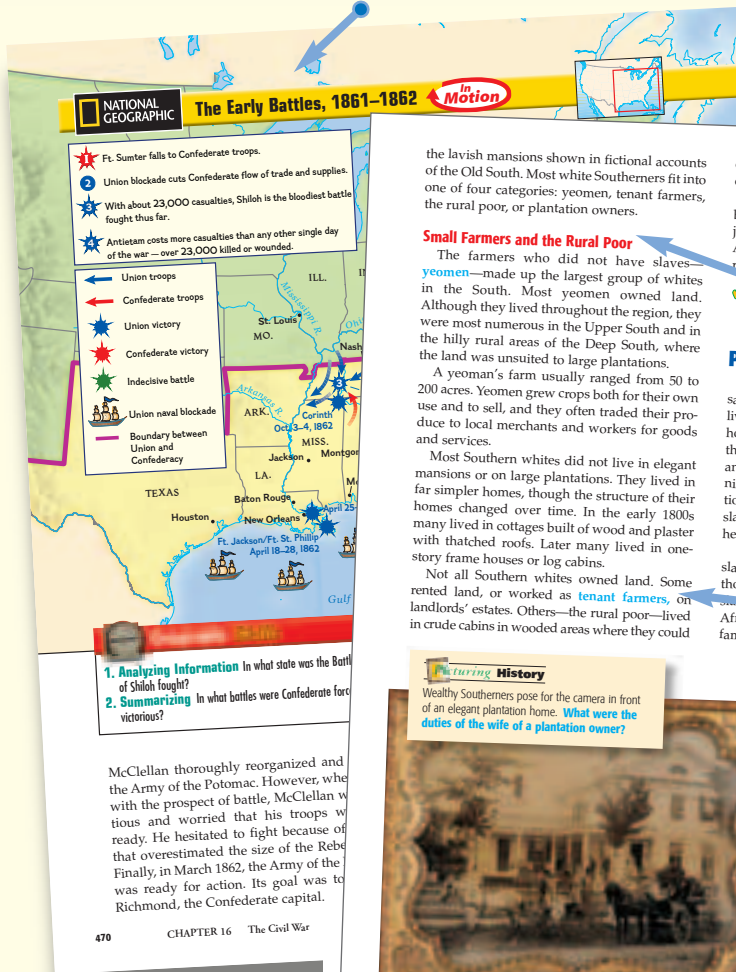



Reading Roadmap





You will get more out of your textbook if you recognize the different elements that help you to understand what you read.








MAPS

Easy-to-read maps link geography and history. In Motion icons  on selected maps indicate interactive information located on the StudentWorks™ Plus CD-ROM and the Presentation Plus! CD-ROM.



NATIONAL GEOGRAPHIC The Early Battles, 1861-1862 

-  Ft. Sumter falls to Confederate troops.
-  Union blockade cuts Confederate flow of trade and supplies.
-  With about 23,000 casualties, Shiloh is the bloodiest battle fought thus far.
-  Antietam costs more casualties than any other single day of the war—over 23,000 killed or wounded.

 Union troops
 Confederate troops
 Union victory
 Confederate victory
 Indecisive battle
 Union naval blockade
 Boundary between Union and Confederacy

1. Analyzing Information In what state was the Battle of Shiloh fought?
2. Summarizing In what battles were Confederate forces victorious?

McClellan thoroughly reorganized and the Army of the Potomac. However, when with the prospect of battle, McClellan was nervous and worried that his troops were not ready. He hesitated to fight because of that overestimated the size of the Rebel Army. Finally, in March 1862, the Army of the Potomac was ready for action. Its goal was to capture Richmond, the Confederate capital.

470 CHAPTER 16 The Civil War

READING CHECKS

This *Reading Check* helps you check yourself. Did you understand the main ideas?

OUTLINE

Think of the headings as forming an outline. The blue titles are the main heading. The red titles that follow are the subsections.

VOCABULARY

The terms in blue are the key terms. The definition is also included here.

SECTION ASSESSMENT

The *Section Assessment* is the last item in every section. Completing the assessment can help evaluate how well you understand.

PHOTOGRAPHS

Photographs show you important people, places, and events of the time.

the lavish mansions shown in fictional accounts of the Old South. Most white Southerners fit into one of four categories: yeomen, tenant farmers, the rural poor, or plantation owners.

Small Farmers and the Rural Poor

The farmers who did not have slaves—**yeomen**—made up the largest group of whites in the South. Most yeomen owned land. Although they lived throughout the region, they were most numerous in the Upper South and in the hilly rural areas of the Deep South, where the land was unsuited to large plantations.

A yeoman's farm usually ranged from 50 to 200 acres. Yeomen grew crops both for their own use and to sell, and they often traded their produce to local merchants and workers for goods and services.

Most Southern whites did not live in elegant mansions or on large plantations. They lived in far simpler homes, though the structure of their homes changed over time. In the early 1800s many lived in cottages built of wood and plaster with thatched roofs. Later many lived in one-story frame houses or log cabins.

Not all Southern whites owned land. Some rented land, or worked as **tenant farmers**, on landlords' estates. Others—the rural poor—lived in crude cabins in wooded areas where they could

clear a few trees, plant some corn, and keep a hog or a cow. They also fished and hunted for food.

The poor people of the rural South were stubbornly independent. They refused to take any job that resembled the work of enslaved people. Although looked down on by other whites, the rural poor were proud of being self-sufficient.

Reading Check Identifying What group made up the largest number of whites in the South?

Plantations

A large plantation might cover several thousand acres. Well-to-do plantation owners usually lived in comfortable but not luxurious farmhouses. They measured their wealth partly by the number of enslaved people they controlled and partly by such possessions as homes, furnishings, and clothing. A small group of plantation owners—about 4 percent—held 20 or more slaves in 1860. The large majority of slaveholders held fewer than 10 enslaved workers.

A few free African Americans possessed slaves. The Metoyer family of Louisiana owned thousands of acres of land and more than 400 slaves. Most often, these slaveholders freed African Americans who purchased their own family members in order to free them.

Understanding History

Wealthy Southerners pose for the camera in front of an elegant plantation home. **What were the duties of the wife of a plantation owner?**



Atlanta, Georgia, business street, c. 1860

SECTION 4 ASSESSMENT

Study Central™ To review this section, go to iaj.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Key Terms** Write a sentence in which you correctly use each of the following terms: **mercantilism**, **Columbian Exchange**, **Northwest Passage**, **courreur de bois**
- Reviewing Facts** What were English, French, and Dutch explorers searching for while charting the coast of North America?
- Global Connections** How did French goals in the Americas differ from the goals of other European nations?

Reviewing Themes

- Global Connections** How did French goals in the Americas differ from the goals of other European nations?

Critical Thinking

- Identifying Central Issues** How did the economic theory of mercantilism influence the exploration and settlement of North America by Europeans?
- Determining Cause and Effect** Re-create the diagram below and explain how the Columbian Exchange affected both sides of the Atlantic Ocean.

Columbian Exchange	
Effects on the Americas	Effects on Europe

Analyzing Visuals

- Geography Skills** Review the map, *French Explorers, 1535-1682*, on page 61. Which of the French explorers traveled farthest south? Along what river did Marquette and Joliet travel?

Persuasive Writing Write a letter to an explorer who searched for a Northwest Passage. Explain why this discovery is important for your nation. Keep your letter focused and concise.

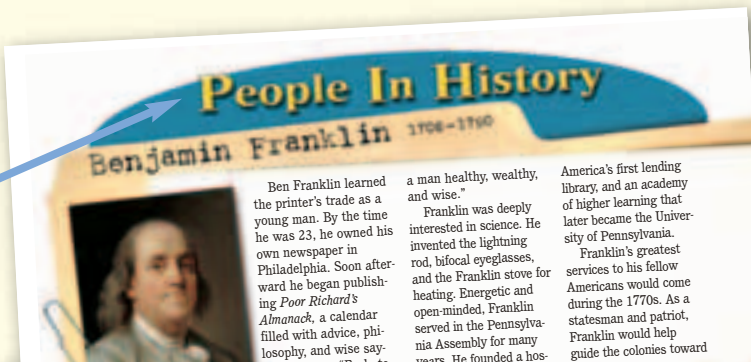


Special Features

A variety of special features will help you as you study *The American Republic to 1877*.

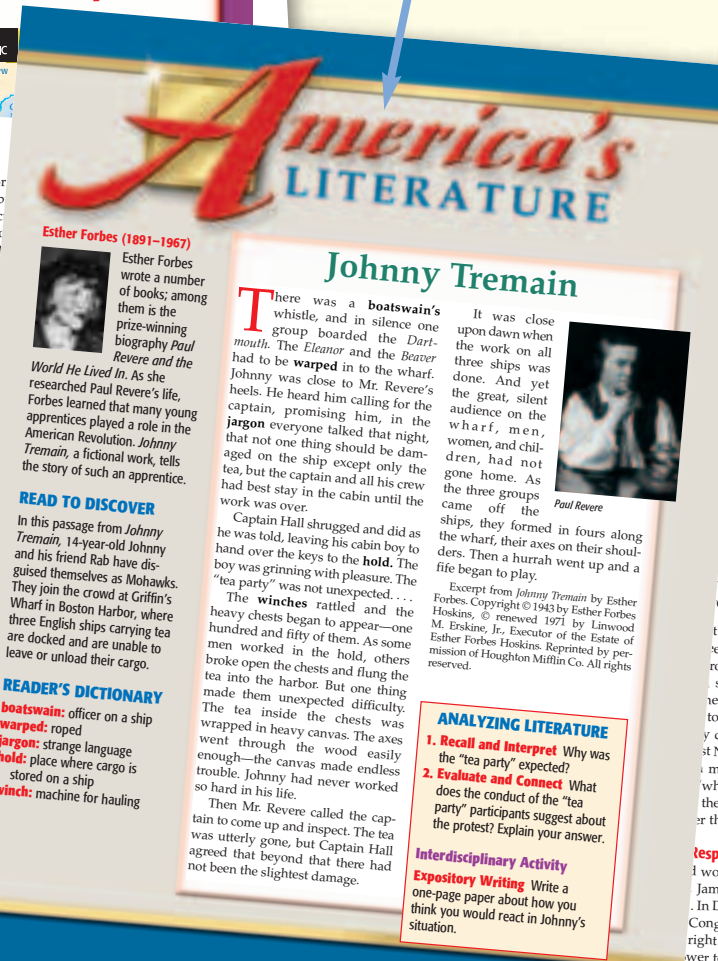
PEOPLE IN HISTORY

People In History tells you the story of individuals that influenced American history.



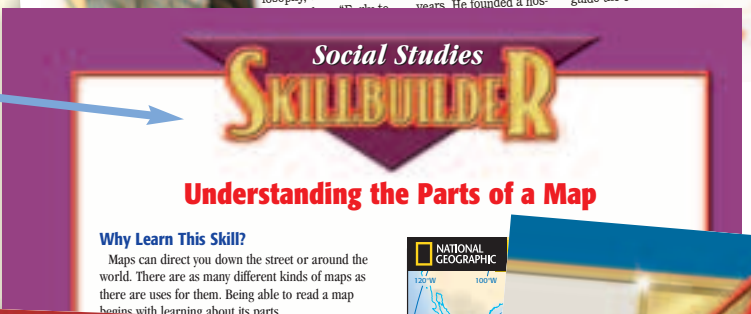
AMERICA'S LITERATURE

America's Literature analyzes excerpts from famous pieces of American fiction and describes its historical lessons.



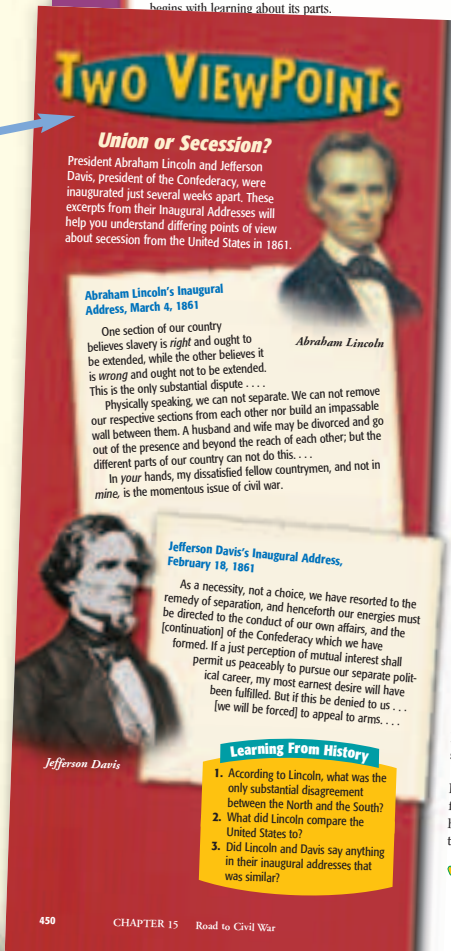
SKILLBUILDERS

Skillbuilders teach valuable skills that will be useful throughout the book.



TWO VIEWPOINTS

Two Viewpoints compares the opposing viewpoints of two historic figures on a particular issue.



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