

EVENTS AND TRENDS IN AMERICAN HISTORY

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INTRODUCTION

Hints for Students

The following suggestions will help you get the most out of this textbook.

As you read, try to be open to another culture and way of life. The readings in this textbook include information on American history. This will help you understand more about Americans, their background, and how they live.

Do not translate the English you read. One purpose of this textbook is to help you develop reading skills and improve your reading speed without translating word-for-word into Japanese. Difficult words and expressions are explained in easy English. Use these definitions to help you read without translating. Try to guess the meanings of words you do not know. If you need to use a dictionary, use an English-English dictionary.

Use the exercises to guide you in understanding the readings. Various types of exercises help you understand the content of each reading, including the main point, important details, and how they are related. Reading selections and doing the exercises will help you learn reading techniques inductively.

As you read each selection, time yourself. Record your reading speed in the "Time Record Chart." Use the "Reading Speed Chart" to calculate your reading speed. (The number of words in each main selection is at the end of the reading and in the "Time Record Chart.") Using these charts, you can see your reading speed improving.

Use the photographs and other visual aids to help you understand what you are reading. Before you read, look at

them (along with the title of the reading passage) and think about what kind of information will be in the reading. As you read, use them to help you visualize the things you are reading about.

Read other material about American culture. In this textbook, we are able to present only a few aspects of American culture. You should read about others on your own.

Read as much as possible in English, so you can further improve your reading ability and increase your reading speed. You will be more motivated to read if you read in a foreign language about something you are interested in.

To the Teachers

The College Reading Materials Research Project began with six college and high school English teachers in December 1979, and was partially supported by research grants from the Japanese Association of Language Teachers (JALT) in 1980 and 1981. Our goal is to develop reading materials that will help first and second year college students by: 1) giving them information about the United States of America, 2) interesting them in reading English, 3) exposing them to a variety of literary forms, 4) helping them improve their reading skills, and 5) helping them increase their reading speed.

We started by doing research on reading problems of Japanese college students. Based on our findings, we developed reading materials and printed the first edition of *An American Sampler* in 1981. After using this first edition in the classroom in 1982, we revised it and expanded it into three volumes. The first volume, published by Addison-Wesley Publishing Company, is being marketed worldwide. Since then we have

published fifteen reading textbooks, including *Understanding English Newspapers* (Kiriwara Shoten), *American Holidays* and *American Mosaic* (Eichosha), *American Portrait* (Asahi Shuppan), and *Colonial Days* (Gaku Shobo).

In this textbook, the readings are in essay form. The vocabulary used in these readings is mostly limited to words on a 4000-word list compiled by the Japan Association of College English Teachers (JACET). Words that are not on this list are defined after the reading. In addition, words that might have an unfamiliar meaning or might require unfamiliar cultural information in order to understand are also defined. Because they are in essay form and have limited vocabulary, these are good to use to increase reading speed.

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THE UNITED STATES OF AMERICA

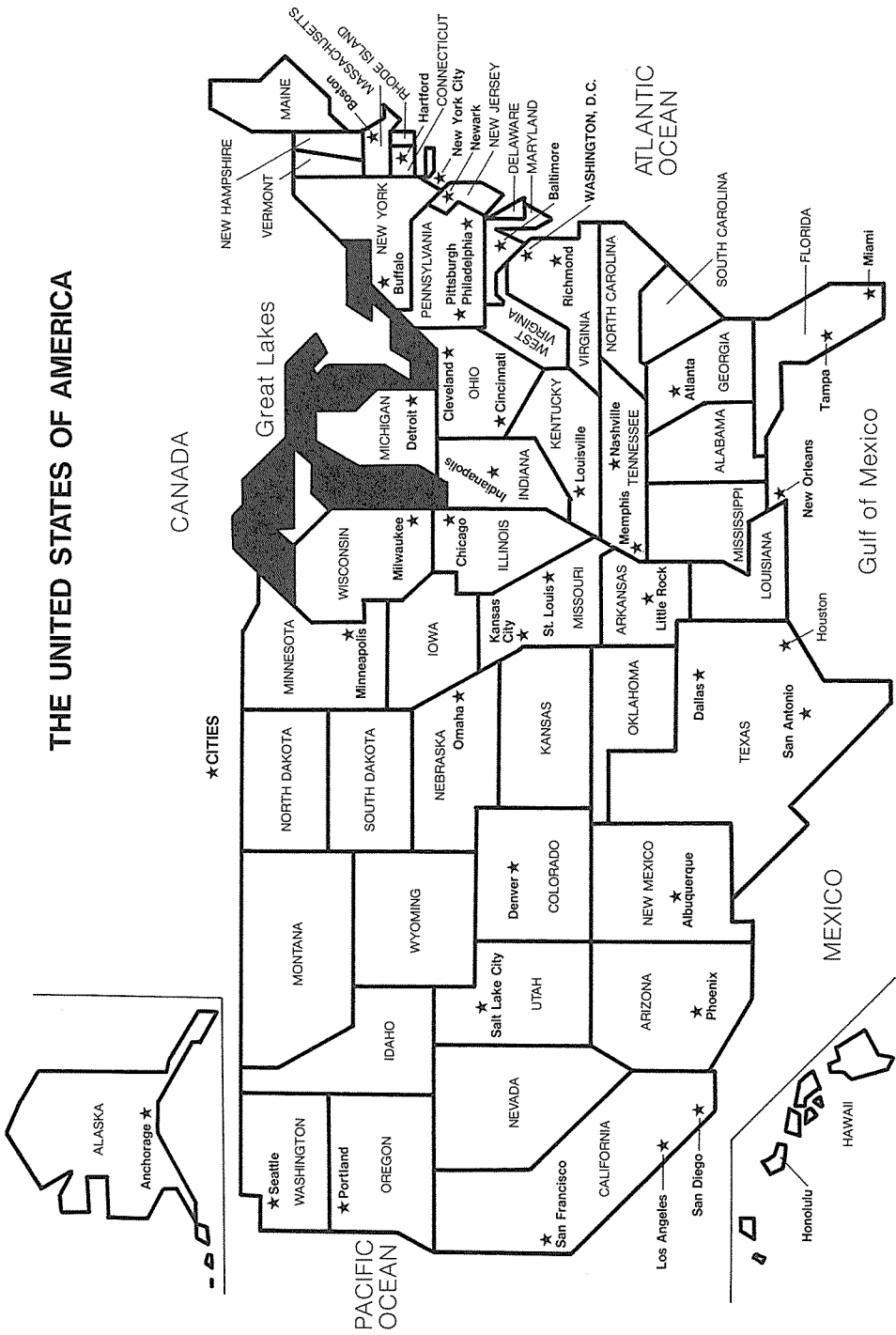


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1. The New World

Before the late 1400s, Europeans did not explore places far from the waters they knew. (Though Norse explorers had discovered a place they called “Vinland” [probably the coast of North America] in about the year 1000, this had been
5 forgotten.) Therefore, Europeans did not know about North and South America, which lay beyond the Atlantic Ocean.

Christopher Columbus was an Italian sailor who believed that if he sailed west around the world, he would arrive in the East. A water route to the East would be useful. At that
10 time, rich Europeans were interested in the products of Asia, such as silks and perfumes. However, these were very expensive, because the land routes to Asia were difficult and dangerous, and products had to be bought and sold many times.

Columbus could not get anyone to support his proposal in Italy, but Queen Isabella of Spain agreed to pay for the voyage. He and his crew set sail in the Niña, the Pinta, and the Santa Maria and discovered the Western Hemisphere in
15 1492. The place where they landed was an island in the West Indies. Columbus, however, believed that they had arrived in the East. He claimed the land in the name of Spain. Believing this was a part of India, he called the natives of these islands Indians. Because of Columbus’ voyage, much of Central and South America, Mexico, and southern North America were
20 claimed and settled by Spain.



The Mayflower II

The newly discovered continents were called “America” because of a mistake. Amerigo Vespucci realized that Columbus had found a new continent, not Asia. He went to the New World and later wrote a book called *The New World*. A geographer thought that Vespucci had been the first European to arrive in the New World, so he named the new land “America.” 30

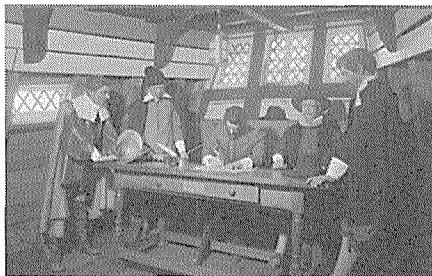
Southern North America, which would later become part of the United States, was explored and settled by the Spanish. Explorers like Juan Ponce de Leon and Hernando de Soto covered much of southeastern North America while searching for gold. While they didn’t find gold, Ponce de Leon did find Florida, and de Soto found the Mississippi River. The Spanish settled the future states of Florida, Texas, New Mexico, Arizona, and California, among others. 35 40

France, England and other countries, were also interested in the New World. An Italian named John Cabot, who represented England, was the first European to visit North America, which he claimed for England. He also discovered the Grand Bank, one of the best fishing areas in the world, located off the East Coast of Canada. Frenchman Jacques Cartier explored the St. Lawrence River, also in search of a 45

passage to the Pacific. The central part of North America was
claimed and explored by the French, who sold it to the United
50 States in 1803.

The English tried several times to start colonies in North
America, but Jamestown, Virginia, founded in 1607, was their
first permanent settlement. Later, other English settlements
were founded. These included Plymouth, Massachusetts;
55 Providence, Rhode Island; Baltimore, Maryland; and Philadel-
phia, Pennsylvania. The English took New Amsterdam over
from the Dutch and called it New York.

The United States was formed from thirteen of the English
colonies. However, the Spanish, the French, and people of
60 other European countries made contributions to American life
as well. The English, of course, had the greatest influence on
the United States, through its language, culture and legal and
political institutions. The Spanish introduced the cattle
industry in the Southwest and many kinds of fruit. The
65 influence of Spanish architecture and place names can be seen
in the Southwest and in other parts of the United States. The
French influence is still around in place names, architecture,
and cuisine. Though the Swedish colony in North America was
very short-lived, the Swedish introduced the log cabin, which
70 would later become the symbol of the westward movement.
(650 words)



Settlers at Plymouth, Massachusetts

Vocabulary

1. 2 **Norse** of the people of ancient Scandinavia
- 7 **Christopher Columbus** (1451-1506); Italian sailor and explorer who discovered America
- 16 **Queen Isabella** (1451-1501); queen of Spain
- 18 **the Western Hemisphere** North and South America
- 19 **the West Indies** an island chain between southeastern North America and the Northern coast of South America
- 23 **Central . . . America** the part of North America south of Mexico
- 27 **Amerigo Vespucci** (1451-1512); an Italian sailor and explorer
- 29 **the New World** North and South America, in contrast to the Old World (Europe, Asia, and Africa)
- 30 **geographer** person who studies the positions of counties, rivers, oceans, etc.
- 35 **Juan Ponce de Leon** (1460-1521); Spanish explorer who governed Puerto Rico and discovered Florida
- 35 **Hernando de Soto** (1500-1542); Spanish explorer
- 38 **the Mississippi River** a large river that runs from the north central United States to the Southeast
- 42 **John Cabot** (1450-1498); Italian explorer who sailed for the English
- 45 **the Grand Bank** a fishing area in the Atlantic Ocean south and east of Canada
- 47 **the St. Lawrence River** the large river that flows from one of the Great Lakes to the Atlantic Ocean
- 65 **architecture** style of buildings
- 68 **cuisine** style of cooking food
- 69 **short-lived** lasting for a short time
- 69 **log cabin** house made of thick, round pieces of wood
- 70 **the westward movement** the movement of people between the 1840s and the 1890s from the eastern part of the United States to the central and western part of the country

Skimming Exercise

Look for people's names in the reading and answer the following questions as quickly as possible.

1. Who believed that if he sailed west, he would arrive in the East?
2. Who covered much of southern North America searching for gold?
3. Who was the first European to visit North America?

True/False Questions

If the statement is true, circle "T." If the statement is false, circle "F" and re-write it so that it is true. (Please change the content of the statement; don't just add or delete "not.")

If the information is not included in the reading, circle "?."

- T F ? 1. Europeans explored the world from the early 1300s.
- T F ? 2. The products of Asia were expensive in Europe because the routes were dangerous and the products were resold often.
- T F ? 3. Columbus hoped that by sailing west he could find a cheaper route to Asia.
- T F ? 4. Columbus arrived in Asia in 1492.
- T F ? 5. The Indians were very happy when the Europeans arrived.

- T F ? 6. Spain did not gain anything through Columbus' voyage.
- T F ? 7. North and South America were named after someone else, even though Columbus really discovered them.
- T F ? 8. Much of the southern United States was explored and settled by the Spanish.
- T F ? 9. John Cabot claimed North America for the English and discovered the Grand Bank.
- T F ? 10. The Spanish claimed the central part of North America.
- T F ? 11. Jamestown, Virginia, and Plymouth, Massachusetts, were Dutch colonies.
- T F ? 12. The Europeans who settled North American had a great influence on American life.

Outline Exercise

The following is an outline of the first four paragraphs of the reading. Fill in the blanks.

The Exploration of the New World

I. European exploration before late 1400s

A. Did not venture far from (1)_____ waters

B. Did not know about North and South (2)_____

II. Columbus' plan

A. Sail west to arrive in (3)_____

B. Could get products of Asia more cheaply

III. Columbus' trip

- A. Sponsored by Queen Isabella of (4) _____
- B. Discovered Western Hemisphere
 - 1. In 1492
 - 2. Believed he was in Asia
- C. (5) _____ land for Spain
- D. Resulted in settlement of large part of New World by (6) _____

IV. Naming of New World

- A. Named after explorer Amerigo Vespucci
 - 1. First person to realize that Columbus found new (7) _____
 - 2. Wrote book called *The New World*
- B. Geographer believed Vespucci was first