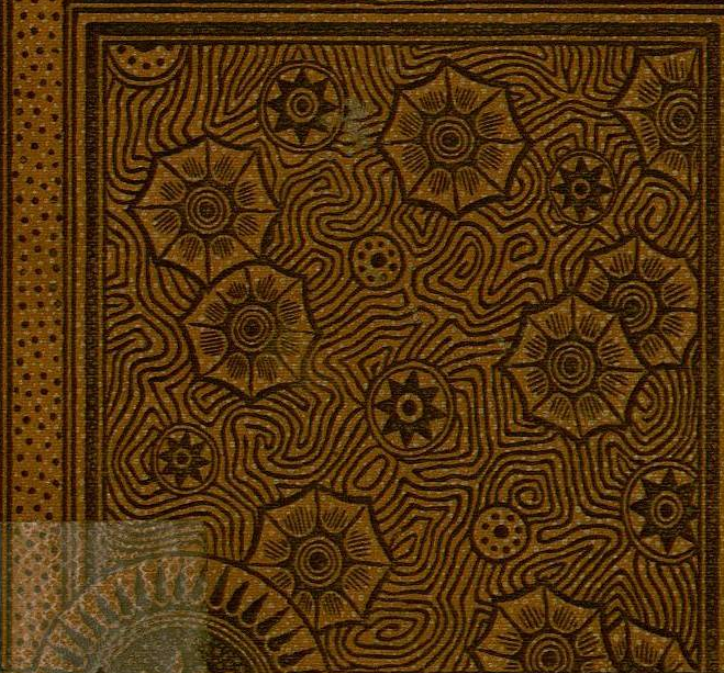


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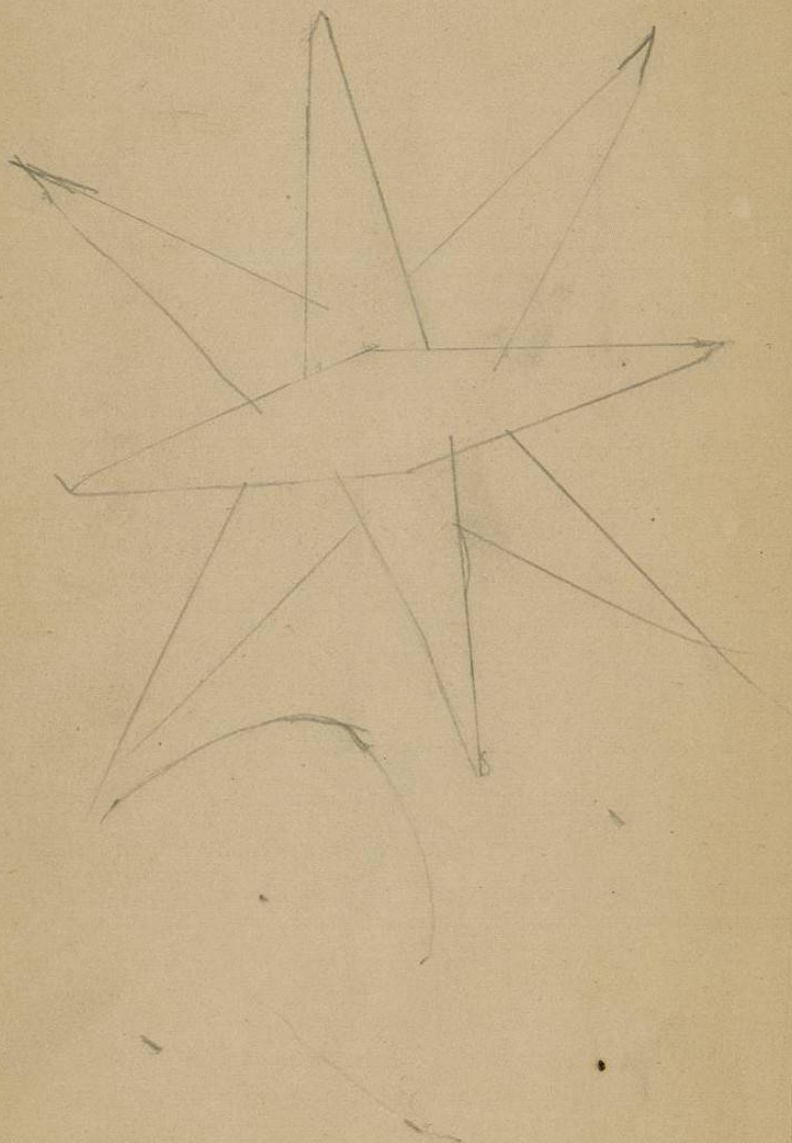
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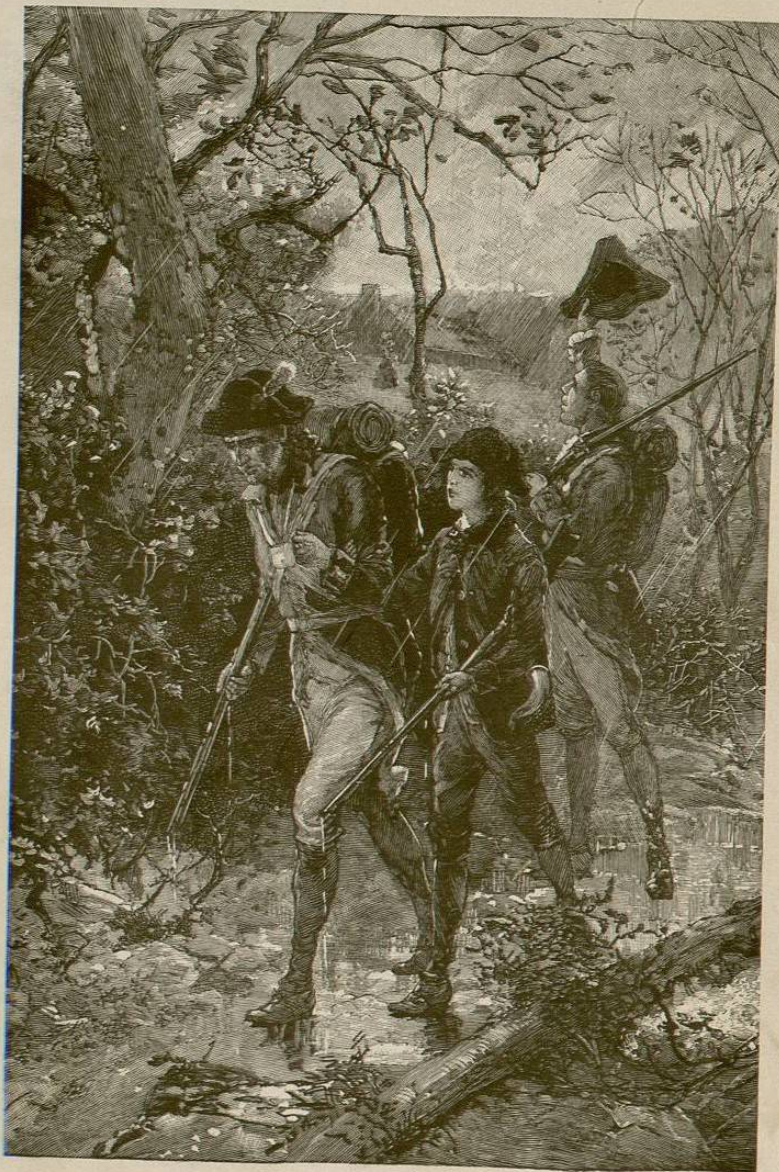


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Father and Sons for Liberty.

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A
BRIEF HISTORY
OF THE
UNITED STATES

BY
JOEL DORMAN STEELE, Ph.D., F.G.S.
AND
ESTHER BAKER STEELE, Lit.D.



NEW YORK ··· CINCINNATI ··· CHICAGO
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W. P. 20



This work has been prepared with the following design, viz.: to state only

those important events in our history which every American citizen should know, and to tell them in such a way as to arouse the pupil's interest and inspire enthusiasm for the study. In carrying out this idea, the author has sought to avoid all sectional and partisan statements; to explain, from the standpoint of the Union, those principles which, coming to an issue at different times, have been decided by the progress of events; and, incidentally, to inspire, by the sweep of the story, a love for our common country, and an intelligent solicitude for her destiny.

Experience has taught the value of certain general methods of teaching this study.

1. To divide the history into Epochs, giving each a characteristic name.
2. To precede each Epoch by a map and questions in order to familiarize the pupil with the localities of the events about which he is to read; and to follow each Epoch with a Chronological Table and a list of Reading References for further study.
3. To furnish copious notes containing collateral facts, minor events, sketches of the lives of presidents and noted men, and, especially, those anecdotes of heroism and devotion that so brighten the record of our national growth.
4. To give each paragraph a distinct title to aid the pupil in learning, and the teacher in hearing, the lesson; and to arrange these topics in such a way as to form a systematic analysis of the subject.

PREFACE.

5. To make the great battles easy of remembrance by associating with the description of each the pivotal point on which its issue turned.

6. To introduce something of the philosophy of history by stating the plan of each campaign, and the objects sought by, and the results of, important engagements, thus leading pupils to appreciate the fact that events hinge upon each other.

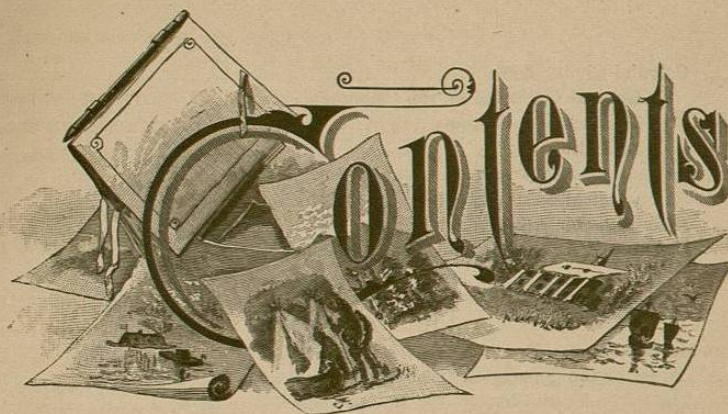
7. To stimulate flagging interest, and also induce a more comprehensive study of history, by means of review questions like the Historical Recreations of this series.

The constantly-increasing adoption of this book, since its appearance in 1871, has shown the excellence of the plan on which it was prepared. New plates and illustrations being now called for, the author has seized the opportunity to revise the text carefully, and to introduce blackboard analyses, additional chapters on civilization, and fresh material on manners and customs. It is his hope that his fellow teachers will find the book as much more useful as it is attractive.

This work is offered to American youth in the confident belief that, as they study the wonderful history of their native land, they will learn to prize their birthright more highly, and treasure it more carefully. Their patriotism must be kindled when they come to see how slowly, yet how gloriously, this tree of liberty has grown, what storms have wrenched its boughs, what sweat of toil and blood has moistened its roots, what eager eyes have watched every out-springing bud, what brave hearts have defended it, loving it even unto death. A heritage thus sanctified by the heroism and devotion of the fathers can not but elicit the choicest care and tenderest love of the sons.

J. D. S.

ELMIRA, N. Y., Sept., 1885.



	PAGE
INTRODUCTION	9
Remains of Prehistoric Peoples.....	9
The Mound Builders.....	10
The Indians and their Characteristics.....	10
The Coming of the Northmen.....	15
The Division of American History into Six Great Epochs.....	16
References for Reading	17
Blackboard Analysis of the Introduction.....	18

FIRST EPOCH.

EARLY DISCOVERIES AND SETTLEMENTS... ..	19
The Commercial Problem of the Fifteenth Century.....	19
Christopher Columbus and his Voyages.....	20
Naming the New Continent.....	24
The Cabots and their Discoveries.....	25
Some Spanish Explorers.....	26
Some French Explorers.....	30
Some English Explorers.....	34
New Netherland.....	39
Settlements at the End of the Sixteenth Century.....	40
Sea-life in the Fifteenth and Sixteenth Centuries.....	41
Table of Contemporary European Sovereigns.....	42
Chronological Summary.....	42
References for Reading	43
Blackboard Analysis of the First Epoch.....	44

SECOND EPOCH.

DEVELOPMENT OF THE COLONIES.....	45
Settlement of the Thirteen Colonies.....	45
The Four Inter-Colonial Wars	77-90

	PAGE
Colonial Civilization.....	91
General Condition of the Colonies.....	91
Manners and Customs.....	93
Education.....	96
Table of Contemporary European Sovereigns.....	97
Chronological Summary.....	97
References for Reading.....	99
Blackboard Analysis of the Second Epoch.....	100

THIRD EPOCH.

THE REVOLUTIONARY WAR.....	101
Causes of the Separation from Great Britain.....	101
The Seven-Years Struggle for Independence.....	106-142
Condition of the Country at the Close of the War.....	142
Adoption of Federal Constitution and Formation of Parties.....	143
Rural Life One Hundred Years Ago.....	144
Chronological Summary.....	146
References for Reading.....	147
Blackboard Analysis of the Third Epoch.....	148

FOURTH EPOCH.

DEVELOPMENT OF THE STATES.....	149
Washington's Administration.....	149
Adams' Administration.....	154
Jefferson's Administration.....	155
Madison's Administration.....	159
Second War with Great Britain.....	160
Monroe's Administration.....	172
John Quincy Adams' Administration.....	174
Jackson's Administration.....	175
Van Buren's Administration.....	178
Harrison and Tyler's Administration.....	180
Polk's Administration.....	185
War with Mexico.....	185
Taylor and Fillmore's Administration.....	191
Pierce's Administration.....	194
Buchanan's Administration.....	196
Secession of the South.....	198
New States.....	200
Civilization.....	210
Distinctions of Dress—the Five Classes.....	210
The Laborer.....	210
The Schools.....	210
The Middle of the Century.....	211
Chronological Summary.....	211
References for Reading.....	213
Blackboard Analysis of the Fourth Epoch.....	214

FIFTH EPOCH.

	PAGE
THE CIVIL WAR.....	215
Lincoln's Administration.....	215
The Five-Years Struggle for National Unity.....	216
What the War Cost.....	275
Assassination of the President.....	275
New States.....	277
Chronological Summary.....	277
References for Reading.....	279
Blackboard Analysis of the Fifth Epoch.....	280

SIXTH EPOCH.

RECONSTRUCTION AND PASSING EVENTS.....	281
Johnson's Administration.....	281
Grant's Administration.....	287
Hayes' Administration.....	294
Garfield and Arthur's Administration.....	295
Cleveland's First Administration.....	297
Harrison's Administration.....	299
Cleveland's Second Administration.....	301
McKinley's Administration.....	302
New States.....	304
Progress in Civilization.....	304
Blackboard Analysis of the Sixth Epoch.....	314

APPENDIX.

Questions for Class Use.....	315
Historical Recreations.....	330
Declaration of Independence.....	336
Constitution of the United States, with Questions, and Notes.....	340
Table of States.....	354
Table of Presidents.....	356
Index.....	357

LIST OF MAPS.

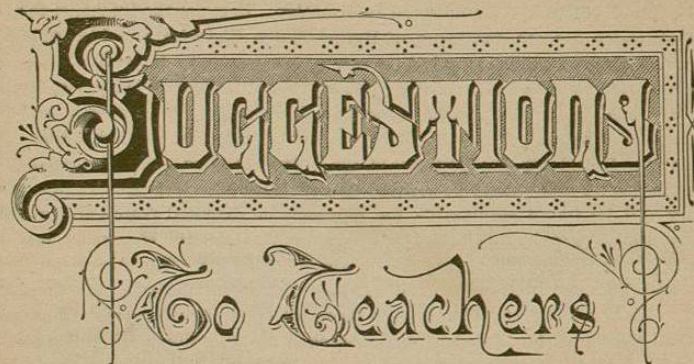
EARLY VOYAGES AND DISCOVERIES.....	II., III.
DEVELOPMENT OF COLONIES.....	Opposite.... 45
REVOLUTIONARY WAR—THE COLONIES.....	" 101
REVOLUTIONARY WAR—CAMPAIGNS NORTH AND SOUTH.....	" 120, 121
WAR OF 1812, AND WAR WITH MEXICO.....	" 149
CAMPAIGNS IN WAR OF 1812, AND WAR WITH MEXICO.....	" 160, 161
THE CIVIL WAR.....	" 215
CAMPAIGNS OF THE CIVIL WAR.....	" 222, 223
PENINSULAR CAMPAIGN.....	236
VICINITY OF VICKSBURG.....	245
VICINITY OF CHATTANOOGA.....	247
VICINITY OF GETTYSBURG.....	252
GRANT'S CAMPAIGN AROUND RICHMOND.....	261
TERRITORIAL DEVELOPMENT OF THE UNITED STATES.....	Opposite.... 281

ILLUSTRATIONS.

	PAGE		PAGE
FATHER AND SONS FOR LIBERTY. <i>Frontispiece.</i>		Arnold at Saratoga	123
PREFACE (Illustrated Heading).....	1	In Camp at Valley Forge.....	126
TABLE OF CONTENTS (Illustrated Heading).....	3	Capture of Stony Point.....	131
INTRODUCTION (Illustrated Head- ing).....	9	Development of the Flag.....	138
Relics of Early American Races.....	11	Capturing a Fort at Yorktown.....	141
Scene in Indian Life.....	13	EPOCH IV. (Illustrated Heading).....	149
Indian Hieroglyphics.....	14	Battle of Tippecanoe.....	158
Landing of Northmen.....	15	Constitution and Guerrière.....	162
EPOCH I. (Illustrated Heading).....	19	American Leaders, Rev. & 1812.....	164
Tomb of Columbus.....	24	Death of Lawrence.....	167
Burial of De Soto.....	28	Battle of New Orleans.....	170
La Salle at the Mississippi.....	35	View of Salt Lake City.....	182
EPOCH II. (Illustrated Heading).....	45	Homes of Eminent Americans.....	184
Smith Trading with Indians.....	47	Taylor at Buena Vista.....	186
The Ruins of Jamestown.....	52	Washing out Gold.....	191
Puritans Going to Church.....	54	San Francisco Bay and City.....	207
Canonicus Receiving Powder and Shot.....	55	EPOCH V. (Illustrated Heading).....	215
Morning Attack by Indians.....	58	Jackson at Bull Run.....	219
The Charter Oak.....	63	Attack on Fort Donelson.....	224
Dutch Trading at New York.....	66	Federal Leaders.....	227
Mr. Dustin Defending his Chil- dren from the Indians.....	78	Monitor and Merrimac.....	232
An Incident of Washington.....	82	Confederate Leaders.....	238
Quebec in Early Times.....	88	Battle of Missionary Ridge.....	249
A Scold Gagged.....	92	Grant Writing the Telegram.....	256
New England Kitchen Scene.....	94	Guarding a Train.....	257
EPOCH III. (Illustrated Heading).....	101	Sheridan at Cedar Creek.....	264
Retreat from Lexington.....	107	Sinking the Alabama.....	268
Prayer before Bunker Hill.....	109	Sherman's March to the Sea.....	271
Capture of Ticonderoga.....	110	Death of J. E. B. Stuart.....	276
Surrender of Rall.....	117	EPOCH VI. (Illustrated Heading).....	281
		Landing the Atlantic Cable.....	285
		Custer's Death.....	293
		Riot at Pittsburgh, Pa.....	294
		Progress of Inventions.....	307
		Progress of Inventions.....	308

PORTRAITS.

	PAGE		PAGE
COLUMBUS	20	LINCOLN.....	198
PENN.....	71	DAVIS.....	199
LA FAYETTE	119	SHERIDAN, FOOTE, GRANT, FARRAGUT, SHERMAN, PORTER.....	227
FRANKLIN.....	127	JACKSON, JOHNSTON, LEE, LONG- STREET, BUCHANAN, MITCHELL	238
MARION.....	134	GREELEY.....	290
WASHINGTON, HAMILTON, JEFFERSON.....	151	GARFIELD.....	296
PUTNAM, PERRY, GREENE, JONES, MONTGOMERY, HULL.....	164	CLEVELAND.....	298
JACKSON.....	176	HARRISON.....	300
TAYLOR.....	177	McKINLEY.....	303
CLAY, CALHOUN, WEBSTER.....	192		



THE following method of using this work has been successfully employed by many teachers. At the commencement of the study, let each pupil be required to draw an outline map of North America, at least 18×24 inches in size. This should contain only physical features, viz., coast-line, mountains, lakes, and rivers. If desired, they may be marked very faintly at first, and shaded and darkened when discovered in the progress of the history. As the pupils advance in the text, let them mark on their maps, day by day, the places discovered, the settlements, battles, political divisions, etc., with their dates. They will thus see the country growing afresh under their hand and eye, and the geography and the history will be indissolubly linked. At the close of the term, their maps will show what they have done, and each name, with its date, will recall the history which clusters around it.

Recitations and examinations may be conducted by having a map drawn upon the blackboard with colored crayons, and requiring the class to fill in the names and dates, describing the historical facts as they proceed. In turn, during review, the pupil should be able, when a date or place is pointed out, to state the event associated with it.

It will be noticed that the book is written on an exact plan and method of arrangement. The topics of the epochs, chapters, sections, and paragraphs form a full analysis; thus, in each Presidential Administration, the order of subjects is uniform, viz.: Domestic Affairs, Foreign Affairs, and Political Parties—the subsidiary topics being grouped under these heads. The teacher is therefore recommended to place on the board the analysis of each Epoch, and, when possible, conduct the recitation from that without the use of the book in the class.

Specimen Analyses are given at the close of each Epoch. These are merely suggestions, and should be used to elicit other and more elaborate ones from the

pupils. In these analyses may also be inserted the titles of additional material gathered by teacher and class. Good analyses thus, incidentally, serve as pigeon-holes for classifying as well as preserving one's knowledge.

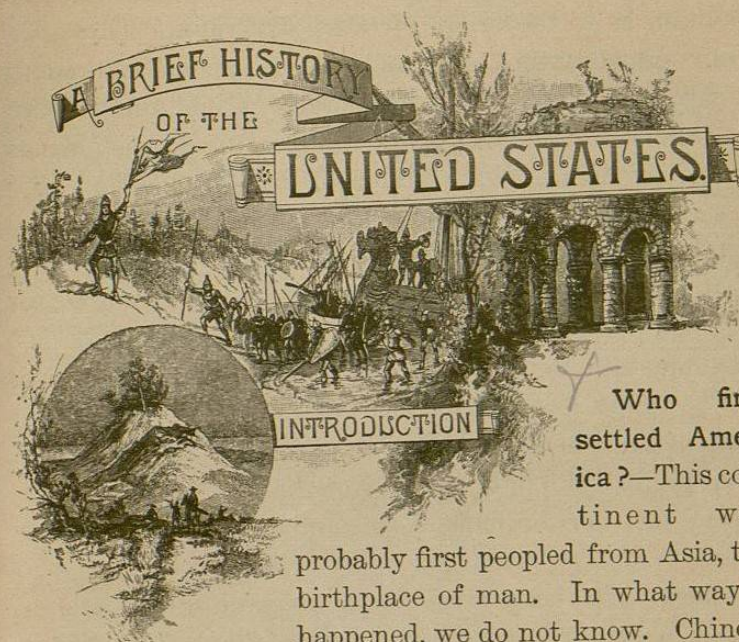
The Reading References at the end of each Epoch contain a list of books that will be found valuable for additional information. It is not the intention to make the References a mere catalogue of United States Histories and biographies of celebrated Americans, but simply to name a few works to interest a class and furnish matter for collateral reading. Bancroft's and Hildreth's Histories, Irving's Life of Washington, and Sparks' American Biographies are supposed to be in every school library. They are, therefore, not referred to in these lists. The Lives of the Presidents, the Histories of the different States, and all works of local value are useful, and should be secured, if possible. The Magazine of American History will be found serviceable for reference on disputed points of American History and Biography. The recent volumes of Harper's Magazine, and the Century abound in excellent articles on special subjects. The American Encyclopedia and Thomas' Dictionary of Biography will afford material for preparing essays. With a little effort, a poem, a prose selection, or a composition on some historical topic may be offered by the class each day to enliven the recitation.

Formal debates, oral or written, should be held, to stimulate research, upon such subjects as the tariff, civil service reform, treatment of the Indians, etc.

For Courses of Reading, and for information concerning the value and character of various historical works, refer to Adams' Manual of Historical Literature—a most reliable and excellent bibliography. Hall's Methods of Teaching History will also furnish the teacher with suggestive ideas.

The Tables of Contemporary European Sovereigns, inserted at the end of the early Epochs, should be used to link American history to that of the old world, in which it had its origin.

The Suggestions on page 315, upon the subject of topical recitation, are commended by universal experience. At each recitation, let some of the pupils write a few of the paragraphs on their slates, on paper, or on the blackboard; afterward, let other pupils criticise the language, spelling, punctuation, use of capitals, etc. Remember, however, that the chief end of class-work is to kindle an interest in history. The reading of a beautiful poem, or the narration of a curious circumstance, a noble sentiment, or a deed of heroism, in some way connected with an event, will arouse attention and fix the fact permanently in the mind. For example, the third attack on Charleston (page 132), is a dry, dull statement, but how it brightens when we read the reply of Colonel Moultrie, who was there taken prisoner, to the offer of money and the command of a British regiment in Jamaica, if he would desert the American cause:—"Not the fee simple of all Jamaica would induce me to part with my integrity." The class may care little about the former way of choosing the Vice-President; but they will be eager to see how Adams, the federalist, and Jefferson, the republican, came to be elected together. The inauguration of Van Buren will take on a new meaning when the pupil is told that Van Buren, with General Jackson at his side, rode to the Capitol in a carriage made of wood from the ship Constitution, and, as they passed, the crowd shared its cheers between "Old Hickory" and "Old Ironsides". Just so, Stedman's, "Oh, evil the black shroud of night at Chantilly", will stir a class when reading the second Bull Run campaign; while Whittier's "Angels of Buena Vista" will temper the patriotic ardor aroused by that bloody victory.



Who first
settled Amer-
ica?—This con-
tinent was

probably first peopled from Asia, the birthplace of man. In what way it happened, we do not know. Chinese vessels, coasting along the shore according to the custom of early voyagers, may have been driven by storms to cross the Pacific Ocean, while the crews were thankful to escape a watery grave by settling an unknown country; or, parties wandering across Bering Strait in search of adventure, and finding on this side a pleasant land, may have resolved to make it their home.

American Antiquities.—In various parts of the continent, are found remains of the people who occupied this country in prehistoric times. Through the Mississippi valley, from the Lakes to the Gulf, extends a succession of defensive earth-works.* The largest forest trees are

* It is a singular fact that banks of earth grassed over are more enduring than any other work of man. The grassy mounds near Nineveh and Babylon have remained unchanged for centuries. Meantime, massive buildings of stone have been erected, have served long generations, and have crumbled to ruin.