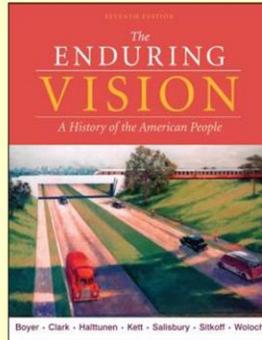


The Enduring Vision 7/e © 2011

AP* Edition by Boyer, et. al.



On the College Board's Approved Text list for AP* US History

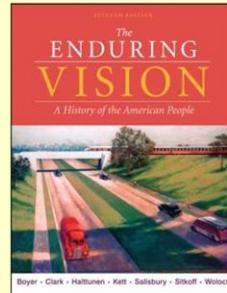
Welcome to Holt McDougal's AP *US History* presentation of the 2011 AP version of *The Enduring Vision* by lead author Paul S. Boyer. The text is on the College Board's approved list for textbooks that meet the curricular requirements for the AP *US History* course.

The Enduring Vision 7/e

An Outstanding Choice for AP* US History!

WHY?

- Balanced Political, Social, Cultural Approach
- High Rigor and Scholarship
- Renowned coverage of the land, environment, the West, public health, medicine, technology
- AP* Program Support for Students & Teachers



If you're looking for a different approach to this course, another great option for AP US is The Enduring Vision

- Offers an exceptionally balanced approach to history known for its rigor and noteworthy scholarship
- Outstanding coverage of the environment, the land, the West, public health, technology and medicine
- AP* program support helps both teachers and students make the transition to the college-level work of an AP course

Content Features:

Going to the Source: 31 total

- **NEW!** Primary source excerpts on issues such as diversity, the land, and the environment
- Followed by analysis questions for critical thinking and class discussion
- Excellent practice for DBQ & free-response sections on the AP* exam
- “Chinese Labor” (p. 556)



GOING TO THE SOURCE

Chinese Labor

Despite the protests of white workers who believed that Chinese laborers undercut their wages, business leaders in the 1870s like Charles Crocker, president of the Central Pacific Railroad, argued that the Chinese should be imported to work in the U.S. Although he supported Chinese immigration, Crocker tried to send a Chinese man who lived near his mansion in San Francisco. The following testimony by Crocker about his Chinese workers was published in an 1881 book by the former U.S. ambassador to China in opposition to the Chinese Exclusion Act that passed the following year.

Q. Do you or do you not believe that Chinese immigration to this country has the same tendency to degrade free white labor as that of Negro slavery in the South?
A. No, sir, because it is not servile labor.
Q. It is not?
A. It is not, it is free labor; just as free as yours or mine. You cannot control a Chinaman unless you pay him for it. You cannot make a contract with him or his friend, or engaged mates, and get his labor unless you pay for it, and pay him for it....

Q. Does the same thing obtain with the white man?
A. No, sir, we get the individual names of the white men.
Q. You do not pay the individual Chinaman when he works for you?
A. We pay the head-man of the gang.
Q. Some head-man?
A. He is a laborer among them.
Q. You do not pay them in the same manner that you pay white men?

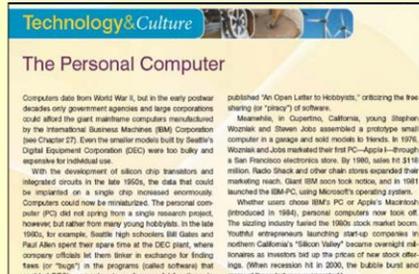
New! “Going to the Source” primary source excerpts on issues such as the land and environment followed by analysis questions

“Chinese Labor” (p. 556)

Content Features:

Technology in Culture: 14 total

- Describe the role and impact of science and technology on US culture and society
- Follow-up Analysis Questions for Critical Thinking and Review
- “The Personal Computer” (p. 946)



Technology & Culture

The Personal Computer

Computers date from World War II, but in the early postwar decades only government agencies and large corporations could afford the giant mainframe computers manufactured by the International Business Machines (IBM) Corporation (see Chapter 27). Even the smaller models built by Seattle's Digital Equipment Corporation (DEC) were too bulky and expensive for individual use.

With the development of silicon chip transistors and integrated circuits in the late 1950s, the data that could be processed on a single chip increased enormously. Computers could now be miniaturized. The personal computer (PC) did not spring from a single research project, however, but rather from many young hobbyists. In the late 1960s, for example, Seattle high schooler Bill Gates and Paul Allen spent their spare time at the DEC plant, where company officials let them tinker in exchange for finding bugs (or "bugs") in the programs (called software) that enabled DEC's computers to perform useful functions. In 1975, Gates and Allen published "An Open Letter to Hobbyists," criticizing the free sharing (or "piracy") of software.

Meanwhile, in Cupertino, California, young Stephen Wozniak and Steve Jobs assembled a prototype small computer in a garage and sold models to friends. In 1976, Wozniak and Jobs marketed their first PC—Apple I—through a San Francisco electronics store. By 1980, sales hit \$1.18 million. Radio Shack and other chain stores expanded their marketing reach, giant IBM soon took notice, and in 1981 launched the IBM PC, using Microsoft's operating system.

Whether users chose IBM's PC or Apple's Macintosh (introduced in 1978), personal computers now took off. The sizing industry fueled the 1980s stock market boom. Youthful entrepreneurs launching start-up companies in northern California's "Silicon Valley" swarmed overnight millionaires as investors bet up the prices of new stock offerings. (When recession hit in 2000, the bubble burst and most of those fortunes evaporated.)

14 “Technology in Culture” boxes describe the crucial role of science and technology and its impact on US culture with follow-up analysis questions

“The Personal Computer” (p. 946)

Content Features:

Beyond America - Global Interactions: 17 total

- Emphasis on America's emergence as a world power and its evolving global role
- More AP* exam emphasis on U.S. History from a global perspective
- “Cattle Raising in the Americas” (p. 526)



Beyond America Global
GLOBAL INTERACTIONS
Cattle-Raising in the Americas

Nineteenth-century dime novels and Wild West Shows celebrated cowboys as quintessentially American—independent, self-reliant, tough, and occasionally violent. Driving herds of cattle north from Texas to Kansas, the cowboys, who rose the open range from the end of the Civil War through the mid 1880s, appeared to be the unique product of the American West. From a more global perspective, however, North American cowboys shared much in common with the Mexican vaqueros and Argentinian gauchos. Like their counterparts in Latin and South America, they drew on a long tradition of cattle herding that had begun centuries earlier in Africa, Europe, and Spain.

Spanish conquistadors and English colonists brought to the New World their practice of raising beef cattle on the open range rather than in fenced enclosures. In sixteenth-century Mexico, African slaves often joined mixed-bloods of Spanish and Indian ancestry to brand and herd cattle. On the rich grasslands of Argentina, horsemen that hunted wild cattle that had escaped earlier settlements. Later, after the Indians were driven off the open range, these horsemen, now called gauchos, tended cattle on large ranches.

Gauchos and cowboys seek colorful characters, usually young men, often from lower-class backgrounds. The English naturalist, Charles Darwin, visiting Argentina in 1833,

17 “Beyond America - Global Interactions” boxes - Emphasize America’s emergence as a world power and its evolving global role

More AP* Exam emphasis on US History from a global perspective

“Cattle Raising in the Americas” (p. 526)

AP* Program Support

AP* In-text Features:

- **AP* Document Based Questions Practice:** 14 DBQs in the appendix help students prepare for the DBQ section

AP* Student Support:

- **AP* Study Guide:** Guided textbook review helps students better prepare for class and the AP* exam
- **DBQ Workbook:** Offers additional practice for document based questions based on content covered in the text

AP Textbook Support includes:

In-text DBQ (Document Based Question) Practice at the end of the text to help students prepare for the DBQ section on the AP* exam.

AP Study Guide, ISBN-13: 978-0-495-90799-2: The study guide provides a guided review of the text to help students better prepare for class and the AP exam.

DBQ Workbook, ISBN-13: 978-0618-574292: Offers additional practice document based questions based on content covered in the text

AP* Program Support

AP* Teacher Support:

- **AP* Teacher's Guide:** Includes chapter overviews, lecture outlines, discussion topics, and AP* Focus Sections
- **AP* Print Test Bank:** Test booklet with multiple-choice (5 options), free response, true/false questions keyed to the text
- **Power Lecture CD-ROM with Exam View:** Multimedia teacher resource includes the Instructor's Manual; Test Bank, Power Point slides, text images and maps, as well as Exam View testing software

AP Textbook Support includes:

AP Teacher's Resource Guide, ISBN-13: 978-0-495-90800-5: This comprehensive resource extends the teaching support found in the regular Instructor's Resource Manual by providing specific guidelines and teaching notes for the AP course in US History. Includes chapter overviews, lecture outlines, discussion topics, and AP* Focus Sections

AP* Print Test Bank, ISBN-13: 978-0-495-90797-8: The printed test bank includes multiple choice questions with 5 distracters as seen on the AP exam.

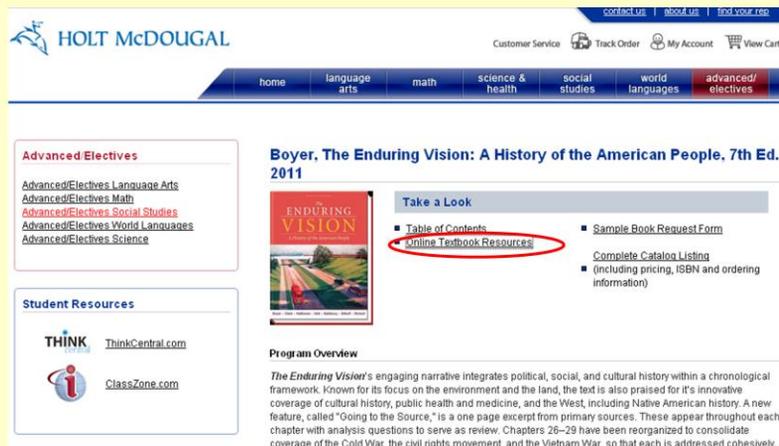
Test booklet offering multiple-choice (5 options), free response, and true/false questions referenced to each section of the book.

PowerLecture CD-ROM with ExamView Testing, ISBN-13: 978-0-495-90814-2: This dual platform, all-in-one multimedia resource includes the Instructor's Resource Manual; Test Bank, and PowerPoint® slides of both lecture outlines and images and maps from the text. Also included is ExamView, an easy-to-use assessment and

tutorial system that allows teachers to create, deliver, and customize tests in minutes.

Online Resources are also available at the textbook companion website at **www.holtmcdougal.com**

Text e-Resources: www.holtmcdougal.com



The screenshot shows the Holt McDougal website interface. At the top, there is a navigation bar with links for 'home', 'language arts', 'math', 'science & health', 'social studies', 'world languages', and 'advanced/electives'. Below this, there are sections for 'Advanced Electives' and 'Student Resources'. The 'Advanced Electives' section lists links for Language Arts, Math, Social Studies, World Languages, and Science. The 'Student Resources' section lists links for ThinkCentral.com and ClassZone.com. The main content area features a book cover for 'Boyer, The Enduring Vision: A History of the American People, 7th Ed. 2011'. To the right of the book cover is a 'Take a Look' section with a list of links: 'Table of Contents', 'Online Textbook Resources' (circled in red), 'Sample Book Request Form', and 'Complete Catalog Listing (including pricing, ISBN and ordering information)'. Below the book cover is a 'Program Overview' section with a paragraph of text.

Select advanced / electives
Select Boyer, The Enduring Vision 7/e
Select 'Online Textbook Resources'

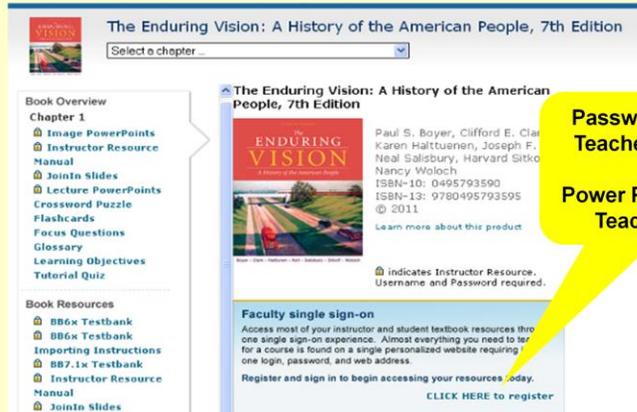
Textbook Companion Web Site at www.holtmcdougal.com offers a variety of resources for students:

including self-assessment quizzes, outlines, vocabulary exercises, and skill-building activities tied to maps and other illustrations.

Password-Protected Teacher Resources include PowerPoint slides, textbook images, and an electronic teacher's resource manual.

To request a password, please complete and submit the request form. After your request has been reviewed and authorized, you will receive a response from our Faculty Services team within 48 hours with an access code

Text e-Resources: www.holtmcdougal.com



The screenshot shows the website interface for 'The Enduring Vision: A History of the American People, 7th Edition'. It features a dropdown menu to 'Select a chapter...', a 'Book Overview' section with links to 'Chapter 1', 'Image PowerPoints', 'Instructor Resource Manual', 'JoinIn Slides', 'Lecture PowerPoints', 'Crossword Puzzle', 'Flashcards', 'Focus Questions', 'Glossary', 'Learning Objectives', and 'Tutorial Quiz'. Below this is a 'Book Resources' section with links to 'BB6x Testbank', 'BB6x Testbank Importing Instructions', 'BB7.1x Testbank', 'Instructor Resource Manual', and 'JoinIn Slides'. The main content area displays the book cover, author information (Paul S. Boyer, Clifford E. Clint, Karen Halttunen, Joseph F. Neal, Salisbury, Harvard Sitko, Nancy Woloch), ISBNs, and a 'Faculty single sign-on' section with a 'CLICK HERE to register' link.

**Password-Protected
Teacher Resources:**

**Power Points, Images,
Teacher Manual**

For Students: crossword puzzles, flashcards, focus questions, glossary, learning objectives, quizzes and web links

Select advanced / electives
Select Boyer, The Enduring Vision 7/e
Select 'Online Textbook Resources'

Textbook Companion Web Site at www.holtmcdougal.com offers a variety of resources for students:

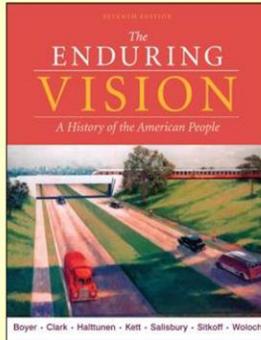
including self-assessment quizzes, outlines, vocabulary exercises, and skill-building activities tied to maps and other illustrations.

Password-Protected Teacher Resources include PowerPoint slides, textbook images, and an electronic teacher's resource manual.

To request a password, please complete and submit the request form. After your request has been reviewed and authorized, you will receive a response from our Faculty Services team within 48 hours with an access code

The Enduring Vision 7/e © 2011

AP* Edition by Boyer, et. al.



Your Choice for AP* US History!

Welcome to Holt McDougal's *AP US History* presentation of the 2011 AP version of *The Enduring Vision* by lead author Paul S. Boyer. The text is on the College Board's approved list for textbooks that meet the curricular requirements for the *AP US History* course.