

The American Republic To 1877

Reading Essentials and Study Guide



Student Workbook



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To the Student

The American Republic to 1877 Reading Essentials and Study Guide is designed to help you use and recognize reading strategies to improve your reading-for-information skills. For each section of the student textbook, you are alerted to key terms, asked to draw from prior knowledge, organize your thoughts with a graphic organizer, and then follow a process to read and understand the text. The Reading Essentials and Study Guide was prepared to help you get more from your textbook by reading with purpose.



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Study Guide



Chapter 1, Section 1

For use with textbook pages 16–19

EARLY PEOPLES

KEY TERMS

| | |
|----------------------|---|
| archaeology | The study of ancient peoples (page 17) |
| artifact | Objects left behind by early peoples, such as stone tools, weapons, baskets, and carvings (page 17) |
| Ice Age | Period of cold temperatures when part of the earth was covered with large ice sheets (page 17) |
| nomad | People who moved from place to place (page 17) |
| migration | A movement of a large number of people into a new homeland (page 17) |
| maize | An early form of corn (page 19) |
| carbon dating | A method used by scientists to figure out the age of an artifact; measuring the amount of radioactive carbon that remains in something that was once alive to determine its age (page 19) |
| culture | A way of life of a particular group of people including customs, beliefs, and ways of protecting themselves (page 19) |

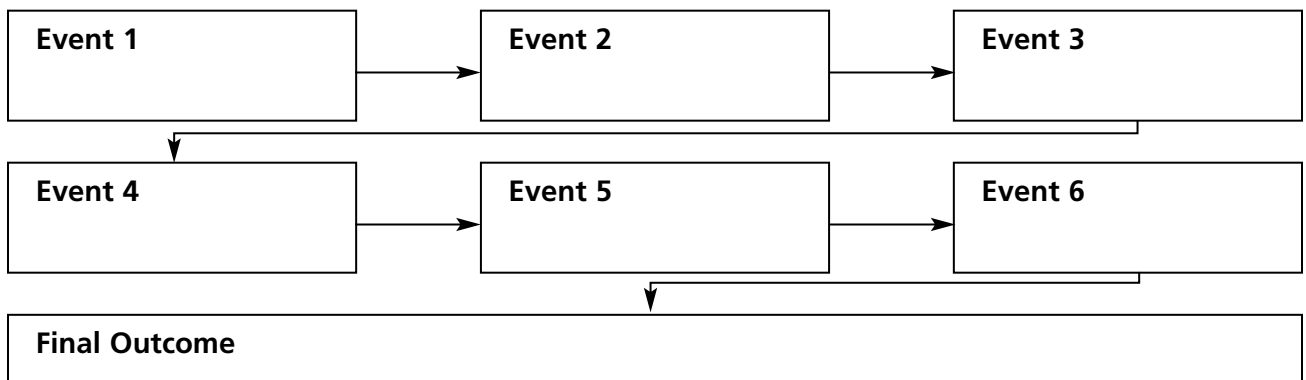
DRAWING FROM EXPERIENCE

Have you ever wondered about the first Americans? Who were they? How did they get to North and South America? How were their cultures similar to or different from yours?

This section focuses on why and how people came to the Americas and what kinds of cultures they developed.

ORGANIZING YOUR THOUGHTS

Use the flowchart below to help you take notes as you read the summaries that follow. Think about how the Ice Age made it possible for hunters to migrate to the Americas.



Study Guide

Chapter 1, Section 1 (continued)



READ TO LEARN

- **The Journey From Asia** (pages 16–18)

By A.D. 1500, millions of Native Americans lived on the continents of North and South America. The first people probably came to the Americas because food supplies were available. Scientists and experts in *archaeology*, the study of people living long ago, are still trying to learn about the first Americans and why they came. They study *artifacts*, objects these ancient peoples left behind, to learn about the past.

The first Americans crossed a strip of land, called Beringia, which connected Asia and the Americas about 30,000 years ago during the most recent *Ice Age*. The temperatures were so cold that ice covered much of the earth. The land bridge is now under a body of water called the Bering Strait. Over many centuries many people crossed the land bridge from Asia into present-day Alaska and Canada. These *nomads* traveled from place to place hunting for food. They spread out across North America and South America. This *migration* brought the first Americans to their new homeland.

Early Americans hunted huge mammals, such as the saber-toothed tiger, the woolly mammoth, and the mastodon, with spears made from sharp, pointed rocks attached to poles. Every part of the animal was used for food, clothing, weapons, tools, and shelter. As the Ice Age was ending, water covered Beringia, cutting off Asia from the Americas. The large mammals began to die out, and the early Americans had to find other foods.

1. The first Americans migrated because of their nomadic lifestyle. How did being nomadic affect migration to America?

- **Settling Down** (pages 18–19)

When the large mammals were gone, early Americans had to find new sources of food. They hunted smaller animals, including birds and deer. Some early Americans learned to catch fish with nets and traps. They ate wild berries and grains. Native Americans learned to plant and grow maize about 9,000 years ago in what is present-day Mexico. People could grow food without having to move from place to place. This changed the way people lived. Pumpkins, beans, squashes, and other seeds were planted. The population grew. Many Native Americans became farmers instead of hunters.

Study Guide



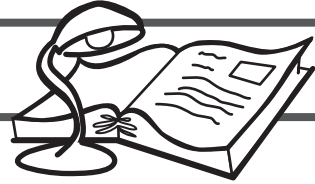
Chapter 1, Section 1 (continued)

Early Americans relied upon agriculture, hunting, fishing, gathering, or trading for sources of food. Farming spread from the early settlements in Mexico to what is now the southwestern United States. Using a scientific method called **carbon dating**, scientists identified the age of objects discovered from early communities. Many were about 5,000 years old.

Agriculture provided the people with enough food to eat, which gave them more time to improve their lives. It led to a new **culture**, or way of life. People formed communities and built stable homes. They made and decorated pottery and cloth and created more complex forms of government. Different groups developed their own customs, beliefs, and ways of protecting themselves.

2. How did methods of finding food sources affect the cultures that developed in early America?

Study Guide



Chapter 1, Section 2

For use with textbook pages 22–26

CITIES AND EMPIRES

KEY TERMS

- civilization** A highly developed society (page 22)
- theocracy** A society ruled by religious leaders (page 23)
- hieroglyphics** A writing system that uses symbols or pictures to represent things, ideas, and sounds (page 24)
- terrace** Open platforms cut into steep slopes on mountainous land (page 26)

DRAWING FROM EXPERIENCE

Have you ever thought about when and why cities and towns were developed? Have you ever wondered how skyscrapers are built? Can you imagine what your life would be like without the modern comforts you enjoy today?

In the last section, you read about how and why people came to the Americas and how finding food influenced their cultures. This section focuses on the cultures of three civilizations that developed in Mexico, Central America, and South America before the arrival of the Europeans.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the different traits of each civilization.

Three Civilizations of Mexico, Central America, and South America

| Maya | Aztec | Inca |
|----------|----------|----------|
| Features | Features | Features |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |
| 7. | 7. | 7. |
| 8. | | 8. |
| 9. | | |
| 10. | | |

Study Guide



Chapter 1, Section 2 (continued)

READ TO LEARN

- **Early American Civilizations** (pages 22–23)

In the early 1500s, several highly developed societies, or civilizations, were established in what is now Mexico and Central and South America. A *civilization* is a group of people with an advanced culture. These early civilizations had highly developed systems for writing, counting, and tracking time. Millions of people belonged to these civilizations that lasted hundreds of years. Some of the largest and most advanced civilizations were the Olmec, Maya, Aztec, and Inca.

The Olmec civilization was located along the Gulf Coast of what are now Mexico, Guatemala, and Honduras between 1500 B.C. and 300 B.C. Workers built large stone monuments, stone pavements, and drainage systems. Farmers grew enough food for thousands of people. Other civilizations were influenced by the success of the Olmec civilization.

1. Define civilization.

- **The Maya** (pages 23–24)

Around A.D. 300 the Maya civilization was built in the rain forests of what is now Mexico, Guatemala, Honduras, and Belize. Prisoners of war and other enslaved people dug huge stones from the ground. They built monuments and pyramids, many of which are still standing today. The Mayans grew many crops, including maize, beans, sweet potatoes, and other vegetables.

The Mayan civilization was a *theocracy*, a society ruled by religious leaders. The Maya people believed that gods controlled everything that happened on Earth and that priests knew the gods' wishes. Therefore, the priests made all of the important decisions. They built many large cities that contained stone pyramids. The pyramids were sometimes 20 stories high. Temples, located at the top of the pyramids, were religious and governmental centers. Religious festivals and rituals were dedicated to the Mayan gods. Five pyramids were built around the largest city, Tikal, in present-day Guatemala.

Study Guide

Chapter 1, Section 2 (continued)



The Maya became skilled astronomers who studied the sun and stars. They developed a 365-day calendar. They also developed one of the earliest writing systems called *hieroglyphics*, which uses pictures or symbols to represent things, ideas, and sounds. The Maya cut roads out of the jungle. They traveled by canoe along the east coast of Mexico. They carried their crops to market on their backs or shipped them by canoe. They did not have horses or wheeled vehicles. The Maya traded their crops at outdoor city markets for things they needed, such as deer meat, salt, pottery, and cotton cloth. They exchanged other goods, such as jade statues, turquoise jewelry, and cacao beans, with traders farther away.

No one knows why the Maya civilization began to break down or die out between A.D. 900 and A.D. 1100. The larger cities became almost empty. The soil probably could not produce enough food, or the enslaved people and farmers revolted against their slaveholders. Mexico and Central America are home to many descendants of the Maya.

2. What were some of the major achievements of the Maya?

- **The Aztec** (pages 24–25)

In 1325 hundreds of years after the Maya civilization fell apart, the Aztec settled permanently on an island in Lake Texcoco in present-day Mexico City.

The Aztec built one of the greatest cities in the Americas, Tenochtitlán, on and around the island. It became one of the largest cities in the world and a major trade center. The Aztec made bridges and raised highways out of earth, which they pulled from the bottom of the lake, and connected the island to the mainland.

In the 1400s the Aztec Empire was a military power that conquered other communities in central and southern Mexico. The Aztec took whatever they could carry from the people they conquered and forced them to work in their cities and villages as slaves. In religious ceremonies, they sacrificed, or killed, thousands of prisoners because they believed that live human sacrifices would keep the gods happy.

Hernán Cortés led 550 Spanish soldiers into Tenochtitlán in 1519. They were amazed at the great stone towers, temples, and buildings that rose out of the water. The first Europeans to see the Aztec capital thought it was more beautiful than the European capitals.

Study Guide



Chapter 1, Section 2 (continued)

3. How did the Aztec civilization become wealthy and powerful?

• **The Inca** (page 26)

The largest empire in the Americas belonged to the Inca. The Inca capital city of Cuzco was founded around A.D. 1200 in the western highlands of South America. In 1438 an emperor named Pachacuti became the ruler. He and his army began to conquer neighboring peoples. Together with his son, Topa Inca, he built an empire that was 3,000 miles long, from present-day Colombia to northern Argentina and Chile.

Because the land was mountainous and steep, the Inca cut large, flat *terraces*, or platforms, into sides of mountains. They grew their crops of maize, squash, tomatoes, peanuts, melons, cotton, and potatoes on these platforms, which were surrounded by stone walls.

The emperor owned all of the land and property within the Inca Empire. It was believed that he was a descendant of the sun god. The Inca made beautiful gold jewelry and temple ornaments to please the sun god.

4. Why did the Inca build terraces?

Study Guide



Chapter 1, Section 3

For use with textbook pages 28–33

NORTH AMERICAN PEOPLES

KEY TERMS

- pueblo** Village of great stone or adobe houses (page 29)
- drought** Long periods of little rainfall (page 29)
- adobe** Building material made of clay and straw; sun-dried mud brick (page 32)
- federation** Government that linked different groups (page 33)

DRAWING FROM EXPERIENCE

Have you ever wondered how different Native American groups lived? Have you ever wondered what role the environment played in their cultures? How does the environment in which you live affect your life today?

In the last section, you read about the civilizations of the Maya, Aztec, and Inca. This section focuses on the different cultures that lived in North America before the Europeans arrived.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the similarities and differences among early North American societies.

| Native Americans | | |
|------------------|-------|-------------|
| Location | Names | Description |
| West | | |
| Southwest | | |
| Plains | | |
| North | | |
| Central | | |
| Southeast | | |
| East | | |

Study Guide



Chapter 1, Section 3 (continued)

READ TO LEARN

- **Early Native Americans** (pages 28–31)

Many Native American cultures lived throughout North America. Some of them disappeared before the Europeans arrived in the 1500s. The Hohokam, Anasazi, and Mound Builders were examples of these cultures.

The Hohokam peoples lived in the desert in present-day Arizona from about A.D. 300 to A.D. 1300. They dug hundreds of miles of irrigation channels to bring water from the rivers to their fields. Artifacts such as pottery, carved stone, and shells have been found from this civilization. The shells are proof that the Hohokam traded with people from the coast.

From about A.D. 1 to A.D. 1300, the Anasazi lived in the southwest at the point where the present-day states of Arizona, New Mexico, Utah, and Colorado meet. They built villages, or *pueblos*, with stone or adobe houses. They also built homes in the sides of steep cliffs, called cliff dwellings. Both pueblos and cliff dwellings were villages that looked somewhat like apartment buildings. Cliff dwellings were easy to look after and were protected from the weather. **Drought**, or long periods of little rainfall, may have caused crops to die and forced the Anasazi to move. In about 1300 the Anasazi began to settle in smaller communities.

The Mound Builders were many different groups of prehistoric Native Americans who built thousands of mounds of earth, similar to pyramids, in central North America. Like the pyramids of the Maya and Aztec, some of the mounds had burial chambers and temples. According to archaeologists, the first mounds may have been built about 1000 B.C. The Adena and Hopewell peoples were some of the earliest Mound Builders. The Hopewell built mounds in the shape of animals. Artifacts were found that show the Mound Builders traded with others far away.

Cahokia, the largest settlement of Mound Builders in present-day Illinois, was built after A.D. 900 by the Mississippians. Like the civilizations of Mexico, Cahokia had one tall mound, Monks Mound, with a temple at the top. The cities were religious with priests or priest-rulers. The Mississippians may have lived near Mexico at one time, which would explain the similarities between the two cultures.

1. What were some of the characteristics of the Hohokam, the Anasazi, and the Mound Builders?

Study Guide



Chapter 1, Section 3 (continued)

• Other Native North Americans (pages 31–33)

The civilizations of the Hohokam, Anasazi, and Mound Builders disappeared and were later replaced by other Native American cultures. When Europeans arrived, there were dozens of different societies in the Americas.

The Inuit settled in the northernmost part of North America, near the Arctic Ocean. They may have been the last group to cross the land bridge into North America from Siberia. In order to survive in the cold climate, the Inuit learned to adapt. They built igloos, or low shelters made of snow blocks, and they made warm, waterproof clothing from animals to protect themselves from the weather.

Many different groups settled along the West Coast, where the climate was mild and where there was more than enough food:

- A.** Peoples of the Tlingit, Haida, and Chinook settled along the northwestern coast and used resources from the forest and the sea. They built wooden houses, made canoes, cloth, and baskets from tree bark. They fished for their main food source, salmon, with spears and traps.
- B.** Peoples of the Nez Perce and Yakima settled in the plateau region between the Cascade Mountains and Rocky Mountains. They were hunters, fishers, and gatherers who lived in earthen houses.
- C.** The Pomo settled in the central valley of present-day California. They were nomadic peoples, wandering from place to place collecting roots and seeds. The women gathered acorns and pounded them into flour.
- D.** The Ute and Shoshone traveled in search of food in the Great Basin between the Sierra Nevada and the Rocky Mountains. They made temporary shelters of branches and reeds. They ate small game, nuts, berries, roots, and some insects.

In the Southwest, descendants of the Anasazi included the Hopi, Acoma, and Zuni. They were farmers who raised maize, beans, and squash. They built **adobe** homes from sun-dried bricks made of clay and straw. The Apache and Navajo settled in the southwest after the 1500s, and hunted deer and other game. They formed communities and built square houses, called hogans. They grew maize and beans, and began raising sheep in the 1600s.

On the Great Plains, the Comanche, the Dakota and other Native Americans of the Plains used horses and spears for hunting and warfare. They were nomadic people who set up temporary villages, using tepees for shelter. The men hunted antelope, deer, and buffalo. The women grew maize, squash, and beans.

Study Guide



Chapter 1, Section 3 (continued)

The Iroquois and Cherokee peoples settled in the woodlands of eastern North America. They developed a system of governments called *federations*, which joined different groups together. The five Iroquois nations (Onondaga, Seneca, Mohawk, Oneida, and Cayuga) were at war with one another until they joined the Iroquois League, also called the Iroquois Confederacy, in the late 1500s. They wanted peace. Iroquois women owned all the land and grew all the crops. They elected the men who served on the council of the Iroquois League.

The Creek, Chicksaw, and Cherokee peoples settled in the southeast, a woodlands area with a warm climate. They were farmers in what is now Georgia, Alabama, Mississippi, and the Carolinas. They grew crops such as corn, tobacco, and squash.

2. What environmental factors of each region in North America influenced the cultures of the Native Americans that settled in them?

Study Guide



Chapter 2, Section 1

For use with textbook pages 38–42

A CHANGING WORLD

KEY TERMS

| | |
|--------------------|---|
| classical | Ancient Greek and Roman (page 39) |
| Renaissance | A French word meaning “rebirth,” refers to the renewed interest in classical Greek and Roman learning (page 39) |
| technology | The use of scientific knowledge for practical purposes (page 40) |
| astrolabe | An instrument that measured the position of stars (page 40) |
| caravel | Three-masted sailing vessel having broad bows (page 40) |
| pilgrimage | A journey to a holy place (page 42) |
| mosque | Muslim house of worship (page 42) |

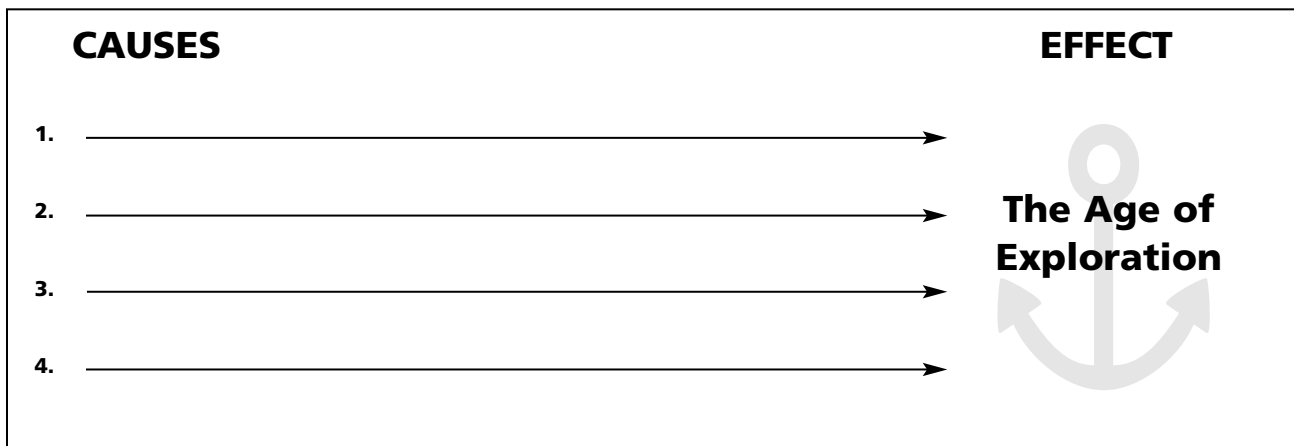
DRAWING FROM EXPERIENCE

Have you ever traveled outside of your city, state, or country? Do you know what different regions of your country or the world are like?

This section focuses on changes that took place in Europe and Africa because new technologies made it possible for traders and explorers to introduce Europeans to the world beyond their own.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes as you read the summaries that follow. Think about how the Europeans’ world began to expand.



Study Guide



Chapter 2, Section 1 (continued)

READ TO LEARN

- **Expanding Horizons** (pages 38–39)

After the fall of the Roman Empire, the people of western Europe lived in small kingdoms and city-states. In 1295, after traveling across Asia and learning about China’s culture, Marco Polo returned to Italy and wrote a book about the wonders of Asia. His book, *Travels*, inspired Christopher Columbus and others to find a route to the East.

Italian merchants made money by selling spices and luxuries. They sold goods such as silks, perfumes, and gems from the Orient to wealthy Europeans. The merchants bought luxuries from Arab traders in the Middle East who sold goods from the Orient. The goods arrived in Italian ports by ship after being transported over land to the Mediterranean Sea. The Arab merchants sold the goods for a very high price. However, as East-West trade increased, Europeans began to look for other routes to the East that avoided the Arab traders.

Europeans wanted to learn more about people and the world. In the 1300s scholars and artists studied the classical, or Greek and Roman, world. Scientists tested new and old theories and ideas. Authors wrote about people and the universe. The next two hundred years were a time of “rebirth.” In the 1400s intellectual, scientific, and artistic creativity bloomed and spread throughout Europe. This period is known as the Renaissance. Europeans began to think differently about the world beyond their own. The age of exploration and discovery began.

1. What effects did the Renaissance have on Europe?

- **Powerful Nations Emerge** (pages 39–40)

Merchants and bankers in the growing cities of western Europe wanted to find different routes to expand their businesses through foreign trade. If they could get the goods directly, without having to go through Arab and Italian cities, they would make more money. In order to do this, they had to find new routes that did not run through the Middle East.

By the 1400s centralized states with kings and queens in Spain, Portugal, England, and France increased trade and looked for ways to make their countries richer and more powerful. National laws, courts, taxes, and armies were created.

Study Guide



Chapter 2, Section 1 (continued)

2. What common goal did merchants, bankers, kings, and queens in Western Europe share?

• **Technology’s Impact** (pages 40–41)

New *technology*, or scientific knowledge, made books and new information more available. Movable type and the printing press were introduced in the 1450s. Many people read Marco Polo’s *Travels* after it was printed in 1477.

Mapmakers began to make more accurate land and sea maps using information from Arab geographers and reports from explorers. The *astrolabe*, an instrument that measured the position of the stars, and the magnetic compass helped determine a ship’s approximate location.

Better ships helped European countries, such as Spain and Portugal, search for sea routes to Asia. These ships could withstand long voyages. The Arabs invented the stern rudder used for steering and the triangular sail that allowed ships to sail into the wind. The *caravel*, a small, fast, three-masted sailing ship, was designed by the Portuguese in the late 1400s.

3. What scientific discoveries improved navigation and overseas exploration?

• **African Kingdoms** (pages 41–42)

There were powerful kingdoms south of the Sahara that expanded between 400 and 1600. These kingdoms were rich in natural resources such as gold, copper, and iron ore.

Between 400 and 1100, Ghana became a large West African trading empire. Ghana’s trading grew because of taxes on trade imposed by the kings and its location between salt mines and gold mines. West Africans traded gold, ivory, and slaves for salt, cloth, and brass with Muslim traders from North Africa. Many West Africans became Muslims. People from North Africa, called Almoravids, attacked Ghana and interrupted its trade routes. While Ghana was busy fighting the Almoravids, new trade routes and gold mines were created in the east. As a result, Ghana was left out of the trading process all together. Ghana began to decline, and new states surfaced in the region.

Study Guide



Chapter 2, Section 1 (continued)

Mali, one of the new states, developed new trade routes to North Africa. By the 1200s Mali expanded its territory to include the former kingdom of Ghana. Mali was mainly agricultural, but had gold mines as well. Mali's Muslim king, Mansa Musa, who ruled from 1312 to 1337, made a *pilgrimage*, or journey, to the holy city of Makkah (Mecca) in western Saudi Arabia. He returned with an Arab architect who built great *mosques*, Muslim houses of worship, in the capital of Timbuktu. This became an important center of Islamic art and learning.

In the late 1400s the Songhai Empire became the largest in the history of West Africa under the rule of Askîya Muhammed. He divided the empire into five areas. The legal system consisted of laws based on the teachings of Islam. A uniform system of weights and measures was used throughout the empire. In the late 1500s the army of the North African kingdom of Morocco attacked Songhai gold-trading centers and defeated the Songhai Empire.

4. How did the West African empires become wealthy and powerful?



Study Guide

Chapter 2, Section 2

For use with textbook pages 43–49

EARLY EXPLORATION

KEY TERMS

| | |
|----------------------------|---|
| line of demarcation | An imaginary line running down the middle of the Atlantic from the North Pole to the South Pole (page 47) |
| strait | Narrow sea passage (page 49) |
| circumnavigate | To sail around (page 49) |

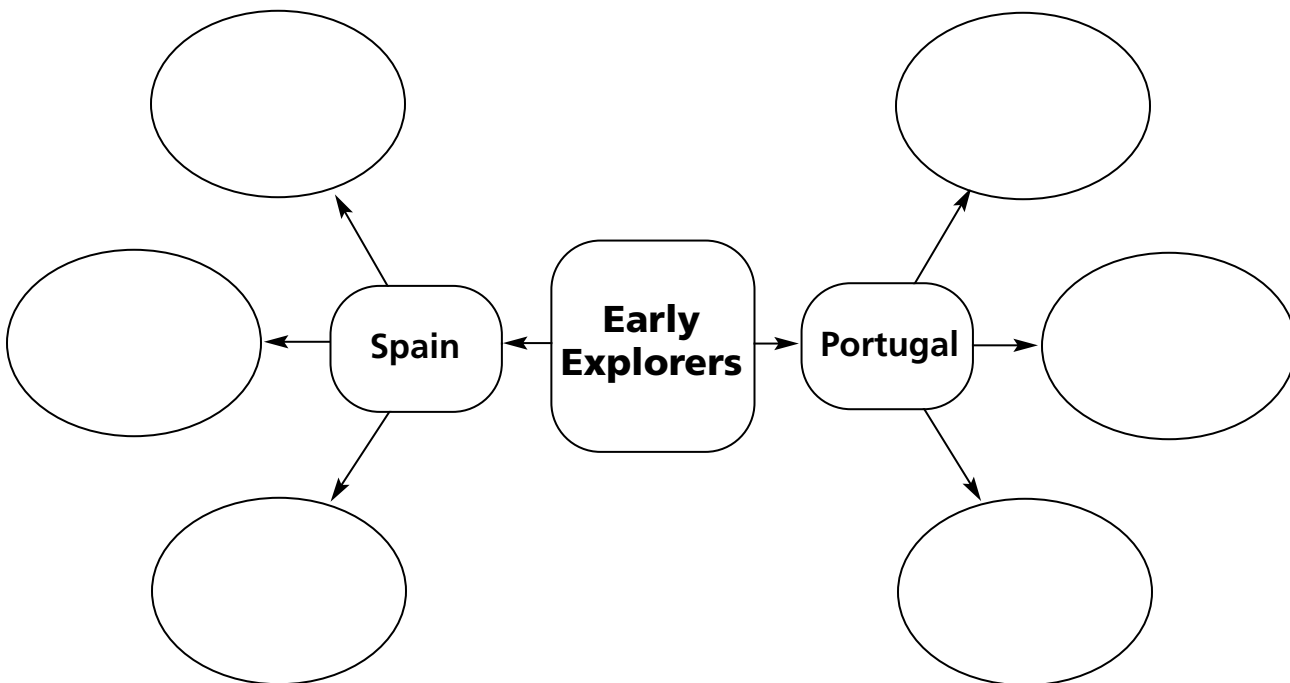
DRAWING FROM EXPERIENCE

Have you ever explored an area new to you? Why were you interested in learning about the new area? What did you learn from your explorations? Are there other places you would like to explore?

In the last section, you read about changes that took place in Europe and Africa that led to the growth of exploration. This section focuses on what was learned about the world because of Spanish and Portuguese exploration.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about why Europeans were interested in exploration.



Study Guide



Chapter 2, Section 2 (continued)

READ TO LEARN

- **Seeking New Trade Routes** (pages 43–45)

Early maps used by Columbus and other explorers showed one large area of land bordered by oceans that ran together into what they called the Ocean Sea. The land-mass showed three continents (Europe, Asia, and Africa), but did not include America. Portugal hoped to find a new route to China, India, and West Africa because Portugal did not have a Mediterranean port needed for foreign trade. The country began to explore the boundaries of the known world in search of new and better routes.

Prince Henry of Portugal hired astronomers, geographers, and mathematicians to teach Portuguese shipbuilders and sailors about navigation. Portuguese traders sailed the West African coast, known as the Gold Coast. They traded for gold, ivory, and slaves. In 1487 Bartholomeu Diaz accidentally sailed around the southern tip of Africa during a storm. This newly found area, which he called “Cape of Storms,” was later renamed “Cape of Good Hope” by King John II of Portugal. He hoped that it would lead to a new route to India. Vasco da Gama, with the help of an Arab pilot who knew the Indian Ocean, was the first to complete the eastern sea route to India in 1498.

1. What contributions were made by these Portuguese explorers?

- **Columbus Crosses the Atlantic** (pages 45–49)

Christopher Columbus, an experienced Italian sailor, thought he could reach Asia by sailing west. He became a sailor for Portugal. Columbus thought the voyage would take about two months based on the work of the ancient Greek astronomer Ptolemy. However, the earth was much larger than Ptolemy had predicted.

Most Europeans first learned that the Americas existed after Columbus made his famous American landing. They did not know that the Vikings, from northern Europe, had reached North America hundreds of years earlier. The Vikings created settlements in Iceland and Greenland in the 800s and 900s. A Viking sailor named Leif Eriksson explored Vinland in about 1000.

Explorers needed sponsors to pay for their expeditions. King Ferdinand and Queen Isabella of Spain agreed to pay for Columbus’s voyage westward to Asia. Nobody knew the Americas blocked his planned route. Queen Isabella wanted to share in the wealth that was being made by countries such as Portugal. A devout Christian, the queen was promised Christianity would be brought to any lands found. She promised Columbus a share of any profits gained along the way.

Study Guide

Chapter 2, Section 2 (continued)



Columbus set out from Spain on August 3, 1492, with about 90 sailors on a fleet of 3 ships: the *Niña*, the *Pinta*, and the *Santa María*. A month into the journey, the sailors had yet to see land. Many of the men wanted to turn around. Columbus was determined to continue the voyage. He changed the distances in the ship's log so the crew would think they were closer to home than they really were.

Finally, land was sighted on October 12, 1492. Columbus claimed a small island (now the Bahamas) for Spain and named it San Salvador. Columbus thought he was in the East Indies, the islands off the coast of Asia, so he called the local people Indians. He did not know he had reached the Americas instead. Today, the Caribbean islands are also known as the West Indies. Queen Isabella and King Ferdinand were so pleased they agreed to sponsor his future voyages.

Columbus made three more voyages, claiming new lands for Spain and establishing settlements. In 1493, 1498, and 1502, Columbus explored the Caribbean islands of Hispaniola (Haiti and the Dominican Republic), Cuba, and Jamaica. He also explored the coasts of Central America and northern South America. He did not realize he had not reached Asia until later explorations. Later voyages would establish the Spanish Empire in the Americas.

Spain and Portugal asked the pope, the head of the Roman Catholic Church, to help them protect their land claims. The pope drew an imaginary line from the North Pole to the South Pole down the middle of the Atlantic. This **line of demarcation** divided the whole unexplored world between Spain and Portugal. Spain was to control all lands to the west of this line, and Portugal was to control all lands to the east.

Portugal thought the dividing line favored Spain. Both countries agreed to move the line farther west. The agreement was spelled out in the Treaty of Tordesillas in 1494.

In 1499 Amerigo Vespucci mapped out South America's coastline. He concluded that South America was a continent and not part of Asia. European geographers called the continent America, in honor of Amerigo Vespucci.

In 1513 Spanish explorer Vasco Núñez de Balboa found a land route from Panama to the Pacific Ocean. After many days of difficult travel through the jungles, he reached what would later be known as the Pacific Ocean. Balboa claimed the ocean and all adjacent lands for Spain.

Study Guide



Chapter 2, Section 2 (continued)

To find Asia, Ferdinand Magellan believed he could sail around the tip of South America and then cross the sea Balboa had discovered. He started his voyage from Spain in 1519 with five ships. He sailed west across the Atlantic Ocean and south along the eastern coast of South America. At the southern tip, his ships sailed through a narrow sea passage, or *strait*, to an ocean he named Pacific, meaning “peaceful.” The strait itself was later called the Strait of Magellan.

After four months of sailing across the Pacific, Magellan landed in the Philippines. He was killed in an island war. Only one of the five original ships made it back to Spain containing only 18 of the more than 200 original crew members. It had taken these men almost three years to be the first to sail around, or *circumnavigate*, the world.

2. Why were Columbus’s expeditions for Spain significant?

Study Guide

Chapter 2, Section 3



For use with textbook pages 51–55

SPAIN IN AMERICA

KEY TERMS

| | |
|---------------------|--|
| conquistador | Spanish explorer (page 51) |
| tribute | Sign of respect or obedience (page 52) |
| pueblo | Village or town (page 54) |
| mission | Religious community (page 54) |
| presidio | A fort (page 54) |
| encomienda | The right to demand taxes or labor from Native Americans (page 55) |
| plantation | Large estate (page 55) |

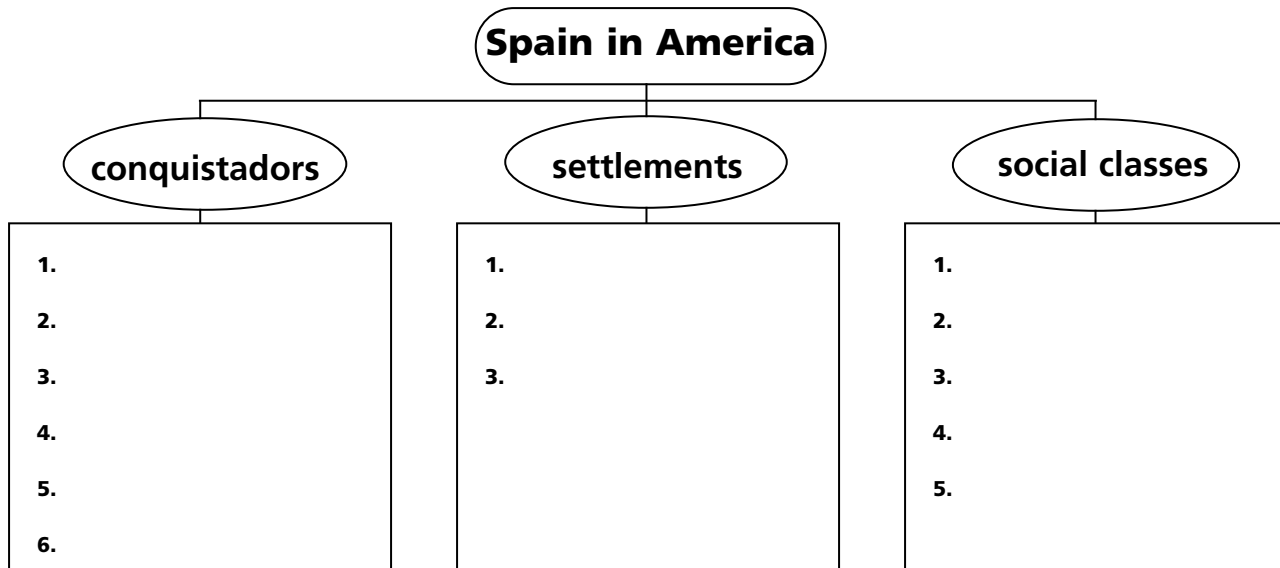
DRAWING FROM EXPERIENCE

Do you use any Spanish words in your everyday language? Did you know that the Spanish were the first Europeans to settle many parts of the Americas?

In the last section, you read about how explorers from Portugal and Spain learned more about the world and discovered a sea route to Asia. This section focuses on how the Spanish built an empire in the Americas.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Spanish conquistadors, settlements, and social classes helped shape the Americas.



Study Guide



Chapter 2, Section 3 (continued)

READ TO LEARN

- **Spanish Conquistadors** (pages 51–53)

Spanish *conquistadors*, or explorers, searched for gold, silver, and wealth in the Americas. The Spanish rulers gave them permission to explore and establish settlements. In return, the conquistadors gave the rulers one-fifth of any wealth found. The king and queen of Spain had nothing to lose from this deal.

In 1519 Hernán Cortés landed on the east coast of present-day Mexico looking for gold and wealth with about 500 soldiers, some horses, and a few cannons. Cortés heard about the riches of the Aztec Empire. When cities were conquered by the Aztec, the cities had to pay *tribute* as a sign of respect and obedience by giving the Aztec crops, clothing, gold, and gems. Cortés and Native Americans who helped him took the Aztec emperor, Montezuma, prisoner. They later killed him and other Aztec nobles. The Aztec rebelled and forced the Spanish out of their capital city, Tenochtitlán. Cortés waited for more troops, attacked again, and took control of the region.

In 1532 Francisco Pizarro landed on the Pacific coast of what is now Peru in South America with about 180 soldiers. Pizarro wanted the Inca Empire’s great wealth. He took the Inca ruler, Atahualpa, prisoner and later killed him. The Spaniards destroyed the Inca army. Without a ruler or an army, the Inca lost control of their empire.

Cortés and Pizarro were able to defeat the great Aztec and Inca Empires for three main reasons:

- A.** The Spanish had weapons, horses, and dogs.
 - B.** Many Native Americans helped the conquistadors overthrow the Aztec.
 - C.** The diseases the Europeans brought with them killed many Native Americans.
1. How did Spain establish settlements in present-day Mexico and South America?

- **Spain in North America** (pages 53–54)

Conquistadors explored southeastern and southwestern parts of North America searching for gold, silver, and other wealth. In 1513 Juan Ponce de León was the first Spaniard to land on the mainland of North America. He landed on the east coast of present-day Florida and established the first Spanish settlement at St. Augustine. Ponce de León searched for, but never found, the fountain of youth he had heard stories about. It was believed that if a person drank from the fountain of youth, that person would remain young forever.

Study Guide

Chapter 2, Section 3 (continued)



The conquistadors faced great dangers and often lost their lives exploring unknown lands. In 1528 Álvar Núñez Cabeza de Vaca was one of a few shipwrecked sailors who survived a storm off the coast of Texas. To survive, he and an enslaved African became medicine men. In 1533 they began a 3-year, 1,000-mile trip on foot across the Southwest motivated by stories of seven cities with walls made of emerald gems and streets made of gold. They ended their journey in Mexico.

Hernando de Soto was another explorer looking for riches. For three years, he and his troops explored Florida and the southeastern areas of the present-day United States. De Soto and his men often held a village chief hostage and demanded food and supplies. In 1541 he crossed the Mississippi River, traveled as far as present-day Oklahoma, and died of a fever.

Francisco Vázquez de Coronado wanted to find the legendary “Seven Cities of Cibola.” After traveling through northern Mexico and present-day Arizona and New Mexico, he reached a town belonging to the Zuni people but found no gold. Coronado returned to Mexico.

2. What motivated Spanish explorations in North America? How did these explorations differ from earlier ones?

- **Spanish Rule** (pages 54–55)

There were three types of Spanish settlements permitted by Spanish law in the Americas. **Pueblos** were towns set up as trade centers. **Missions** were religious communities, usually small towns with a small church that was surrounded by farmland. **Presidios** were forts usually built near a mission.

Spain’s empire in the Americas had an organized system of social classes. A position in the class system determined the amount of wealth, power, and privilege the person enjoyed. The class system followed this order (from upper to lower): **Peninsulares**—born in Spain; **Creoles**—born in the Americas to Spanish parents; **Mestizos**—born to Spanish and Native American parents; **Native Americans**—descendants of the first Americans; **Africans**—enslaved and brought to America.

Native Americans were enslaved in the 1500s because the Spanish government granted each conquistador who settled in the Americas an **encomienda**. An encomienda was a right to demand taxes or labor from Native Americans living on the land. Bartolomé de la Casas, a Spanish priest, reported the abuses that resulted from this system and pushed for laws to protect Native Americans from slavery. In 1542 the New Laws were passed by the Spanish government.

Study Guide



Chapter 2, Section 3 (continued)

Spanish settlers made a lot of money selling crops overseas, such as sugarcane and tobacco. They created the *plantation* system to raise crops. A plantation was a large piece of land.

3. How were the lives of Native Americans forever changed by Spanish rule?

Study Guide

Chapter 2, Section 4



For use with textbook pages 58–62

EXPLORING NORTH AMERICA

KEY TERMS

| | |
|---------------------------|--|
| mercantilism | Economic theory stating that a nation's power is based on its wealth (page 59) |
| Columbian Exchange | Exchange of plants, animals, and diseases between hemispheres (page 60) |
| Northwest Passage | A more direct water route to Asia through the Americas (page 60) |
| coureur de bois | Fur trappers; "runners of the woods" (page 62) |

DRAWING FROM EXPERIENCE

Where do people explore today? What are these people searching for? What do we learn from these explorations? How are today's explorations different from the explorations of the 1500s and 1600s?

In the last section, you read about the fall of the Aztec and Inca Empires and the empire built by the Spanish in the Americas. This section focuses on how religion and economic rivalries influenced the exploration of North America.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how religious differences affected the exploration of North America.

| A Divided Church in Western Europe | |
|------------------------------------|------------------------|
| Catholic Church | Protestant Reformation |
| | |
| ↓ | |
| A Divided America | |
| Catholics Settled in | Protestants Settled in |
| | |

Study Guide



Chapter 2, Section 4 (continued)

READ TO LEARN

- **A Divided Church** (pages 58–59)

For hundreds of years, European countries were connected by the Catholic Church. Most western European countries had been Catholic. In 1517 a German priest named Martin Luther disagreed with some of the practices of the Church. He and his followers left the Catholic Church to start their own Christian churches. The Protestant Reformation began, becoming an important historical and religious movement.

In France John Calvin agreed with Luther that good deeds would *not* lead to salvation. He believed that God had already chosen those who would be saved. In England, King Henry VIII left the Catholic Church because the pope would not agree that his first marriage was not a real one. The king, along with the English government, declared himself the head of the Church of England.

These religious differences started a rivalry in Western Europe as people and countries started dividing into two groups, Catholics and Protestants. When the Europeans came to the Americas, their religious differences came with them. The Spanish Catholics settled in the southwestern and southeastern regions of North America. The French Catholics settled in the northeastern regions. Both Spanish and French Catholics introduced Native Americans to Catholicism, the teachings of the Catholic Church. Dutch and English Protestants settled along the eastern coast, between the Spanish and French Catholics.

1. How did the Protestant Reformation affect early North America?

- **Economic Rivalry** (pages 59–62)

Wealthy countries are powerful countries according to the economic theory of *mercantilism*. Europeans watched Spain become wealthy from its colonies. Other European countries wanted to improve their fortunes as well. They believed that they could do this by developing trade and acquiring gold and silver. Countries were not the only ones trying to find wealth. Individual merchants were, too. Countries competed for territory, or land, in the Americas.

As explorers and traders from Europe, Asia, and Africa came into contact with Native Americans and each other, they exchanged plants, animals, and diseases. This exchange between two hemispheres is called the *Columbian Exchange*.

Study Guide



Chapter 2, Section 4 (continued)

England, France, and the Netherlands wanted to find an easier, more direct route through the Americas to Asia. They hoped to discover a **Northwest Passage**. The Treaty of Tordesillas had divided all unknown land between Spain and Portugal, denying claims by other countries. Ignoring the treaty, England, France, and the Netherlands sent explorers to chart the coast of North America in the 1500s and 1600s.

The following explorers were sent to search for a northern route to Asia:

- A.** In 1497 England sent an Italian, John Cabot, who probably landed on what is now Newfoundland.
- B.** In 1524 France sent an Italian, Giovanni de Verrazano, who explored the coast from present-day Nova Scotia to the Carolinas.
- C.** In 1535 a French explorer, Jacques Cartier, sailed up the St. Lawrence River, hoping to get to the Pacific Ocean. He came to a mountain that he named Mont-Royal, the site of the city that is now Montreal, Quebec, in Canada.

In 1609 Henry Hudson was sent by the Dutch (Netherlands) to look for a passage through the Americas. He discovered what is now called the Hudson River in present-day New York. In 1610 England sent Hudson to explore again. He discovered a huge bay now called the Hudson Bay, which he thought was the Pacific Ocean. His crew rebelled, set him adrift in a small boat with his son, John, and a few sailors. They were never seen again.

France was too busy with political and religious problems of its own to be interested in building an empire in the Americas. The French, however, were interested in making money from fishing and fur trading in North America. Beaver pelts were valuable, and furs were popular in Europe. French traders and Native Americans made an agreement to trade fur. Trading posts were built in Quebec and other parts of Canada. The Native Americans and French trappers, or *coureurs de bois* (“runners of the woods”) trapped and brought their catches to the trading posts. In 1608 Samuel de Champlain was sent to establish a settlement in Quebec, where he discovered Lake Champlain. In the early 1600s, the Dutch set up trading posts along the Hudson River. They were located in what is now Albany, New York, and New York City, originally called New Amsterdam.

- 2.** What were European countries competing for in North America?

Study Guide



Chapter 3, Section 1

For use with textbook pages 70–73

EARLY ENGLISH SETTLEMENTS

KEY TERMS

| | |
|----------------------------|---|
| charter | Right to organize settlements in an area (page 71) |
| joint-stock company | Shares of stock or ownership in a company are sold to investors for a share of future profits (page 71) |
| burgesses | Elected representatives (page 73) |

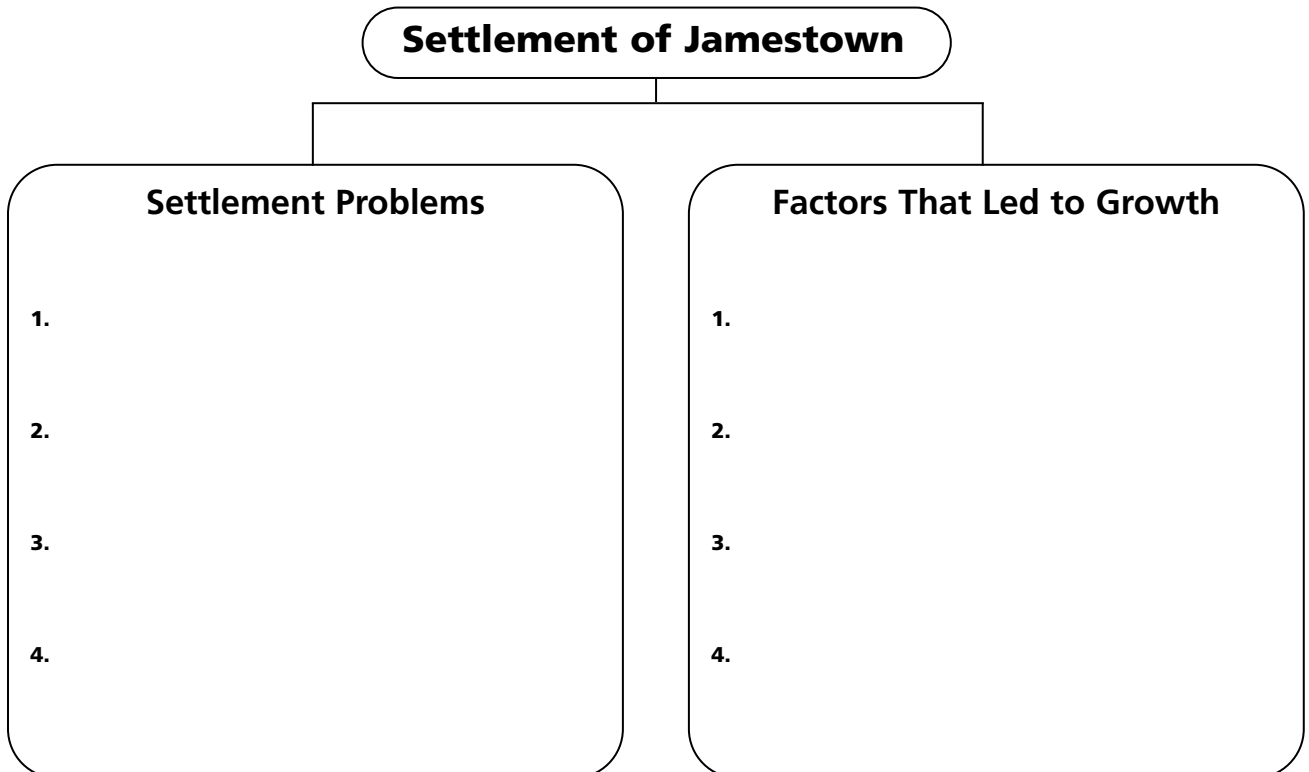
DRAWING FROM EXPERIENCE

Have you ever moved from one place to live in another? Did you move far away? What kinds of changes did you face? What factors made it difficult to move?

This section focuses on the difficulties the first English colonists faced when they settled in Virginia.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes as you read the summaries that follow. Think about the problems the colonists faced and how they overcame those problems.



Study Guide



Chapter 3, Section 1 (continued)

READ TO LEARN

- **England in America** (pages 70–71)

For years England and Spain disagreed over trading issues and religious differences. King Philip II, the ruler of Spain, was upset that England had left the Catholic Church and was ruled by a Protestant. He was also upset that Sir Francis Drake and others were attacking his ships and ports. In 1558 King Philip sent the Spanish Armada, a powerful naval force that dominated the seas, to invade England. Spain lost badly. While the loss did not end the rivalry or the war, it made it possible for England and other countries to establish settlements in North America.

England sent several groups to North America to establish settlements without much success. In 1583 Sir Humphrey Gilbert claimed Newfoundland for England, but died before he could establish a colony farther south. In 1584 Sir Walter Raleigh and his scouts selected Roanoke Island, off the coast of what is now North Carolina, for colonization. The first group Raleigh sent returned home to England after a harsh winter. The second group started a colony, led by John White. White went back to England for more supplies and more settlers. When he returned nearly three years later, the settlers were gone. He never found them. This discouraged other settlement attempts.

1. What happened to the first English attempts at settlement in North America?

- **Jamestown Settlement** (pages 71–73)

In 1606 several merchants requested permission from King James I to establish settlements and trade in North America. King James I granted a *charter*, or formal agreement, to the Virginia Company of London. It was a *joint-stock company* owned by investors for a share of future profits. The settlers were expected to make a profit for the company by searching for gold and becoming fur and fish traders. They named their new settlement Jamestown after the King of England. The soil was swampy, the food scarce, and the work difficult. Mosquitoes carried and spread diseases. By spring, only 38 out of the original 144 colonists were still alive. The next two years were not much better.

Study Guide



Chapter 3, Section 1 (continued)

Jamestown survived its first two years because of Captain John Smith, a soldier and explorer. Lack of food continued to be a problem, but local Native Americans brought the settlers corn. Only 60 settlers out of 300 survived the winter of 1609–1610.

Everything changed once the settlers discovered they could successfully grow and sell tobacco and make a profit. Tobacco became an important crop in the colony. A settler, John Rolfe, married Pocahontas, the daughter of Chief Powhatan, and tension between the settlers and the Native Americans lessened. As the colony grew, the primarily male settlers became unhappy with the rules and orders of the Virginia Company of London. Ten towns in the colony each sent two representatives, or *burgesses*, to an assembly called the House of Burgesses, where they made their own laws for the colony.

Until 1619 most of the settlers in the Jamestown settlement were men. Then the Virginia Company sent 90 women to the settlement. Colonists who wanted to marry the women paid the company a fee in tobacco. Families were started and the settlement grew.

Africans also came to Virginia to work in the tobacco fields. Some Africans were free and owned property. Others were servants who agreed to work for a certain length of time in return for passage to America. In time, many more were brought against their will and were sold to the tobacco farmers as slaves.

In the early 1620s, the Virginia Company had financial problems. King James took control of the colony in 1624. He cancelled the charter with the Virginia Company of London. The Jamestown settlement became the first royal colony in America.

2. What crop saved the Virginia colonists?

Study Guide



Chapter 3, Section 2

For use with textbook pages 76–80

NEW ENGLAND COLONIES

KEY TERMS

| | |
|--------------------------|--|
| dissent | To disagree (page 76) |
| persecute | To treat harshly (page 76) |
| Puritan | Protestant who wanted to reform the Anglican Church (page 77) |
| Separatist | Person who wanted to leave the Anglican Church and form his or her own church (page 77) |
| Pilgrim | Person who makes a religious journey (page 77) |
| Mayflower Compact | Formal document in which the Pilgrims pledged their loyalty to England, promised to obey the laws, and declared their goal of forming a governing body (page 77) |
| toleration | Recognition of the rights of individuals and groups to disagree, especially on religion (page 79) |

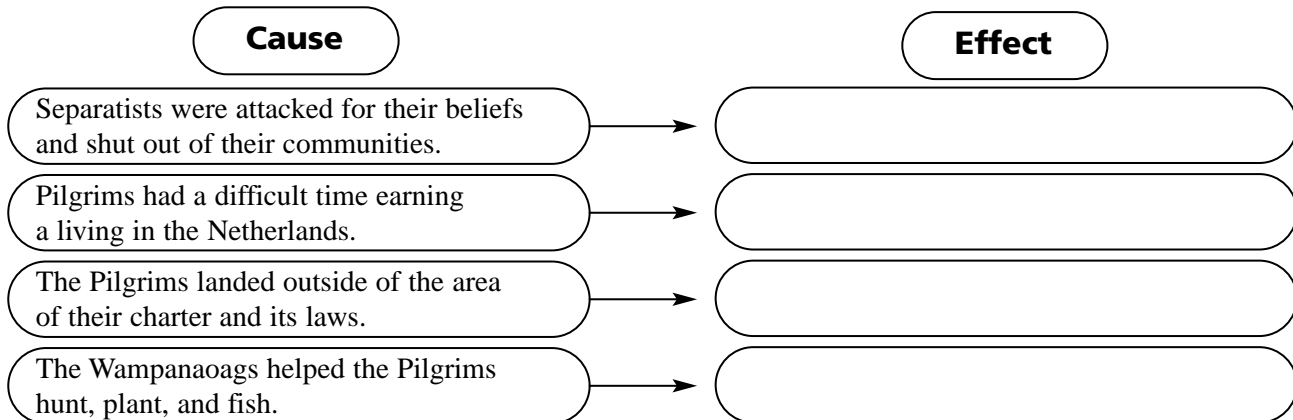
DRAWING FROM EXPERIENCE

Have you ever wondered what beliefs separate one religion from another? Do you have friends who go to different churches or temples, or to none at all? Do people respect others' rights to religious freedom, or are those with different views mistreated?

In the last section, you read about the difficulties the English had settling in North America. This section focuses on the religious differences in England that led to the establishment of colonies in America.

ORGANIZING YOUR THOUGHTS

Use the cause-and-effect diagram below to help you take notes as you read the summaries that follow. Think about the reasons the Pilgrims founded the Plymouth Colony.



Study Guide



Chapter 3, Section 2 (continued)

READ TO LEARN

- **Religious Freedom** (pages 76–78)

After King Henry VIII broke away from the Roman Catholic Church and formed the Anglican Church in 1534, there were people who disagreed, or *dissented*, with the views of the new Protestant Church. People who disagreed were often treated badly, or *persecuted*. Many groups of people wanted religious freedom without interference. Among these groups were:

- A.** English Catholics, who still recognized the pope as the head of the church.
- B.** *Puritans*, a group of Protestants, who wanted to see some changes made in the Anglican Church.
- C.** *Separatists* (also Protestants) who wanted to break away from the Anglican Church and form their own churches.

Seeking religious freedom, many Separatists moved to the Netherlands. There were still problems. In 1620 a group of Separatists who wanted to go to the colonies in America made an agreement with the Virginia Company. In exchange for a share of any profits they made in the colonies, they were allowed to practice their own religion in the Virginia Colony. Thirty-five out of 102 people who sailed on the *Mayflower* in 1620 were actually *Pilgrims*, people making a religious journey.

The *Mayflower* landed north of the Virginia Colony in a place called Plymouth on Cape Cod Bay. Because it was outside of the Virginia Company and its laws, the Pilgrims wrote a formal contract, the *Mayflower Compact*. They pledged their loyalty to England, promised to obey the laws, and declared their intention to set up a system of government. This document was the beginning of the representative government in America.

Half of those who sailed on the *Mayflower* died that first winter. The Pilgrims could not grow crops during the winter months, so they starved. In the spring, the Native Americans Squanto and Samoset taught them how to farm the land and hunt and fish for food. They also helped them ensure peace with the Wampanoag people who lived nearby.

1. How did the Wampanoags help the Pilgrims?

Study Guide



Chapter 3, Section 2 (continued)

- **New Settlements** (pages 78–80)

When King Charles I became King of England, the Puritans, who wanted to make changes in the Anglican Church, were persecuted. A group of Puritans formed the Massachusetts Bay Company in 1629 and received a royal charter to establish a colony north of Plymouth. John Winthrop, the governor, led about 900 people to Massachusetts Bay. Most of this group settled in Boston.

Puritans faced religious persecution and financial difficulty in England during the 1630s. More than 15,000 Puritans left England and sailed to Massachusetts. This became known as the Great Migration.

The Massachusetts Bay Company was governed by a colonial legislature. Adult male church members were allowed to vote for the governor and representatives to the General Court. The Puritans wanted religious freedom for themselves, yet had little *toleration* for those who had different religious beliefs.

This lack of toleration led to the establishment of new colonies. The colony of Connecticut was established by Thomas Hooker, a minister dissatisfied with the way Massachusetts was run. He and a group went to Connecticut and adopted a plan of government called the Fundamental Orders of Connecticut. This was the first written constitution in America.

The colony of Rhode Island was settled by people forced out of Massachusetts for their religious differences. Their leader, Roger Williams, established the colony to separate church and state completely and to worship freely. The Rhode Island Colony was the first place in America where people of all faiths were welcome.

Throughout the colonial period, English settlers and Native Americans competed for rights to land.

A war broke out between settlers and the Pequot people in 1636. Another war occurred in 1675, called King Philip’s War. The settlers fought the Wampanoag people for land in the Massachusetts area. Metacomet, the Wampanoag chief, was known as King Philip to the settlers. Over three years, the Wampanoag had attacked and killed several thousand settlers. The settlers joined with the Mohawk to fight and finally defeat the Wampanoag. The colonists then took over more land in Massachusetts.

2. How was the Massachusetts Bay Company governed?

Study Guide



Chapter 3, Section 3

For use with textbook pages 82–85

MIDDLE COLONIES

KEY TERMS

| | |
|---------------------------|---|
| patroon | Wealthy landowner in the New Netherland colony who brought at least 50 settlers to work the land given to him by the Dutch West India Company (page 83) |
| proprietary colony | Colony in which the owner, or proprietor, owned all the land and controlled the government (page 83) |
| pacifist | Person who refuses to use force or to fight in wars (page 85) |

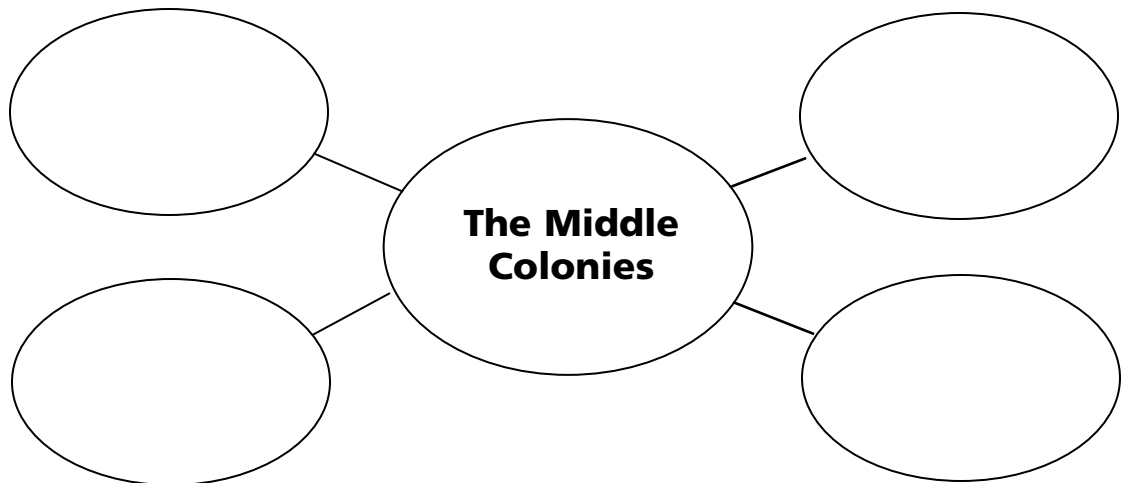
DRAWING FROM EXPERIENCE

What are some of your beliefs? What if you were told that you had to change your beliefs? Would you move to another place you had never been to before in order to keep your beliefs?

In the last section, you read about settling the New England colonies. This section focuses on the settling of the Middle Colonies.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about why each colony was settled.



Study Guide

Chapter 3, Section 3 (continued)



READ TO LEARN

- **England and the Colonies** (pages 82–84)

A civil war in England led by a Puritan, Oliver Cromwell, defeated King Charles I, who was found guilty of treason and beheaded in 1649. Many Puritans left New England and returned to England during the war. The Virginia Colony was a royal colony settled by those who supported the king. After Cromwell died, Charles II became king in 1660, but his powers had limits placed on them by the government. By then, there were northern and southern English colonies in North America. The Dutch controlled the land in between Massachusetts, New Hampshire, Connecticut, and Rhode Island to the north and Maryland and Virginia to the south.

The trading posts belonging to the Dutch West India Company along the Hudson River grew into the colony of New Netherland. The largest settlement, New Amsterdam (later called New York City), became a major seaport for shipping goods to and from the Americas. Anyone who brought along at least 50 settlers to work the land was given a large estate along the Hudson River. These wealthy landowners were called *patroons*. They had their own courts and laws. Settlers provided the labor and gave a share of their crops to the patroon. Families from the Netherlands, Germany, Sweden, and Finland settled in New Netherland.

Because of New Netherland’s valuable seaport and river trade, England wanted the land. England sent a fleet of ships to attack New Amsterdam. Peter Stuyvesant, the governor, was unprepared and surrendered. The colony became a *proprietary colony*, owned and governed by the Duke of York, brother of King Charles II. Other colonies were run by companies under a royal charter. The Duke of York renamed New Amsterdam New York. The colonists were allowed to continue to choose their own religion and to own land. The Duke of York gave the southern part of the colony to Lord John Berkeley and Sir George Carteret. They established the proprietary colony of New Jersey. When it did not make expected profits, New Jersey was sold. New Jersey turned back into a royal colony instead of a charter colony.

1. Why did New Netherland become New York?

Study Guide



Chapter 3, Section 3 (continued)

- **Pennsylvania** (pages 84–85)

In 1680 William Penn accepted land in America to pay off a debt King Charles owed his father. This land, the new colony of Pennsylvania, was the size of England. Penn belonged to a group of Protestant dissenters called Quakers. Quakers were *pacifists*, people who refused to use force or go to war. They respected the views of others.

Quakers believed:

- A.** each person could experience religious truth directly
- B.** church services and officials were unnecessary
- C.** everyone was equal in God’s eyes

Penn designed and supervised the building of the city of Philadelphia, which is called the “city of brotherly love.” He also wrote the city’s constitution. The Native Americans respected William Penn because he believed the land belonged to them and that they should be paid for it. Penn advertised the settlement. English, Welsh, Irish, Dutch, and German settlers arrived. The lower counties formed their own government and operated like a second colony supervised by the governor of Pennsylvania. The lower counties were called Delaware.

2. What was the plan of government in Pennsylvania?

Study Guide



Chapter 3, Section 4

For use with textbook pages 86–93

SOUTHERN COLONIES

KEY TERMS

| | |
|----------------------------------|---|
| <i>indentured servant</i> | One who agrees to work without pay for a certain period of time in return for the payment of passage to America (page 87) |
| <i>constitution</i> | A plan of government (page 89) |
| <i>debtor</i> | Person who is unable to repay money owed, called debts (page 90) |
| <i>tenant farmer</i> | Farmer who pays his lord, the landowner, a yearly rent and works for him for a fixed number of days each year (page 92) |
| <i>mission</i> | Religious settlement established to convert people to a particular faith (page 92) |

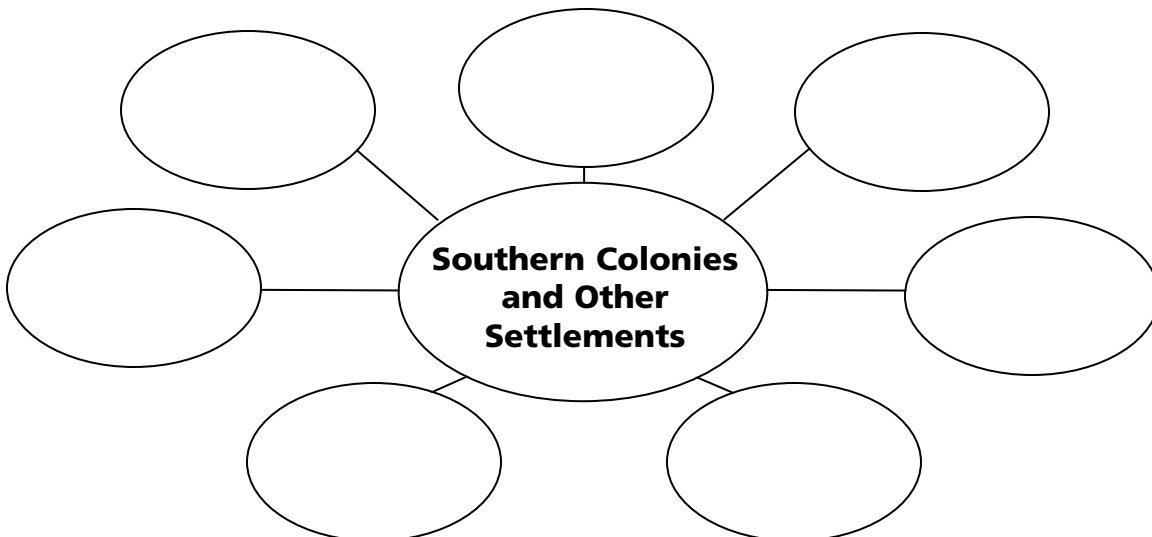
DRAWING FROM EXPERIENCE

Have you ever done hard work that took a lot of energy? Did you receive any money for your hard work? How would you feel if you had to do the work every day for many hours without pay?

In the last section, you read about the way people lived in the Middle Colonies. This section focuses on what life was like in the Southern Colonies and in the French and Spanish settlements.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Spanish and French settlements differed from English settlements.



Study Guide



Chapter 3, Section 4 (continued)

READ TO LEARN

- **Coming to America** (pages 86–88)

As the colonies grew and more plantations were established, more workers were needed. Immigrants continued to fill this need. Men, women, and children, called *indentured servants*, agreed to work for a period of time in exchange for payment of their trip to the colonies.

Not all workers came to America on their own. Many Africans were brought to the colonies as slaves. Some British criminals and prisoners of war were forced to go to the colonies and were released after they worked for about seven years.

Maryland was established north of Virginia in 1632 when King Charles I gave a proprietary colony to Sir George Calvert, Lord Baltimore. He dreamed of a place where Catholics would be safe from persecution. His family called their settlement St. Mary's. Baltimore, Maryland's seaport founded in 1729, became Maryland's largest settlement.

Maryland became a colony of rich and powerful landowners. Relatives and aristocrats were given large estates by Lord Baltimore. In order to attract settlers to work these estates, he promised settlers land.

The colony had two problems: disagreement with Penn over the boundaries of Maryland and Pennsylvania, and religious freedom. To solve the first problem, two British astronomers, Charles Mason and Jeremiah Dixon worked on a dividing line between these two colonies—the Mason-Dixon Line. To solve the second problem, a law called the Act of Toleration was passed in 1649, which granted Protestants and Catholics the right to practice their religions.

1. How did Lord Baltimore attract settlers to Maryland?

- **Virginia Expands** (pages 88–89)

Virginia continued to grow. Wealthy landowners controlled lands along the coast. Settlers moved inland. In the 1640s Native Americans gave William Berkeley, the governor, a large piece of land for the new settlers. In exchange, the governor promised to keep the settlers from moving farther into their lands. Nathaniel Bacon and other westerners disobeyed the agreement and were attacked by the Native Americans. Bacon and his army rebelled, attacked Native American villages, and then set fire to Baltimore. British troops helped the Virginia Colony end what is known as Bacon's Rebellion.

Study Guide



Chapter 3, Section 4 (continued)

2. What did William Berkeley promise the Native Americans?

• **Settling the Carolinas** (pages 89–90)

North and South Carolina were originally one large proprietary colony, called Carolina, created by King Charles II in two charters issued in 1663. In 1680 the city of Charles Town, later called Charleston, was founded. A *constitution* was written by John Locke. The plan for governing the colony included rules for social classes and for how the land would be distributed.

People in northern and southern Carolina had different ideas, which grew into conflict. The northern settlers did not like the rules for the division of land or the constitution based on a social class system. In 1719 the settlers in southern Carolina took control from its proprietors. Carolina became two royal colonies, North Carolina and South Carolina, in 1729.

3. Why did the Carolinas divide into two colonies?

• **Georgia** (pages 90–91)

In 1733 the British government established its last colony in America. Georgia served as a military barrier between South Carolina and Spanish Florida. General James Oglethorpe created a charter colony settled by poor people and English *debtors* who could not pay the money they owed. They built the town of Savannah and forts to defend themselves from the Spanish.

Settlers complained about the rules, the small size of the farms, and the ban on slavery and rum. Oglethorpe gave up and gave the colony back to the king.

4. For what purpose was the colony of Georgia established?

Study Guide



Chapter 3, Section 4 (continued)

- **New France** (pages 92)

Quebec was founded in 1608 by the French, who were interested in fishing and trapping animals for fur. New France became a royal colony in 1663, with a governor chosen by King Louis XIV. The king limited the powers of the fur companies and encouraged exploration.

New France was settled by estate owners and *tenant farmers* along the St. Lawrence River. Estate owners received land for bringing settlers or tenant farmers to work the land. The tenant farmers paid rent and worked for a set number of days each year for the estate owner, or lord.

French settlement grew slowly. French trappers and missionaries lived peacefully among the Native Americans. The French respected the Native American customs and did not force the Native Americans off their lands.

5. How did the establishment of the colony of New France affect the trappers, traders, and fur companies that were already there?

- **New Spain** (pages 92–93)

In the early 1600s, Spain controlled most of Mexico, the Caribbean, and Central and South America. They moved into southwestern and western parts of the present-day United States.

The Spanish claimed California after establishing *missions*, or religious settlements, along the coast. The purpose of a mission is to convert people to a particular religion. In addition to converting Native Americans to Christianity, Spanish missionaries often forced them to come to the missions and work in the fields and workshops.

Disagreements between European countries continued to be fought in America. Several wars in Europe between Britain and France in the 1700s led to fighting between British colonists in Georgia and Spanish colonists in Florida.

6. What areas of North and South America were controlled or claimed by Spain?

Study Guide



Chapter 4, Section 1

For use with textbook pages 100–106

LIFE IN THE COLONIES

KEY TERMS

| | |
|----------------------------|---|
| subsistence farming | Farming to produce enough food to meet the needs of a family, with little left over to sell or exchange (page 101) |
| triangular trade | Merchant shipping routes that follow a triangle between the West Indies, New England Colonies, and West Africa (page 102) |
| cash crop | Crops that are sold for profit (page 103) |
| diversity | Cultural variety (page 104) |
| Tidewater | A region of flat, low-lying plains along the seacoast (page 105) |
| backcountry | Region of hills and forests west of the Tidewater (page 105) |
| overseer | Boss in charge of slaves on a plantation (page 106) |

DRAWING FROM EXPERIENCE

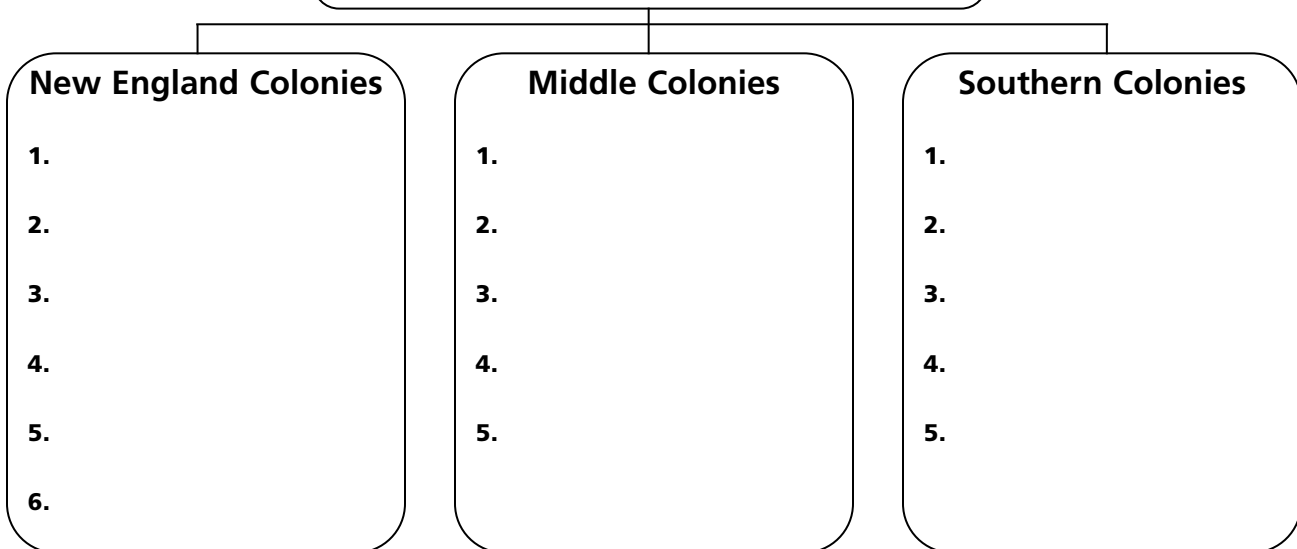
What kinds of jobs do people have in your community? What jobs do your parents or friends' parents have? What type of work would you like to do when you are old enough?

This section focuses on how settlers in the different colonies earned a living.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the region influenced what people did for a living.

Characteristics of the Colonies



Study Guide



Chapter 4, Section 1 (continued)

READ TO LEARN

- **New England Colonies** (pages 100–103)

Almost 1 million people immigrated to the colonies between 1670 and 1775. The African American population grew at a faster rate than the European population. Colonial cities and towns grew as a result. The main economic activities in New England were farming, small businesses, shipbuilding, fishing, and trade. Well-organized towns were built around a meeting house used for church and town meetings. Most colonists were farmers who lived in towns and farmed the land surrounding the towns. They practiced **subsistence farming**, producing just enough to feed their families with little left over. New England farms were much smaller than Southern plantations because the cool climate and rocky soil made farming difficult. Family members provided the labor.

New England became the center of the shipping trade in the colonies because of its location. The colonists traded their goods for goods made in England and Europe. Some merchant ship routes went back and forth between two ports, while others, known as the **triangular trade**, followed a triangle. In New England, the triangular trade went from the West Indies to the New England colonies and across the Atlantic Ocean to West Africa. The shipping of enslaved Africans from West Africa to the West Indies for sale to plantation owners in America was known as the Middle Passage. The living conditions were bad for these enslaved Africans. The Africans were packed tightly onto ships, and many did not survive the long trip.

1. Why was the Atlantic Ocean important to the economy of New England?

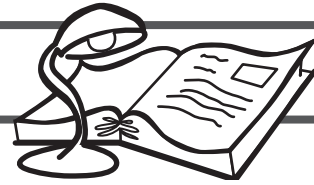
- **The Middle Colonies** (pages 103–104)

Agriculture and industry supported the Middle Colonies. A warmer climate and fertile soil made farming larger areas of land possible. The Middle Colonies grew more crops than they needed, called **cash crops**, which they sold for profit. New York and Philadelphia, the largest cities in America, became busy ports. Industries included small businesses and larger lumbering, mining, and small-scale manufacturing businesses. New Jersey and Pennsylvania had iron mills and ironworks industries. Many of the mills employed hundreds of workers, including German immigrants.

One hundred thousand German immigrants came to the colonies. Most settled in Pennsylvania and used European agricultural methods. They became successful farmers. Germans, Dutch, Swedish, and other non-English immigrants brought cultural **diversity**, or variety, to the Middle Colonies. As a result, the people of the Middle Colonies were accepting of religious and cultural differences.

Study Guide

Chapter 4, Section 1 (continued)



2. Who settled the Middle Colonies?

• **The Southern Colonies** (pages 104–105)

The main economic activity in the Southern Colonies was farming. The area’s rich soil and warm climate helped with the growth of cash crops.

South Carolina and Georgia’s main cash crop, rice, was grown in coastal regions called the **Tidewater**. Most of the Southern plantations, or large farms, were in the Tidewater region. Plantations became separate small communities of fields surrounding buildings. For example, the buildings on a plantation often included a large main house, a separate kitchen building, slave cabins, a barn, a stable, a blacksmith shop, a carpentry shop, and storerooms. Some large plantations had their own chapels and schools.

Settlers with small farms lived in the **backcountry**, which were hills and forests at the base of the Appalachian Mountains. They grew tobacco and corn on a small scale, relying on one or two enslaved Africans and family members to help with the work.

3. How was farming in the Southern Colonies different from farming in New England?

• **Slavery** (page 106)

Enslaved Africans worked in the fields on large plantations, while **overseers**, or bosses, watched to make sure they were working hard. Some enslaved Africans worked in the main house on the plantation, performing all of the household chores.

The slave codes, or rules, were strict, and punishments for disobeying their slaveholders were cruel. Enslaved people were not allowed to be taught how to read or write. The punishment for a minor offense was a whipping. A serious offense resulted in hanging or burning to death. Runaways were severely punished when caught.

The financial success of the Southern colonies was due, in large part, to the use of slave labor. Colonists who opposed slavery argued that no human being could own another human being. Slavery was debated and became one of the reasons why Northern and Southern states fought each other during the Civil War.

4. How were enslaved Africans treated in America?

Study Guide



Chapter 4, Section 2

For use with textbook pages 108–113

GOVERNMENT, RELIGION, AND CULTURE

KEY TERMS

| | |
|---------------------------|---|
| mercantilism | Theory that states that, when a nation’s trade grows, its gold reserves increase, and the nation becomes more powerful (page 109) |
| export | To sell to another country (page 109) |
| import | To buy from a foreign market (page 109) |
| smuggling | To trade illegally (page 109) |
| charter colony | Colonies established by settlers who were given a grant of rights and privileges (page 110) |
| proprietary colony | Colonies governed by individuals or groups to whom the land had been given by England’s king (page 111) |
| royal colony | Colonies ruled directly by Britain (page 111) |
| apprentice | Learning assistants to craft workers who taught them a trade (page 112) |
| literacy | Ability to read and write (page 113) |

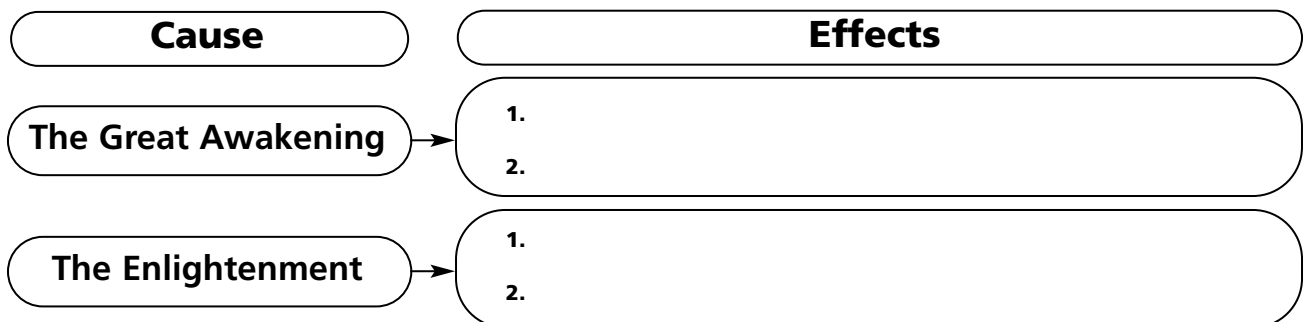
DRAWING FROM EXPERIENCE

What kinds of things do your parents teach you? What subjects are you taught at school? Do you practice a specific religion? How does your religion influence your daily life?

In the last section, you learned about different ways colonists earned a living. This section focuses on how religion and public education affected the colonies.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how different movements shaped American democracy and religious freedom in the colonies.



Study Guide

Chapter 4, Section 2 (continued)



READ TO LEARN

- **English Colonial Rule** (pages 108–109)

When James II became king after Charles II, he wanted greater control over England and the colonies. He tried to take away the powers Parliament had been granted during the English Civil War. Parliament replaced him with his daughter Mary and her Dutch husband, William of Orange. This change, called the Glorious Revolution, proved that elected representatives of Parliament had power over the monarch. William and Mary guaranteed all citizens basic rights under the English Bill of Rights in 1689.

Mercantilism made England a powerful country. The theory of mercantilism states that the more money a country has, the more powerful it becomes. The colonies provided England with raw materials that manufacturers used to make goods sold to the colonists. To increase profits, England had to **export**, or sell abroad, more goods than it **imported**, or bought from other countries. Between 1651 and 1673, England passed the Navigation Acts, a series of laws that controlled the trade of goods between England and the colonies. The colonists had to use British ships to export goods to England. They were prevented from sending certain goods anywhere but to England. These Acts made sure England profited from colonial trade.

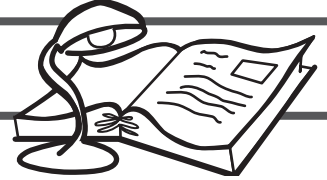
1. Why did England pass the Navigation Acts?

- **Colonial Government** (pages 110–111)

By the 1760s, three types of colonies existed in America.

- A. Charter colonies** were established by groups of settlers who had been granted the right and privilege to establish a colony. Voters (white male land owners) elected their own governors and members of both houses of legislature. Britain had the right to approve the governors. The governors, however, were unable to veto or cancel the acts of the legislature.
- B. Proprietary colonies** were governed by individuals or groups that had been given land by the king. Proprietors had the power to appoint the governor and members of the upper house of the legislature. Members of the lower house were elected by the colonists.
- C. Royal colonies** were ruled by the king and the Parliament. The colonists elected an assembly that often disagreed with the governor and the council, especially over tax laws and trade restrictions.

Study Guide



Chapter 4, Section 2 (continued)

2. What determined how the colonies were governed?

• **An Emerging Culture** (pages 112–113)

Puritans formed their own Christian religion in America. Their towns and lifestyles were built around the church. They were required to attend services and could not play or laugh on Sundays. From the 1720s through the 1740s in New England and the Middle Colonies, there was a religious revival called the *Great Awakening*. Ministers preached about a return to the strong faith of earlier times. Many new churches were formed.

Colonial life centered around the family. Both parents cared for the children. All family members had work to do. In some areas, women worked in the fields alongside their husbands. Women did the cooking, made the clothes, and took care of the animals. Men built houses and fences and worked the fields. In most churches, women could attend church meetings but could not vote, speak, or serve as clergy. Men made the decisions on the farms, in the communities, and in the government. Boys often learned a trade by working as indentured servants or as learning assistants called *apprentices*. Some women in cities and towns had jobs. Young unmarried women would work for wealthy families as cooks, maids, and nurses. Widowed or single women could run businesses and own property. No women could vote.

Education was valued by most colonists. Children were taught to read and write at home by their parents. In 1647 the Puritans established public education in Massachusetts. The *literacy* rate, which is the number of people able to read and write, was very high. Many schools were run by unmarried or widowed women in their homes. Quakers and other religious groups ran schools in the Middle Colonies. Apprentices who worked during the day attended school at night.

The first colleges in the colonies were established to prepare ministers. In 1636 the Puritans established Harvard College in Cambridge, Massachusetts. In 1693 Anglicans founded the College of William and Mary in Virginia.

A movement called the *Enlightenment* began in Europe. This movement spread the idea that society could be improved through knowledge, reason, and science. The idea influenced many educated colonists by the mid-1700s. Some religious leaders were not in favor of the changes resulting from the Enlightenment movement. They were afraid of what might happen when people began to think independently.

3. What kinds of education and training were available in the colonies?

Study Guide



Chapter 4, Section 3

For use with textbook pages 116–119

FRANCE AND BRITAIN CLASH

KEY TERMS

- | | |
|------------------------------------|--|
| <i>Iroquois Confederacy</i> | A powerful group of Native Americans formed in 1570 and based in New York (page 117) |
| <i>militia</i> | A group of civilians trained to fight in emergencies (page 118) |

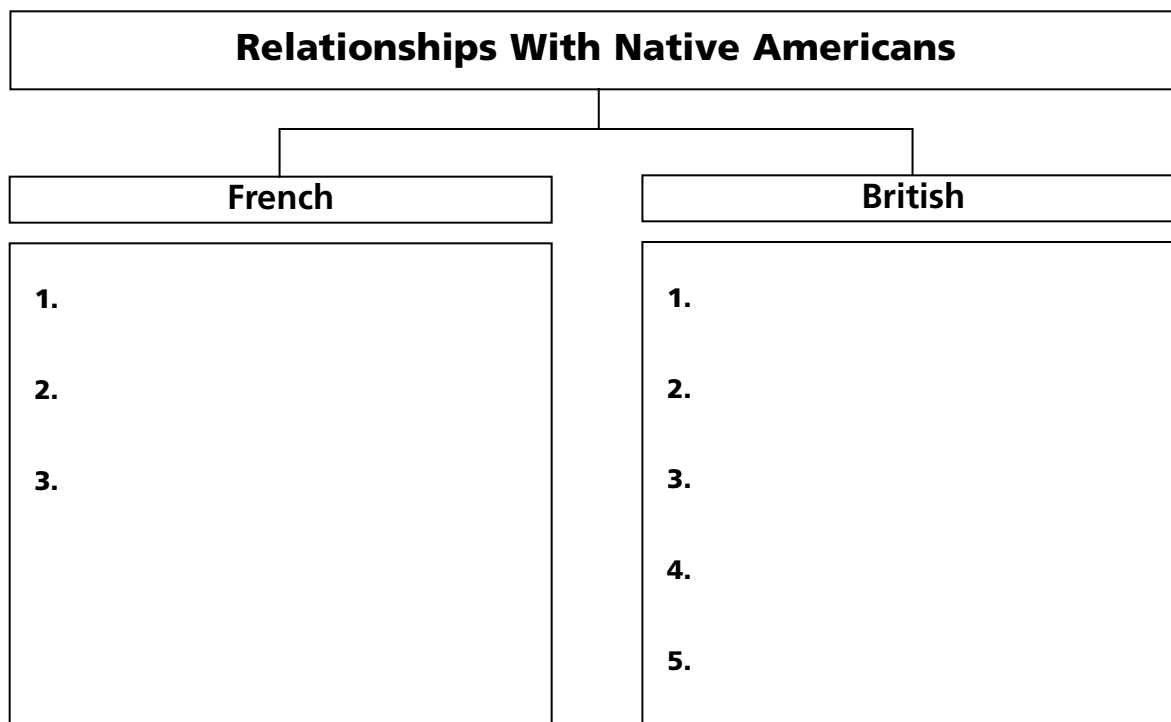
DRAWING FROM EXPERIENCE

Has anyone ever tried to claim something that was yours? How did you react? How did you try to resolve the situation?

In the last section, you read about the different types of colonial government. This section focuses on how Native American groups and British colonists were drawn into the rivalry between France and Britain.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the tensions between the British and French affected the Native Americans.



Study Guide



Chapter 4, Section 3 (continued)

READ TO LEARN

- **British-French Rivalry** (pages 116–118)

The British and French had been rivals for centuries. As the British moved closer to French-held territories in North America, tensions between the British and French colonists increased. The French did not want British land companies or colonists to share in the profits of their fur trade in the Ohio River valley. In the 1740s, British fur traders built a fort at Pickawillany in Ohio country. The French attacked them and drove them out. The French then built forts along the rivers in the upper Ohio Valley, close to the British colonies. The French also attacked Nova Scotia in present-day Canada, which was controlled by Great Britain. New Englanders captured the French fortress, Louisbourg, on Cape Breton Island north of Nova Scotia, but Britain later returned it to France.

French fur traders and British colonists needed Native American allies to help them establish control of North America. The French had better relations with Native Americans because they did not try to take Native American land or change their way of life. Native Americans helped the French in the wars between Great Britain and France by raiding British settlements.

The *Iroquois Confederacy*, the most powerful group of Native Americans in the East, was a union of many different groups of Native Americans. They traded with both the British and French and dominated the Great Lakes region. When the British moved into the Ohio Valley, the Iroquois Confederacy became their allies and gave them trading rights. As a result, the British had more power than the French.

1. Why was the Ohio Valley important to both the French and the British?

- **American Colonists Take Action** (pages 118–119)

Virginians wanted to settle the Ohio Valley. In 1753 the governor of Virginia sent George Washington to notify the British that they were on British territory and that they must leave. When they refused, Washington was sent back with a *militia*, a volunteer group of citizen soldiers. They found the French were building a fort on the site. Washington established a small post located nearby. Washington’s militia attacked a French scouting party. Because they were outnumbered and inexperienced, they lost and had to surrender. The French eventually released the soldiers and let them return to Virginia where they were regarded as heroes.

Study Guide



Chapter 4, Section 3 *(continued)*

Delegates from New England, New York, Pennsylvania, and Maryland met in Albany, New York, to discuss the threat of war and plan their defense. They also wanted to sway the Iroquois to become their allies against the French. Benjamin Franklin's plan, called the Albany Plan of Union, was adopted by the delegates. It called for a general government for the American colonies. It further proposed an elected legislature with the power to collect taxes, establish an army, and regulate trade. None of the colonies approved the plan or united to fight the French. A series of battles and a war followed, called the French and Indian War. The British were fighting the French and their Native American allies.

2. What were the first steps toward the French and Indian War?

Study Guide



Chapter 4, Section 4

For use with textbook pages 121–125

THE FRENCH AND INDIAN WAR

KEY TERMS

- alliance** A union based on a common interest (page 122)
- speculator** An investor who buys shares of a company to make a profit (page 125)

DRAWING FROM EXPERIENCE

Have you ever wondered what caused a particular war? Do you think about the factors that caused one side to win and another side to lose?

In the last section, you read about how colonists and Native American groups became involved in the British-French rivalry. This section focuses on how leaders' actions led to victories and losses in war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the British gained lands in North America in the 1750s and 1760s.

| Land Claims | | |
|-------------|------------------------------------|--|
| Country | Land Claims in North America, 1754 | Land Claims in North America after the Treaty of Paris, 1763 |
| Britain | | |
| France | | |
| Spain | | |

Study Guide

Chapter 4, Section 4 (continued)



READ TO LEARN

- **The British Take Action** (pages 121–124)

The French and Indian War continued in North America during the late 1750s and early 1760s. The French formed *alliances*, or unions, with Native Americans to fight the colonists. In 1754 the British Parliament decided to send troops to help the British colonists. British General Edward Braddock, with George Washington as his aide, set out with British troops and colonial militia for Fort Duquesne. British troops in red coats were easily spotted and ambushed by Native American warriors and French troops. Braddock and almost 1,000 soldiers were killed. This defeat led Britain to declare war on France, marking the beginning of the Seven Years' War. French, British, and Spanish troops fought in Cuba, the West Indies, India, the Philippines, North America, and Europe. French troops captured several British forts. Their Native American allies raided farms from New York to Pennsylvania, killed settlers, and drove many others back to the coast. British forts at Lake Ontario and Lake George were captured by the French.

William Pitt turned things around for the British forces when he became secretary of state and then prime minister of England. He chose skilled commanders and agreed to pay for all supplies. Pitt later taxed the colonists to help pay for the cost of the war. Pitt wanted both a path to the western territories and French Canada. British troops under the command of Jeffrey Amherst and James Wolfe recaptured the fortress at Louisbourg. British officers and a group of New Englanders captured Fort Frontenac at Lake Ontario. British forces made the French abandon Fort Duquesne in Pennsylvania, which was later renamed Fort Pitt.

1. How did William Pitt help the British in their war against France?

- **The Fall of New France** (page 124)

In 1759 the British captured several French islands in the West Indies and the city of Havana in Cuba. The French were defeated in India, and a French fleet of ships was destroyed. General James Wolfe surprised and defeated the French forces outside the Fortress of Quebec. Wolfe was killed in battle. General Amherst and his troops captured Montreal the next year. The victories in Quebec and Montreal ended the fighting in North America.

Study Guide



Chapter 4, Section 4 (continued)

The Treaty of Paris was signed in 1763. Britain was given most of the Canadian and French lands east of the Mississippi River from France, and gained Florida from Spain. Spain received the Louisiana Territory west of the Mississippi River. France kept some of its sugar-producing islands in the West Indies. The continent was divided along the Mississippi River between Britain and Spain. Native Americans who lived on the lands were not covered by the Treaty of Paris.

2. What did Britain gain from the Treaty of Paris?

• **Trouble on the Frontier** (page 125)

Native Americans in the Ohio River valley lost their French allies and considered the British their enemies. In the spring of 1763, Chief Pontiac formed an alliance of Native American groups to fight the British who threatened their way of life. He and his allies attacked the British fort at Detroit and captured most outposts in the Great Lakes region. During raids that became known as *Pontiac's War*, Chief Pontiac's alliance killed settlers on the Pennsylvania and Virginia frontiers. The war ended after British troops defeated Pontiac's allies, the Shawnee and Delaware people. Pontiac signed a peace treaty and was excused of any punishment by the British.

With the end of the French and Indian War came peace. Then King George III signed the Proclamation of 1763 banning any westward expansion beyond the Appalachian Mountains. Hoping to avoid more fighting with Native Americans, he upset land companies and their investors, called *speculators*, who had already purchased property west of the Appalachians. Tensions between the colonists and Britain were growing.

3. What was the Proclamation of 1763?

Study Guide



Chapter 5, Section 1

For use with textbook pages 132–135

TAXATION WITHOUT REPRESENTATION

KEY TERMS

| | |
|----------------------------|---|
| revenue | Incoming money (page 133) |
| writs of assistance | Legal documents that allowed customs officers to search homes and warehouses (page 133) |
| resolution | A formal expression of opinion (page 134) |
| effigy | A life-size rag figure representing a hated person (page 134) |
| boycott | To refuse to buy, use, or have dealings with (page 134) |
| nonimportation | Not to buy or use imported goods (page 134) |
| repeal | To cancel or officially withdraw (page 134) |

DRAWING FROM EXPERIENCE

Have you ever felt that a rule was unfair? How did you react to the rule? Were you able to get the rule changed? If so, what methods did you use to change the rule?

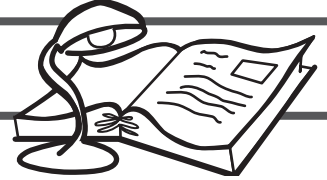
This section focuses on the way the British government treated the colonists after the French and Indian War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the restrictions and taxes placed on the colonists.

| Order or Act | Provisions of Order or Act | Colonists' Reaction |
|----------------------|----------------------------|---------------------|
| Proclamation of 1763 | | |
| Sugar Act of 1764 | | |
| Stamp Act | | |
| Townshend Acts | | |

Study Guide



Chapter 5, Section 1 (continued)

READ TO LEARN

- **Relations With Britain** (pages 132–134)

After Britain won the French and Indian War, they did a number of things to anger the colonists and cause them not to trust them. Colonists strongly opposed taxation without the consent of colonial legislatures. Many colonists felt that the following British actions interfered with their freedom:

- A.** The British planned to send 10,000 soldiers to the colonies and the frontier to help stop conflicts over land with the Native Americans.
- B.** They declared in the Proclamation of 1763 that colonists were not allowed to move into Native American lands west of the Appalachian Mountains.
- C.** The king and Parliament of Britain also planned to tax the colonists for *revenue*, or to raise money, to help pay for the cost of the French and Indian War.
- D.** Customs officers obtained *writs of assistance*, or legal permission to search homes and warehouses for smuggled goods without warning.
- E.** They passed the Sugar Act in 1764 to lower the tax on imported molasses, hoping to encourage colonists to pay the tax instead of smuggling sugar from the West Indies.
- F.** They established special courts to hear smuggling cases, which denied colonists the right to a jury trial.

- 1.** How did Britain hope to collect money to help pay their debts from the French and Indian War?

- **The Stamp Act** (page 134)

In 1765 Parliament passed the Stamp Act, a law that taxed almost all printed material in the colonies. That same year Parliament enacted the Quartering Act. It provided that colonial assemblies would pay for housing and food for British troops. Colonial legislatures, however, had controlled the financing of troops for over 100 years. These laws angered many colonists. They decided it was time to take a stand against the British government’s attempts to increase its control over the colonies.

Colonists united against the British for taxing them directly without the consent of the colonial legislatures. Patrick Henry persuaded members of the Virginia House of Burgesses to pass a *resolution*, or formal opinion, which stated that only they could levy taxes on their citizens. Samuel Adams and the Sons of Liberty protested the



Study Guide

Chapter 5, Section 1 (continued)

Stamp Act in Boston by burning *effigies*, life-size rag figures representing the hated tax collectors. They marched through the streets and raided and destroyed the homes of royal officials. Colonists refused to use the stamps. They *boycotted*, or refused to buy or use, imported British or European goods and signed *nonimportation* agreements pledging not to use goods from Britain. Delegates, or representatives, from nine colonies met in New York at the Stamp Act Congress. They sent a petition to the king and Parliament stating that only colonial legislatures could tax colonists. These actions cost British merchants to lose money, so Parliament *repealed*, or officially cancelled, the Stamp Act. Parliament also responded with the Declaratory Act of 1766, stating that they could legally tax and make decisions for the colonies.

2. How did the colonists protest the Stamp Act?

• **New Taxes** (page 135)

Parliament understood that the colonists wanted to govern themselves and decide on any taxes forced on the colonies. Hoping to avoid the kinds of problems caused by the Stamp Act, Parliament passed a new set of laws in 1767, known as the Townshend Acts. These acts taxed imported goods at the port of entry. The imported goods that were now taxed included basic items the colonists needed because they did not produce them. At this point, colonists opposed any taxes enforced by Parliament. Once again, the colonists boycotted imported goods. Women organized groups called the Daughters of Liberty that supported the boycott of British goods. They began to make their own fabrics and other goods previously imported from Britain so they would not have to rely on Britain for anything.

3. How did the colonists react to the Townshend Acts?

Study Guide



Chapter 5, Section 2

For use with textbook pages 136–139

BUILDING COLONIAL UNITY

KEY TERMS

propaganda

Information designed to influence opinion (page 137)

committee of correspondence

An organization used to circulate writings about colonists' grievances against Britain (page 137)

DRAWING FROM EXPERIENCE

Have you ever been angry about something someone did or said to you? How did you feel? Did you want to get back at them or get even? Did you tell other friends so that they would take your side and help you? Did you protest in some way or decide to ignore it?

In the last section, you read about how the British government treated colonists after the French and Indian War. This section focuses on growing tensions between the colonists and the British government.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the colonists worked together to protest unfair British laws.

Cause and Effect

British troops occupied Boston.



Tea Act of 1773



United colonists against Britain



Study Guide

Chapter 5, Section 2 (continued)

READ TO LEARN

- **Trouble in Boston** (pages 136–138)

Parliament sent British troops, known as redcoats, to Boston, worried that the colonists were planning a rebellion. The soldiers were rude and, at times, violent. This made the colonists even angrier. The people of Boston hated the redcoats. A fight broke out between redcoats and townspeople. People from Boston marched toward the customhouse, picking up any weapons they could find, such as stones, sticks, and shovels. The soldier on duty called for help and seven soldiers responded. The crowd screamed and threw things at the soldiers, daring them to fire their guns. When a soldier was knocked down, several shots were fired, killing five colonists, including Crispus Attucks, an African American who may have led the crowd. This event became known as the Boston Massacre.

Colonial leaders used the Boston Massacre as *propaganda*, or information to convince others, against the British. This information increased the colonists' hatred of the British. They proposed stronger boycotts on British goods. Parliament repealed, or officially cancelled, the Townshend Acts except for the tax on tea. Samuel Adams and the *committee of correspondence*, a group that helped pass along news about Parliament, distributed a list of grievances, or complaints, the colonists had against Britain. These communications helped the colonists unite against the British.

1. What was the Boston Massacre?

- **A Crisis Over Tea** (pages 138–139)

Parliament passed the Tea Act of 1773 to save the British East India Company from financial ruin. The Tea Act allowed the company to ship tea to the colonies without paying most of the taxes. It also allowed them to sell directly to shops that made their price cheaper than the colonists' tea. The British East India Company had an unfair advantage, which further enraged colonial merchants. Colonists promised to prevent company ships from unloading their tea. The Daughters of Liberty passed out pamphlets supporting a boycott. Some women marched and burned their tea. Colonists

Study Guide



Chapter 5, Section 2 *(continued)*

succeeded in turning company ships away from their ports in every city except Boston. The royal governor would not let the company ships turn around and leave. Samuel Adams and members of the Sons of Liberty, dressed as Mohawks, boarded the East India Company ship one night and dumped 342 chests of tea overboard in protest. This event became known as the Boston Tea Party.

- **The Intolerable Acts** *(page 139)*

Lord North, the prime minister, asked Parliament to punish Boston for the Boston Tea Party. In 1774 Parliament responded by passing the Coercive Acts, harsh laws against Boston. The colonists called them the Intolerable Acts. The acts closed Boston Harbor, cutting off food and supplies, until the colonists paid for the tea. Rights were taken away, including the right to hold town meetings. Colonists were forced to let British soldiers stay in their homes with them. The acts strengthened the colonists' determination. Other colonies sent food and supplies in support.

2. What events led up to the Boston Tea Party?

Study Guide



Chapter 5, Section 3

For use with textbook pages 141–145

A CALL TO ARMS

KEY TERMS

| | |
|------------------|--|
| militia | Groups of citizen soldiers (page 142) |
| minutemen | Militia companies, or citizen soldiers, ready to fight on a minute's notice (page 142) |
| Loyalists | Those colonists who decided to support Britain (page 145) |
| Patriots | Colonists determined to fight against Britain for American independence (page 145) |

DRAWING FROM EXPERIENCE

Have you ever had a disagreement with a friend or family member? What did you do to try to make peace with this person? Did your actions work? Did you have to compromise with this person in order to make everyone happy?

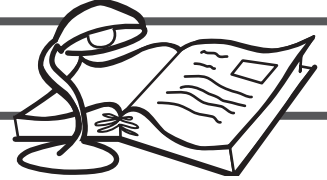
In the last section, you read about how the colonists reacted to the taxes and restrictions placed on them by the British Parliament. This section focuses on the establishment of the Continental Congress and the events that led up to the American Revolution.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the colonists tried to keep their rights and avoid war.

| Resolutions Passed by the Continental Congress | |
|--|--|
| 1. | |
| 2. | |
| 3. | |

Study Guide



Chapter 5, Section 3 (continued)

READ TO LEARN

- **The Continental Congress** (pages 141–142)

In September 1774, 55 political leaders, or delegates, from every colony except Georgia met in Philadelphia and established the Continental Congress. The delegates formed this united political organization to represent the interests of all American colonists against the British. While the colonies did not agree on all issues, they knew they had to work together to protect their freedom. The delegates at the Continental Congress accomplished three important things:

- A.** They wrote a statement of grievances, or complaints, calling for the repeal of 13 acts of Parliament passed since 1763.
- B.** They voted to boycott all British goods and trade, not allowing any British goods to be brought into the colonies or any colonial goods to be shipped to Britain.
- C.** They passed a resolution to form *militias*, or their own armed forces of citizen soldiers.

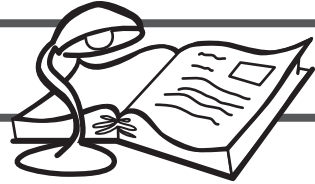
1. What was the most important decision made at the Continental Congress? Why?

- **The First Battles** (pages 142–144)

New England colonists were expecting the fighting with the British to break out in their colony, so they began training, making bullets, and collecting rifles and muskets. Some militia companies bragged that they would be ready to fight on a minute's notice, and thus became known as *minutemen*.

King George and Parliament sent several thousand troops to the Boston area and had more on the way. The troops were sent to take all weapons from the Massachusetts militia and arrest all leaders. They hoped to stop the rebellion. Seven hundred British troops were sent to Concord, where arms and ammunition were being stored by the colonists. Dr. Joseph Warren saw the British troops march out of the city, and he warned Paul Revere and William Dawes, leaders of the Sons of Liberty. They rode on horseback to Lexington, east of Concord, to warn Samuel Adams and John Hancock that the British were coming.

Study Guide



Chapter 5, Section 3 (continued)

Seventy minutemen were waiting for the British troops at Lexington. Shots were fired. When it was over, eight minutemen were dead. The British troops marched on to Concord and destroyed any supplies that were left. As they headed back to Boston, minutemen hidden along the route fired at them and killed 73 and wounded at least 174. The Battles of Lexington and Concord began the American Revolution, America's fight for independence from Britain.

2. Who won the battles of Lexington and Concord? Were the armies evenly matched? Explain.

• **More Military Action** (pages 144–145)

The Green Mountain Boys, a group of New Englanders led by Ethan Allen, captured the British Fort Ticonderoga on Lake Champlain a few weeks later. They surprised the British who surrendered easily. Twenty thousand people answered the call for volunteers made by the committees of correspondence. The militias met in Boston where both sides waited for the other to make the next move.

About 1,200 militiamen set up a fort at Bunker Hill and Breed's Hill across Boston Harbor on June 16, 1775, under the command of Colonel William Prescott. The next day, British soldiers with bayonets, or spear-like weapons, charged the militiamen on Breed's Hill and Bunker Hill. The militiamen fired on them, held off during two attacks, but were forced to retreat after they ran out of ammunition. Even though the British won the battle, more than 1,000 British soldiers were dead or wounded. It was not an easy victory.

Across the colonies, people were choosing sides. Some colonists, known as **Loyalists**, did not want to rebel and remained loyal to the king. Others, called **Patriots**, were ready to fight until America won its independence from Britain.

3. Why was the Battle of Bunker Hill a moral victory for the Americans?

Study Guide



Chapter 5, Section 4

For use with textbook pages 147–151

MOVING TOWARDS INDEPENDENCE

KEY TERMS

- petition** Formal request (page 148)
- preamble** Introduction to the Declaration of Independence (page 151)

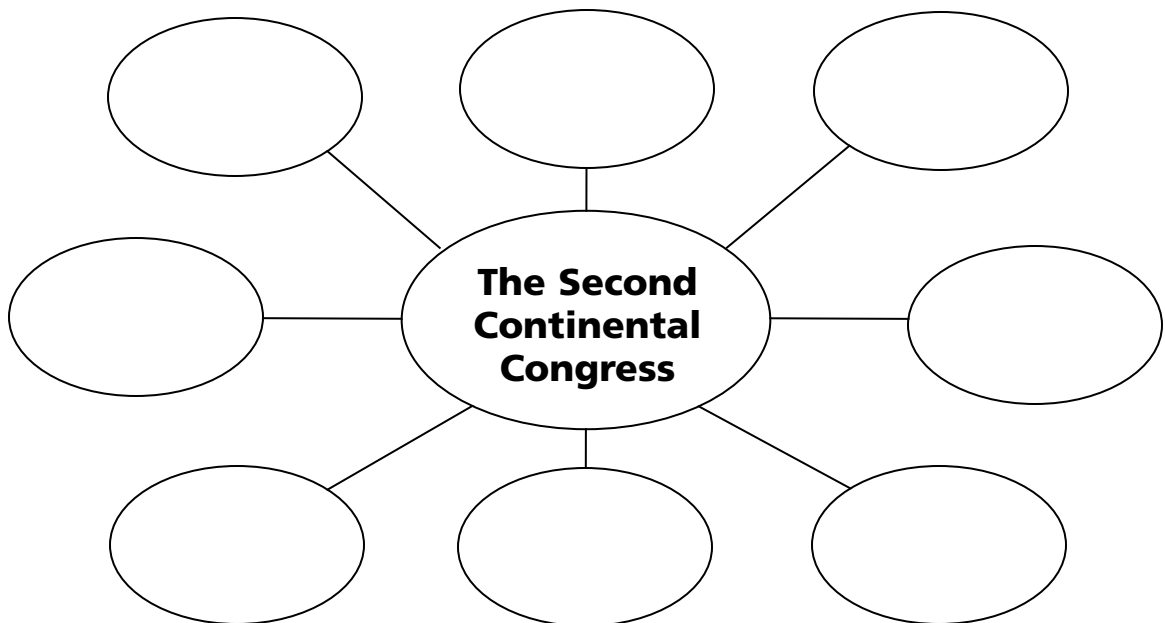
DRAWING FROM EXPERIENCE

Have you ever read the Declaration of Independence? Can you recall any famous quotes from this historic document? What does the Declaration of Independence mean to you?

In the last section, you read about how colonial leaders met in Philadelphia in 1774 and established the First Continental Congress. This section focuses on how the Second Continental Congress declared the colonies free and independent of Britain.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the accomplishments of the Second Continental Congress, which include voting to approve the Declaration of Independence.



Study Guide



Chapter 5, Section 4 (continued)

READ TO LEARN

- **Colonial Leaders Emerge** (pages 147–150)

The First Continental Congress met in 1774. The Second Continental Congress met for the first time on May 10, 1775. The delegates included John Adams, Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington. These men, the greatest political leaders in America, were also delegates to the First Continental Congress. Benjamin Franklin, John Hancock, and Thomas Jefferson were new delegates.

The Second Continental Congress accomplished many things:

- A.** It began to govern the colonies.
- B.** It authorized the printing of money.
- C.** It established the first post office headed by Benjamin Franklin.
- D.** Committees were created to communicate with Native Americans and other countries.
- E.** The Continental Army, under the command of George Washington, was organized to fight the British.
- F.** Hoping to avoid all-out war, Congress sent a formal request to King George III, called the Olive Branch *Petition*, asking for peace and the protection of colonists' rights.

George III responded by hiring more than 30,000 soldiers to send to America to help the British soldiers fight. Shortly after the Battle of Bunker Hill, General George Washington began to turn the growing number of militia into an organized, trained army. The army was ready in March 1776. They surrounded Boston and fired their cannons at the British, who withdrew to their ships and sailed to Nova Scotia in present-day Canada. In November, when Congress found out that the British were planning to attack New York, Washington's army left Fort Ticonderoga and captured Montreal. American soldiers spent the winter outside of Quebec after an attack on the city, led by Benedict Arnold, failed. They then returned to Fort Ticonderoga.

In late 1775 and early 1776, more colonists began to support the idea of complete independence from Britain. In January 1776, Thomas Paine published *Common Sense*, a pamphlet that persuaded thousands of colonists that the Patriots' fight for freedom was important and worthwhile, not just a minor disagreement over taxes.

1. What was the Olive Branch Petition?

Study Guide



Chapter 5, Section 4 (continued)

- **The Colonies Declare Independence** (pages 150–151)

The Second Continental Congress, with John Hancock as president, debated many issues. The most important issue, however, was whether the colonies should declare their independence or stay under British rule. In April 1776, North Carolina’s delegates were told to support independence. Richard Henry Lee of Virginia proposed a resolution that the American colonies cut all political ties with Britain. While the resolution was being debated in Congress, a committee was chosen to begin writing a Declaration of Independence. The committee, including Franklin, John Adams, Robert Sherman of Connecticut, and Robert Livingston of New York, chose Thomas Jefferson to write it.

On July 2, 1776, twelve colonies voted in favor of Lee’s resolution to declare independence, and New York later agreed. The delegates made a few changes to Jefferson’s Declaration of Independence and approved it on July 4, 1776. John Hancock signed it first, followed by 54 other delegates. Throughout the newly declared United States, citizens and soldiers celebrated.

The Declaration has four major sections:

- A.** The introduction, or *preamble*, explains the reasons for forming a new country. It also states that all men are created equal and have the right to life, liberty, and the pursuit of happiness.
- B.** The second and third sections list the colonists’ rights and their complaints against Britain.
- C.** The fourth and final section announces the establishment of a new nation.

2. What was the most important decision made by the Second Continental Congress?



Study Guide

Chapter 6, Section 1

For use with textbook pages 162–168

THE EARLY YEARS

KEY TERMS

- neutral** Taking neither side (page 163)
- mercenary** Hired soldiers (page 164)
- recruit** To enlist (page 165)

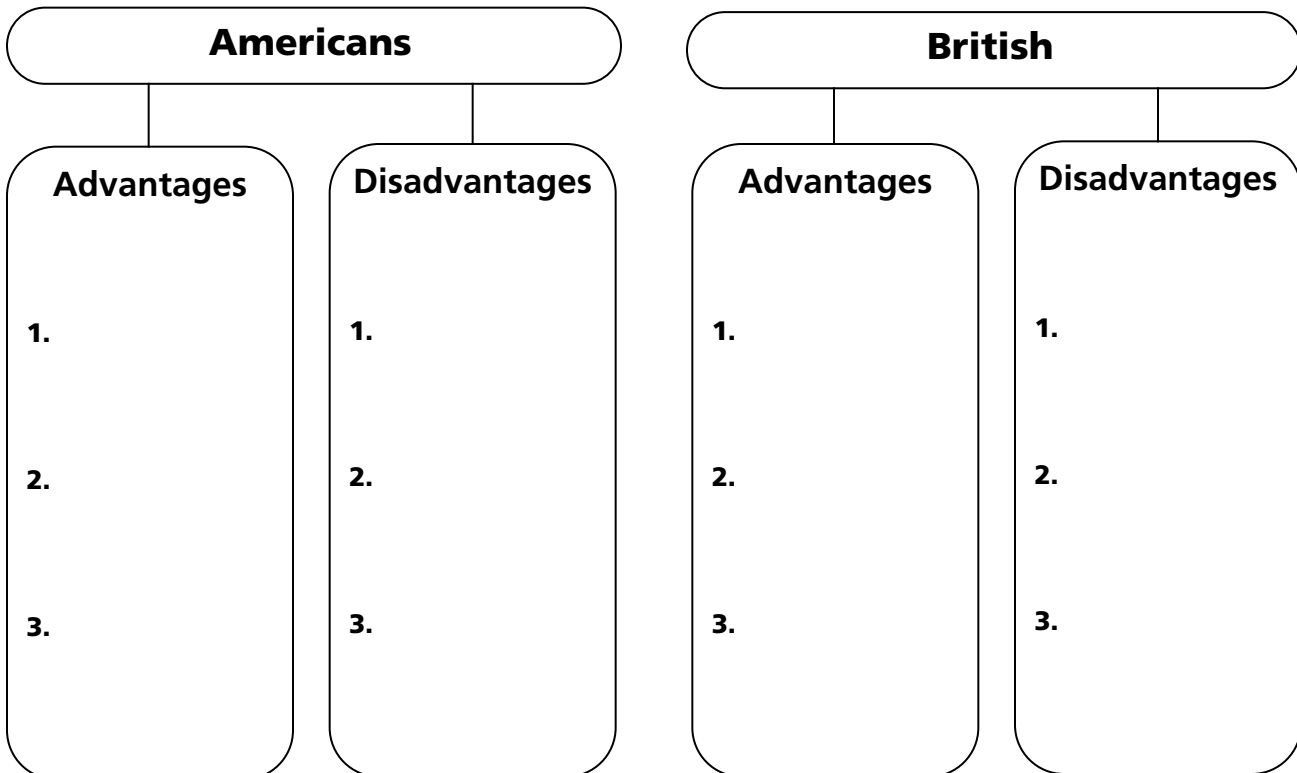
DRAWING FROM EXPERIENCE

Have you ever worked hard for a cause you believed in? What was the cause you worked for? What did you do to support your cause? Did your work make a difference?

This section focuses on the advantages and disadvantages of the British and the Americans in the American Revolution.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Patriot victories slowed the progress of the British.



Study Guide



Chapter 6, Section 1 (continued)

READ TO LEARN

- **The Opposing Sides** (pages 162–165)

Both the British and the Americans believed the war would be short. John Adams believed it would be a long war with many lives lost. Britain had many advantages including a strong, well-trained navy and army, money, and a large population. The Patriots were at a disadvantage, relying on a volunteer army lacking experience and supplies. The Patriots also lacked support from groups of citizens. The Loyalists, or Tories, remained loyal to Britain, the Quakers were against war, and some people remained *neutral*, preferring not to choose sides. The Carolinas and Georgia had the strongest Loyalist population, and New England had the weakest.

Many Loyalists believed that the Patriots' reasons for rebelling against England were not strong enough to justify a war. Additionally, many belonged to the Anglican Church, depended on the British for their jobs, or were afraid of what would happen. Many enslaved African Americans became Loyalists when Britain offered them their freedom in exchange for fighting against the Patriots. Loyalties to one side or the other often divided families and friends.

The Patriots' advantages included their strong desire to protect their freedom and fighting on their own soil. The British had to ship troops and supplies across the ocean and were unfamiliar with the territory once they arrived. They used paid soldiers called *mercenaries* to fight the colonists. The mercenaries, also known as Hessians, fought for money. The Patriots had more to lose than the Hessians, which made them more determined to win. The leadership of George Washington was a major advantage for the Patriots.

The states were very different from one another. They were reluctant to turn power over to the Congress after breaking off from British rule. Congress established the Continental Army but had trouble both enlisting, or *recruiting*, soldiers and raising money to fight the war. Washington wanted soldiers to sign on for three-year terms of service or for the length of the war. Many signed on for only one year. Women also fought for the Patriots.

1. Did all Americans support the war for independence? Explain.



Study Guide

Chapter 6, Section 1 *(continued)*

- **Fighting in New York** *(pages 166–167)*

Few troops took part in the early battles, but during the summer of 1776, Britain displayed a show of force, sending 32,000 soldiers to New York. General Washington, with fewer than 20,000 American soldiers, fought General William Howe’s British troops in the Battle of Long Island and lost badly. Supplies were limited. Many members of the Continental Army had no shoes, socks, or jackets. They retreated across Manhattan, New Jersey, and into Pennsylvania by November. Some soldiers completed their service and left, while others ran away. The outlook was grim.

2. Why did American troops lose the Battle of Long Island?

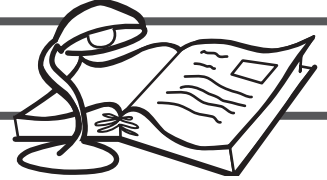
- **Patriot Gains** *(page 167)*

Washington told the Continental Congress how badly more troops were needed and asked them to recruit free African Americans. The Southern states, fearful of a revolt, had persuaded Congress not to enlist African Americans. Desperate for troops, every state except South Carolina enlisted African Americans in the army.

Armies did not expect to fight during the winter. Washington saw a chance to surprise the British by attacking their troops in December in Trenton, New Jersey. American forces captured more than 900 Hessians. They then went to Princeton, New Jersey, and drove the British troops and their support away. These victories lifted American troops’ spirits.

3. Who won the Battles at Trenton and Princeton, New Jersey?

Study Guide



Chapter 6, Section 1 *(continued)*

- **A British Plan for Victory** *(pages 167–168)*

The British plan for 1777 was to capture Albany in New York, control the Hudson River, separate the Middle states from New England, and destroy the Patriot troops. The British captured Philadelphia where they then spent the winter. The Patriots blocked their paths as the British tried to move to Albany. When the redcoats tried to capture Bennington, Vermont, they were defeated. Short of supplies and troops, the British retreated to Saratoga, New York.

At Saratoga, still waiting for back up, the British found themselves surrounded by American troops three times their size. General Burgoyne and over 5,700 soldiers surrendered on October 7, 1777.

4. How was the victory at Saratoga a turning point in the war?

Study Guide



Chapter 6, Section 2

For use with textbook pages 172–176

THE WAR CONTINUES

KEY TERMS

- desert** To leave without permission (*page 173*)
- inflation** An increase in money supply causes the price of goods to rise (*page 175*)

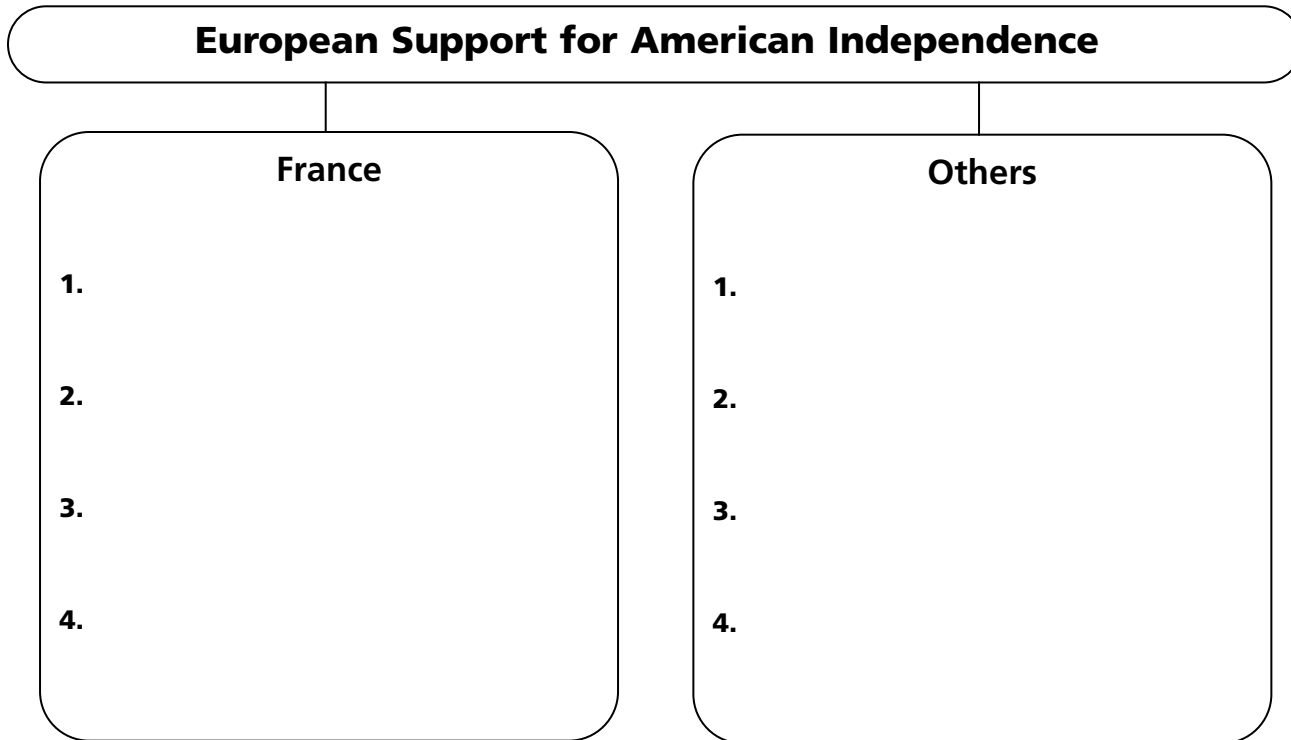
DRAWING FROM EXPERIENCE

Have you ever had to ask others for help when you had a problem you could not solve by yourself? How did the people you asked respond? Were they helpful? Did you feel they supported you? How did you feel when you shared your problem with someone who cared and was willing to help?

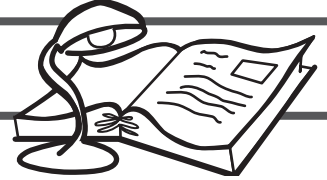
In the last section, you read about the advantages and disadvantages of the British and the Americans. This section focuses on the hardships the Patriots faced and the help they received from European countries.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the support the Europeans gave the Americans.



Study Guide



Chapter 6, Section 2 (continued)

READ TO LEARN

- **Gaining Allies** (pages 172–175)

After the victory at Saratoga in October 1777, France announced support for the United States. The United States and France established a trade agreement and formed an alliance, or formal agreement to unite, against the British. France declared war on Britain and sent money, supplies, and troops to help the Patriots. Other European countries disliked the British and helped the Americans. While Spain did not recognize American independence until after the war, Spain declared war on Britain in 1779. British troops were diverted from other areas when Spanish troops from Louisiana made British troops retreat from Baton Rouge and Natchez. The Spanish army captured British forts at Mobile and Pensacola in 1780.

British and American troops spent the winter about 20 miles apart. The British settled in Philadelphia and the Americans at Valley Forge. The winter was harsh. American troops survived without decent food, clothing, or shelter. They were weak and cold. Many soldiers *deserted* the Continental Army, or left without permission. The army somehow survived the winter, and conditions slowly improved. Everyone’s spirits rose when they heard of the French-American alliance in the spring of 1778. New soldiers joined the army.

Support came from other Europeans as well. A French nobleman, Marquis de Lafayette, bought a ship and sailed to America to join the American cause. Casimir Pulaski and Thaddeus Kosciuszko, two Polish men, also fought alongside the Americans. Pulaski died in battle fighting for the Continental Army. A former German army officer, Friederich von Steuban, helped train the American soldiers at Valley Forge. Juan de Miralles from Spain persuaded Spain, Cuba, and Mexico to send money to the Patriots. He also lent money to the cause.

Money was always a problem because Congress did not have the authority to raise money through taxes. Congress needed more money than states and other countries were giving. Congress printed more paper money than the gold and silver they had was worth. This caused the price of goods to increase. This is called *inflation*. People stopped using the paper money because it was worthless.

1. What support did the Patriots receive from foreign countries?

Study Guide



Chapter 6, Section 2 (continued)

- **Life on the Home Front** (pages 175–176)

Women’s lives changed with so many men away at war. Women took over the men’s chores and ran their businesses. They began to question their own equality. Some women believed that girls should receive the same education as boys because their minds were just as good. Abigail Adams told her husband, John, that it was unfair for Congress to talk about freedom and liberty for the nation and still hold power over their wives. At the time these ideas were very extreme.

Many Loyalists fought with the British, often spying on the Patriots. Others moved away from the colonies and went to England, Florida, the Appalachian Mountains, and to Canada. Those who stayed were sometimes victims of violence or arrested and tried as traitors. Their neighbors wanted nothing to do with them.

Many white Americans began to question slavery. Various group spoke out against slavery. The governor of New Jersey asked the legislature to free enslaved people. Slavery went against his beliefs in Christianity and humanity. The enslaved Americans in New Hampshire requested their freedom from the legislature. African American soldiers fought in the American Revolution from the beginning. A few states, including Vermont, New Hampshire, Massachusetts, and Pennsylvania, tried to end slavery in their states. These early efforts failed. Slavery was not abolished, or outlawed, until many years later.

2. What effects did the revolution have on women, Loyalists, and African Americans?

Study Guide



Chapter 6, Section 3

For use with textbook pages 177–182

THE WAR MOVES WEST AND SOUTH

KEY TERMS

| | |
|--------------------------|---|
| blockade | To close off cities and ports with ships (page 179) |
| privateer | Privately owned merchant ships equipped with weapons (page 179) |
| guerrilla warfare | A small band of soldiers appears suddenly, attacks, and disappears (page 180) |

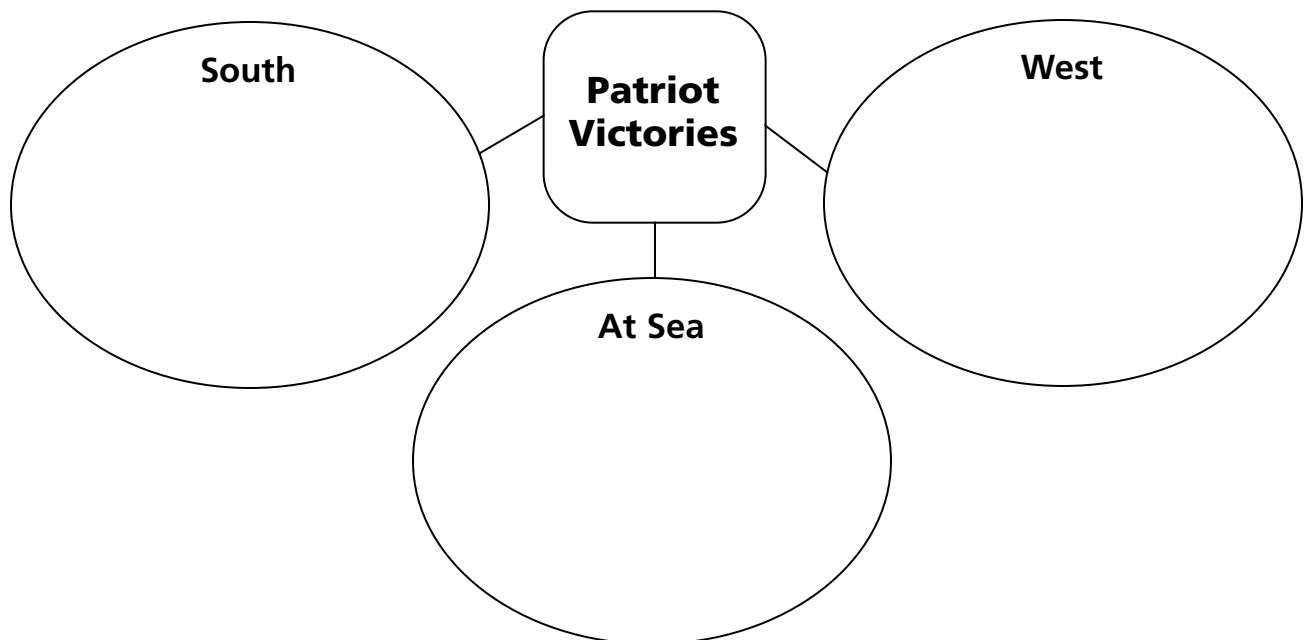
DRAWING FROM EXPERIENCE

Have you ever wondered what it would be like to have a war fought on American soil or at sea along our coasts? How would your life change? How would you feel if your father or brothers had to go off to war? What would happen if members of your family supported different sides?

In the last section, you read about the hardships the Patriots faced and the help they received from European countries. This section focuses on how the war spread to the West and South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the Patriot victories that were won in the South, the West, and at sea.



Study Guide



Chapter 6, Section 3 (continued)

READ TO LEARN

- **War in the West** (pages 177–178)

Many Native Americans on the Western frontier helped the British who were less of a threat to them. They raided American settlements and attacked Americans. British commander Henry Hamilton in Detroit paid money to the Native Americans for the scalps of settlers. George Rogers Clark of the Virginia militia and his soldiers wanted to end the attacks on settlers. They captured the British post at Kaskaskia in what is now Illinois and captured the town of Vincennes in present-day Indiana. The British soldiers recaptured Vincennes and later surrendered to Clark. This gave the Americans a stronghold in the West.

1. How did George Rogers Clark weaken the British?

- **Glory at Sea** (pages 178–179)

Fighting occurred on land and at sea. The powerful British navy **blockaded**, or closed off cities and ports, with its fleet of ships. American and allied ships could not enter or leave American harbors, which cut off supplies and foreign troops. Thirteen American ships were built, but many were captured by the British or destroyed by Americans to prevent British from getting them. American **privateers**, or private merchant ships with weapons, were more successful than the American navy. Congress paid approximately 2,000 privateers to attack the British. John Paul Jones, an American naval officer and hero, raided British ports and attacked the British warship *Serapis* off the coast of Britain by sailing in a French ship. After a great battle, the British ship surrendered and Jones’s ship sank.

Study Guide



Chapter 6, Section 3 (continued)

2. Why did Americans rely on privateers during the war?

• **Struggles in the South** (pages 179–182)

The British decided to change their plan, use sea power, and concentrate in the South where there were many Loyalists. In the early years, the Americans had saved Charleston. In late 1778, British troops took control of the coastal city of Savannah, Georgia. Charleston, the worst American defeat of the war, surrendered in May. In July 1780, British forces were victorious against American forces in Camden, South Carolina. The British were unfamiliar with *guerrilla warfare*, however. Small bands of soldiers suddenly appeared, attacked, and then disappeared. The British could not stop these secretive attacks. They could not catch a notorious rebel named Francis Marion, known as the Swamp Fox.

When the Patriots forced the British to retreat from Kings Mountain, North Carolina, they received more support from the Southerners. The Southerners were tired of their homes and farms being ruined and wanted to end the war. In January 1781, the Americans won a battle at Cowpens, South Carolina, but lost a battle at Guilford Courthouse in Greensboro. Even though the American forces retreated, the British lost many soldiers and gave up on the Carolinas. The British troops went north to Virginia and almost captured Thomas Jefferson and the Virginia legislature. Cornwallis and his British troops waited at Yorktown for further orders.

3. What was a popular war strategy of the Patriots in the South?

Study Guide



Chapter 6, Section 4

For use with textbook pages 183–187

THE WAR IS WON

KEY TERMS

- ratify** To approve (page 185)
- ambush** A surprise attack (page 187)

DRAWING FROM EXPERIENCE

Have any of your relatives served in a war? In which war did they serve? What role did they play in the war? Were they honored for their service?

In the last section, you read about how Revolutionary War fighting spread to the South and West. This section focuses on how American colonies overcame many disadvantages to win their independence.

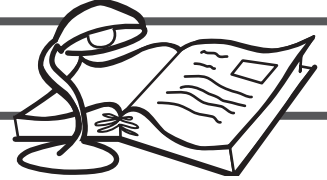
ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how a combined Patriot force ensured an independent United States.

The Battle of Yorktown

| | |
|-----------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

Study Guide



Chapter 6, Section 4 (continued)

READ TO LEARN

- **Victory at Yorktown** (pages 183–185)

French warships carrying the French general, the Comte de Rochambeau and more than 5,000 soldiers arrived in Newport, Rhode Island, in July 1780. The excitement over the long-awaited help was short-lived, however, because British ships arrived soon after and trapped the French ships in Newport. The Americans had to wait another year for a second fleet of French ships to arrive from the West Indies. Washington positioned troops north of New York City to monitor the activities of the British under the command of General Clinton.

Washington knew that Marquis de Lafayette and his Patriot troops had British troops, under the command of Cornwallis, contained on the Yorktown peninsula. In August 1781, he learned that the second fleet of French ships under Admiral Franoise de Grasse was headed toward the Chesapeake Bay rather than New York. Washington secretly changed his plans and headed for Yorktown, Virginia. Three other groups of Patriots would join him: Patriot soldiers under Lafayette, Rochambeau’s French-American army from Rhode Island, and Admiral de Grasse and the French navy. They kept their destination a secret so that Clinton would think the Americans were still planning to attack New York City instead of rushing to help Cornwallis. Not even the soldiers knew where they were going.

Cornwallis’s 7,500 British and Hessian troops were surrounded on land and by sea by 14,000 American and French troops who opened fire on them. Cornwallis surrendered on October 19, scoring an important victory for the Patriots.

1. Why were the Americans able to defeat the British at Yorktown?

Study Guide



Chapter 6, Section 4 (continued)

- **Independence** (pages 185–187)

There were other battles, but after Yorktown the British decided that the war was too costly to continue. Delegates from both sides worked out a treaty in Paris, which was **ratified**, or approved, by Congress in April. The final Treaty of Paris was signed on September 3, 1783. Britain agreed to withdraw all troops from America and made peace with France, Spain, and the Netherlands. Americans were permitted to fish off the coast of Canada. The United States agreed that British merchants had the right to collect debts owed them by Americans and that property belonging to Loyalists would be returned. George Washington resigned from the army and returned to his family at Mount Vernon.

Many factors contributed to American victory and independence:

- A.** Americans fought on their own soil; the British had to bring troops and supplies across the Atlantic Ocean.
- B.** The British relied on their powerful navy for support; they had no support from the navy at Yorktown because their ships were blocked.
- C.** The British were successful at overtaking cities, but they had trouble out in the country.
- D.** The Patriots were familiar with the territory and knew where to set up an **ambush**, or a surprise attack.
- E.** The Americans received help from other nations.
- F.** The Patriots shared great determination and spirit.

2. What were the details of the Treaty of Paris?

Study Guide



Chapter 7, Section 1

For use with textbook pages 192–198

THE ARTICLES OF CONFEDERATION

KEY TERMS

| | |
|---------------------|--|
| constitution | A plan of government (page 193) |
| bicameral | A two-house legislature (page 193) |
| republic | A government in which citizens rule through elected representatives (page 193) |
| petition | To make a formal written request (page 196) |
| ordinance | A law (page 196) |
| depreciate | To fall in value (page 197) |

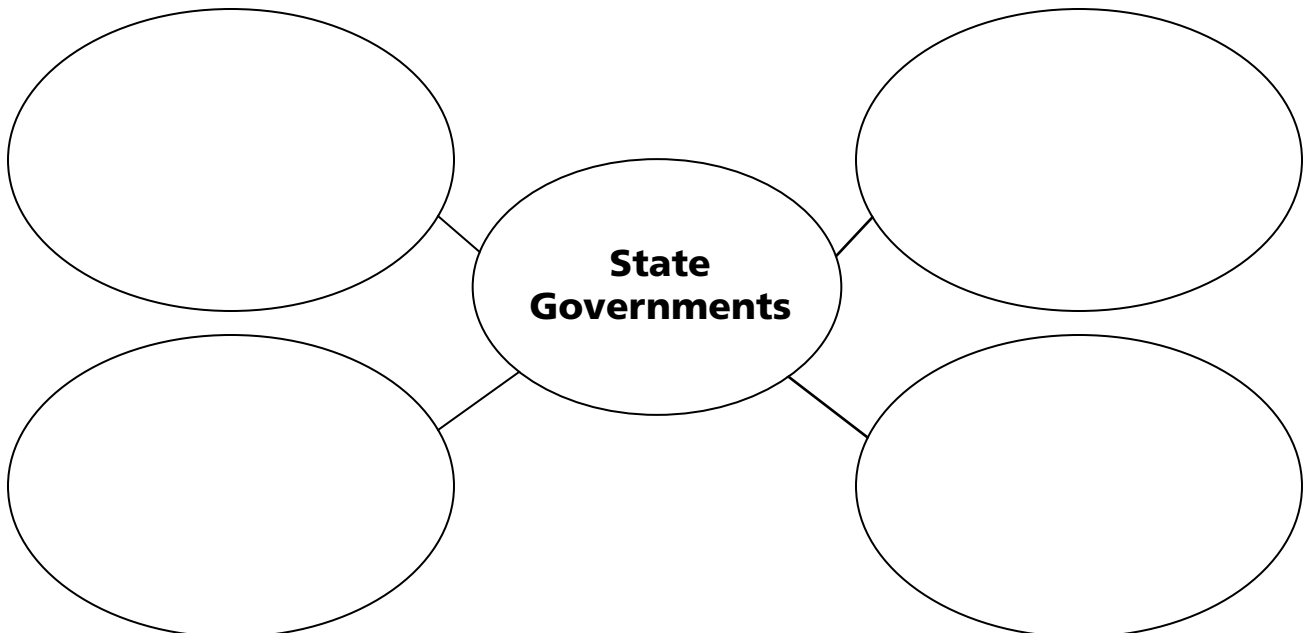
DRAWING FROM EXPERIENCE

Have you ever helped make the rules for a game or club? Was it difficult for the members to agree on the rules? How did you feel about the rules?

This section focuses on how the states and the country tried to define the powers each would have.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the powers of government under the Articles of Confederation.



Study Guide

Chapter 7, Section 1 (continued)



READ TO LEARN

- **Thirteen Independent States** (pages 192–193)

Britain did not believe the American government was very strong or effective. It ignored the Treaty of Paris and kept soldiers at posts on the American frontier. In May 1776, the Americans were busy forming their own governments. Each state organized their government and adopted a *constitution*, or plan that explains how the government will operate. By 1780 Connecticut and Rhode Island were the only states that followed their colonial charters instead of creating new constitutions. Most states included provisions to prevent abuses of power. Most constitutions included provisions for two-house, or *bicameral*, legislatures. The legislatures, made up of elected representatives of the people, were the most powerful branch of government. Pennsylvania replaced the office of governor with an elected 12-member council. In order to vote, one had to be at least a 21 year old male and own property or pay taxes. Most states limited voting to white males, but a few permitted free black males to vote. There were disagreements as each state became self-governing.

1. Why did most states divide power between two branches of government?

- **Forming a Republic** (pages 193–195)

The states agreed the government should be a *republic*, a form of government ruled by the people through their elected representatives. A committee drafted a constitution that was approved by the Second Continental Congress in November 1777. The plan was called the Articles of Confederation. The plan gave each state its freedom and independence. The central government, or Confederation of Congress, was given the power to handle relations with other countries, establish an army, borrow money, and issue currency or forms of money. The Confederation of Congress did not have the power to tax the states, force people to join the army, or regulate trade. Congress had to ask the state legislatures for money or troops. The states could choose whether or not they would contribute. Congressional committees took the place of a chief executive or president.

The Confederation of Congress officially became the United States after all 13 states approved the Articles of Confederation on March 1, 1781. Each state had one vote. All states agreed to give up land claims west of the Appalachian Mountains.

Study Guide



Chapter 7, Section 1 (continued)

The Confederation won the war for independence and provided for new states in the West. However, the government, under the Articles of Confederation, was not strong enough to handle all of the problems it faced. Its authority was limited. Nine states had to vote in favor of any new laws. Any change to the Articles required the agreement of all 13 states.

2. What authority did the Confederation of Congress have?

- **New Land Policies** (pages 195–196)

As the population west of the Appalachian Mountains grew, settlers wanted to form states and join the union. The Articles had no provisions for adding new states. In 1784, the Western territory was divided into smaller, self-governing districts with the approval of Congress. The districts could *petition*, or apply for statehood when their population equaled that of the smallest state.

A law, or *ordinance*, passed by Congress in 1785, resulted in the division of Western lands north of the Ohio River into townships. Land was sold for a minimum of a dollar an acre. Speculators, or people who hoped to make a profit from their investment, bought large areas of inexpensive land. The lands north of the Ohio River and east of the Mississippi River became the Northwest Territory under the Northwest Ordinance of 1787. This territory was then divided into three to five smaller territories. These territories were permitted to petition, or apply, for statehood when the population reached 60,000. The ordinance protected settlers' rights, including freedom of religion and trial by jury. The law was the first in the United States to ban slavery and involuntary servitude.

3. How could a territory become a state under the Northwest Ordinance?

Study Guide



Chapter 7, Section 1 (continued)

- **Trouble on Two Fronts** (pages 197–198)

The Confederation government did not have the power to deal with the country's financial problems. Problems continued with Britain and Spain over land and trade issues. By 1781 money printed during the Revolutionary War had fallen in value, or *depreciated*, and was almost worthless. Congress and the states printed paper money without the gold and silver to back it up. Neither had the power to tax the citizens. The Continental Congress owed other countries and many citizens a lot of money after the war.

The government failed to enforce the Treaty of Paris of 1783 and make British troops leave the lands east of the Mississippi River. British troops still held forts in the Great Lakes Region. British merchants succeeded in preventing Americans from trading in the West Indies and other markets.

Americans slowly began to realize that the United States government needed to be given more power. In order to prevent westward expansion, Spain blocked the lower Mississippi River to American shipping in 1784. This cut off the Americans' trade. In 1786 Spain agreed with America on the border between Georgia and Spanish Florida. In return, Americans agreed to limit shipping on the Mississippi River. Leaders, including George Washington, were worried about the future of America.

4. Why did the American economy fail after the American Revolution?

Study Guide



Chapter 7, Section 2

For use with textbook pages 199–205

CONVENTION AND COMPROMISE

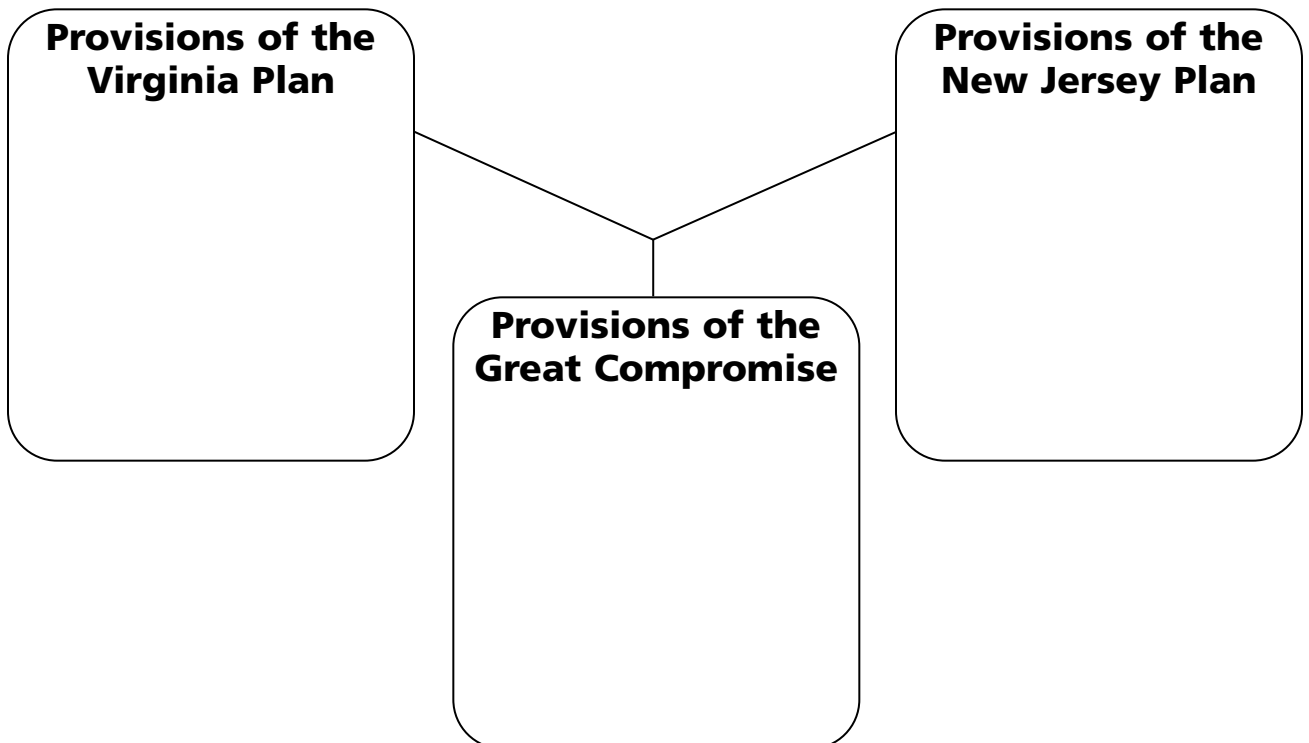
KEY TERMS

| | |
|----------------------------|---|
| <i>Depression</i> | A period of slow economic activity and increased unemployment (page 199) |
| <i>manumission</i> | The freeing of individual enslaved persons (page 201) |
| <i>proportional</i> | To match up in size (page 203) |
| <i>compromise</i> | An agreement between two or more sides in which each side gives up some of what it wants (page 204) |

DRAWING FROM EXPERIENCE

Have you ever had a disagreement with someone? Did you and the other person agree to compromise, that is give up something to gain something more important? What did you give up? What did you gain?

In the last section, you read about problems the United States had under the Articles of Confederation. This section focuses on the issues confronted in the Constitutional Convention.



Study Guide



Chapter 7, Section 2 (continued)

ORGANIZING YOUR THOUGHTS

Use the chart on the previous page to help you take notes as you read the summaries that follow. Think about how the delegates to the convention compromised to draft a new constitution.

READ TO LEARN

- **Economic Depression** (pages 199–201)

Americans faced financial troubles after the Revolutionary War. The economy was in a *depression*. Unemployment or joblessness was high and economic activity was slow. Plantations were damaged, rice exports dropped, and the British blocked American trade with the West Indies. The government owed large debts to other countries for their help during the war. Farmers could not sell their goods. States could not afford to pay the government to help pay off the war debts. There was a serious shortage of money.

Farmers in Massachusetts disliked the way the government treated its citizens. Citizens were upset with the government for taking farmers' lands and putting people in jail because they could not afford to pay their debts. They wanted the government to help people in debt. In 1786 Daniel Shays and a group of farmers rebelled, forcing courts to close. Their actions prevented judges from taking farmers' lands away. Then, in 1787, Shay and more than 1,000 farmers tried to take weapons and ammunition from the federal arsenal in Springfield, Massachusetts. Shay and his followers refused to stop even after they were warned. The state militia fired their weapons and killed four rebels, ending Shays's Rebellion.

Between 1776 and 1786, eleven states had laws that banned slavery or heavily taxed importing enslaved Africans. Slavery was legal in South Carolina and Georgia because plantations and the economy in Southern states relied on slave labor. Many Americans did not agree with the practice of slavery. The Quakers were the first Americans to organize an antislavery society in 1774. In 1780 enslaved people in Pennsylvania were gradually freed as a result of a new law. Other states followed, abolishing slavery. Virginia law encouraged *manumission*, the freeing of enslaved persons. The country was divided over the issue of slavery. In 1787, when a new government was being planned, each side gave up some of what it wanted in order to make a *compromise*.

1. What were the causes of Shays's Rebellion?

Study Guide



Chapter 7, Section 2 (continued)

- **A Call for Change** (page 201)

Because of all the problems faced by the Confederation of Congress, many states wanted to reform the Articles of Confederation. Some states favored a strong national government. Others wanted each state to have its own power. In 1786 Alexander Hamilton proposed a meeting of delegates in Philadelphia to discuss trade issues and to consider changing the Articles of Confederation. James Madison supported change. When George Washington agreed to attend, other political leaders agreed.

2. Why did Alexander Hamilton propose a meeting of delegates?

- **The Constitutional Convention** (pages 202–203)

Fifty-five well-educated delegates, ranging in age from under 30 to over 80, met in Philadelphia in May 1787. There were several leaders in the group of white male delegates, including George Washington, Benjamin Franklin, and James Madison. Washington was chosen to lead the meetings, which were secretive and not open to the public. A majority of states had to be represented at all meetings. Each state had one vote. Decisions were based on a simple majority, or having the most votes. James Madison, known as the *Father of the Constitution*, was the author of the plan of government that the Convention approved.

Edmund Randolph and the Virginia delegates surprised everyone by proposing that a strong national government be created instead of revising the Articles of Confederation. Their plan, created mainly by James Madison, was called the *Virginia Plan*. Smaller states were against the plan because it called for a *proportional* number of delegates to both upper and lower houses of a two-house legislature. The number of representatives would correspond in size to the population of the states. States with the greatest populations would have more representatives and, therefore, more power. The plan also called for a chief executive officer and a court system. The smaller states wanted all states to have an equal number of representatives.

3. What three branches of government did the Virginia Plan propose?

Study Guide



Chapter 7, Section 2 (continued)

- **Compromise Wins Out** (pages 203–205)

The convention delegates voted to create a new national government. The constitution of the new government was based on parts of the Virginia Plan. Both sides agreed to compromise, or each give up some of what it wanted. Roger Sherman’s *Great Compromise* was adopted.

A major compromise by the delegates, called the *Three-Fifths Compromise*, settled the issue of whether or not enslaved people would be counted in the population for determining representation and taxation. The Northern states wanted enslaved people counted for taxes. The Southern states wanted them counted for representation. No states suggested that enslaved African Americans be given the right to vote. It was agreed that enslaved people would count as three-fifths of a free person for taxation and representation. Northern states and Southern states also compromised on slavery and the slave trade. Both sides agreed that Congress could not interfere with the slave trade until 1808. Beginning that year, Congress could limit the slave trade if it chose to.

The Constitution was approved without a bill of rights. Most delegates felt that the Constitution protected individual rights. The draft of the Constitution was approved in Philadelphia in September 1787. It was sent to the states and needed 9 out of 13 states’ approval in order to be adopted.

4. What compromises were made during the Constitutional Convention?

Study Guide



Chapter 7, Section 3

For use with textbook pages 207–213

A NEW PLAN OF GOVERNMENT

KEY TERMS

| | |
|----------------------------|--|
| Enlightenment | Movement of the 1700s that promoted knowledge, reason, and science as means to improve society (page 208) |
| federalism | Sharing power between federal and state governments (page 208) |
| article | Part of the Constitution (page 209) |
| legislative branch | Lawmaking branch of the government (page 209) |
| executive branch | Branch of government headed by the president that carries out laws and policies (page 210) |
| Electoral College | Special group of presidential electors (page 210) |
| judicial branch | Court system that enforces the laws (page 210) |
| checks and balances | The roles the three branches of government have to ensure that no single branch can dominate the government (page 210) |
| ratify | To approve (page 211) |
| Federalist | Supporters of the new constitution (page 211) |
| Antifederalist | Those who opposed ratifying the new constitution (page 212) |
| amendment | Something added to a legal document (page 213) |

DRAWING FROM EXPERIENCE

Does your school have a student council? How are members of the student council chosen? What powers does your student council have? Does anyone check or balance the powers of the student council?

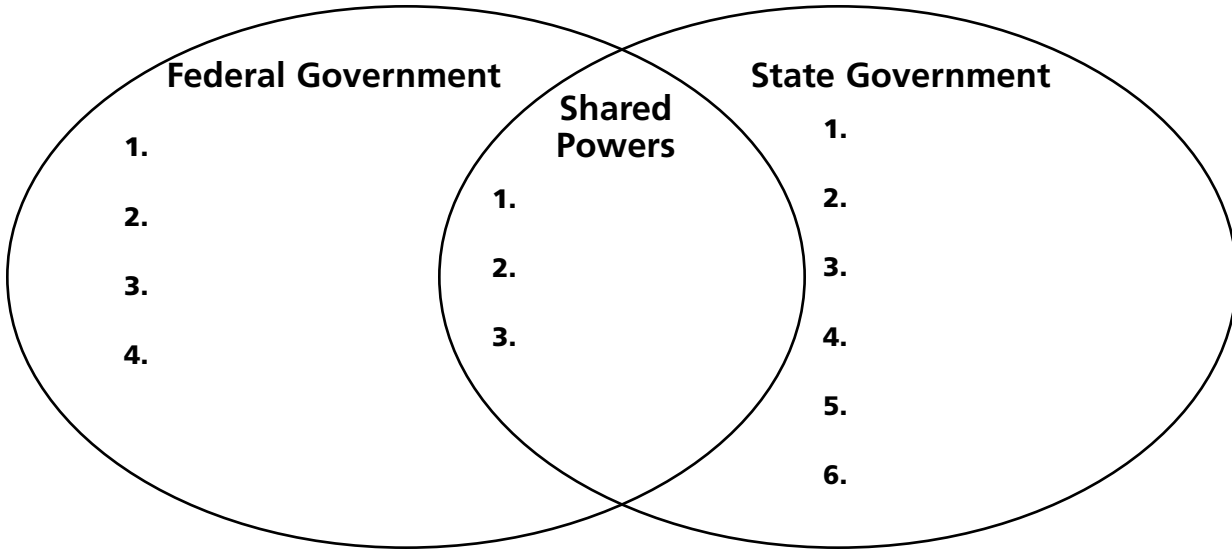
In the last section, you read about how political leaders worked to correct the weaknesses of the Articles of Confederation and the decision to create a new constitution. This section focuses on the system of government under the new constitution and how it was ratified or approved.

ORGANIZING YOUR THOUGHTS

Use the Venn diagram on the next page to help you take notes as you read the summaries that follow. Think about how the Constitution divides the powers of the federal and state governments.

Study Guide

Chapter 7, Section 3 (continued)



READ TO LEARN

• **Roots of the Constitution** (pages 207–208)

It took the delegates four months to study, discuss, and write a constitution for the new national government of the United States. By studying different forms of government in Europe throughout history, the delegates hoped to avoid past mistakes. The delegates were influenced by other forms of government, including the way the British system protected individual rights and prevented the monarch from becoming too powerful. They were also influenced by the English Bill of Rights. Many Americans believed the Constitution of the United States should also have a bill of rights.

European writers of the *Enlightenment* movement, who wrote about how science, reason, and knowledge would improve society, also influenced the delegates. Some of the ideas of the English philosopher, John Locke, were incorporated into the Constitution. The Constitution was seen as a contract between the government and the people. It limited the power of the government in order to protect the people’s rights of life, liberty, and the pursuit of happiness.

1. What were the sources of inspiration for the new constitution?

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Study Guide



Chapter 7, Section 3 (continued)

- **The Federal System** (pages 208–209)

Sharing or dividing powers between the federal and state governments, called *federalism*, is the most noticeable feature of the government of the United States. Some of the state’s powers were given to the federal government, while others were maintained by the states. Both had important powers. Under the Constitution, the federal government could tax, regulate trade, control the currency, raise an army, declare war, and pass laws. The states could pass and enforce laws and regulate trade within the state. They could tax and build roads and establish local governments and schools. The United States Constitution was the final authority in any disputes. Federal courts resolved any disagreements.

2. How does the Constitution make the federal government strong?

- **The Organization of Government** (pages 209–211)

The federal government was divided into three branches.

- A.** Congress was the *legislative branch* that made the laws. Congress had the power to collect taxes, coin money, regulate trade, declare war, and raise and support armies.
- B.** The *executive branch*, headed by the president, carried out the laws and policies of the country. The president was the commander in chief of armed forces. The president and vice president are chosen to serve a four-year term by *electors*, a special group selected by state legislatures.
- C.** The *judicial branch* enforced the laws made by Congress. The Supreme Court had the final authority over any disagreements about the constitution, laws passed by Congress, and between states.

A system of *checks and balances* was built in so that no one branch of government was more powerful than another. Both houses had to pass a bill before it became law. The president could veto a bill, but Congress had the right to override the veto by a two-thirds majority. Justices to the Supreme Court are appointed by the president, but approved by Congress. The people of the United States changed its government by choice, not by war.

3. What are the roles of the three branches of government?

Study Guide



Chapter 7, Section 3 (continued)

- **The Constitutional Debate** (pages 211–212)

All states except Rhode Island held ratifying conventions to discuss the new constitution. Nine states had to *ratify*, or approve, it before it would become the plan of government for the United States. *Federalists*, including George Washington and Benjamin Franklin, supported the new constitution. James Madison, Alexander Hamilton, and John Jay wrote essays and published them in a book called *The Federalist Papers*, which explained and supported the new constitution. *Antifederalists*, including Patrick Henry, opposed the new constitution. Essays were published in a book called *The Antifederalist Papers*. Antifederalists worried that they would lose the freedom they won from Britain. They wanted local control rather than national control. They wanted a bill of rights to guarantee their freedom.

4. Why were the Antifederalists opposed to the Constitution?

- **Adopting the Constitution** (page 213)

The first nine states to approve the constitution did not include New York and Virginia, which were the largest. Many people worried about the success of the new government without the two largest states. After it was agreed that an *amendment* to include a bill of rights would be added to the Constitution, Virginia approved the plan. By May 1790, every state had ratified or approved the Constitution. People all over the United States celebrated the beginning of the United States. The Constitution was amended to include a bill of rights in 1791.

5. What prevented the new United States government from going into effect as soon as the first nine states had ratified the plan?

Study Guide



Chapter 8, Section 1

For use with textbook pages 258–262

THE FIRST PRESIDENT

KEY TERMS

| | |
|-------------------------|---|
| precedent | An established tradition (page 259) |
| cabinet | The Attorney General and department heads who serve as advisers to the president (page 259) |
| national debt | Amount of money the national government owed (page 260) |
| bond | Paper notes promising to repay money in a certain amount of time (page 261) |
| speculator | People who risk money in order to make a larger profit (page 261) |
| unconstitutional | Not provided for under the terms of the Constitution (page 262) |
| tariff | A tax on imports (page 262) |

DRAWING FROM EXPERIENCE

Do you pay taxes on things you buy? How is tax money used? Do you benefit from taxes? Do you think it is fair to tax you even though you cannot vote? Why or why not?

This section focuses on the actions George Washington and Congress took that shaped the new government of the United States.

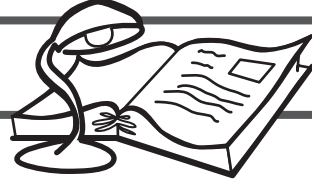
ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how American citizens felt about the economic plan of Alexander Hamilton.

| Provisions of Hamilton's Plan | Reactions to the Provisions of Hamilton's Plan |
|-------------------------------|--|
| | |

Study Guide

Chapter 8, Section 1 (continued)



READ TO LEARN

- **President Washington** (pages 258–260)

George Washington and John Adams were elected the first president and vice president of the United States under the federal Constitution. They took office on April 30, 1789, in New York City, the nation's first capital. Washington's leadership during the Revolutionary War helped him earn the trust of many Americans who were afraid a president would have too much power. The traditions, or *precedents*, he established would shape the future government of the United States.

Congress established three departments in the executive branch and other offices during the summer of 1789. Washington selected various department heads to serve as members of his *cabinet*, or group of advisers.

- A.** The State Department was established to handle foreign relations. Thomas Jefferson was named Secretary of State.
- B.** The Treasury Department was established to handle financial matters. Alexander Hamilton was named Secretary of the Treasury.
- C.** The War Department was established to oversee national defense. Henry Knox was named Secretary of War.
- D.** The office of attorney general was established to handle the government's legal matters. Edmund Randolph was named attorney general.
- E.** The office of postmaster was established to oversee the postal service.

The Constitution gave Congress many duties, but it also left many questions unanswered. Congress and the president debated these issues and worked to find a solution that both sides could agree to. The Senate had the job of approving the president's choices. The president was given the authority to dismiss an official he had chosen without the approval of the Senate. Congress gave the president power over the executive branch.

The Judiciary Act of 1789 established a federal court system consisting of 13 district courts and 3 circuit courts. States retained their own laws, but state court decisions could be reversed by the federal courts. The Supreme Court had the final say. John Jay was appointed chief justice of the Supreme Court.

It was agreed that a bill of rights would be added to the Constitution if it was ratified or approved at the Constitutional Convention. The states approved 10 amendments to the Constitution, known as the Bill of Rights, in December 1791. Americans were guaranteed the freedom of speech, religion, and the press. The Bill of Rights also states that powers not specifically given to the federal government belong to the states.

Study Guide



Chapter 8, Section 1 (continued)

1. What decisions were made by the First Congress during its first year that helped shape the future of the government?

- **Financial Problems** (pages 260–261)

The amount of money the government owed, called the *national debt*, was increasing. Alexander Hamilton, the Secretary of the Treasury, proposed that the new government pay off the debt accumulated by the Confederation government. Many people were opposed to this because they were not sure how it could be done fairly, including Congress. Congress did agree to pay the debts owed to foreign countries. Southern states also were against Hamilton's plan because they had less accumulated debt than the Northern states.

Hamilton agreed to locate the new nation's capital in the South between Virginia and Maryland in exchange for support for his plan. Washington, D.C., became a special district along the Potomac River.

2. Why did Southerners oppose Hamilton's plan to repay war debts?

- **Building the Economy** (page 262)

Hamilton proposed three actions to help build a strong economy. He proposed creating a national bank, the Bank of the United States. Madison and Jefferson believed that doing so would be *unconstitutional* because the creation of a national bank was not provided for under the terms of the Constitution. President Washington agreed with Hamilton and signed a bill that created a national bank.

Hamilton also proposed collecting a tax, called a *tariff*, on imported goods. He wanted to encourage the development of manufacturing. He also hoped to encourage people to buy goods made in the United States, instead of buying goods from other countries. Congress approved low tariffs to collect money but not to protect American industry.

Study Guide



Chapter 8, Section 1 *(continued)*

Last, Hamilton proposed collecting federal taxes to pay for the operation of the federal government and to pay off the national debt. Congress approved different taxes, including a tax on whiskey made in the United States. Hamilton's proposals gave the federal government new powers. They also divided Congress and the nation. Many people, including Jefferson and Madison, were afraid of a strong national government with economic powers controlled by the rich and powerful at the expense of the average American.

3. Why did Southerners oppose many of Hamilton's proposals for building a strong economy?

Study Guide



Chapter 8, Section 2

For use with textbook pages 263–266

EARLY CHALLENGES

KEY TERMS

- | | |
|--------------------|---|
| <i>neutrality</i> | Not taking sides in a conflict (page 265) |
| <i>impressment</i> | The act of forcing men into military service (page 265) |

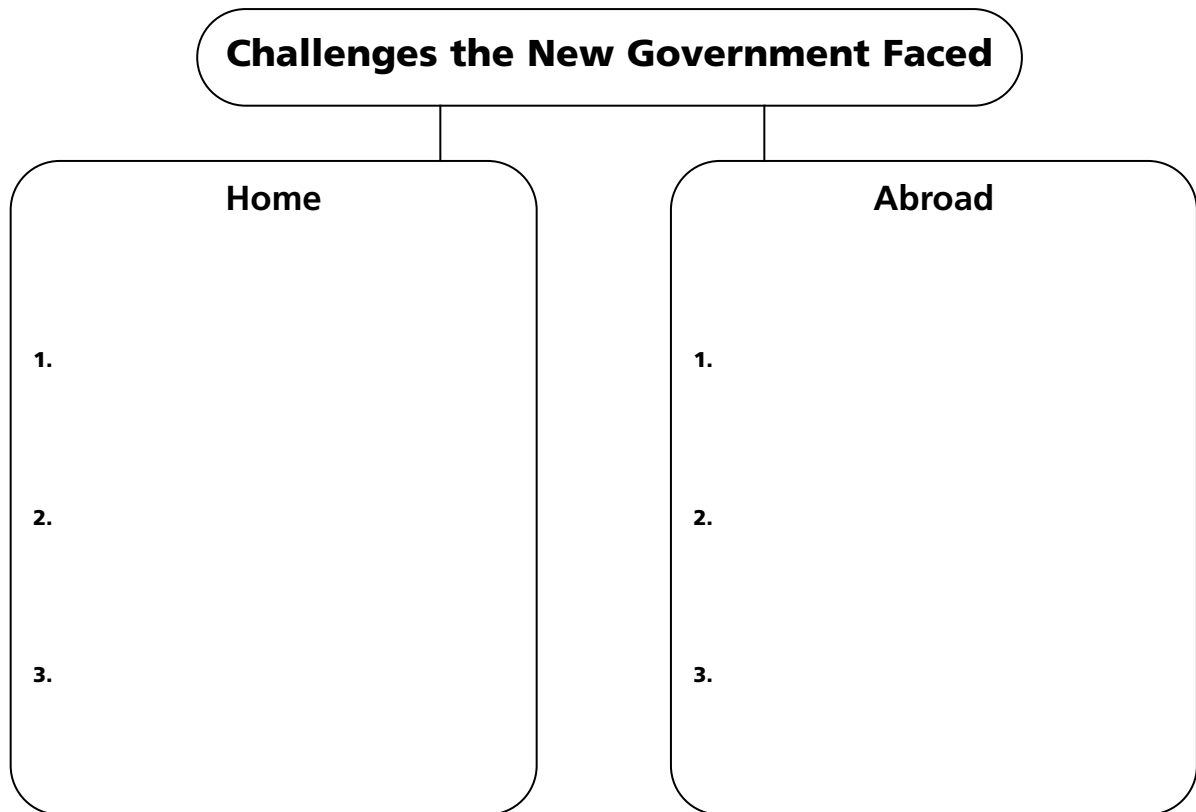
DRAWING FROM EXPERIENCE

Have you ever been in a situation where two of your friends were arguing and you did not want to take a side? Why did you want to stay neutral, or stay out of the argument?

In the last section, you read about how Washington and Congress established a cabinet of advisers and an economic plan for the new government. This section focuses on how the new government asserted its power in the West and tried to stay out of European conflicts.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the new government struggled over control of the Northwest Territory.



Study Guide



Chapter 8, Section 2 (continued)

READ TO LEARN

- **The Whiskey Rebellion** (pages 263–264)

In July 1794, a large mob of people from western Pennsylvania rebelled and attacked the tax collectors who were trying to collect Hamilton's tax on whiskey. The farmers needed to make whiskey and other goods to trade for items they needed. They did not have the money to pay the tax or pay for the goods they needed. The tax made them angry because it affected their way of life. Washington sent an army to stop the Whiskey Rebellion. He wanted citizens to learn that there were peaceful ways to change the law. He was willing to use force as needed to prevent uprisings. The farmers' rebellion ended when the army crossed the Appalachian Mountains.

1. Why did farmers rebel when Hamilton placed a tax on whiskey?

- **Struggle Over the West** (pages 264)

Spain and Britain helped Native Americans keep Americans from settling between the Appalachian Mountains and the Mississippi River. The Native Americans believed that the United States had no authority over them. Washington signed treaties with Native American tribes. He was worried about foreign involvement in the Northwest Territory. There was fighting between American settlers who ignored the treaties and Native Americans over lands promised to them. Washington sent troops to the Northwest Territory in November 1791 to end the fighting. The American army was beaten by the Miami people, led by Little Turtle. The Miami people then formed an alliance with the Shawnee and Delaware tribes to protect their lands.

Washington sent another army when Native Americans insisted that all settlers north of the Ohio River leave. The United States won the Battle of Fallen Timbers near present-day Toledo, Ohio. They defeated more than 1,000 Native Americans under Shawnee chief Blue Jacket. The Native Americans signed the Treaty of Greenville in 1795, giving up most of their lands in present-day Ohio.

2. How did the Treaty of Greenville end the problems Americans faced in the West?

Study Guide



Chapter 8, Section 2 (continued)

• Problems With Europe (pages 264–266)

When the French Revolution began in 1789, it reminded the Americans of their fight for independence. They were excited for the people of France who had helped them during the Revolutionary War. When Britain and France went to war in 1793, however, President Washington did not want to choose sides. Some Southerners sided with France, and many manufacturers and merchants sided with Britain. France wanted American volunteers to help them attack British ships. President Washington declared that French and British ships were not welcome in American ports. He also issued a Proclamation of *Neutrality*, not allowing Americans to take sides and fight in the war. Ignoring Washington, a few hundred Americans signed up to help the French capture British ships and steal their cargoes. This ended once the ports were closed to France and Britain.

Because America traded with the French, the British attacked American ships. The United States was angered by the attacks and because the British forced American men off merchant ships and into the British navy. This *impressment* and British involvement in the West led to increased tensions between the Britain and the United States. Washington sent John Jay, chief justice of the United States, to Britain to work out a peaceful solution. Britain did not want to go to war with the United States. The United States and Britain signed Jay's Treaty. Britain agreed to leave American lands, pay for the ships they had damaged, and allow some American trade with British colonies in the Caribbean. Debts from before 1776 were also settled. The Treaty was unpopular with many Americans because it did not address impressment or British interference with American trade. Washington and the Senate debated the treaty but signed it to reach a peaceful settlement with Britain.

The disagreements between Spain and the United States were settled in 1795, with the signing of Pinckney's Treaty. Spain knew that the United States and Britain could join together against Spain after Jay's Treaty was made. They wanted to protect their empire in North America. The treaty allowed Americans to travel on the Mississippi River and trade in New Orleans.

3. Why was Jay's Treaty unpopular?

Study Guide



Chapter 8, Section 2 *(continued)*

- **Washington's Farewell** *(page 266)*

After serving two terms, Washington decided to retire to Mount Vernon. He worried that the development of political parties and foreign conflicts would threaten the United States. Washington's influence is still alive today. Presidents serve no more than two terms, a precedent set by Washington. Achieving peaceful solutions with other countries without resorting to military power unless absolutely necessary has become the foundation of the United States' foreign policy. We continue to honor Washington's contributions by remembering his birthday each year.

4. What precedents set by Washington are still in effect today?

Study Guide



Chapter 8, Section 3

For use with textbook pages 267–272

THE FIRST POLITICAL PARTIES

KEY TERMS

| | |
|-----------------------|---|
| <i>partisan</i> | Favoring one side of an issue (page 268) |
| <i>implied powers</i> | Powers that were not specifically mentioned in the Constitution (page 268) |
| <i>caucus</i> | Meetings held by political parties to choose the party's candidates for office (page 269) |
| <i>alien</i> | Immigrants living in a country who are not citizens (page 271) |
| <i>sedition</i> | Activities aimed at weakening established government (page 271) |
| <i>nullify</i> | To cancel (page 271) |
| <i>states' rights</i> | A theory in the Kentucky and Virginia Resolutions of 1788 and 1789, which said that a state could determine whether the federal government had gone beyond its constitutional powers (page 271) |

DRAWING FROM EXPERIENCE

Do you favor the viewpoints of a certain political party? Which political party do you favor? What political party viewpoints on particular issues do you favor?

In the last section, you read about how the new government was trying to keep peace at home and avoid war abroad. This section focuses on how political parties got started and the positions they supported.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how different values led to the creation of the nation's first political parties.

| Political Party | Viewpoints |
|------------------------|------------|
| Federalists | |
| Democratic-Republicans | |

Study Guide

Chapter 8, Section 3 (continued)



READ TO LEARN

- **Opposing Views** (pages 267–270)

Americans often had opposing views or opinions about different issues. People sided with leaders who supported their viewpoints. Most people supported one side of an issue, or were *partisan*. Political parties began to form by 1796. Many Americans, including George Washington, were not in favor of political parties. They believed that political parties would divide Americans rather than unite them. Two cabinet members, Hamilton and Jefferson, often supported different viewpoints on many issues. Washington, who warned others about the negative effects of political parties, usually shared Hamilton's viewpoints. Two political parties appeared by the mid-1790s. They had different beliefs about economic policy, foreign relations, the power of the federal government, and interpretations of the Constitution.

Federalists supported the ideas of Alexander Hamilton. They believed in a strong federal government, supported Britain over France, and supported shipping and banking interests. They agreed with Hamilton that the federal government had *implied powers*, powers that were not directly stated in the Constitution. Federalists believed that representatives or elected officials made decisions for the people. They did not want people to become involved in politics. They believed that only educated men who owned property should hold public office. Federalists were supported by much of the Northeast, including New England, and wealthy plantation owners in the South.

Democratic-Republicans, or Republicans, led by Thomas Jefferson, opposed Hamilton's ideas. They believed in limiting the power of the government, supported France over Britain, and opposed Hamilton's policies. They believed that the federal government had no power to take actions unless they were spelled out in the Constitution. They opposed a strong central government controlled by a wealthy few. They wanted ordinary people involved in the government. The Democratic-Republicans were supported by small farmers and urban workers of the Middle Atlantic states and the South. Both Hamilton and Jefferson resigned from their cabinet positions by 1793.

Caucuses, or meetings to choose each party's candidates, for the presidential election of 1796 were held. Vice President John Adams and Charles Pinckney were nominated by the Federalists for president and vice president. Thomas Jefferson and Aaron Burr were nominated by the Democratic-Republicans. Adams won the election with three more electoral votes than Jefferson. The United States had a Federalist president and a Democratic-Republican vice president. At the time, the Constitution gave the office of vice president to the person with the second-highest number of votes.

Study Guide



Chapter 8, Section 3 (continued)

1. Why were political parties formed in the United States?

- **President John Adams** (pages 270–272)

When Adams became president, France was attacking American ships that were headed for Britain. France believed that the United States was trying to help Britain win the war. When Adams sent a group of people to France to discuss their concerns, the French foreign minister sent three agents instead of meeting with the Americans himself. The agents wanted the United States to loan money to France. Adams refused. Congress prepared for war by establishing a Navy Department, providing money to build warships, and building a larger army. George Washington came out of retirement and was appointed commanding general.

French and American naval forces fought with each other between 1798 and 1800. Americans took control of more than 90 armed French ships. While they fought an undeclared war on the seas, many Republicans who supported France in the past were voted out of office. Americans also wondered whether immigrants who were living in the country but were not citizens would support the United States if it declared war with France. Federalists in Congress passed the Alien and Sedition Acts in 1798 for security reasons. These acts included provisions for *sedition*, or activities that weaken the established government.

Virginia and Kentucky believed these acts violated the Constitution. Madison and Jefferson wrote two resolutions, known as the Kentucky and Virginia Resolutions, which claimed that the Alien and Sedition Acts violated the Constitution. The resolutions included their belief in *states' rights*, where a state could decide if the federal government was operating within its constitutional powers. They claimed that states had the right to cancel, or *nullify*, federal laws within their states.

Before the election of 1800, Federalists wanted President Adams to declare war with France to benefit them politically. Instead, Adams appointed a commission to find a peaceful solution for the difficulties with France. An agreement was reached with France in 1800, and the attacks on American ships stopped. Adams won peace with France, but lost the support of Hamilton and many Federalists. The division in the Federalist Party helped Jefferson in the election of 1800.

2. How did Madison and Jefferson respond to the Alien and Sedition Acts?

Study Guide



Chapter 9, Section 1

For use with textbook pages 278–281

THE REPUBLICANS TAKE POWER

KEY TERMS

| | |
|------------------------|--|
| <i>laissez-faire</i> | A French term meaning “let the people do as they choose”; a government that plays only a small part in the economic concerns of a country (page 279) |
| <i>customs duties</i> | Taxes on foreign imported goods (page 280) |
| <i>judicial review</i> | The right of the Supreme Court to review and rule on acts of the other branches of government (page 281) |

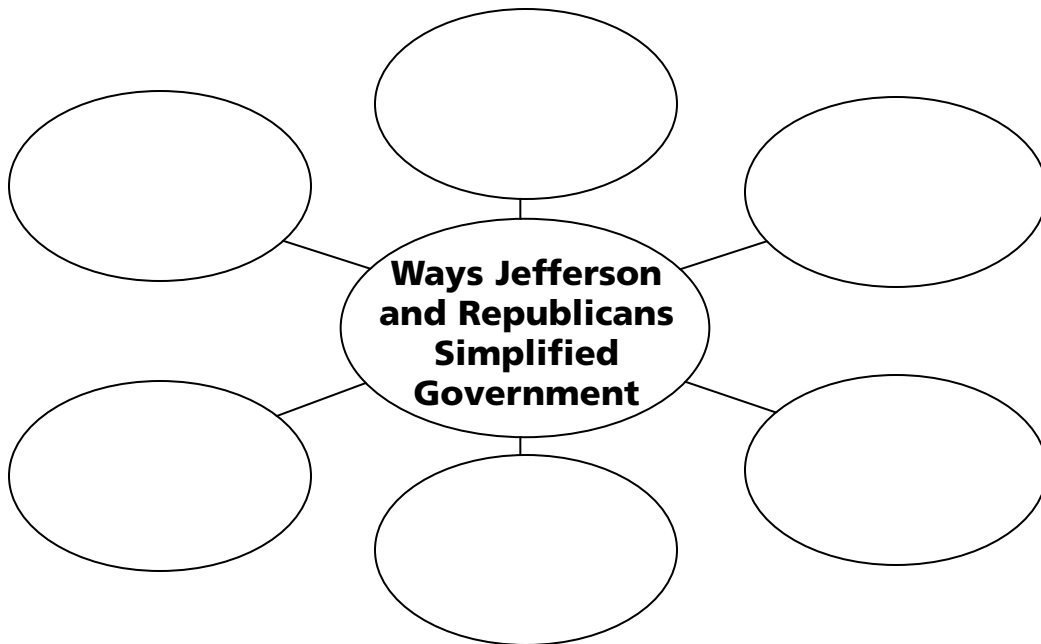
DRAWING FROM EXPERIENCE

Have you ever wondered why political parties disagree with one another? Have you ever seen election campaign commercials on television? Have you ever received campaign literature in the mail at home? Do the candidates explain why they should be elected? Do they criticize their opponents?

This section focuses on the transfer of power from one political party to another during the election of 1800.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the changes that were made when Federalists stepped down and Republicans took over.



Study Guide



Chapter 9, Section 1 (continued)

READ TO LEARN

- **The Election of 1800** (pages 278–279)

During the campaign of 1800, political parties sent hundreds of letters to newspapers and important citizens around the country. They used this letter writing campaign to explain their views. They also used it to criticize their opponents. President John Adams and Charles Pinckney of South Carolina were Federalist candidates running against the Republican candidates, Thomas Jefferson and Aaron Burr of New York. Both parties fought a bitter campaign. Federalists accused Jefferson of being “godless” because he supported freedom of religion. The Republicans claimed that Federalists only represented wealthy landowners and would bring back the monarchy.

In 1800 the Electoral College voted for each candidate separately. Today the candidates for president and vice president run as a team. Jefferson and Burr tied with 73 electoral votes each. The House of Representatives decided the election by casting the tie-breaking votes. Federalists voted for Burr, hoping to cause Jefferson to lose the election. Alexander Hamilton convinced one member of the House not to vote for Burr. Jefferson was elected president and Burr was elected vice president. The Twelfth Amendment to the Constitution, ratified in 1804, requires electors to vote for president and vice president separately. After the election of 1800, two running mates would not be competing against each other.

Jefferson tried to unite the two political parties. He supported stronger state governments. He believed state governments would best protect individual freedom. He saw the federal government as a threat to liberty. Jefferson supported a *laissez-faire* government, where the people make decisions and the federal government only plays a small part in the economic concerns of a country.

1. Why did the House of Representatives make the final decision in the election of 1800?

Study Guide



Chapter 9, Section 1 (continued)

• Jefferson's Policies (page 280)

Thomas Jefferson believed that the United States's success was based on the strength of its independent farmers. As long as there were people who owned their own land and were willing to fight to protect their rights, the nation would continue to grow. For this reason, Jefferson was in favor of westward expansion, a small national government, and a cutback in the size of the military.

When Jefferson took office, he appointed fellow Republicans to his cabinet. James Madison of Virginia became secretary of state. Albert Gallatin of Pennsylvania became secretary of the treasury. The Republican government ended actions passed by the Federalists that threatened individual freedom and symbolized strong federal government. The Alien and Sedition Acts were allowed to expire. The Naturalization Act was repealed, or withdrawn. The national debt was reduced. The military was scaled down. Spending at the federal level was cut way back. Internal taxes were repealed, as was the tax on whiskey. The federal government employed only a few hundred people, many of whom worked part-time.

The only government income came from the sale of Western lands and the collection of *customs duties*, taxes on goods imported from other countries. Under the Jefferson administration, the responsibilities of the federal government were limited to collecting customs duties, conducting a census, or count of the population, every 10 years, and running the postal system.

2. What governmental changes did Jefferson make when he became president?

• Jefferson and the Courts (pages 280–281)

Federalists passed the Judiciary Act of 1801 before Jefferson became president. Regional courts were established and 16 judges and hundreds of judicial officials were appointed before John Adams left office. Adams and the Federalist-controlled Congress made sure Federalists would control the courts before Jefferson took office. Adams appointed his secretary of state, John Marshall, to serve as chief justice of the United States. Adams and Marshall were processing the paperwork for the appointments right up until the inauguration of President Jefferson. When the commissions, or papers, were delivered, the appointments took effect. Jefferson told Madison not to deliver the few commissions that had not been sent out when he took office. This included a commission to William Marbury.

Study Guide



Chapter 9, Section 1 (continued)

Marbury filed a lawsuit, *Marbury v. Madison*, which was sent to the Supreme Court, under the terms of the Judiciary Act of 1789. Chief Justice John Marshall denied the request. He said that the Constitution did not give the Supreme Court the power to decide his case. For the first time, Marshall used the power of *judicial review*, the right of the Supreme Court to review and rule on acts of other branches of government.

Under Marshall, judicial, executive, and legislative branches of government had equal powers. By allowing the judicial branch of government to review the actions of the executive and legislative branches, judicial review became part of our system of checks and balances.

3. What precedent did *Marbury v. Madison* set?

Study Guide



Chapter 9, Section 2

For use with textbook pages 282–285

THE LOUISIANA PURCHASE

KEY TERMS

- | | |
|------------------------|--|
| <i>Conestoga wagon</i> | Sturdy vehicle topped with white canvas (page 283) |
| <i>secede</i> | To withdraw (page 285) |

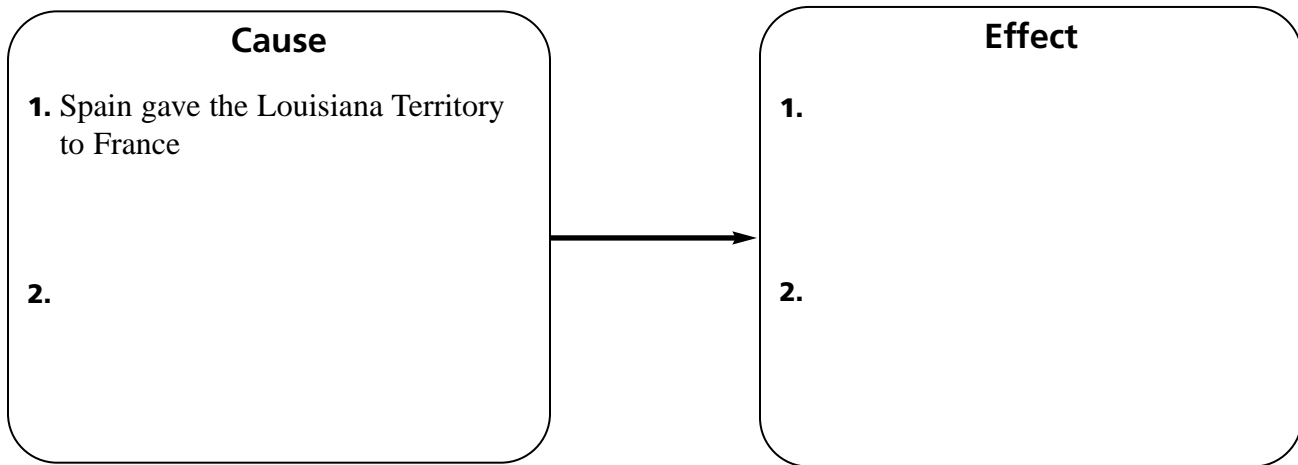
DRAWING FROM EXPERIENCE

Do you live in or have you ever been to the area once known as the Louisiana Territory? What kinds of plants and animals live in that area? What is the weather like?

In the last section, you read about the changes Jefferson and the Republican government made when they took over the once Federalist-controlled government. This section focuses on the expansion of the United States with the Louisiana Purchase.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the exploration and settlement of the Louisiana Territory.



Study Guide



Chapter 9, Section 2 (continued)

READ TO LEARN

- **Western Territory** (pages 282–283)

Many American pioneers were farmers who loaded up their belongings in *Conestoga wagons*, sturdy wagons with large wheels and covered with a white canvas tarp, and headed for the Northwest Territory. They traveled west over the Appalachian Mountains through forests and on bumpy, muddy trails that served as roads, into Kentucky and Tennessee. In 1800 the western boundary of the United States was the Mississippi River. The Louisiana Territory, west of the Mississippi River, was owned by Spain. Farms were established along the upper Mississippi River. Crops were shipped down the Mississippi River to New Orleans and shipped to East Coast markets.

Spain allowed Americans to travel on the lower Mississippi to New Orleans and to ship their goods. Then Spain changed its mind in 1802, blocking American shipping and trade. France and Spain made a secret agreement that transferred the Louisiana Territory to France. The United States was afraid that France, under Napoleon Bonaparte, wanted to build empires in North America. Jefferson authorized Robert Livingston, the new minister to France, to offer to buy New Orleans and West Florida in order to gain control of the territory. He was worried about American trade on the Mississippi River.

Napoleon's American plans changed. He sent troops to the island of Santo Domingo (present-day Haiti and the Dominican Republic) to stop a revolt. The revolt in Santa Domingo, led by Toussaint-Louverture, a formerly enslaved African, drove the British and Spanish off the island and ended slavery. Thousands of French troops died. While the French captured Toussaint-Louverture, they never regained control of the island.

1. Why did Jefferson want to buy New Orleans and Florida from the French?

- **The Nation Expands** (pages 283–285)

Fearing that the United States would ally itself with Britain against them, Napoleon told Monroe and Livingston that he would sell the Louisiana Territory to the United States. France needed money to fight the British. Jefferson believed the purchase was legal under the treaty-making powers of the Constitution. There were no provisions in the Constitution for acquiring new lands. Congress agreed. For \$15 million, the Republicans doubled the size of the United States.

Study Guide



Chapter 9, Section 2 (continued)

Congress sponsored an expedition, led by Meriwether Lewis and William Clark, to learn more about the Louisiana Territory. Lewis and Clark and their crew left from St. Louis in the spring of 1804. They traveled almost 4,000 miles in 18 months and reached the Pacific Ocean. A Shoshone woman named Sacagawea, whom they met along their journey, joined their group. The explorers took separate routes back East and returned in September 1806. The explorers shared information about the people, plants, animals, and geography of the Western region.

Other explorers were sent to learn about the Louisiana Territory at the same time as Lewis and Clark. Zebulon Pike explored the upper Mississippi River valley and present-day Colorado between 1805 and 1807. Pikes Peak, a mountain in Colorado, is named after him. During one of his two expeditions, Pike was captured and later released by the Spanish.

Many Federalists were afraid that new states in the Louisiana Territory might become Republican, so they opposed the Louisiana Purchase. Federalists in Massachusetts threatened to withdraw, or *secede*, from the United States and form the “Northern Confederacy.” They supported Aaron Burr of New York in his attempt to become governor of the state, hoping to persuade New York to also withdraw from the Union. Hamilton accused Burr of treason, or violating his allegiance to his country. Hamilton challenged Burr to a duel, or gunfight. Burr shot Hamilton, who later died. Burr escaped to avoid being arrested.

2. Why did many Federalists oppose the Louisiana Purchase?

Study Guide



Chapter 9, Section 3

For use with textbook pages 288–294

A TIME OF CONFLICT

KEY TERMS

| | |
|-----------------------|---|
| tribute | Protection money (page 289) |
| neutral rights | The right to sail the seas and not take sides (page 290) |
| impressment | Forcing men into military service against their wishes (page 290) |
| embargo | An act that prohibits trade with another country (page 290) |
| War Hawks | Young Republicans elected to Congress in 1810 who wanted to declare war on Britain (page 293) |
| nationalism | Patriotism or the devotion to one's country (page 293) |

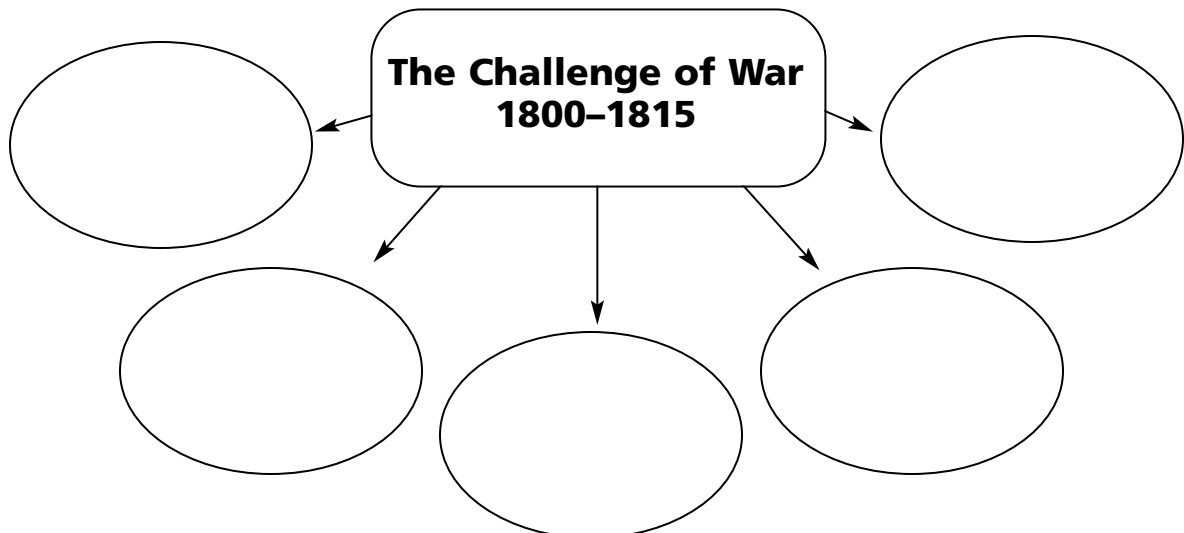
DRAWING FROM EXPERIENCE

Have you ever looked at the tags on your clothes to see where they were made? We buy many clothes and products made in other countries. People in other countries buy clothes and products made in the United States. What might happen if the United States stopped trade with other countries?

In the last section, you read about how the United States doubled in size after the Louisiana Purchase. This section focuses on how the United States's neutrality is challenged by Britain and France.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the rapid expansion in the United States and the challenge of war.



Study Guide



Chapter 9, Section 3 (continued)

READ TO LEARN

- **Americans in Foreign Seas** (pages 288–289)

American merchants and other citizens relied on foreign trade to earn a living. Ships sailed to China, India, South America, Africa, and countries along the Mediterranean Sea. They purchased goods to sell for profit in the United States. Profits increased in the mid-1790s when French and British ships stayed home, fearing destruction during the war between the two governments. The shipping business was dangerous. A young Navy captain, Stephen Decatur, daringly burned the United States ship so that pirates could not use it. The war ended when the United States agreed to pay a ransom to get the American prisoners back. Pirates from Tripoli and other Barbary Coast states of North Africa made European governments and the United States pay a fee, or *tribute*, to let the merchant ships sail on the Mediterranean Sea without harm.

When the ruler of Tripoli demanded more money from the United States, Jefferson refused. Instead he sent warships to close off, or blockade, Tripoli. Tripoli then declared war and seized a United States warship and held the captain and crew hostage. The conflict was eventually ended through negotiations. Tripoli agreed to stop requiring tribute.

1. What was the conflict between the United States and the Barbary pirates?

- **Freedom of the Seas** (pages 289–292)

Jefferson easily defeated his opponent, Charles Pinckney, and was elected to a second four-year term as president. After his reelection the war between France and Britain took a toll on American shipping. The United States enjoyed *neutral rights*, the right to sail the seas as long as it did not choose sides, and continued to profit from foreign trade. Then France and Britain threatened to search and seize American ships caught trading with their opponent. The British navy forced deserters from the British navy into military service. Many American sailors were also *impressed*, or forced into service against their will. This violated the United States' neutral rights. British ships sailed along the American coast and intercepted American ships. When the captain of the *Chesapeake* refused to allow the British to search his ship for British deserters, the British attacked, killing and wounding the American crew. This act angered many Americans.

Study Guide



Chapter 9, Section 3 (continued)

Americans were outraged by Britain. Some trade with Britain was banned as a result of its practice of impressment, and its violations of neutral rights. After attacks on American ships in 1807, Congress passed the *Embargo Act*, prohibiting trade with all foreign countries. The embargo did not stop Britain from trading with other countries. It was a disaster for many Americans. The act was repealed, or withdrawn, in 1807. It was replaced with the Nonintercourse Act, which prohibited trade with Britain and France only. Americans opposed both the Embargo Act and the Nonintercourse Act.

Jefferson did not run for a third term. James Madison, a Republican, ran against Charles Pinckney, a Federalist. Madison won easily.

2. How was the United States neutrality policy challenged in the early 1800s?

- **War Fever** (pages 291–294)

James Madison's presidency began in the middle of the embargo crisis. Britain continued to stop American ships. Americans were fed up and ready to go to war with Britain. Congress said it would lift the trade ban with either France or Britain, depending on which country lifted its trade ban with the United States first. Napoleon agreed to lift French trade restrictions. Then France captured American ships and sold them for profit. Both France and Britain tested American patience. Madison believed that Britain was a greater threat to the United States.

Madison's next challenge came when conflicts with Native Americans in the newly formed state of Ohio arose. Native Americans had given up millions of acres of their lands. A treaty with the United States promised them certain lands. Settlers were ignoring the treaty and moving onto Native American lands. Native American groups responded by forming an alliance with the support of Britain and Canada. Tecumseh, a Shawnee chief, believed the treaties were worthless. Tecumseh's brother, known as the Prophet, founded Prophetstown, near present-day Lafayette, Indiana, where the Tippecanoe and Wabash Rivers meet.

Tecumseh and William Henry Harrison, the governor of the Indiana Territory, met. Harrison was worried that the Native Americans were becoming too powerful and would form an alliance with the British. Tecumseh and the Native American confederacy were tired of being pushed off their lands and killed. Tecumseh warned Harrison that the white men were pushing Native Americans toward trouble.

In 1811, while Tecumseh was out of town, Harrison attacked Prophetstown and defeated the Native Americans in the Battle of Tippecanoe. This action caused Tecumseh and the Native American confederation to form an alliance with the British who supplied them with guns.

Study Guide



Chapter 9, Section 3 (continued)

In 1810 many young Republicans in Congress from the South and West, known as the *War Hawks*, wanted President Madison to declare war with Britain. The *nationalism*, or concern for their country, shown by Henry Clay of Kentucky and John Calhoun of South Carolina, leaders of the War Hawks, rekindled American patriotism. In the spring of 1812, Madison asked Congress for a declaration of war against Britain. Congress agreed. At the time the United States declared war with Britain, Britain ended its policy of seizing American ships. News traveled slowly across the Atlantic Ocean. The war efforts were in progress by the time the United States learned of Britain's policy changes.

3. Why did conflicts between Native Americans and frontier settlers increase?

Study Guide



Chapter 9, Section 4

For use with textbook pages 296–300

THE WAR OF 1812

KEY TERMS

- | | |
|------------------|-------------------------------|
| <i>frigate</i> | Warship (page 297) |
| <i>privateer</i> | Armed private ship (page 297) |

DRAWING FROM EXPERIENCE

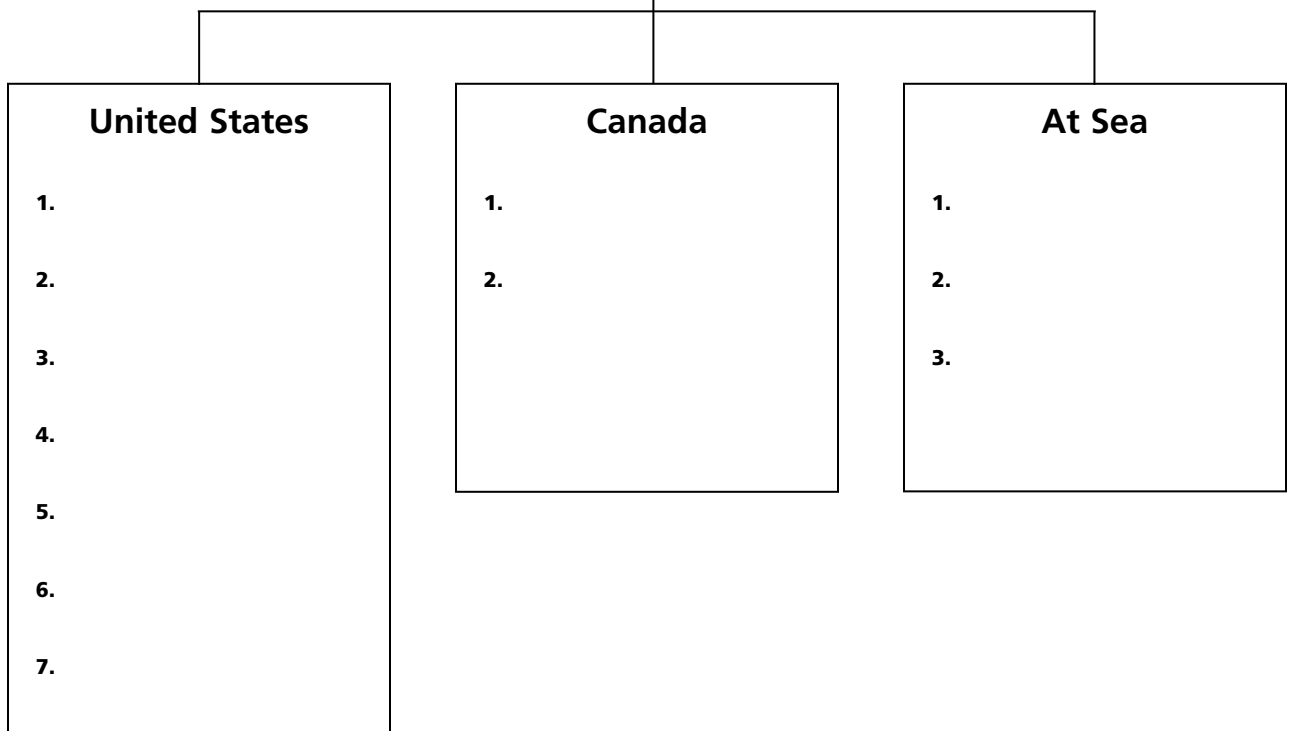
Do you know the words to our country’s national anthem? Who wrote the words? Why were the words written?

In the last section, you read about the events that led to the War of 1812. This section focuses on the events of the War of 1812 and how the war affected the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about which country was better prepared militarily during the War of 1812.

Where the Fighting Took Place During the War of 1812



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Study Guide

Chapter 9, Section 4 (continued)



READ TO LEARN

- **War Begins** (pages 296–298)

When Jefferson was elected, the Republican government reduced the size and power of the military. The United States was not prepared for the size and strength of British forces and their Native American allies. General William Hull led American troops from Detroit to Canada. Fearing a massacre when they saw Tecumseh and his warriors, they surrendered Detroit to the British. Oliver Hazard Perry and Lake Erie naval forces defeated a British naval force and took control of Lake Erie. This was a strategic victory for the United States. General William Henry Harrison and his troops cut off the British and their Native American allies when they tried to pull out of the Detroit area. Tecumseh was killed in the Battle of the Thames. Americans also attacked the town of York in present-day Toronto.

The American navy had fewer warships, or *frigates*, than the British, but they had three of the fastest frigates on the seas. One of these, the *Constitution*, destroyed three British ships. It was nicknamed “Old Ironsides” when a shell bounced off its hull. In addition to American naval warships, the United States relied on the help of private armed ships, or *privateers*, to attack and capture British ships.

In 1813 the Native American confederation died with the death of Tecumseh. Andrew Jackson defeated the Creeks in the Mississippi Territory in the Battle of Horseshoe Bend. The Creeks gave up most of their land to the United States.

1. Why did the United States rely on privateers during the War of 1812?

- **The British Offensive** (pages 298–300)

In the spring of 1814, the British won the war with France. Without having to divide their military resources between two wars, the British could devote more forces to the war with the United States. British forces moved in on Washington, D.C., and burned the president’s mansion and Capitol, as well as everything else connected with the government.

The British then headed for Baltimore where Americans had blocked the roads and blocked the harbor. British troops were attacked from Fort McHenry in the harbor and prevented them from entering the town. After witnessing this battle, Francis Scott Key wrote a poem called “The Star-Spangled Banner,” which later became the national anthem of the United States.

Study Guide



Chapter 9, Section 4 (continued)

In spite of every military advantage, the British were defeated in the Battle of Plattsburgh in New York State. This victory protected the northern boundary of the United States. After this loss, the British decided they had little to gain from war with the United States.

The Treaty of Ghent, signed by American and British representatives in Ghent, Belgium, in December 1814, ended the war. Two events that led up to the War of 1812, impressment and neutral rights, were not mentioned in the treaty.

Again, news of the treaty traveled slowly across the ocean. One last battle took place in New Orleans after the treaty was signed. American forces led by Andrew Jackson defeated the British as they moved toward New Orleans. The Battle of New Orleans made Jackson a hero and paved the way for his presidency in 1828.

New England Federalists opposed the war all along. They held the Hartford Convention in Connecticut in December 1814 as the Treaty of Ghent was being signed. They wrote a list of grievances, or complaints, and proposed amendments they wanted added to the Constitution. Their actions backfired when news of the Treaty of Ghent and the victory at New Orleans was received. The Federalist Party was considered unpatriotic by many Americans. Many New Englanders joined the new spirit of nationalism, or devotion to one's country. The War Hawks who supported trade, westward expansion, a strong military, and increased economic development, took over the leadership of the Republican Party.

- 2.** What were the results of the British invasions in Washington, D.C. and Baltimore?

Study Guide



Chapter 10, Section 1

For use with textbook pages 306–311

ECONOMIC GROWTH

KEY TERMS

| | |
|------------------------------|--|
| Industrial Revolution | A new way of working and producing goods (page 307) |
| capital | Money invested to start new businesses (page 308) |
| technology | Scientific discoveries that simplify work (page 308) |
| cotton gin | A machine that removes cotton seeds from the fiber (page 308) |
| patent | A law that gives an inventor the sole legal right to the invention and its profits for a certain period of time (page 308) |
| factory system | A system bringing manufacturing steps together in one place to increase efficiency (page 309) |
| interchangeable parts | Large amounts of uniform pieces that can replace any other identical pieces (page 309) |

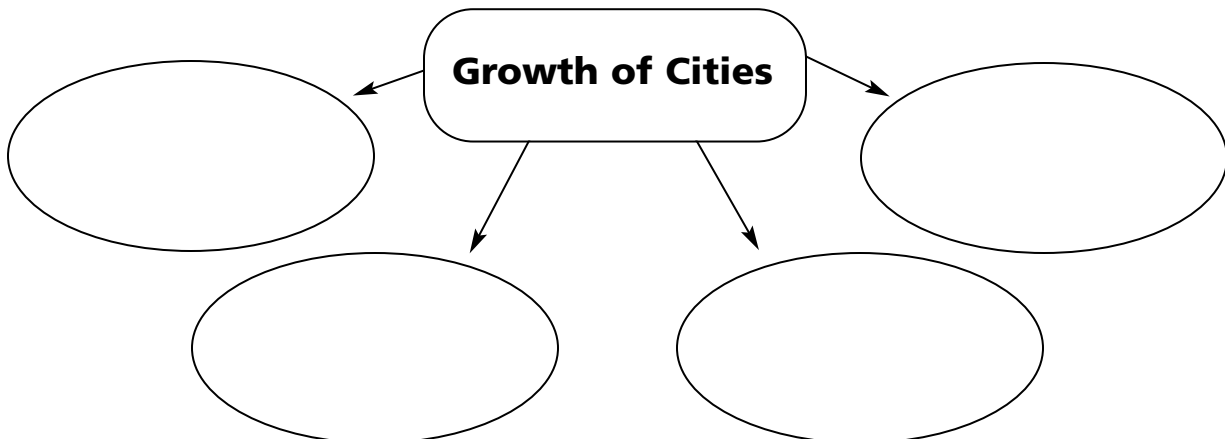
DRAWING FROM EXPERIENCE

Have you ever worked with a group of people to accomplish a task? Did the group divide the work up so that each worker had one or two simple jobs? How did this affect the outcome of the group’s work.

This section focuses on the development of industries in the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the rise of industry and trade led to the growth of cities.



Study Guide



Chapter 10, Section 1 (continued)

READ TO LEARN

- **The Growth of Industry** (pages 306–308)

Americans invented methods and tools that required fewer workers and made work easier and more efficient. British inventors created machinery that required fewer workers and produced more goods. Mills were built along rivers and streams because the machines were operated by water power. Many people left their farms and went to work in factories and mills to earn a living. The changes in the way people worked and how goods were produced is known as the *Industrial Revolution*.

The Industrial Revolution in the United States began in New England around 1800. New England was a good location for factories because the soil was not good for farming, there were many rivers and streams, it was close to other resources, and there was *capital*, or money, available to start new businesses. New England had many natural resources, such as coal and iron, nearby. It also had ports for shipping materials and goods.

Many new machines were invented. New *technology*, or scientific discoveries that simplify work, made the Industrial Revolution possible. Many steps in the production of goods were replaced by machines that saved time and money. The steam engine, which produced power for cotton mills, was invented in 1785. Oliver Evans improved the steam engine and a mechanical flour mill. Eli Whitney invented the *cotton gin* in 1793. The cotton gin removed the seeds from the fibers. It saved people a lot of time and energy. *Patent* laws protected the inventors' rights to their inventions and profits for a certain amount of time.

1. What inventions helped the growth of the textile industry?

- **New England Factories** (pages 308–309)

Britain wanted to keep British inventors from sharing their ideas with anyone else. Inventors and mechanics were not allowed to leave the country. A few escaped Britain and shared their knowledge with Americans. Some people such as Samuel Slater left Britain and reproduced the machinery in the United States. His mills were an important step in the Industrial Revolution.

Study Guide

Chapter 10, Section 1 (continued)



Francis Cabot Lowell's textile mill was the beginning of the *factory system*. His factory produced cloth from start to finish under one roof. Bringing the steps together saved time and money. He employed young women and girls to work in his factory. They worked long hours for low pay. Most workers repeated one task over and over, day after day. The noise from the machines was loud and the work was boring. The women lived in boardinghouses where they were supervised. The women attended church and had a curfew, a set time when they had to be in the boardinghouse each night. Most workers left the mill when they married. Others left and became teachers or maids. In the 1930s and 1940s, many factories employed immigrants. Immigrants faced more difficult working conditions than the young women and girls in the early factories.

In 1798 Eli Whitney invented a method of manufacturing large quantities of *interchangeable parts*, uniform pieces that could replace any other identical pieces. Rather than making each separate piece of a machine or object separately, Whitney's method could produce lots of parts at one time. He was able to manufacture many more products in a shorter amount of time. Since the process saved time and money, many more goods were manufactured and cost less.

2. What were the working conditions like in early factories?

• **Agriculture Expands** (page 310)

Many factory jobs provided work in New England, but more than 65 percent of Americans continued to farm the land. In the Northeast, farms were small and crops were sold locally. With the development of textile mills came the increased need for cotton. Southern plantations grew more cotton than ever after Eli Whitney invented the *cotton gin*. The cotton gin cleaned the seeds from the cotton fibers more quickly and cheaply than had been done by hand. Farming increased in the West with additional settlers moving from the South to grow cotton. Farmers north of the Ohio River grew corn and wheat and raised pork, which they sold for profit.

3. How did the development of textile mills affect farming?

Study Guide



Chapter 10, Section 1 *(continued)*

- **Economic Independence** *(pages 310–311)*

The new mills and factories cost money to get started. People called investors invested money in small new businesses, hoping to make a profit. Businesses that needed larger amounts of money to start their businesses borrowed it from banks. Madison and Congress chartered the Second Bank of the United States in 1816, after the charter for the First Bank of the United States expired. The Bank was authorized to make large loans and establish a national currency. The United States became more independent economically.

Cities grew along with industries. Industrial towns and cities were located near sources of waterpower. Many cities such as New York, Baltimore, and Boston grew as a result of commerce and trade. Many towns along rivers in the West grew because of increased shipping. Cities and towns did not have paved sidewalks or streets. They did not have sewer systems, so disease spread quickly. Fires were dangerous because they spread quickly from one building to the next. Different kinds of jobs brought people into the cities. Eventually, people also traveled to cities for the libraries, museums, and shops.

4. What effects did the factory system have on the economy?

Study Guide



Chapter 10, Section 2

For use with textbook pages 314–319

WESTWARD BOUND

KEY TERMS

| | |
|-----------------|--|
| <i>census</i> | The official count of the population (page 314) |
| <i>turnpike</i> | Roads on which travelers pay a toll, or fee (page 315) |
| <i>canal</i> | An artificial waterway (page 317) |
| <i>lock</i> | Separate compartments where water levels were raised or lowered (page 318) |

DRAWING FROM EXPERIENCE

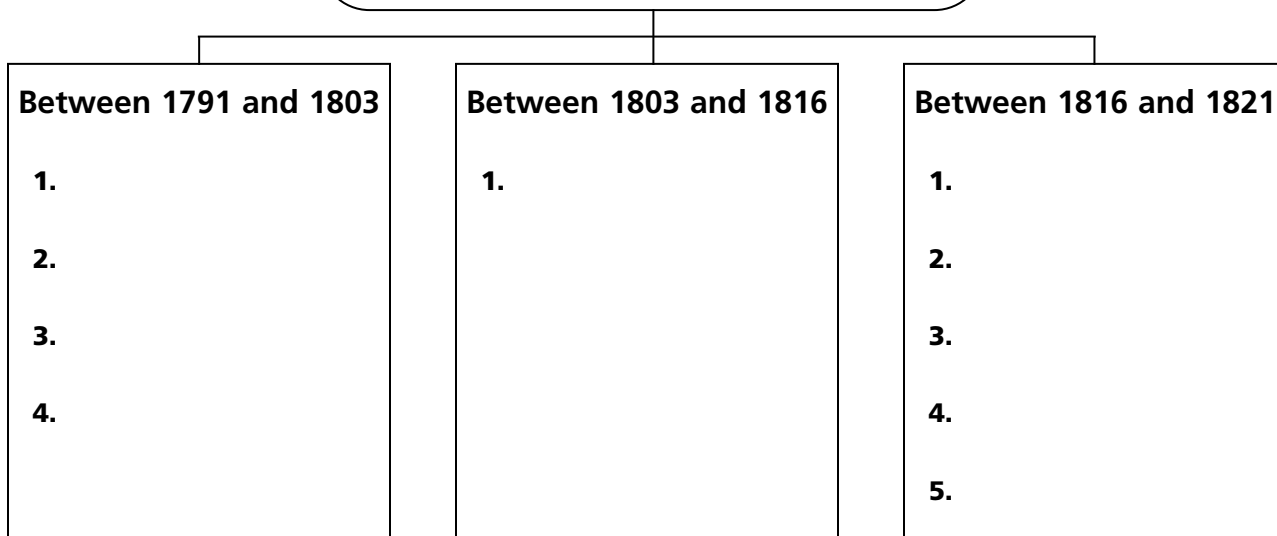
What is the farthest you have ever traveled? What kind of transportation did you use to get there? How long did it take to arrive? Was your trip slow and tiresome?

In the last section, you read about the growth of towns and cities caused by the increase in industry and trade. This section focuses on how the development of transportation systems helped settlement spread westward.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the large amounts of land and natural resources available with the territory added to the United States.

States Admitted to the Union



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Study Guide



Chapter 10, Section 2 (continued)

READ TO LEARN

- **Moving West** (pages 314–317)

Between 1790 and 1820, the population of the United States more than doubled. Nearly 4 million people lived in the United States in 1790, according to the first official count of the population, or *census*. In 1820, the United States had about 10 million people. Many more Americans lived west of the Appalachian Mountains in 1820 than in 1790. Brave pioneers made the slow journey west in wagons, taking their household goods with them.

Roads were needed for travel and shipping goods to and from seaports. *Turnpikes*, or roads that charged tolls or fees, were built to connect cities by private companies. They were made of crushed stone, or logs in muddy areas. Rough, dirt roads were also used. Travelers also traveled on rivers in large boats. Ohio, which became a state in 1803, asked Congress to build a road to connect it with the East. Congress approved the National Road to the West in 1806, but the first section, from Maryland to western Virginia, did not open until 1818. Later it was continued to Ohio and Vandalia, Illinois.

River travel was much more comfortable than traveling by wagon, but most rivers in the East flowed north and south. Most Americans traveled east and west. It was also difficult to travel upstream against the strong river currents. Steam engines and steamboats were used in the 1780s and 1790s, but they were not very powerful. Robert Fulton developed a steamboat with a powerful engine in 1807. Fulton's steamboat could travel 150 miles in 32 hours, rather than the usual 4 days. Steamboats changed the transportation of goods and passengers on rivers. They also led to the growth of river cities and towns.

1. How did transportation systems improve in the United States in the early 1800s?

- **Canals** (pages 317–318)

Steamboats improved transportation, yet still had to rely on the direction of the rivers. Leaders in government and business in New York decided to build a *canal*, or artificial waterway, across New York State to connect New York City with the Great Lakes region. As a result, the 363-mile Erie Canal was built by thousands of workers including many Irish immigrants. Separate compartments, or *locks*, were built to raise or lower water levels for boats, as needed. The Erie Canal, completed in 1825, connected the East and the Midwest. Steamboats were banned until the 1840s when the canal banks or sides were reinforced. Many more canals were built in the United States. They united different regions of the United States, lowered the cost of shipping goods, and improved the finances of towns along the rivers.

Study Guide



Chapter 10, Section 2 (continued)

2. How did canals improve travel on waterways?

• **Western Settlement** (*pages 319*)

Vermont, Tennessee, Kentucky, and Ohio became states between 1791 and 1803 due increased westward settlement. Travel westward slowed for the next 13 years, due in part to the War of 1812. Louisiana was the only new state added during that time. Travel picked up again between 1816 and 1821. Illinois, Indiana, Mississippi, Alabama, and Missouri were admitted to the Union. Population growth west of the Appalachian Mountains skyrocketed. Americans settled in communities with others from their home states, often farther away from rivers because of the many canals. Families planned social activities, such as sporting events or quilting and sewing parties. Many social gatherings centered around helping one another with farm work, such as cornhusking.

3. How did the improvement in transportation systems affect Western settlement in the early 1800s?

Study Guide



Chapter 10, Section 3

For use with textbook pages 321–327

UNITY AND SECTIONALISM

KEY TERMS

| | |
|------------------------------|---|
| <i>sectionalism</i> | Loyalty to a region (page 322) |
| <i>internal improvements</i> | Federal, state, and privately funded projects such as canals and roads (page 322) |
| <i>American System</i> | Policies that benefited all sections of the country (page 324) |
| <i>disarmament</i> | The removal of weapons (page 326) |
| <i>demilitarize</i> | Without armed forces (page 326) |
| <i>court-martial</i> | To try by a military court (page 326) |

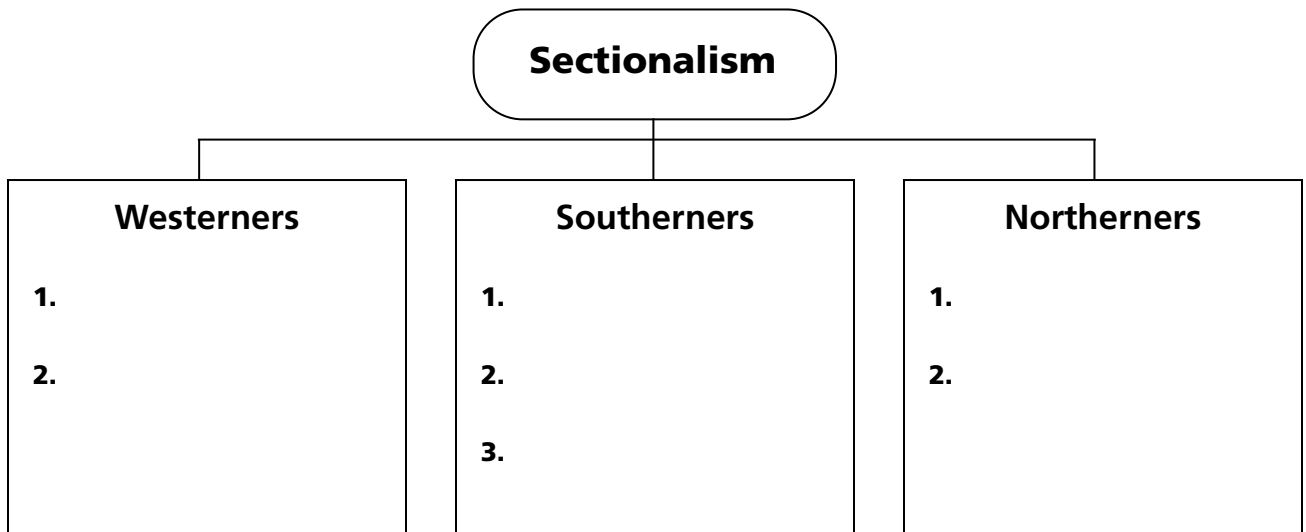
DRAWING FROM EXPERIENCE

In what section, or region, of the country do you live? What issues are important to your region?

In the last section, you read about the expansion of transportation systems, which led to westward settlement. This section focuses on the different interests of different regions and their representatives in government.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how sectionalism resulted from differences in economic activities and needs.



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Study Guide

Chapter 10, Section 3 (continued)



READ TO LEARN

- **The Era of Good Feelings** (pages 321–322)

Conflict and tension settled after the War of 1812. There were few political differences. James Monroe was elected president in 1816 and again in 1820, with very little opposition. America was united. Monroe, at his own expense, became the first president since Washington to tour the country. He was a popular president, even in formerly Federalist states. A Boston newspaper declared these years to be the “Era of Good Feelings.”

1. Why was the period after the War of 1812 called the “Era of Good Feelings”?

- **Sectionalism Grows** (pages 322–324)

People in different regions, or sections, of the country had different needs and interests. These differences led to *sectionalism*, or a loyalty to one’s region. Conflicts between regions arose over national policies. The different sections of the United States disagreed on the issues of slavery, states’ rights, tariffs, a national bank, and *internal improvements*, or projects funded by the federal government, states, or private businesses.

When new states became part of the Union, sectional disagreements arose over the issues of slavery. Southerners and Northerners argued over whether Missouri and Maine, part of Massachusetts that applied for statehood, should become slave states. In 1820 the Missouri Compromise was reached. Missouri was admitted to the Union as a slave state, and Maine was admitted as a free state. Slavery was banned in the rest of the Louisiana Territory.

2. What differences ended the “Era of Good Feelings”?

- **The American System** (pages 324–325)

In 1824 Henry Clay proposed an *American System*, policies that would benefit all sections of the United States. His proposal included a tariff to protect American industries from foreign competition, internal improvements such as roads and canals, and a national bank to establish one currency for all states and to lend money to build large businesses. Jefferson opposed the system, believing it would only benefit wealthy manufacturers in New England. Only a small part of Clay’s American System was approved. Congress approved some internal improvements and the Second National Bank, created in 1816.

Study Guide



Chapter 10, Section 3 (continued)

The Supreme Court contributed to the sectional and states' rights debates. It ruled that states could not interfere with federal institutions. It also ruled that states could not make laws that interfere with Congressional power over commerce between states. Their rulings favored the powers of the national government.

3. What was proposed in Clay's American System?

• Foreign Affairs (pages 325–326)

Many Americans realized that peaceful relations with Britain and Spain were needed. After the War of 1812, agreements were reached between the United States and Britain. The Rush-Bagot Treaty of 1817 set limits on the number of naval ships each could have in the Great Lakes. It also called for the removal of weapons, or *disarmament*, along part of the border between the United States and British Canada. The Convention of 1818 determined the boundary of the Louisiana Territory between the United States and Canada. It also created a *demilitarized* border, a border that banned armed forces.

Both Spain and the United States claimed the rights to West Florida. America added parts of West Florida to the states of Louisiana and Mississippi in 1810 and 1812. When Andrew Jackson was asked to stop the Seminole raids on American territory from Florida, he went beyond his instructions and invaded Spanish East Florida. There Jackson took control of two Spanish forts. Spain wanted him punished.

Adams believed that Spain did not want a war, and that this might be a good opportunity to settle the Florida dispute. Spain and the United States reached an agreement. Under the terms of the Adams-Onís Treaty in 1819, Spain gave up East Florida and all claims to West Florida. The United States gave up all claims to Spanish Texas and paid Spain \$5 million in damages. Both the United States and Spain agreed on a border between the United States and Spanish lands in the West. The border included a large area of land in the Pacific Northwest. The United States now owned land from the Atlantic coast to the Pacific coast.

4. From what two treaties with Britain and Spain did the United States benefit?

Study Guide



Chapter 10, Section 3 *(continued)*

- **Latin American Republics** *(pages 326–327)*

The Spanish empire in the Americas included what is now the southwestern United States, Mexico and Central America, and all of South America except Brazil. Most of South America had won its independence from Spain by 1824.

Spain asked France, Austria, Russia, and Prussia for help in the fight against revolutionary forces in South America, which concerned the United States. President Monroe declared that the United States would oppose any new European colonies in the Americas. This declaration became known as the Monroe Doctrine. The Monroe Doctrine is still an important part of the foreign policy of the United States today.

5. What is the Monroe Doctrine?

Study Guide



Chapter 11, Section 1

For use with textbook pages 334–339

JACKSONIAN DEMOCRACY

KEY TERMS

| | |
|------------------------------|--|
| favorite son | Candidates backed by their home states instead of the national party (page 335) |
| majority | More than half the votes (page 335) |
| plurality | The largest single share of votes (page 335) |
| mudslinging | Attempts to ruin opponent's reputation with insults (page 336) |
| landslide | An overwhelming victory (page 336) |
| suffrage | The right to vote (page 337) |
| bureaucracy | A system in which nonelected officials carry out laws (page 337) |
| spoils system | The practice of replacing government employees with the winning candidate's supporters (page 337) |
| caucus | A system in which major political candidates were chosen by committees made up of members of Congress (page 337) |
| nominating convention | A system in which delegates from the states selected the party's presidential candidate (page 337) |
| tariff | A fee paid by the merchants who imported goods (page 338) |
| nullify | To cancel (page 338) |
| secede | To break away from the United States and form a separate government (page 338) |

DRAWING FROM EXPERIENCE

What presidential elections do you remember? Who were the candidates? Did the candidates insult each other during their campaign? Did the candidates accuse each other of things the voters would oppose?

This section focuses on two hotly contested elections that followed President Madison's decision not to seek a third term.

ORGANIZING YOUR THOUGHTS

Use the chart on the following page to help you take notes as you read the summaries that follow. Think about how the political system changed under Andrew Jackson.

Study Guide

Chapter 11, Section 1 (continued)



| Changes in the Political System Under Jackson | |
|--|--------------|
| Before | After |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |

READ TO LEARN

- **The Election of 1824** (pages 334–335)

Four candidates competed for the presidency in the election of 1824. Each represented different groups within the Republican Party. Monroe decided not to seek a third term. The candidates represented different regions of the country. They had different opinions about the role of the federal government. William H. Crawford of Georgia was the Republican Party candidate. The other three candidates were *favorite son* candidates supported by their home states. Andrew Jackson and Henry Clay represented the West. John Quincy Adams of Massachusetts, son of former President John Adams, represented the Northeast.

Jackson won the vote of the people, or popular vote. He also won the largest single share, or *plurality*, of electoral votes. Under the terms of the Twelfth Amendment to the Constitution, the House of Representatives decided the election. The House decided since no candidate won the *majority*, or more than half, of electoral votes. Henry Clay, Speaker of the House, used his influence to help defeat Jackson, and John Quincy Adams was elected president. Adams then appointed Clay as secretary of state. Many people accused the men of making a corrupt or unfair bargain. Adams’s policies that supported a strong federal government were opposed by Congress and the majority of Americans. The House and the Senate voted against many of his proposals.

Study Guide



Chapter 11, Section 1 (continued)

1. How did John Quincy Adams win the election of 1824?

- **The Election of 1828** (pages 335–336)

The Republican Party was divided. The Democratic-Republicans supported Jackson. The National Republicans supported Adams. Democratic-Republicans, or Democrats, were working people from small farms or factories who supported states' rights. National Republicans were merchants or successful farmers who supported a strong central government and federal programs.

It was a hard-fought campaign. For the first time, negative campaigning or *mudslinging*, was used. Both candidates tried to ruin each other's reputation with insults and accusations. Jackson's supporters used buttons and slogans, and also organized rallies and barbecues to persuade people to vote for their candidate. Calhoun switched parties to run with Jackson. They won by a *landslide*, Jackson received most of the electoral votes and 56 percent of the popular vote.

2. Why did new political parties form after the election of 1824?

- **Jackson as President** (pages 336–337)

Jackson was very popular with common people. He himself was a self-made man, coming from a poor background in Tennessee. Ordinary citizens viewed Jackson as being one of them. Many changes took place under Jackson's presidency. During his first term, *suffrage*, or the right to vote, was expanded to include all white American men, not just property owners. The presidential electors in 22 out of 24 states were chosen by the people rather than the state legislatures. Jackson expanded the democracy to involve more Americans in their government. Jackson opposed *bureaucracy*, a form of government in which nonelected officials carried out the laws. Nonelected officials were replaced with ordinary citizens who supported him. This practice was called the *spoils system*. Jacksonians believed that whoever won the election had the right to the benefits of victory. *Nominating conventions* replaced the *caucus* system. Delegates from each state chose the party's presidential candidate instead of committees of Congress members. The first nominating convention was held by the Democrats in 1832 in Baltimore, Maryland. Jackson won the required two-thirds of the vote and the party's nomination.

Study Guide



Chapter 11, Section 1 (continued)

3. How did the political system change under Andrew Jackson?

- **The Tariff Debate** (pages 338–339)

In 1828 Congress passed a *tariff*, or fee paid by merchants, on goods imported from Europe. Manufacturers supported the tariff. People would buy American goods because European goods would cost more. Southerners opposed the tariff because they traded cotton for European goods. Vice President Calhoun wanted the states to cancel, or *nullify*, the tariff. He felt it was unconstitutional. Calhoun believed that Southerners had the right to break away, or *secede*, from the Union and form their own government. He believed in states' rights, the powers of the states independent of the federal government. Northerners did not agree with Calhoun. President Jackson believed in keeping the country together. Calhoun was elected to the Senate and resigned his vice presidency. He wanted to support the views of the South in the Senate.

Southerners were still angry, even after Congress passed a lower tariff. South Carolina refused to pay the tariffs. They passed the Nullification Act, declaring the tariffs to be illegal. They threatened to form their own government if the federal government interfered. Jackson and Clay planned a compromise bill that would gradually lower the tariff over several years. Congress then passed a Force Bill. It gave the President the power to enforce acts of Congress with military power. South Carolina agreed to the compromise and a crisis was avoided.

4. Why did South Carolina threaten to secede?

Study Guide



Chapter 11, Section 2

For use with textbook pages 341–345

CONFLICTS OVER LAND

KEY TERMS

- relocate** To move from one place to another (page 342)
- guerrilla tactics** Surprise attacks followed by a quick retreat (page 344)

DRAWING FROM EXPERIENCE

To move to another region of the United States, what would you miss most about where you live? How would you feel about moving?

In the last section, you read about two bitter presidential elections. This section focuses on the many Native American peoples driven from their homelands during the 1830s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the problems between the Native Americans and the government after white settlers moved into the Southeast.

Relocating Southeastern Native American Peoples

Native American Group Who Resisted Peacefully

1.

Native American Groups Who Resisted With Force

1.

2.

3.

Study Guide

Chapter 11, Section 2 (continued)



READ TO LEARN

- **Moving Native Americans** (pages 341–344)

Many settlers wanted to live on fertile farmland in the Southeast. Five Native American groups had already established farming communities with successful economies in Georgia, Alabama, Mississippi, and Florida. Settlers wanted the government to force them to move, or *relocate*, to lands west of the Mississippi, which were not good for farming. President Jackson supported the settlers. Under the terms of the Indian Removal Act of 1830, Native Americans were paid to move west. Most Native American groups felt they had no choice but to accept payment and move. The Indian Territory in present-day Oklahoma was set aside for Native American groups from the Southeast in 1834.

The Cherokee Nation sued the state of Georgia for refusing to abide by the terms of treaties made in the 1790s. The case went to the Supreme Court. The Court ruled that only the federal government had authority over issues involving the Cherokee. Georgia was told not to interfere. President Jackson ignored the Supreme Court’s decision. He supported Georgia when they tried to make the Cherokee relocate. A few Cherokee were tricked into signing a treaty with the federal government in 1835. In it they agreed to give up their lands. The majority of the Cherokee had never agreed to the treaty. They refused to abide by it. They tried to resolve the problem, but the government and the people did not listen.

In 1838 President Jackson sent an army of 7,000 troops, under the command of General Winfield Scott, to relocate the Cherokee. They threatened to use force if necessary. The Cherokee knew that fighting was useless. Defeated, they began the long march west to the Indian Territory. They carried their belongings on their backs. Thousands died along the way. The weather was cold and harsh. Many Cherokee were barefoot. Their journey is known in history as the “Trail of Tears.”

1. How were the Cherokee treated by the state of Georgia?

Study Guide



Chapter 11, Section 2 (continued)

- **Native American Resistance** (pages 344–345)

Some Native American groups decided to fight back. The Sauk and Fox people, led by Black Hawk, tried to recapture land in Illinois. They had given it away in a treaty. State and federal forces chased the Sauk and Fox to the Mississippi River where they were killed trying to escape to present-day Iowa.

The Seminole people of Florida, led by Chief Osceola, chose to go to war instead of signing a treaty. From 1834 until 1845, they were helped by escaped enslaved African Americans. Together they attacked white settlements using *guerrilla tactics*. They made surprise attacks and quickly retreated. The government finally gave up after more than 1,500 American soldiers were killed. Many Seminole died as well. The Seminole were the only Native Americans to successfully resist the relocation.

2. How did the Seminole people resist removal from their lands?

Study Guide



Chapter 11, Section 3

For use with textbook pages 348–351

JACKSON AND THE BANK

KEY TERMS

| | |
|---------------------------|---|
| veto | To reject (page 349) |
| depression | A period in which business and employment fall to a very low level (page 350) |
| laissez-faire | The principle that government should interfere as little as possible in the nation's economy (page 350) |
| log cabin campaign | A campaign to show the laborers and farmers that the candidate was a "man of the people" (page 351) |

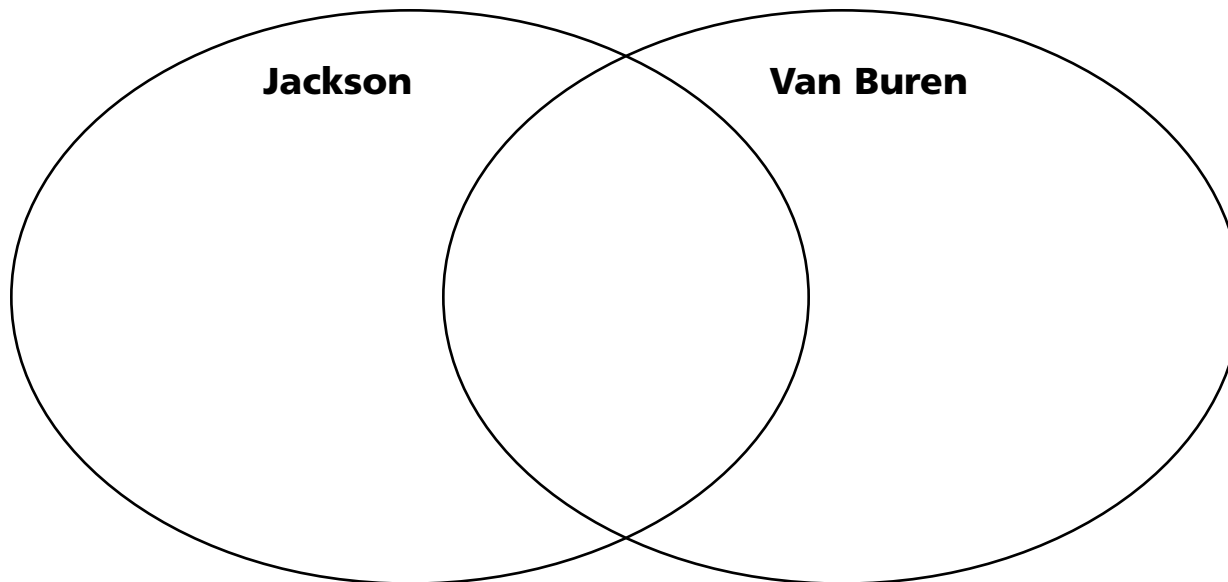
DRAWING FROM EXPERIENCE

Can you think of any catchy phrases or slogans that are used to advertise products, health campaigns, or political candidates? For example: An apple a day keeps the doctor away. What other slogans or catchy phrases can you think of?

In the last section, you read about the relocation of Native American peoples. This section focuses on how the economy affected politics in the mid-1800s.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes as you read the summaries that follow. Think about how the presidencies of Jackson and Van Buren were affected by economic issues.



Study Guide



Chapter 11, Section 3 (continued)

READ TO LEARN

- **War Against the Bank** (pages 348–351)

Jackson opposed the Bank of the United States because it was run by wealthy Eastern private bankers. In 1832 Jackson's opponents, Henry Clay and Daniel Webster, devised a plan to beat Jackson and win the election. They believed the people would turn against Jackson when he *vetoed*, or rejected, the Bank's request to renew its charter. They talked the Bank's president into applying for a new charter before the old one expired in 1836. As planned, Jackson vetoed the bill. Jackson criticized the Bank for favoring the wealthy and ignoring the poor. Clay and Webster's plan backfired. The people supported Jackson's actions. Jackson was easily reelected to a second term. His friend, Martin Van Buren, became the vice president. After his reelection, Jackson devised a plan to put the powerful Bank out of business. He withdrew the government's money and put it in smaller state banks. The Bank was forced to close.

In the election of 1836, Martin Van Buren easily defeated several opponents from the newly created Whig Party. His presidency was quickly overshadowed by a severe economic *depression*. It was a time when businesses lost money and people lost jobs. People lost faith in the economy. During the Panic of 1837, land values dropped, people lost money, and banks closed. Prices for basic goods were so high that people could not afford their food or rent. Van Buren lost the support of ordinary people because he failed to do anything about the economic crisis. Van Buren supported the principle of *laissez-faire*, the belief that government should not interfere with a nation's economy.

1. How did economic issues affect Jackson and Van Buren's presidencies?

- **The Whigs Come to Power** (page 351)

In the election of 1840, the Whigs chose William Henry Harrison and John Tyler as their candidates for president and vice president. Harrison was famous for defeating Tecumseh in the Battle of Tippecanoe during the War of 1812. The Whigs' *log cabin campaign* used the slogan, "Tippecanoe and Tyler, Too." A log cabin symbolized their candidate as an ordinary person. They tried to appeal to Jackson's supporters. They accused Van Buren of being a wealthy man who spent money lavishly during his presidency. Harrison was elected the first Whig president, but he died of pneumonia on April 4, 1841. Under the terms of the Constitution, Tyler became president.

Study Guide



Chapter 11, Section 3 *(continued)*

Tyler upset the Whig party and many of his supporters with his actions as president. The Whigs had elected him, but he supported Democratic policies. Tyler was expelled from the Whig party. Most of the cabinet members resigned. The Whig party was divided and lost the next election in 1844 to the Democrats. James Polk was elected president.

2. How did the Whigs campaign for William Henry Harrison?

Study Guide



Chapter 12, Section 1

For use with textbook pages 356–360

THE OREGON COUNTRY

KEY TERMS

- joint occupation** The agreement allowing both the United States and Britain to settle in the Oregon territory (page 357)
- mountain man** A person who spends most of his time in the mountains (page 357)
- rendezvous** A meeting (page 357)
- emigrant** People who leave the United States to live in another country (page 358)
- Manifest Destiny** The idea that the United States had a special purpose to extend its boundaries from the Atlantic Ocean to the Pacific Ocean (page 360)

DRAWING FROM EXPERIENCE

Have you ever wondered what it would be like to live away from people for a long time, such as in the mountains? What supplies would you need to survive? What would be some dangers? What would be exciting?

This section focuses on how the United States obtained land in the Northwest. It also explains about some of the first settlers in that area.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the countries that sought possession of the Oregon country and how the United States was able to ultimately gain possession of the area.

| | Claim to Oregon | Result of Claim |
|---------------|-----------------|-----------------|
| Spain | | |
| Russia | | |
| Britain | | |
| United States | | |

Study Guide

Chapter 12, Section 1 (continued)



READ TO LEARN

- **Rivalry in the Northwest** (pages 356–358)

In the early 1800s, four countries wanted to claim the Oregon country as their own. The area consisted of present-day Oregon, Washington, Idaho, and sections of Wyoming, Montana, and Canada's British Columbia. The countries seeking to possess this area were the United States, Great Britain, Spain, and Alaska. The United States claimed entitlement to the land because they discovered the Columbia River and supported the Lewis and Clark expeditions. Britain conducted explorations of the Columbia River. Spain owned present-day California and some northern portions. Russia owned present-day Alaska and some southern portions.

President John Quincy Adams arranged an agreement with Spain, called the Adams-Onís Treaty. In this treaty Spain and the United States compromised on the northern border of California. As a result of the compromise, Spain relinquished its claim to the Oregon country. Later, Russia withdrew its claim for the land south of Alaska. An agreement with Great Britain proved to be more difficult. Rather than divide the land between Great Britain and the United States, the two nations agreed to **joint occupation** in 1818. This agreement allowed people from both countries to settle in the Oregon country. Adams later tried to divide the land at the 49° N line. Britain refused Adams's proposal. Joint occupation continued between the two countries.

The earliest American settlers in the Oregon country were fur trappers called **mountain men**. These men made their living by trapping beaver and living in the harsh wilderness. Often, they adopted the ways of the Native Americans, wearing skins and moccasins. Many also took Native American women as their wives. They lived alone most of the year until late summer. At that time they would meet, or **rendezvous**, with the merchants and other traders. The yearly rendezvous was a time for traders to sell the beaver skins and obtain supplies, food, drink, and presents for their families. Stories were shared and competitions were held between the traders. Tales of their struggles and explorations were a source of pride for the mountain men. Explorations of the South Pass, a large break in the Rockies, would be valuable information for future settlers. When the beaver population declined, some mountain men turned to farming. Others became guides for the settlers moving to the Oregon country.

1. In what way did the United States and Britain compromise in their claim for Oregon?

Study Guide



Chapter 12, Section 1 (continued)

- **Settling Oregon** (page 358)

Dr. Marcus Whitman, a missionary, and his wife built a mission among the Cayuse people in 1836. Their goal was to bring Christianity into the area. New settlers brought disease. An outbreak of measles spread among the Cayuse people, killing many Native American children. The Cayuse blamed the Whitman’s mission. The Whitmans and 12 others were attacked and killed.

The growth to the Oregon country continued. Over 1,000 people left Missouri in 1843 to start a new life in Oregon. More *emigrants*, people who leave the United States to live in another country, soon followed. They traveled more than 2,000 miles in covered wagons, called prairie schooners. They followed the Oregon Trail across the plains and through the mountains to reach the territory of Oregon.

2. What effect did the first American settlers have on the Native Americans?

- **The Division of Oregon** (pages 359–360)

Though still maintaining joint ownership of the Oregon country, the American settlements grew dramatically, while the British settlements remained the same. At this time many Americans strongly believed that the purpose of the United States was to possess the land from the Atlantic Ocean to the Pacific Ocean. John O’Sullivan, a newspaper editor, named that belief *Manifest Destiny*, meaning that the United States was destined to possess the full continent. In the election of 1844, James Polk beat Henry Clay by actively supporting America’s ownership of Oregon. His slogan was “Fifty-four Forty or Fight,” referring to the latitude of desired ownership. Great Britain compromised and agreed to the 49°N line for the division of Oregon.

3. On what issue did James Polk defeat Henry Clay in the election of 1844?

Study Guide



Chapter 12, Section 2

For use with textbook pages 362–368

INDEPENDENCE FOR TEXAS

KEY TERMS

- Tejano** Mexican people who permanently lived in Texas (page 363)
- empresario** A person who arranged the acquisition of land for new settlers to Texas (page 363)
- decree** An official order (page 364)
- annex** To take possession of (page 367)

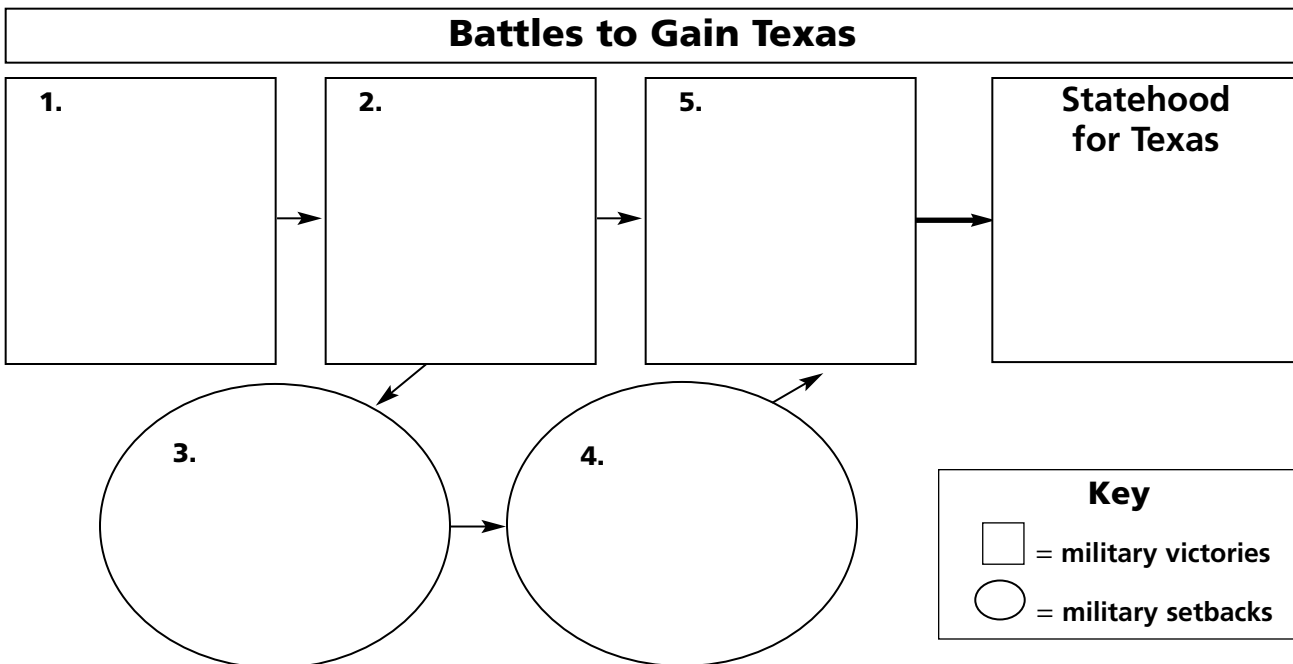
DRAWING FROM EXPERIENCE

Have you ever succeeded in spite of very difficult challenges? Did you have any help in obtaining your success? Were there times when it seemed too challenging?

In the last section, you learned how the Northwest territory became part of the United States. This section focuses on the challenges Texas faced on its path to becoming a state.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the successes and failures that Texas troops encountered in their attempts to achieve statehood.



Study Guide



Chapter 12, Section 2 (continued)

READ TO LEARN

- **A Clash of Cultures** (pages 362–365)

Davy Crockett moved to Texas after losing his seat in Congress in 1835. He was starting over and wanted to help the Texans obtain their freedom. Americans claimed that Texas was part of the Louisiana Purchase. Spain disagreed. The United States ended its claim in 1819 as part of the Adams-Onís agreement.

Most people in Texas were *Tejanos*, Mexicans who lived in Texas, or Native Americans from the North. Spain wanted to expand the population of Texas by using *empresarios*, people who arranged land settlements. Texas had offered large sections of land to people who would settle in Texas with their families. After Mexico gained its independence from Spain, Stephen F. Austin organized a colony by recruiting 300 American families to settle in a fertile section of Texas. The settlers had to agree to learn Spanish, convert to Catholicism, and obey Mexican law in return for the land at a low price.

The Mexican government did not want all the growth in Texas to come from Americans. An official order, or *decree*, was issued in 1830 that ended American immigration, but promoted immigration from Mexico and Europe. The decree also placed a high tax on imports from the United States.

General Antonio Lopez de Santa Anna became president of Mexico in 1833 and eliminated the Mexican constitution. Based on the request of the Texans, Santa Anna lifted the ban on American settlers, but he denied the request that Texas be a separate state. Santa Anna shifted the power away from the local people of Texas.

1. How did the Mexican government attempt to slow American growth in Texas?

- **The Struggle for Independence** (pages 365–367)

The conflict began in 1835 between the Texans and Mexican troops sent by Santa Anna. The Texans claimed victories in the towns of Gonzales and San Antonio with the help of volunteers like Davy Crockett, African Americans, and Tejanos. Many people left after these victories, believing that the war had been won. Santa Anna was preparing for his next battle.

Study Guide



Chapter 12, Section 2 (continued)

Santa Anna returned with his large army to San Antonio and attacked a mission called the Alamo. There were 150 Texans defending the Alamo, including Davy Crockett and a team from Tennessee, Jim Bowie, and the leader, William B. Travis. The defenders of the Alamo fought for 12 days until the Mexican army broke through the Alamo walls. A few women, children, and servants escaped. Everyone else was killed by the overwhelming attack.

Four days before the fall of the Alamo, Texan leaders declared independence from Mexico. Sam Houston was commander in chief. To avoid more Mexican conflict, Houston ordered Texan troops to leave the fort at Goliad, near the border. During their retreat the Mexican army fiercely attacked them.

Houston renewed his army and launched a surprise attack in San Jacinto on Santa Anna and his Mexican army. As the Texan force prevailed, they yelled, “Remember the Alamo! Remember Goliad!” At the time of his defeat, Santa Anna agreed to recognize the independence of Texas.

2. Why did the Texans yell, “Remember the Alamo! Remember Goliad!” at San Jacinto?

- **The Lone Star Republic** (pages 367–368)

As the new president of Texas, Sam Houston faced several challenges. He requested that the United States *annex*, or take possession of, Texas. The United States initially refused to annex Texas because it was considered a slave state. Its addition to the country would alter the balance of slave states and free states in Washington. Houston’s challenges increased when the Mexican government refused to acknowledge the independence of Texas, and Texas faced significant debt with no means of payment.

In 1844 James Polk was an active supporter of Manifest Destiny. He backed the annexation of both Texas and the Oregon Territory. Under his presidency in 1845, Texas became a state in the United States of America.

3. Why did the United States initially refuse to admit Texas into the country?

Study Guide



Chapter 12, Section 3

For use with textbook pages 369–374

WAR WITH MEXICO

KEY TERMS

| | |
|--------------------|--|
| rancho | An expansive section of land that includes large properties (page 371) |
| ranchero | A person who owns a rancho (page 371) |
| Californios | Mexican people who lived in California (page 373) |
| cede | To give up or relinquish (page 374) |

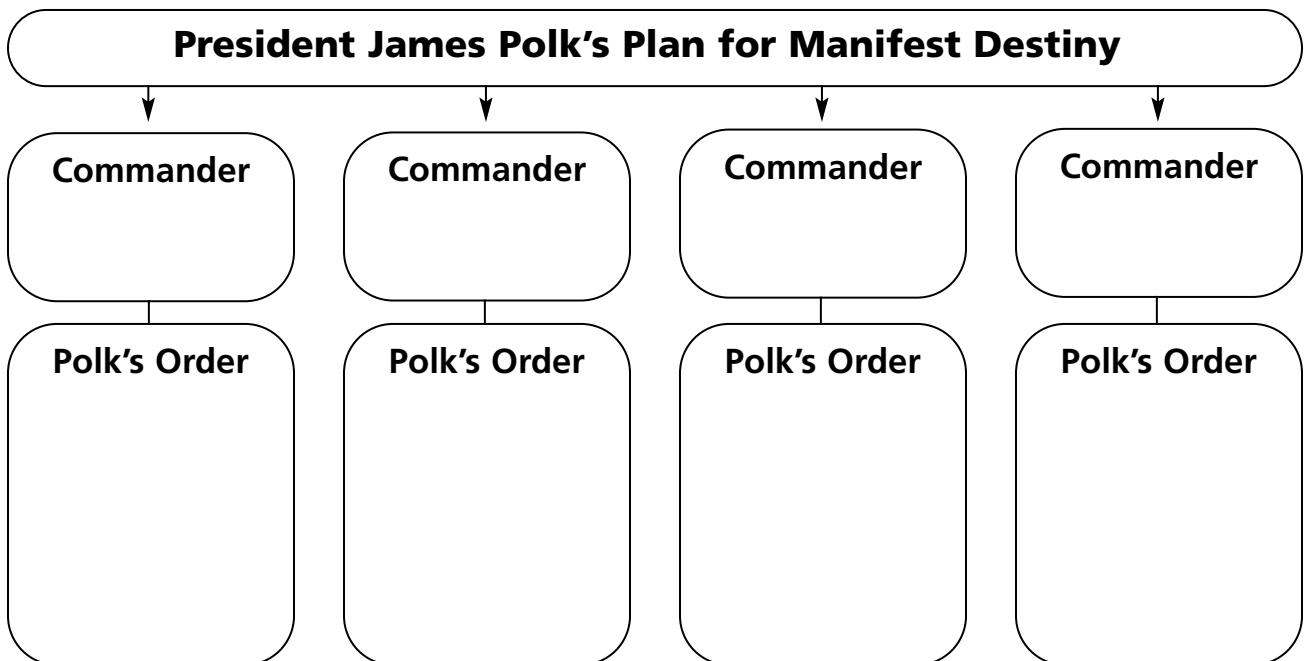
DRAWING FROM EXPERIENCE

Have you ever tried to learn another language or about a culture different from your own? What might be some difficulties in understanding that group of people? Could some aspects of the culture conflict with your own background? How could the conflict be resolved? What impact could other cultures make on your own culture?

In the last section, you learned about the annexation of Texas. This section focuses on the continued growth of the United States to include the Southwest and California.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the commanders that helped President Polk obtain his vision of Manifest Destiny.



Study Guide

Chapter 12, Section 3 (continued)



READ TO LEARN

- **The New Mexico Territory** (pages 369–370)

The area called New Mexico in the early 1800s encompassed present-day New Mexico, Arizona, Nevada, and sections of Colorado and Utah. The area belonged to Spain as a colony of Mexico. When Mexico gained independence from Spain in 1821, it also gained control of the New Mexico territory. Unlike Spain, the Mexican government initially encouraged American trade to the area in hopes of stimulating the economy.

William Becknell initiated trade in Santa Fe. He discovered he could gain more profit in the West where goods were in short supply. The path he traveled from Missouri to Santa Fe became known as the Santa Fe Trail. Other traders soon followed Beckner's example. American interest in the western land of New Mexico and California increased. Discussion had started about the benefits of this land for American acquisition.

1. How did American interest in New Mexico begin?

- **California's Spanish Culture** (pages 370–371)

Spain encouraged the use of missions to colonize California. The missions served to convert Native Americans to Christianity and to make use of Native American labor for farming and craftwork. California became a Mexican state in 1821 after Mexico's independence from Spain. The Mexican government banned the operation of the missions and gave some land to the Native Americans. The remaining land was sold to Mexican settlers. The settlers developed these huge properties of land, or **ranchos**. The **rancheros**, ranch owners, persuaded the Native Americans to work the land. Compensation for their work was limited to food and shelter.

Americans started arriving by ships and by land to California to engage in trade. Settlers included shipping company agents, Oregon fur traders, New Mexican merchants, and eventually families. Many Americans recognized the benefit of including California to the nation. It would eliminate any foreign country on either shore and provide direct access to the Pacific Ocean. President James Polk, a supporter of Manifest Destiny, offered twice to buy both California and New Mexico from Mexico. Mexico refused.

Study Guide



Chapter 12, Section 3 (continued)

2. How could ownership of California benefit the United States?

- **War With Mexico** (pages 371–374)

Mexico had never acknowledged the independence of Texas. Therefore, it claimed that the United States had illegally acquired Texas. Another disagreement between the nations concerned the Texas-Mexico border. The United States claimed the border was at the Rio Grande River. Mexico claimed it was 150 miles farther north. President James Polk sent agent John Slidell to negotiate an agreement about the border. Mexico refused, and Polk sent General Zachary Taylor to build an American fort on the disputed section of land. When the Mexican army attacked the fort, Polk convinced Congress to declare war on Mexico in 1846. Supporters of President Polk, the Democrats, supported the war. Northerners, the Whigs, and African American leader Fredrick Douglass opposed the action on the grounds that the real purpose of the war was to spread slavery. Abraham Lincoln, an Illinois congressman, supported the boundary established by Mexico and strongly opposed the act as justification of war.

Polk's goals were to secure the American border at the Rio Grande, to take control of New Mexico and California, and to attack Mexico City, the capital of Mexico. Zachary Taylor was able to meet the first goal of securing the Texas border by defeating the Mexicans in 1847.

General Stephen Watts Kearney was responsible for the capture of Santa Fe, New Mexico's capital in 1846. The governor abandoned the city before Kearney's arrival, making the capture nonviolent.

A group of Americans took control of Sonoma, California, and declared it the independent Republic of California. They named the country the Bear Flag Republic. John C. Frémont and Kit Carson soon joined the American group. Frémont announced plans to conquer California and angered the *Californios*, the Mexicans living in California. United States Navy Commodore, John Sloat, captured San Francisco and San Diego, declaring that California was annexed to the United States. He replaced the Bear flag with the American flag. Sloat, Carson, Frémont, and Kearney traveled across the territory declaring California to be under American control. There was conflict with the Californios as a result. By early 1847, California was completely under the control of the United States.

Study Guide



Chapter 12, Section 3 (continued)

President Polk's final goal was to capture the Mexican capital, Mexico City. General Winfield Scott carried out Polk's plan by attacking the Veracruz port and marching 300 miles into Mexico City, fighting the Mexican army and civilians along the way. They eventually overtook the capital.

The cost of war was damaging to both sides, though Mexico suffered more. In the Treaty of Guadalupe Hidalgo, Mexico agreed to the Rio Grande border and *ceded*, or gave up, both California and New Mexico to the United States. The United States later conducted the Gadsden Purchase that gave the United States a section of land along the Arizona and New Mexico border. These acquisitions provided the United States with the mainland borders still recognized today.

3. Why was California more difficult to acquire than New Mexico?

Study Guide



Chapter 12, Section 4

For use with textbook pages 375–378

NEW SETTLERS IN CALIFORNIA AND UTAH

KEY TERMS

- forty-niners** The miners who arrived in California in 1849 (page 375)
- boomtown** A new community that developed extremely quickly to accommodate the people of the gold rush (page 376)
- vigilantes** Citizens who took the law into their own hands, acting as police, judge, jury, and possibly executioner (page 377)

DRAWING FROM EXPERIENCE

What would you do if you discovered a way to get rich quickly? How much would you change your life to obtain this wealth? How would you spend your riches?

In the last section, you learned about the acquisition of the Southwest and California by the United States. This section focuses on how the Western land became populated with hopes of great wealth and religious freedom.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the different reasons the Western states became populated.

| | California | Utah |
|--------------------------|------------|------|
| WHO populated the state? | | |
| WHAT did they do? | | |
| WHERE did they live? | | |
| WHEN did they go? | | |
| WHY did they go? | | |

Study Guide

Chapter 12, Section 4 (continued)



READ TO LEARN

- **California Gold Rush** (pages 375–377)

Almost 80,000 people from America, Mexico, South America, Europe, Australia, and China headed to California in 1849 in hopes of finding gold. The people who came to mine gold in 1849 were called the *forty-niners*.

Many new settlers wanted to claim land in California. The Californios were made United States citizens and given rights to their land by the Treaty of Guadalupe Hidalgo. However, the Land Law of 1851 forced the Californios to prove their land ownership. New settlers were able to claim the land of many Californios because they were unable to demonstrate proof of their current ownership.

In order to accommodate the growing population, new towns were established extremely quickly. These communities were called *boomtowns*. The existing cities also grew at a rapid rate. Gold was discovered in the mountains of California's Sierra Nevada. Miners rushed to the area to extract any gold that could be found in the mountainside or in the streams. While the California gold greatly contributed to the world supply of gold, most miners failed to achieve great wealth. Many who did find gold lost their riches by gambling or reckless use of their wealth. The merchants in California did, however, succeed in obtaining great wealth. Due to the lack of supplies, they were able to charge extraordinarily high prices for necessary food and products. Levi Strauss succeeded by creating durable pants that could withstand the hardships of mining. The denim pants were known as "Levi's."

Crime and violence were common in the mining camps. The law was often ignored. Citizens of the area became concerned and created vigilance committees. These *vigilantes* dispensed justice without the assistance or permission of the law. They determined if a law was broken and what the penalty should be, possibly death, without regard for the legal process.

Many miners who came to California looking for gold stayed in California to become farmers or businessmen. The population of the territory continued to increase. President Zachary Taylor convinced the people of California to apply for statehood. They developed a state constitution, elected a governor, and selected state legislators. They entered the country as a free state in 1850.

1. How did people become wealthy in California, besides mining for gold?

Study Guide



Chapter 12, Section 4 (continued)

- **A Religious Refuge in Utah** (pages 377–378)

In 1830 Joseph Smith founded the Church of Jesus Christ of Latter-day Saints, or Mormons, in New York. The New York community did not accept the views of his church. He sought to build an ideal society and traveled west with his followers. He was killed in Illinois by an angry mob. Brigham Young headed the church and led his people out to Mexican-owned Utah. In 1846, 12,000 Mormons journeyed to the Great Salt Lake area in Utah. They founded a town they named Deseret, which is present-day Salt Lake City. The Mormons turned the barren land into farms and sold goods to miners on their way to California.

After the war with Mexico, the United States possessed Utah. Brigham Young was made governor. The Mormons clashed with federal officials. They did not want to be subject to the laws of the federal government. Their resistance almost led to a war with the United States Army. Eventually, in 1896, Utah became a state.

2. Why did the Mormons resist the Utah Territory becoming a state?

Study Guide



Chapter 13, Section 1

For use with textbook pages 386–390

THE NORTH'S ECONOMY

KEY TERMS

- clipper ship** Fast sailing ships with tall sails and sleek hulls (page 387)
- telegraph** An apparatus that used electric signals to transmit messages (page 389)
- Morse code** A series of dots and dashes representing the alphabet developed by Samuel Morse (page 389)

DRAWING FROM EXPERIENCE

When you need food or clothes, how do you get them? Do you grow your own food or sew your clothes? What inventions changed the way people produced food and clothing in the 1800s?

This section focuses on how advances in technology and transportation shaped the economy of the North.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the economy of the North was affected by advances in technology and transportation.

| Segment of Economy | Inventions/Developments |
|--------------------|-------------------------|
| Transportation | |
| Communication | |
| Farming | |
| Manufacturing | |

Study Guide



Chapter 13, Section 1 (continued)

READ TO LEARN

- **Technology and Industry** (pages 386–389)

In the early 1800s, machinery replaced much of the work previously done by hand. Industrialization, or the production and sale of goods as a business, and technology changed American life.

Productive resources are those resources needed to produce goods and services. Land, labor, and capital make up the productive resources.

Land refers to natural resources available for production. Land includes not only surface land, but water, mineral deposits, and forests.

The work people do is **labor**. Labor includes anyone who works to produce goods and services.

Another productive resource is **capital**. Capital is the manufactured goods used to make other goods and services. The machines, buildings, and tools used to assemble automobiles, for example, are capital goods.

When capital is combined with land and labor, the value of all three productive resources increases.

People and industry benefited from improvements in transportation. Robert Fulton improved the steamboat in 1807. Goods and passengers could get from place to place much faster and less expensively. Canals were widened and deepened so that steamboats could travel on them. Cities grew along canals, rivers, and lakes as a result of the steamboat. **Clipper ships**, with taller sails and sleek hulls, “clipped” travel time in half. They were as fast as most steamships. Steam locomotives replaced horse-drawn trains.

By 1860 the railroad system in the North and Midwest increased dramatically. In 1829 the first steam-powered passenger locomotive was operated in Britain. In 1830 the first American steam locomotive was designed by Peter Cooper. Within ten years these locomotives had improved and were pulling trains in the United States. At first, railroad tracks connected two cities. Builders connected these separate railroad lines, uniting the East and the Midwest by 1860.

The Erie Canal built in 1825 and the railroads of the 1830s allowed for direct movement of goods and passengers between the East and the Midwest. Before, goods and passengers had to be transported down the Mississippi River, through the port of New Orleans, and then to the East coast and other countries. Fast and affordable travel methods saved time and money. The savings resulted in lower priced goods and population growth in the Midwestern states of Ohio, Indiana, and Illinois.

Study Guide



Chapter 13, Section 1 (continued)

Faster communication was made possible by advances in technology. Samuel Morse invented the *Morse code*, a series of dots and dashes representing the alphabet. The code was tapped out on a *telegraph* machine, which used electric signals to instantly send messages across wires. About 23,000 miles of telegraph lines were constructed in the United States by 1852. Communication helped connect different regions of the United States.

1. What four advances in transportation and communication changed American life and the economy by the 1860s?

• Agriculture (page 390)

Advances in transportation and the invention of new machines helped expand agriculture in the early 1800s. Three new machines invented in the 1830s and faster and cheaper methods of transportation led to an increase in cash crops, crops grown and sold for profit.

1. John Deere invented the steel-tipped plow in 1837. This plow could cut through hard-packed sod on the prairies.
 2. Cyrus McCormick invented the mechanical reaper, which harvested grain much faster than a hand-operated sickle.
 3. A new machine called a thresher quickly separated wheat grain from the stalk. These machines also led to settlement of new farmlands in the West. Wheat became the main cash crop in the Midwest. Fruits and vegetables were grown in the Northeast and Middle Atlantic regions. Industry was more common than agriculture in the North, however.
2. What inventions revolutionized or changed agriculture in the United States?

Study Guide



Chapter 13, Section 2

For use with textbook pages 391–395

THE NORTH'S PEOPLE

KEY TERMS

| | |
|-----------------------|---|
| trade union | Organizations of workers with the same trade or skill (page 392) |
| strike | Refusing to work in order to put pressure on employers (page 392) |
| prejudice | An unfair opinion not based on facts (page 392) |
| discrimination | Unfair treatment of a group (page 392) |
| famine | An extreme shortage of food (page 393) |
| nativist | People opposed to immigration (page 395) |

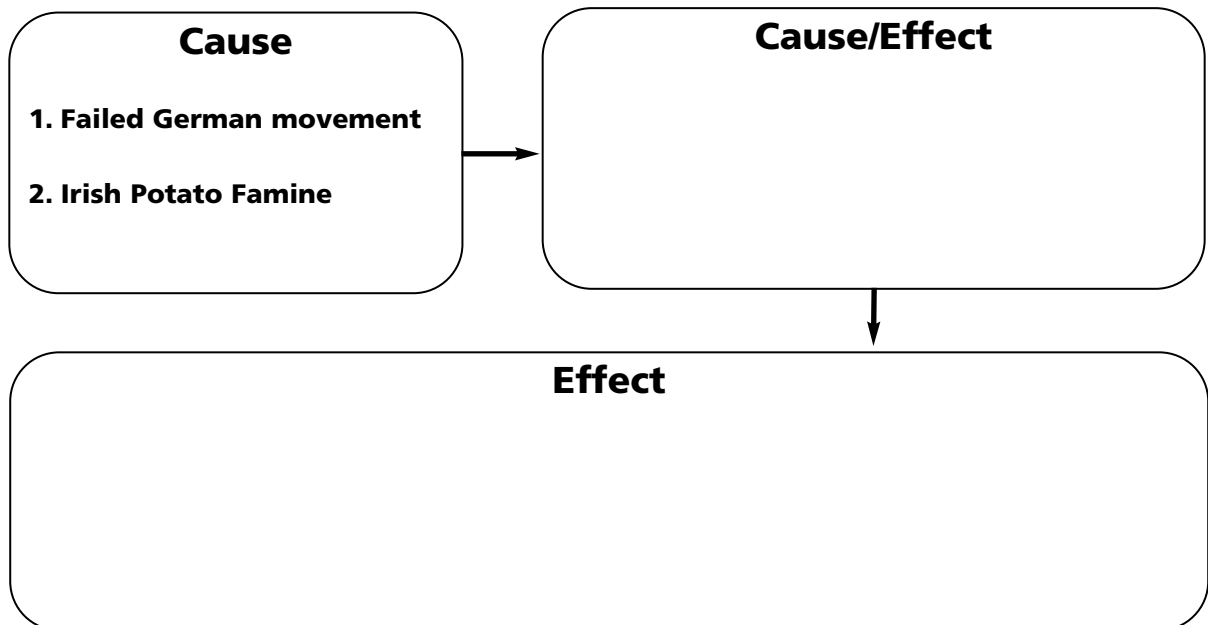
DRAWING FROM EXPERIENCE

Do you have a job? Perhaps you deliver newspapers, walk dogs, or baby-sit children. What kinds of working conditions do you have? How many hours a week do you work?

In the last section, you read about how advances in technology and transportation shaped the North's economy. This section focuses on how the growth of industry and increased immigration changed the North.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how cities grew during this period.



Study Guide

Chapter 13, Section 2 (continued)



READ TO LEARN

- **Northern Factories** (pages 391–393)

The development of the factory system changed the way goods were produced and the types of jobs available. Factory workers produced textiles, clothing, shoes, watches, guns, sewing machines, and farm machines. All steps in the manufacturing process took place under one roof. Working conditions were hard. Employees worked long hours for little pay. Accidents were common. Young children worked in factories. Factories had no air-conditioning or heating systems. Owners worried more about making a profit than the working conditions of their employees. There were no laws to protect workers.

To fight for higher pay, shorter hours, and better working conditions, skilled laborers formed **trade unions**, organizations joined by workers with similar skills or trades. To convince factory owners to listen to their concerns and improve working conditions, factory workers went on **strike**. They refused to work to pressure the factory owners. In the early 1800s, workers who went on strike were breaking the law and could be punished. They could lose their jobs. That changed, however, when a Massachusetts court ruled that workers had the right to strike.

In the 1830s **discrimination**, or the unfair treatment of groups of people, was common. African Americans and women did not have the same rights as white males. Slavery was rare in the North at this time, but racial **prejudice**, unfair opinions not based on facts, remained. Few African Americans were allowed to vote, attend public schools, or enter many public facilities. Most were forced to use separate or segregated schools, hospitals, and other facilities. A few African Americans became successful business leaders, but most were poor.

Women received lower pay for the same factory work as men. They were not allowed to join the trade unions. Men wanted women out of the workforce to create more available jobs for men. Female workers in Massachusetts organized the Lowell Female Labor Reform Organization. They petitioned the legislature for a 10-hour workday. The legislature would not consider their petition because they were women. The early attempts by women to achieve justice and equality failed.

1. Why did factory workers organize trade unions?

Study Guide



Chapter 13, Section 2 (continued)

- **The Rise of Cities** (page 393–395)

Industrial cities grew as people moved closer to their jobs. Living in cities was expensive. Most workers lived in overcrowded, run-down buildings without plumbing or heat. Disease and fire were constant dangers.

People from other countries, or *immigrants*, moved to American cities in search of a better life. Immigration increased greatly between 1840 and 1860. Many immigrants agreed to work long hours for little pay. Between 1846 and 1850, most immigrants came from Ireland because of the potato *famine*. A famine is an extreme food shortage. Millions of Irish citizens died of starvation. Irish immigrants found work in factories in the Northeast, performed manual labor, or worked to build the railroad system. They were farmers from Ireland who could not afford to buy land in the United States. Women became servants or factory workers.

Germans were the second largest group of immigrants at this time. Some came to the United States for a better life. Others came after the democratic revolution in 1848 failed. More than one million German immigrants came, often in family groups. Many arrived with money to buy land or start businesses.

Immigrants brought their own languages, customs, and traditions with them. American culture began to change with the increase in immigration. A large percentage of Irish and German immigrants were Roman Catholic. The community life of immigrants revolved around the Church. Many immigrants settled together and formed communities in crowded slums.

Nativists, people born in America and opposed to immigration, felt threatened by and began to resent the immigrants. They were afraid the immigrants would take their jobs and change their way of life. They were upset that immigrants were willing to work for lower pay. Immigrants were blamed for crime and disease. Nativists formed secret anti-Catholic groups. They formed a new political party called the American or Know-Nothing Party. When they were asked about their group or organization, members replied, “I know nothing.” Their new political party wanted stricter citizenship laws and to make it impossible for immigrants to hold government offices. The American Party divided over the issue of slavery in the mid-1850s.

2. How did the large wave of Irish and German immigration impact life in the United States?

Study Guide



Chapter 13, Section 3

For use with textbook pages 397–400

SOUTHERN COTTON KINGDOM

KEY TERMS

- cotton gin** A machine that removed seeds from cotton fibers (page 398)
- capital** Money to invest in businesses (page 399)

DRAWING FROM EXPERIENCE

What is the economy based on where you live? Is it mostly agricultural, fishing, mining, manufacturing, or something else? How does the economy in your area affect the way you live?

In the last section, you read about how the growth of industry and increased immigration changed the North. This section focuses on the factors that led to the cotton boom in the South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how important cotton was to the economy of the South.

| Southern Economy | |
|------------------|----------|
| Agriculture | Industry |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Study Guide



Chapter 13, Section 3 (continued)

READ TO LEARN

- **Rise of the Cotton Kingdom** (pages 397–399)

Between 1790 and 1850, the economy of the South changed greatly. In 1790 most Southerners lived along the Atlantic coast in the Upper South: Maryland, Virginia, and North Carolina. By 1850 many Southerners lived farther inland in the states of the Deep South: Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas. In earlier times tobacco, rice, sugarcane, and indigo were important cash crops in the South. By the 1850s cotton changed the economy of the South, becoming the leading cash crop.

The great demand from textile mills and Eli Whitney’s invention of the cotton gin made it possible to make large profits from the growth of cotton. The **cotton gin**, a lightweight machine that separated seeds from cotton fibers, increased the amount of cotton that a worker could clean in one day from 1 pound by hand to 50 pounds with the new invention. Farmers wanted to grow more cotton and needed more workers to plant and pick it. The demand for enslaved Africans grew. The main crops in the Upper South were tobacco, hemp, wheat, and vegetables. The main crop in the Deep South was cotton, and in some places rice and sugarcane. The Upper South became the center of the slave trade in the United States.

1. What effect did the cotton gin have on the lives of Southerners?

- **Industry in the South** (page 399–400)

The South was mainly a rural, agricultural region. Little industry was found in the South. Farmers made so much money growing cotton that they were not interested in starting businesses. Farmers also had their money invested in enslaved African Americans and land. They did not have enough money, or **capital**, to invest in starting businesses. Many people in the South were enslaved African Americans who did not buy goods from merchants, so there was less demand for manufactured goods in the South. Some leaders worried that the South was too dependent on the North for manufactured goods. They wanted to see industry develop in the South. Some believed that factories might help the economy of the Upper South, which was less successful than the economy of the Deep South. While industry in the South was limited, it did exist.

Study Guide



Chapter 13, Section 3 *(continued)*

The South had few canals or roads on which to move goods and people from place to place. They relied instead on natural waterways. As a result, Southern cities grew slowly. The lack of railroads would negatively impact the South during the Civil War.

2. Why was there so little industry in the South?

Study Guide



Chapter 13, Section 4

For use with textbook pages 401–407

THE SOUTH'S PEOPLE

KEY TERMS

| | |
|-----------------------|---|
| yeomen | Farmers who did not have slaves (page 402) |
| tenant farmers | Farmers who rented land and worked on a landlord's estate (page 402) |
| fixed cost | Regular expenses that remain about the same each year (page 403) |
| credit | A form of loan (page 403) |
| overseer | A plantation manager (page 403) |
| spiritual | An African American religious folk song (page 405) |
| slave code | Law in the Southern states that controlled enslaved people (page 405) |

DRAWING FROM EXPERIENCE

Do you have an extended family—grandparents, aunts, uncles, and cousins? Are they important in your life? How often do you see them? What kinds of things do you do together?

In the last section, you read about how the economy of the South depended on cotton. This section focuses on the Southern way of life.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Southerners relied on agriculture during the first half of the 1800s.

| Southern Class System | |
|------------------------------|--|
| Highest | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Study Guide



Chapter 13, Section 4 (continued)

READ TO LEARN

- **Small Farms** (pages 401–402)

There were four groups or classes of white Southerners.

- A.** Plantation owners usually owned a handful of slaves and a comfortable house. Only 12 percent of plantation owners could afford the mansions and many enslaved Africans shown in movies about the South.
- B.** Most Southerners called *yeomen* were farmers who owned land but not enslaved laborers.
- C.** *Tenant farmers* rented land and worked on landlords' estates.
- D.** Poor rural farmers lived in small cabins in wooded areas. They took care of themselves, growing what they could, fishing, and hunting.

1. What was the Southern class structure?

- **Plantations** (pages 402–403)

The goal of all plantation owners was to earn a profit. Prices paid for cotton varied, but farmers' *fixed costs*, or regular expenses, remained about the same each year. In order to get the best price, plantation owners sold their cotton crops to agents in big cities who held the crops until prices rose. The agents gave plantation owners loans in the form of *credit*, which they paid back when the crops were actually sold.

Wives of plantation owners were in charge of the enslaved Africans who worked in the house. They also took care of enslaved laborers when they were sick. Additionally, wives supervised the fruit and vegetable gardens and buildings. Many kept the plantation's financial records. Some husbands moved their families westward and traveled a great deal. Wives spent a lot of time at home alone.

Running a plantation involved a lot of work. Most enslaved Africans worked in the fields. An *overseer* was hired to manage the plantation and supervise the enslaved Africans who worked in the fields. Domestic enslaved Africans took care of household chores. Some enslaved Africans were taught needed skills such as those required of blacksmiths, carpenters, shoemakers, and weavers. Others took care of the farm animals.

Study Guide



Chapter 13, Section 4 (continued)

2. What was life like for the wives of plantation owners?

• **Life Under Slavery** (pages 403–406)

Enslaved Africans endured terrible hardships and much unhappiness. They were often separated from their families and sold to new owners. They had little hope of freedom, no money, and inhumane living and working conditions. Despite the hardships, they developed their own culture and family life. Friends and family became extended families. They lived in crowded log cabins with dirt floors. Families could be separated by sale at any time. Many enslaved Africans were married even though the marriages were not legally recognized. They resisted slavery in different ways.

After the slave trade was banned by Congress in 1808, all new enslaved people were born in the United States. Many accepted Christianity, but practiced the religious beliefs of their ancestors as well. Enslaved Africans used African American religious folk songs called *spirituals* to secretly communicate with one another.

The laws in Southern states, called *slave codes*, became harsher because white plantation owners feared an uprising or rebellion. Enslaved Africans could not assemble in groups. They could not learn to read or write. They could not leave their master's property without written permission. Nat Turner was hanged for leading a group of enslaved Africans in a rebellion where they killed about 55 whites.

Two successful runaway enslaved African Americans, Harriet Tubman and Frederick Douglass, helped other runaways make it to the North. Free blacks and whites who were against slavery secretly helped the runaway enslaved Africans. The Underground Railroad was a series of stops, or safe hiding places, along the route to the North where enslaved Africans could receive help. Most runaways were caught and returned to their owners who punished them severely. Many enslaved Africans resisted slavery in other ways. They worked slowly or pretended to be sick.

3. What were the slave codes?

Study Guide



Chapter 13, Section 4 (continued)

- **City Life and Education** (pages 406–407)

The main cities in the South during the mid-1800s were Baltimore and New Orleans. Charleston, Richmond, and Memphis were growing, too. White people, some enslaved laborers, and free African Americans lived in these cities. African Americans formed their own communities and provided services there. They became barbers, carpenters, and small tradespeople. They established churches and other institutions. They were not permitted to move to other states. Arkansas made all free African Americans move out of state in 1859, however. The rights of free African Americans were limited by laws passed by Southern states between 1830 and 1860.

4. What was life like for free African Americans in Southern cities?

Study Guide



Chapter 14, Section 1

For use with textbook pages 412–415

SOCIAL REFORM

KEY TERMS

| | |
|--------------------------|---|
| utopia | Community based on a vision of a perfect society (page 412) |
| revival | Religious frontier camp meeting (page 413) |
| temperance | Drinking little or no alcohol (page 413) |
| normal school | A school for training high school graduates as teachers (page 413) |
| transcendentalist | An artist or a writer who stresses the relationship between humans and nature as well as the importance of the individual conscience (page 415) |

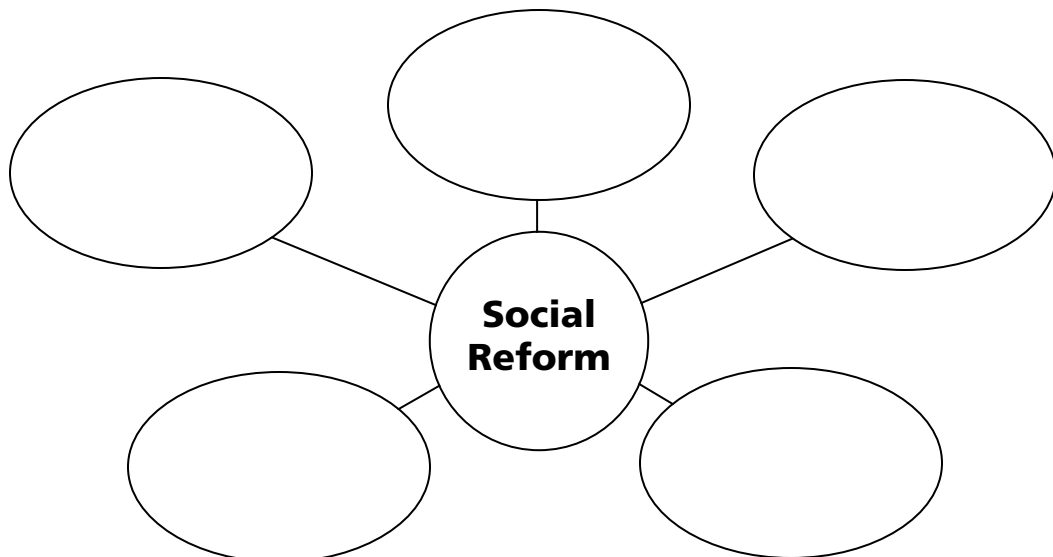
DRAWING FROM EXPERIENCE

Does your school have a drug-resistance program? What kinds of things are you taught in this program?

This section focuses on reformers who worked for social and cultural change during the early to mid-1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how religious and social reformers tried to improve American life and education, and to help people with disabilities.



Study Guide



Chapter 14, Section 1 (continued)

READ TO LEARN

- **The Reforming Spirit** (pages 412–413)

Many Americans believed that the Declaration of Independence and the Constitution guaranteed liberty and equality to all Americans. Many men and women worked for change, or reform, in America to reach these goals. Religion, education, politics, art, and literature in America began to change as a result. *Utopias*, or peaceful, harmonious communities, were established by social reformers. Cooperation rather than competition was emphasized. Communities were built by religious groups, including the Mormons. Except for the communities established by the Mormons, most utopian communities did not last more than a few years.

Religious reformers inspired the Second Great Awakening with a series of religious frontier camp meetings called *revivals*. People came together to listen to enthusiastic preachers, pray, and renew their commitment to change their lives and the world. More people joined churches, became involved in missionary work, and joined social reform movements. In 1826 the American Society for the Promotion of Temperance was established by religious reformers. Religious reformers preached the evils of alcohol and called for *temperance*, or little or no alcohol consumption. They blamed poverty and crime on the abuses of alcohol. Many states passed laws that made the manufacture and sale of alcoholic beverages illegal. Within a few years, these laws were repealed, or cancelled. In the early 1900s, the temperance movement led to a constitutional amendment.

1. What did the members of the temperance movement hope to do?

- **Reforming Education** (pages 413–415)

Thomas Jefferson and other Americans believed that a successful democracy depended upon educated citizens. In the early 1800s, education was limited. Only Massachusetts offered free elementary education. Most parents had to pay for their children’s education or send them to schools for the poor. Many children received no education at all.

Horace Mann, a lawyer, became the leader of the educational reform movement. In 1837 Mann became the head of the Massachusetts Board of Education. His accomplishments included: lengthening the school year to six months, developing teacher training programs, increasing teachers’ salaries, and improving the curriculum.

Study Guide



Chapter 14, Section 1 (continued)

In 1839 the first state-funded school for teacher training of high school graduates, called a **normal school**, was established in Massachusetts. Other states soon followed Mann's reforms, or changes, in education.

All states agreed upon three basic principles of public education by the 1850s.

1. Schools should be free and funded by taxes.
2. Teachers should be trained.
3. Children should be required to attend school.

Many states did not practice these principles, however. Some people did not believe women needed an education. Schools did not exist in every area. African Americans were often denied an education.

Many colleges and universities were established by religious groups between 1820 and 1850. Most admitted men only. In time some colleges and universities admitted women and African Americans. Methods of educating people with disabilities, such as hearing or vision impairments, were developed. In 1817 Thomas Gallaudet established the Hartford School for the Deaf in Connecticut. Dr. Samuel Gridley Howe established the Perkins Institute for the Blind in Boston, Massachusetts.

2. How did reformers improve education for Americans, including women, minorities, and people with hearing and visual impairments?

- **Cultural Trends** (page 415)

Beginning in the 1820s, the American spirit of reform influenced American artists and writers. Instead of modeling their work after Europe, they began to develop and explore American style and themes. **Transcendentalists** emphasized the relationship between humans and nature as well as the importance of the individual conscience. Artists and writers promoted social and political reform through their art and writings. Their work explored such issues as slavery, women's rights, and prejudice. Female authors and poets published the most popular books, yet they were not taken seriously.

3. Why did Americans begin to create American literature in the 1820s?

Study Guide



Chapter 14, Section 2

For use with textbook pages 418–424

THE ABOLITIONISTS

KEY TERMS

- abolitionist** Reformer who worked to abolish, or end, slavery (page 418)
- Underground Railroad** Network of escape routes out of the South (page 422)

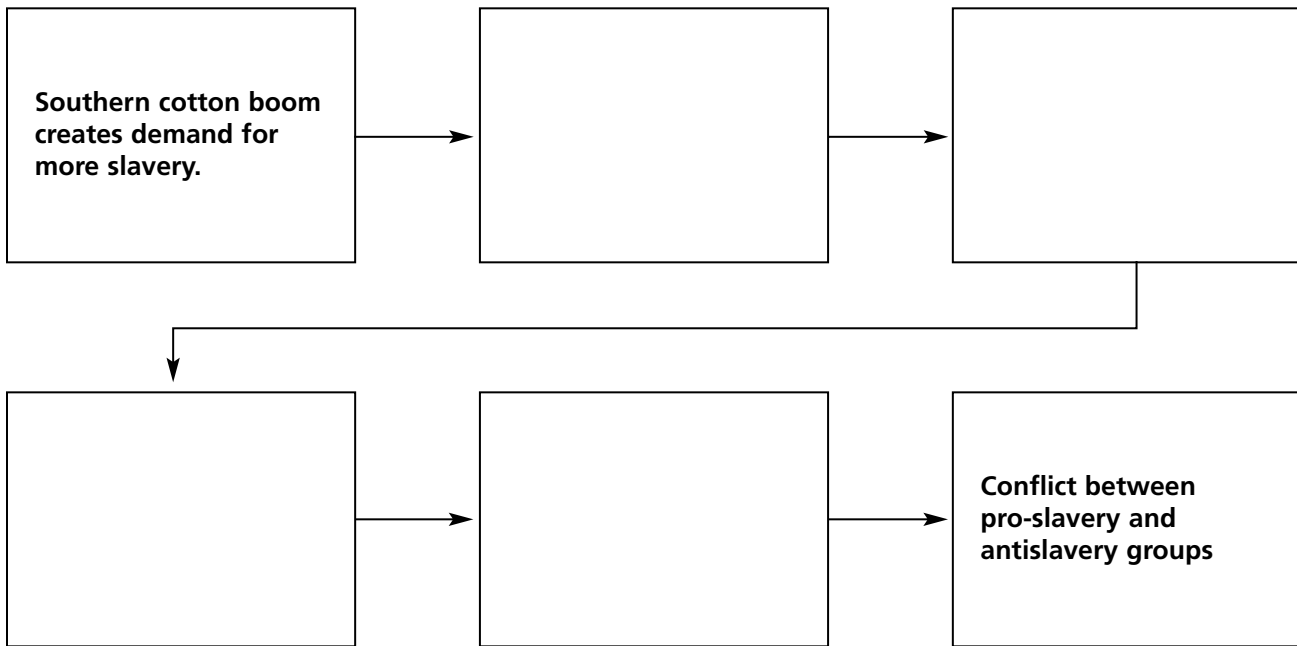
DRAWING FROM EXPERIENCE

Do you feel strongly about a controversial issue? What is that issue? What do you believe about the issue? Are you willing to stand up for your beliefs?

In the last section, you read about how religious and social reformers worked to improve American life and education, and to help people with disabilities. This section focuses on how leaders, such as Harriet Tubman and William Lloyd Garrison, strengthened the abolitionist movement.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the movement to end slavery in the United States.



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Study Guide



Chapter 14, Section 2 (continued)

READ TO LEARN

- **Early Efforts to End Slavery** (pages 418–419)

In the early 1800s, many reformers called *abolitionists* turned their attention to ending, or abolishing, slavery in the United States. Previous attempts to end slavery were made before the American Revolution. A compromise allowing each state to decide the issue of slavery was made in 1787 at the Constitutional Convention. In the early 1800s, Northern states ended slavery, while Southern states continued to rely on slave labor. The antislavery movement began again as a result of the spirit of reform in the early to mid-1800s. The movement was led by men and women of the Quaker faith.

In 1816 a group of white Virginians formed the American Colonization Society. The society worked to buy enslaved African Americans from their slaveholders and send them to colonies in West Africa and the Caribbean. Private donors, Congress, and some state legislatures paid the cost of sending enslaved African Americans to these new colonies. Liberia, a colony in Africa, was settled in 1822. In 1847 Liberia became a separate country. In spite of their efforts, slavery continued to grow. The Society could only resettle so many enslaved African Americans. Most enslaved African Americans wanted to be free, yet remain in America.

1. Who were abolitionists?

- **The Movement Changes** (pages 419–421)

The cotton boom in the Deep South created a demand for more slave labor. The number of enslaved persons increased. Beginning in the 1830s, the renewed antislavery movement was the most important social concern for reformers. William Lloyd Garrison was one of the first white abolitionist to demand the emancipation, or freeing, of enslaved people. He motivated others in the antislavery movement through his Boston newspaper, *The Liberator*. He formed the New England Antislavery Society in 1832 and the American Antislavery Society in 1833. By 1838 more than 1,000 chapters, or local branches, of these organizations were formed by Garrison’s followers.

Study Guide



Chapter 14, Section 2 (continued)

Sarah and Angelina Grimké, sisters from a wealthy slaveholding family in South Carolina, were the first women to lecture and write against slavery. For their share of the family inheritance, the sisters asked for and received many of the family's enslaved workers instead of money. They then freed the workers. Angelina and her husband, Theodore Weld, wrote a very convincing abolitionist publication called *American Slavery As It Is*. It was a collection of real-life experiences of enslaved people.

The free African Americans of the North lived in poverty and were banned from most jobs in many Northern cities. They were proud to be free, however. Many joined the American Antislavery Society and subscribed to Garrison's newspaper, *The Liberator*. America's first African American newspaper, *Freedom's Journal*, was started by Samuel Cornish and John Russwurm. Sojourner Truth, born Isabella Baumfree, became free when New York banned slavery in 1827. She worked for women's rights and the abolitionist movement. Free African American leaders met in Philadelphia in 1830 at their first convention. Their discussions included establishing an African American college and persuading free African Americans to move to Canada.

Frederick Douglass, a runaway enslaved African American, became a well-known abolitionist speaker and writer. He lectured around the world and edited an antislavery newspaper called the *North Star*. He was a member of the Massachusetts Antislavery Society. Douglass supported freedom and full equality with whites. In 1847 his friends helped him buy his freedom from the Maryland slaveholder from whom he escaped.

2. What contributions did some of the famous abolitionists make to the effort to end slavery?

- **The Underground Railroad** (pages 422–424)

Abolitionists took many risks as they helped enslaved Africans escape. If caught, they faced prison or death. Escaped Africans traveled at night to avoid capture. They ate, rested, and hid during the day in barns, attics, church basements, or other “stations” along the **Underground Railroad**, which was the name given to a network of safe hiding places along the route to freedom in the North. White and African American “conductors” along the route helped the enslaved escape to freedom in the North. “Passengers” traveled on foot or in wagons with secret compartments, guided through the darkness by the North Star. Harriet Tubman, an escaped African, became the most famous conductor on the Underground Railroad. Most enslaved Africans who were able to escape came from the states located between the northern states and the Deep South. Only a small percentage of enslaved Africans were actually helped by the Underground Railroad. For many others, it offered hope.

Study Guide



Chapter 14, Section 2 (continued)

Many Southerners were against the abolitionist movement because they depended on slavery for the success of their plantations and farms. Some Northerners opposed the movement because they considered free blacks a threat to their social order. Some believed that free blacks would take jobs away from whites. Some were afraid of a war between the North and South. Angry whites acted out violently toward abolitionists. Abolitionists were attacked, buildings were burned, and some were killed. Southerners defended the practice of slavery. They believed that they could take care of African Americans better than they could take care of themselves. They argued that slavery was better than working in Northern factories.

Conflict continued between those in favor of and those opposed to slavery. Abolitionists continued to fight for the end of slavery and joined the growing women's rights movement as well.

3. What was the Underground Railroad?

Study Guide



Chapter 14, Section 3

For use with textbook pages 425–428

THE WOMEN'S MOVEMENT

KEY TERMS

- suffrage** The right to vote (page 426)
- coeducation** The teaching of boys and girls together (page 427)

DRAWING FROM EXPERIENCE

Do girls and boys in your family follow the same rules? Do girls and boys in your family have similar educational opportunities? Are the opinions of girls and boys in your family encouraged? Do girls and boys share equally in the chores and decision making?

In the last section, you read about the movement by abolitionists to end slavery in the United States. This section focuses on the progress toward equality made by the women's rights movement in the 1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how women reformers worked to achieve their own rights.

| Seneca Falls Convention of 1848 | |
|--|--|
| 1. | |
| 2. | |
| 3. | |

Study Guide



Chapter 14, Section 3 (continued)

READ TO LEARN

- **Women and Reform** (pages 425–427)

Many women abolitionists began to think of their own freedom as they worked to end slavery in the United States. They did not agree with the sexism, or prejudice against women, in the antislavery movement. They did not agree with American laws that discriminated against women. Lucretia Mott, a Quaker, lectured on temperance, peace, workers’ rights, and abolition. She created the Philadelphia Female Anti-Slavery Society and helped runaway enslaved African Americans. Lucretia Mott and Elizabeth Cady Stanton, another female abolitionist, worked together for women’s rights. They helped organize the first women’s rights convention.

The Seneca Falls Convention, which was held in New York in 1848, issued a declaration that stated that all men and women are created equal. The declaration called for ending laws that discriminated against women. It demanded that women be allowed to work in male-dominated trades, professions, and businesses. The declaration called for woman *suffrage*, or the right to vote. Many convention delegates thought woman suffrage was too controversial. Elizabeth Stanton persisted until it was included in the declaration.

The convention marked the beginning of the women’s rights movement in America. Many more conventions were held in the 1800s. Male and female reformers joined the struggle for women’s rights. The first women’s temperance association, Daughters of Temperance, was formed by Susan B. Anthony, the daughter of a Quaker abolitionist from New York. She worked for women’s rights, temperance, and changes in New York property and divorce laws. She supported equal pay and college training for women, and *coeducation*, the education of boys and girls together. For the rest of the 1800s, Elizabeth Cady Stanton and Susan B. Anthony led the women’s movement. Eventually, several states allowed women to vote, beginning with Wyoming in 1890. In 1920 women throughout the United States had the right to vote.

1. Why was the Seneca Falls Convention important to the women’s rights movement?

Study Guide



Chapter 14, Section 3 (continued)

- **Progress by American Women** (page 427–428)

In the 1800s women had few career choices. Women were limited by the expectations and social customs of the times. No university or college accepted women before the 1830s. Most Americans believed that an education would make women unhappy with their lives. Some Americans opposed teaching girls how to read and write. They believed women were too delicate to handle the stress of studying advanced subjects. Educational opportunities for women were limited to courses on becoming good wives and mothers. Female elementary school teachers were paid less than male teachers.

Female leaders helped create new opportunities for other women. Emma Willard founded the Troy Female Seminary in 1821. Willard was self-taught in many subjects, including science and mathematics. In 1837 Mary Lyons founded Mount Holyoke Female Seminary, which later became Mount Holyoke College, in Massachusetts. New property laws in several states recognized the right of women to own property after marriage. Previously, all property owned by women before marriage was transferred to their husbands after marriage. Women in several states won the right to divorce alcoholic husbands. Husbands and wives were granted joint guardianship of their children. Many bright, young women entered male-dominated professions. Many strong women struggled to achieve their goals.

2. Why were educational opportunities so important to the women’s rights movement?

Study Guide



Chapter 15, Section 1

For use with textbook pages 436–439

SLAVERY AND THE WEST

KEY TERMS

- sectionalism** Exaggerated loyalty to a particular region of the country (page 437)
- fugitive** Someone who runs away from the law (page 438)
- secede** To separate or leave the Union (page 438)
- abstain** To not cast a vote (page 439)

DRAWING FROM EXPERIENCE

Have you ever had to give up something to get something you wanted more? How did you decide which item was more important? What were some times when you would not compromise?

This section focuses on how the Northern states and the Southern states debated and compromised over the issue of slavery in new states.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the proposals presented to Congress in the mid-1800s concerning slavery.

| Successful Proposals to Congress | Unsuccessful Proposals to Congress |
|----------------------------------|------------------------------------|
| | |

Study Guide

Chapter 15, Section 1 (continued)



READ TO LEARN

- **The Missouri Compromise** (pages 436–437)

When Missouri asked to join the United States in 1817, it caused a debate around the country. Many settlers to Missouri had brought their enslaved workers with them. They applied to the United States as a slave state. Up to this point, the country had an even number of slave states and free states. To allow Missouri into the United States would upset that balance in the Senate.

The North and the South were also divided over the land in the West. Many Northerners wanted to limit or eliminate slavery completely. Even the Southerners that were against slavery were opposed to the interference from the North. This division between the states created *sectionalism*. Sectionalism occurs when people are overly loyal to their section of the country.

The Senate suggested a compromise. The idea was to admit Missouri into the country as a slave state. Maine would also be added to the country, but as a free state. This compromise also restricted slavery in any land, except Missouri, north of the 36°30'N latitude that was gained in the Louisiana Purchase. Speaker of the House Henry Clay led efforts in the House to pass this agreement in 1820, called the Missouri Compromise.

1. Why was there controversy in admitting Missouri into the United States?

- **New Western Lands** (pages 437–438)

The controversy between the Southern states and the Northern states arose again in the 1840s. Slavery was already established in Texas, and the Southern states strongly supported its admission to the country. They also wanted to take over New Mexico and California, which were still part of Mexico. David Wilmot of Pennsylvania introduced the Wilmot Proviso to Congress. The Wilmot Proviso declared that slavery should not be allowed in any land obtained from Mexico. An opposing proposal was created by John C. Calhoun of South Carolina. It said that Congress had no right to eliminate or limit slavery in a territory. Neither proposal passed in Congress.

In the election of 1848, a new political party was formed. The Whigs chose Zachary Taylor, a Southerner, for their candidate. The Democrats chose Senator Lewis Cass from Michigan. Neither candidate took a strong stance on slavery. Members from both parties that were against slavery joined together to create a new political party, the Free-Soil Party. The Free-Soil Party agreed with the Wilmot Proviso and selected Martin Van Buren as their candidate. Zachary Taylor won the election, but the Free-Soil Party gained several seats in Congress.

Study Guide



Chapter 15, Section 1 (continued)

President Zachary Taylor believed that as New Mexico and California became states, the citizens could decide whether to allow slavery or not. Other issues came up in Congress. Many people wanted to do away with slavery in Washington D.C. Southerners wanted a law that required states to send *fugitive*, or runaway, enslaved African Americans back to their slaveholders. Southerners were most concerned that California, New Mexico, Oregon, and Utah would be admitted to the country as free states. This would give the South no power in Congress. The people of the South started discussing *seceding*, or leaving, the United States.

2. What stance did each candidate of the election of 1848 take on slavery?

• **A New Compromise** (pages 438–439)

In 1850 Henry Clay wrote a plan to settle the issues in Congress. His plan contained several parts.

1. California would be admitted as a free state.
2. The New Mexico Territory would have no slavery restrictions.
3. The New Mexico-Texas border would favor New Mexico.
4. Slave trade, not slavery, would be eliminated in Washington D.C.
5. Stronger fugitive slave laws would be created.

Senator John C. Calhoun of South Carolina was against Clay’s plan. He thought that the limitations on slavery would destroy the Union. Southern states would need to leave. Senator Daniel Webster of Massachusetts agreed with Clay. He felt the compromise was the only way to save the Union.

There was much disagreement about Clay’s compromise. People agreed with some parts, but opposed other parts. Stephen A. Douglas, from Illinois, solved the problem by dividing Clay’s plan. Each section would be voted on separately. President Fillmore, who became president after Zachary Taylor’s death, convinced members of the Whig party not to cast a vote, to *abstain*, on the issues they opposed. The multi-part plan finally passed and became known as the Compromise of 1850.

3. Why was Henry Clay’s plan divided into five separate bills?

Study Guide



Chapter 15, Section 2

For use with textbook pages 441–444

A NATION DIVIDING

KEY TERMS

- popular sovereignty** The idea that allows the people to make their own decisions about the area in which they live (page 442)
- border ruffians** Armed groups from another state that cross a border solely to vote (page 443)
- civil war** A conflict between citizens of the same country (page 444)

DRAWING FROM EXPERIENCE

Have you ever been part of one group that split into two smaller groups because of a disagreement? Did you or anyone try to bring the group back together? Could the disagreement be resolved?

In the last section, you read how Western states were added to the Union with compromises from the North and the South. This section focuses on how the issue of slavery further divided the North and South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the different reactions of the North and the South as a result of the Fugitive Slave Act.

| The Fugitive Slave Act | |
|------------------------|-----------------------|
| The Northern Reaction | The Southern Reaction |
| | |

Study Guide



Chapter 15, Section 2 (continued)

READ TO LEARN

- **The Fugitive Slave Act** (pages 441–442)

In 1850 Congress passed the Fugitive Slave Act. This law required that every citizen help return runaway enslaved African Americans. Anyone that helped a runaway would either pay a fine or go to jail. Southerners thought this law would force Northerners to help them. They tried to capture African Americans living in the North, whether they were runaways or not.

Many Northerners refused to obey this law. The Underground Railroad was developed. It was a system where groups of people, white and African American, helped runaways escape to freedom. Other antislavery groups collected money to help buy the freedom of enslaved African Americans. Northern juries would not convict anyone accused of breaking the Fugitive Slave Act.

1. What was the Fugitive Slave Act?

- **The Kansas-Nebraska Act** (pages 442–443)

Stephen A. Douglas wanted to expand the nation to include Kansas and Nebraska. According to the Missouri Compromise, the two territories were destined to become free states. The Southerners in Congress would not accept two more free states. That would upset the balance of free states and slaves states. In order to promote expansion, Douglas suggested that the Missouri Compromise be abandoned. He wanted to let the settlers in the territory decide if they would allow slavery. This was called **popular sovereignty**.

Northerners were strongly against this plan. It would allow slavery on lands that had been free for a long time. Southerners, however, were strongly in favor of the plan. Many slaveholders from Missouri would settle in Kansas and vote to bring slavery to the state. Northern Democrats and President Franklin Pierce also supported this proposal. The Kansas-Nebraska Act passed in 1854. The division within the country grew stronger.

2. Why did Douglas want to abandon the Missouri Compromise?

Study Guide



Chapter 15, Section 2 (continued)

- **Conflict in Kansas** (pages 443–444)

When the Kansas-Nebraska Act passed, both sides sent people to vote. About 1,500 voters lived in the Kansas territory, yet more than 6,000 people voted in the elections. Many of the voters came from Missouri. Armed groups traveled into Kansas solely to vote in support of slavery. They became known as *border ruffians*. The elections resulted in a proslavery legislature. The Kansas legislature began passing laws in support of slavery. Antislavery groups opposed these laws. They held their own elections and started a new constitution that outlawed slavery. The state was split. Both sides wanted a voice in Congress.

The disagreement over slavery turned violent. Supporters of slavery attacked the town of Lawrence. Lawrence was the antislavery capital. John Brown was committed to ending slavery. He and others grabbed and killed five supporters of slavery for revenge. More violence continued. Kansas became known as “Bleeding Kansas.” People also called it “the *Civil War* in Kansas.” A civil war happens when citizens within the same country fight. Not until October of 1856 did John Geary, the newly appointed territorial governor, stop the bloodshed in Kansas.

The violence from the state of Kansas spilled into Congress. Charles Sumner, from Massachusetts, gave a speech called “The Crime Against Kansas.” He spoke strongly against the slavery in Kansas. He also spoke against the senators who supported slavery. He especially criticized the senator from South Carolina, Andrew C. Butler. A relative of Butler’s attacked Sumner in the Senate chamber a few days later. Sumner was bleeding and knocked unconscious. His injuries were so bad that he could not return to the Senate for years.

3. Why were there two constitutions in Kansas?

Study Guide



Chapter 15, Section 3

For use with textbook pages 445–448

CHALLENGES TO SLAVERY

KEY TERMS

- arsenal** A storage place for weapons and ammunition (page 448)
- martyr** A person who dies for a great cause (page 448)

DRAWING FROM EXPERIENCE

Have you ever taken an argument to someone else to settle? Were you pleased or disappointed with the result? Did you think the decision was fair?

In the last section, you read about the growing division of the country over slavery. This section focuses on decisions and beliefs about slavery that drive the North and South even further apart.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the decisions made in the *Dred Scott* case affected the country.

Rulings Within the *Dred Scott* Decision

| | |
|--|--|
| <p>1.</p> <p>2.</p> <p>3.</p> | |
|--|--|

Study Guide

Chapter 15, Section 3 *(continued)*



READ TO LEARN

- **A New Political Party** (*pages 445–446*)

In the 1850s the political parties were changing. The Democratic Party was split between the North and South. Northern Democrats left the Party. Whigs, Northern Democrats, and Free-Soilers joined together to form the Republican Party. They were strongly against slavery. The Republicans believed it was the duty of the government to stop slavery from spreading. In 1854 the Republicans gained control of the House of Representatives.

In the election of 1856, the Republicans chose John C. Frémont as their presidential candidate. He had been a Western explorer and did not have any political record. Republicans hoped voters would be impressed with his life. The Democrats did not choose Franklin Pierce this time because he had too much involvement with the Kansas controversy. They chose James Buchanan as their candidate instead. Buchanan had been overseas and had not been involved in the disagreements. The Democrats supported popular sovereignty. A third party called the American Party nominated Millard Fillmore, a former president. The American Party was against immigration. They did not take a strong stance on slavery. Buchanan won the election with the help of the Southern votes. After the election, some members of the American Party joined the Republican Party.

1. Why were there almost no Southerners in the Republican Party?

- **The *Dred Scott* Decision** (*pages 446–448*)

In 1857 the Supreme Court sent a strong message in favor of slavery. An African American named Dred Scott had been purchased in Missouri, a slave state. The family who bought him moved to Illinois and then Wisconsin. Both states were free. The family returned to Missouri and the owner of Dred Scott died. Scott sued for his freedom. He believed that, because he had lived on free soil at one time, he should be free. It took 11 years for the case to reach the Supreme Court.

The Court ruled that Dred Scott was enslaved no matter where he lived. He was considered property that could not be taken away from someone without a legal process. The Court said Scott could not file a lawsuit because he was an enslaved person, not a citizen. The Court also declared that Congress had no right to limit slavery in any way. That meant that the Missouri Compromise and popular sovereignty were unconstitutional. Southerners were pleased by the decision, but Northerners were angry.

Study Guide



Chapter 15, Section 3 (continued)

In the election of 1858, everyone in the country was watching the Senate race in Illinois. Stephen A. Douglas and Abraham Lincoln were the candidates. Douglas had established a reputation during his time as Senator. He was called “the Little Giant” because he was short but powerful. He thought that the growth of the nation was more important than the issue of slavery. He believed that popular sovereignty would solve the slavery debates. Abraham Lincoln was not well-known at the time. He was a lawyer but had little formal education. He believed that slavery was wrong. He knew it may be too difficult to eliminate slavery, but he felt it should not spread.

The two candidates debated seven times throughout Illinois. In Freeport Lincoln asked Douglas about his views on popular sovereignty. How could people outlaw slavery in a territory that had not yet become a state? Douglas said they could refuse to make laws that protect the rights of the slaveholders. Southerners were not pleased with Douglas’s answer. His answer became known as the Freeport Doctrine. Douglas wanted to show Lincoln as extreme in his antislavery views. Lincoln said the issue was that some people did not see slavery as wrong. Other people, such as Republicans, did see it as wrong.

The Republican Party was gaining strength. Abolitionist John Brown led an attack on Harpers Ferry, Virginia. His goal was to get the **arsenal**. An arsenal is a storage place for weapons and ammunition. He was quickly defeated and local citizens and federal troops captured John Brown and his followers. Brown was found guilty of treason and murder and was sentenced to death. Some Republican leaders publicly criticized Brown for his violent acts, while other Northerners praised him. To his supporters, Brown became a **martyr**, someone who dies for a great cause.

2. What did the Supreme Court rule in the *Dred Scott* case?

Study Guide

Chapter 15, Section 4



SECESSION AND WAR

KEY TERMS

- secession** Withdrawal from the Union (*page 451*)
- states' rights** The rights of the state overrule the rights of the federal government (*page 451*)

DRAWING FROM EXPERIENCE

Have you ever had to make a difficult decision? Did it affect other people? What kind of difficult decisions do you think your parents have to make? What difficult decisions do your teachers, police, or the president of the United States have to make?

In the last section, you read about the decisions on slavery that caused growing division in the United States. This section focuses on how the Southern states separated from the Union.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the election of 1860 affected the country.

| Presidential Election of 1860 | | |
|-------------------------------|-----------|------------|
| Political Party | Candidate | Main Issue |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Study Guide



Chapter 15, Section 4 (continued)

READ TO LEARN

- **The Election of 1860** (pages 449–450)

There were four political parties that nominated candidates for the election of 1860. The Democrats had split into a Northern and a Southern section. The Northern Democrats nominated Stephen Douglas. He supported popular sovereignty. The Southern Democrats wanted to maintain slavery. They chose John C. Breckinridge. He supported the *Dred Scott* decision. A group called the Constitutional Party did not have a position on slavery. They chose John Bell from Tennessee. The Republicans nominated Abraham Lincoln as their candidate. The Republicans said slavery could remain in place, but it should not spread to new territories. Lincoln won the election because all the Northern states supported him.

1. What was Republican position on slavery?

- **The South Secedes** (pages 451–452)

The Southern states did not trust the Republican stance. With Abraham Lincoln as president, Southerners thought their rights would not be protected. A special meeting was held in South Carolina. They voted to leave the Union on December 20, 1860. Many people wanted the Union to stay together. Kentucky Senator John Crittenden proposed a compromise after South Carolina's *secession*, or withdrawal, from the Union. He suggested bringing back the guidelines of the Missouri Compromise. Any states or land gained south of the 36°30' N line would uphold and protect slavery. He wanted this compromise added to the Constitution. The Republicans were strongly against this plan. It would mean some free land would become slave land. It would be a step backward. Southerners were also unwilling to compromise.

In 1861 Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia all voted to secede from the Union. Representatives from these states and from South Carolina met to form a new nation. The new country was called the Confederate States of America. They chose Jefferson Davis as their president. The Southern states felt they had the right to leave the United States due to *states' rights* because the states entered the Union voluntarily. As independent states they made an agreement or contract with the Union when they entered. They felt that the United States did not fulfill its side of the agreement. Therefore, the contract was not valid anymore. The Southern states felt free to leave the Union.

Study Guide



Chapter 15, Section 4 (continued)

Many Southerners celebrated their secession from the United States. Other Southerners, such as Robert E. Lee, were deeply saddened by the direction the South had taken. Some of the more extreme Northerners were pleased that the Southern states had left the country, but most Northerners wanted the Union to remain together. Lincoln had not taken the presidential office yet. President Buchanan believed he was powerless to stop the Southern states from leaving the country. Lincoln disagreed. He felt it was the duty of the president to maintain the Union and the laws that had been established. In his Inaugural Address, Lincoln did attempt to win back the South. He also made it clear that secession was not an option. Federal property would be held and laws of the United States would be enforced in the South.

2. How did Senator John Crittenden attempt to keep the South from seceding from the Union?

• **Fort Sumter** (page 453)

Confederate soldiers began to claim forts in the South that belonged to the United States. The commander of Fort Sumter sent a message to Lincoln on the day after Inauguration Day. The fort was low on supplies. The Confederates were expecting the fort to surrender.

Lincoln sent a message back to the governor of South Carolina. Unarmed groups would be bringing only supplies to the men at Fort Sumter. The United States would fire no shots unless the Confederates fired upon them. Jefferson Davis ordered the Confederate troops to attack Fort Sumter before the supplies arrived. Due to high water, the Union troops could not relieve the men at Fort Sumter. They fought for 33 hours. Though there was much gunfire, nobody on either side was killed.

The attack caused Lincoln to order troops to war to save the Union. Many volunteered. The remaining Southern states joined the Confederacy. The Civil War had started.

3. Why did the Confederates attack Fort Sumter?

Study Guide



Chapter 16, Section 1

For use with textbook pages 460–464

THE TWO SIDES

KEY TERMS

- border state** A slave state that remained in the Union (page 461)
- blockade** To close (page 463)
- offensive** On the attack (page 463)
- Rebel** Confederate soldier (page 464)
- Yankee** Union soldier (page 464)

DRAWING FROM EXPERIENCE

Have you ever played chess or checkers? What kind of strategy, or plan, did you use to play the game?

This section focuses on comparing military strategies of the North and South and the role of the border states in the war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the advantages and disadvantages of the North and South in the war.

| | Advantages | Disadvantages |
|-------|------------|---------------|
| North | | |
| South | | |

Study Guide

Chapter 16, Section 1 *(continued)*



READ TO LEARN

- **Choosing Sides** (*pages 460–462*)

In early 1861 President Lincoln approved military action to preserve the Union after Fort Sumter had been attacked by Confederate soldiers. Seven states had seceded, or left the Union, and formed their own government known as the Confederate government. Four states—Virginia, North Carolina, Tennessee, and Arkansas—joined the Confederacy after Lincoln approved military action. The capitals of the Union (Washington, D.C.) and the Confederacy (Richmond, Virginia) were only 100 miles apart. The **border states**, four Union states that permitted slavery, were still debating which side to support. Three of the states (Missouri, Kentucky, and Maryland) were leaning toward secession and joining the Confederacy.

The North needed the border states to remain in the Union because of their strategic locations. Maryland was especially important because important railroad lines and the Union capital were located in Maryland. It was also close to the Confederate capital, Richmond, Virginia. Missouri was located along parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the city of Philadelphia.

President Lincoln had to be careful not to anger the border states for fear of losing them to the Confederacy. He decided to use his power to suspend constitutional rights, such as freedom of speech, and arrest supporters of secession. His plan worked. The border states stayed in the Union, although some citizens joined the Confederate army. Groups of citizens in Tennessee and Virginia were against secession, including people in the Appalachian region. They established a separate state called West Virginia, which was admitted into the Union in 1863.

1. What role did the border states play in the war?

- **Comparing North and South** (*pages 462–463*)

Each side had advantages and disadvantages. How they were used would decide the outcome of the war. The advantages of the North included more people, more industry, more resources, more money, more ships, more trains, and a larger railroad system. The North also had Abraham Lincoln. The advantages of the South included the support of the people, familiar territory, and military leadership.

Study Guide



Chapter 16, Section 1 (continued)

The major disadvantage of the North involved the difficulty of invading unfamiliar territory full of people who opposed them. The disadvantages of the South included a smaller population from which to pull together an army, fewer factories to make weapons and supplies, less food production than the North, and fewer trains and tracks for delivering food and supplies. The belief in states' rights ended up hurting the South. The individual states did not give the Confederates enough power to be an effective force.

Both sides had different goals. The North wanted to bring the Southern states back into the Union. As the war progressed, the North also wanted to end slavery in the South. The South wanted to be recognized as a separate, independent country. The North's plan included three main strategies: to **blockade**, or close, Southern ports, to control the Mississippi River, and to capture the capital city of Richmond. They hoped these strategies would cut off supplies and money to the South. At times the Southern leaders went on the **offensive** and attacked Northern cities. Their main strategy was to defend Southern territory until the North gave up, however.

2. What were the strategies of the North and South?

- **American People at War** (pages 463–464)

Americans were at war with one another. People from the same families or communities were often on opposing sides. Military leaders from both sides had gone to school together at the United States Military Academy at West Point. Now they were fighting one another.

The soldiers were young. Almost half of them were younger than 21. The majority of them came from farms. They were called to serve for 90 days. When the war did not end, they served much longer. African Americans were not allowed to join the Union army until later in the war. By the end of the war, about 2.1 million Union soldiers called **Yankees** fought for the North. This number includes almost 200,000 African Americans. About 850,000 Confederate soldiers called **Rebels** fought for the South. About 10,000 Hispanic soldiers fought in the Civil War. Neither side expected the war to last long. Northern General William Tecumseh Sherman was one of the few who correctly predicted that the war would be long and difficult.

3. Who were the brave soldiers who fought for the North and South?

Study Guide



Chapter 16, Section 2

For use with textbook pages 466–472

EARLY YEARS OF THE WAR

KEY TERMS

| | |
|------------------------|--|
| Blockade runner | Confederate ships that sailed in and out of Southern ports during the attempts by the North to close them (page 468) |
| ironclad | Wooden ship covered with thick iron plates (page 468) |
| casualty | People killed or wounded (page 469) |

DRAWING FROM EXPERIENCE

Have you ever heard the words, “Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal . . .”? What does this quote mean?

In the last section, you read about the advantages and disadvantages of the North and South at the time of the Civil War. This section focuses on how the war was fought in different geographic regions.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the outcomes of the battles in the beginning of the Civil War.

| Union Victories | Confederate Victories |
|-----------------|-----------------------|
| | |

Study Guide



Chapter 16, Section 2 (continued)

READ TO LEARN

- **First Battle of Bull Run** (pages 466–467)

The First Battle of Bull Run was the first major battle of the Civil War. It was fought in northern Virginia near the town of Manassas Junction and the Bull Run River. Inexperienced Union troops attacked inexperienced Confederate troops. The Confederates were pushed back and then, with reinforcements under General “Stonewall” Jackson, counterattacked. They broke the Union lines and caused the Union troops to retreat in a panic. The Confederates were too tired to follow the Yankee soldiers. The Yankees were surprised that they lost the battle. Lincoln called for more soldiers. He appointed George B. McClellan to head the Union’s Eastern army, called the Army of the Potomac.

1. How did the Battle of Bull Run affect the Union army?

- **War at Sea** (pages 467–468)

Lincoln ordered the Navy to blockade, or close off, Southern ports so the South could not export cotton and import supplies. They didn’t have enough ships to cover the entire coast, however. Southern ships called **blockade runners** sailed in and out of ports in between the Union ships. More ships were built by the Union. The blockade reduced the amount of trade by more than two-thirds. There were shortages of food and supplies in the South.

The Confederates took control of a naval shipyard in Norfolk, Virginia. They rebuilt an old Union warship called the *Merrimack*, covering it with thick iron metal plates. Bullets and shells could not sink the **ironclad** ship, which was renamed the *Virginia*. The North built the *Monitor*, also an ironclad ship. When they fought each other, neither one could win. The Union blocked the *Virginia* into its harbor so that it was unable to attack Northern ships again. The battle between metal-covered ships changed naval warfare forever.

2. Why was the battle between ironclads a turning point in naval history?

Study Guide



Chapter 16, Section 2 (continued)

• War in the West (pages 468–469)

Generals on both sides in the East spent time training soldiers after the First Battle of Bull Run. War efforts continued in the West. The North wanted to control the Mississippi and Tennessee Rivers to divide the Confederacy. The South would then be unable to ship goods. Cairo, Illinois, located where the Ohio and Mississippi Rivers met, was the starting point for the Union actions in the West. The Cumberland and Tennessee Rivers were nearby.

Ulysses S. Grant commanded the Union forces from Cairo. With the help of a new ironclad, Grant captured Fort Henry on the Tennessee River and Fort Donelson on the Cumberland. These victories gave the Union a route to other Southern states. They also pushed Confederates out of Kentucky.

The Union narrowly defeated the Confederates in the Battle of Shiloh. Both sides suffered many *casualties*, soldiers killed or wounded. The battle lasted for two days. General “Stonewall” Jackson was killed. The Union took control of Corinth and Memphis, Tennessee. The Union Navy captured New Orleans, Louisiana. The Confederacy lost the use of the Mississippi River for shipping. Almost all of the Mississippi River was controlled by the Union.

3. Which two goals did the Union army achieve?

• War in the East (pages 469–472)

As a military leader, General McClellan was overly cautious and slow to act. His job was to lead the Army of the Potomac and capture the Confederate capital of Richmond. He spent too much time analyzing each situation and ended up missing the right opportunities. Even President Lincoln begged him to act. McClellan ignored Lincoln’s directions to take his troops directly to Richmond by land. Instead he took them by ship and attacked the Confederates from a peninsula of land between the York and the James Rivers. This offensive became known as the Peninsular Campaign.

McClellan and his troops finally fought a series of battles, known as the Seven Days’ Battles, against Robert E. Lee and his Confederate troops. Lee’s cavalry leader, James E.B. Stuart, surrounded the Union troops, and pushed them back to the James River. McClellan and his Union troops failed to capture Richmond.

Northern morale was low. The troops felt hopeless. McClellan’s army was still close to Richmond and included more troops than Lee’s. McClellan missed another opportunity to capture Richmond. Lincoln ordered him north to join forces with another troop in Virginia.

Study Guide



Chapter 16, Section 2 (continued)

Confederate forces led by Lee and Jackson were attacked by Union forces in the Second Battle of Bull Run. The Confederates defeated the Union and saved Richmond. The Confederates were only 20 miles from Washington, D.C.

Jefferson Davis, the President of the Confederacy, ordered an offensive into Maryland, led by Robert E. Lee. Two of McClellan's soldiers found Lee's orders dropped in a field. They learned of Lee's plans and knew what Lee planned to do. Instead of acting quickly, McClellan took too much time, which gave Lee more time to gather his troops. The largest number of casualties of the Civil War happened during the Battle of Antietam in Maryland. The Confederate army retreated to Virginia. McClellan did not go after them. General Burnside replaced McClellan who was removed because of his failures.

The Battle of Antietam changed the goals of the North. Lincoln decided to fight against slavery.

4. How did McClellan's leadership affect the Union?

Study Guide

Chapter 16, Section 3



For use with textbook pages 473–477

A CALL FOR FREEDOM

KEY TERMS

emancipate To free (page 475)

ratify To approve (page 476)

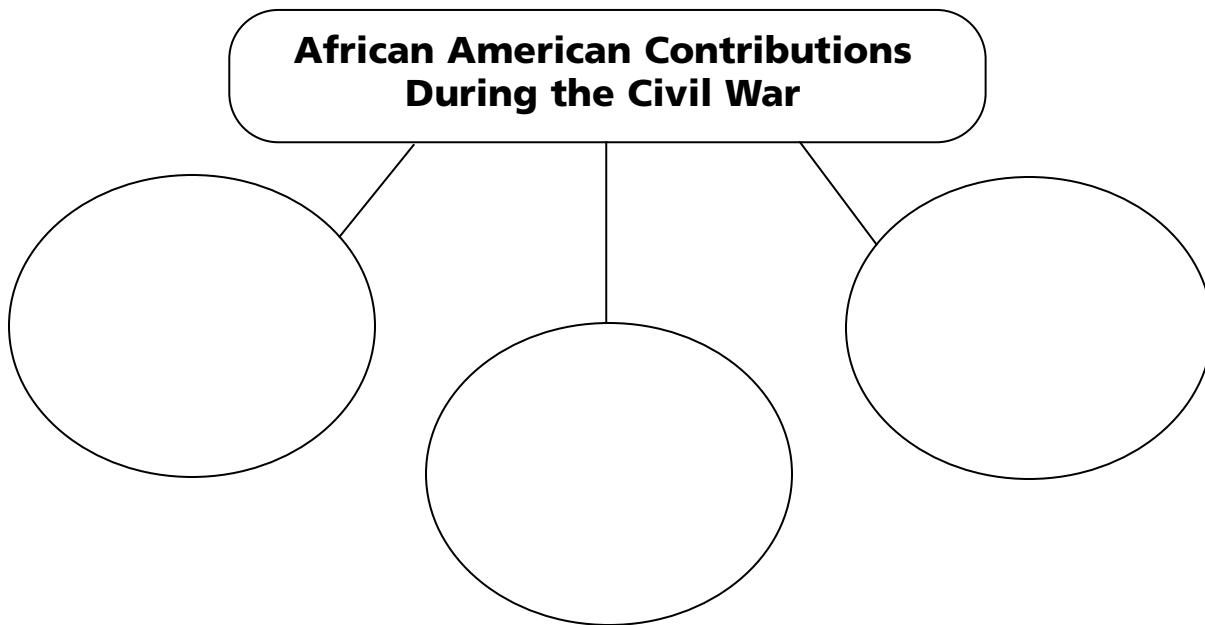
DRAWING FROM EXPERIENCE

Have you ever been treated unfairly? Has someone you know been allowed to do something that you were not allowed to do? How did you feel?

In the last section, you read about the battles fought between the North and South in different geographic regions. This section focuses on the contributions of African Americans to the war effort.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the contributions African Americans made during the Civil War.



Study Guide



Chapter 16, Section 3 (continued)

READ TO LEARN

- **Emancipation** (pages 473–476)

The goal of the North was to keep the Union together. At first abolishing slavery was not a goal of the North. Lincoln was opposed to slavery and said he would prevent the expansion of slavery. He did not want to make abolishing slavery a goal of the Civil War for fear of losing the support of the slaveholding border states.

The goals of the North began to change, however, because many Northerners believed slavery was helping the Southern war efforts. Northerners felt that by weakening slavery, they would weaken the war efforts of the South. Congress passed laws in 1861 and 1862 that freed enslaved people held by people in the Confederacy. Lincoln hoped that Britain and France would decide not to help the South if the North fought slavery. He also wanted the president to be the one to end slavery instead of the Republican Congress.

Lincoln decided to free, or *emancipate*, enslaved workers in Southern states by signing the Emancipation Proclamation in 1863. The Union did not control Confederate states at the time, so no one was really freed. Lincoln hoped that enslaved African Americans would hear about the Proclamation and run away from their slaveholders. If enslaved African Americans made it safely into Union territory, they would be free. Lincoln’s plan worked. Britain and France refused to recognize the Confederacy. African Americans in the North were thrilled with the proclamation.

In 1864 Republicans in Congress proposed the Thirteenth Amendment to abolish slavery in the United States. The Thirteenth Amendment was approved, or *ratified*, in 1865.

1. What was the Emancipation Proclamation?

- **African Americans in the War** (pages 476–477)

During the Civil War, Southerners were afraid that enslaved people would rebel. About 30 percent of the Southern population consisted of enslaved people. Southerners did not want to provide them with weapons. Therefore, African Americans were not allowed to fight in the war at first. In 1865 when the Confederacy desperately needed soldiers, the Confederate Congress passed laws to allow African Americans to fight. The war ended before the Confederacy was able to organize African American troops.

Study Guide



Chapter 16, Section 3 (continued)

At first the Union army did not allow African Americans to fight, but the Union navy did. African Americans joined the navy and supported the war effort in many other ways. Because they knew the South very well, many African Americans, including Harriet Tubman, served as spies or guides. In 1862 Congress passed a law allowing African Americans to fight in the army. Many signed up. By the end of the war, 10 percent of the Union army and 18 percent of the Union navy consisted of African American volunteers.

African American soldiers served in separate regiments from white soldiers. Their commanders were white, however. African American soldiers received less pay than white soldiers until 1864. The bravery of African American troops on the battlefield earned the respect of fellow Union soldiers. Confederate soldiers were furious that African Americans were allowed to fight for the Union. Some African Americans were captured by Confederates and executed. Seeing African Americans serving in the Union army made a big impression on enslaved workers in the South. For the first time, they understood what the war was all about.

2. How did African American soldiers serve in the military during the war?

Study Guide



Chapter 16, Section 4

For use with textbook pages 478–483

LIFE DURING THE CIVIL WAR

KEY TERMS

| | |
|-----------------------------|--|
| <i>habeas corpus</i> | The right to a hearing before being jailed (page 481) |
| <i>draft</i> | A law that required men to serve in the army (page 481) |
| <i>bounty</i> | Payments to volunteers who enlist in the army (page 482) |
| <i>greenback</i> | Northern paper money (page 483) |
| <i>inflation</i> | General increase in prices (page 483) |

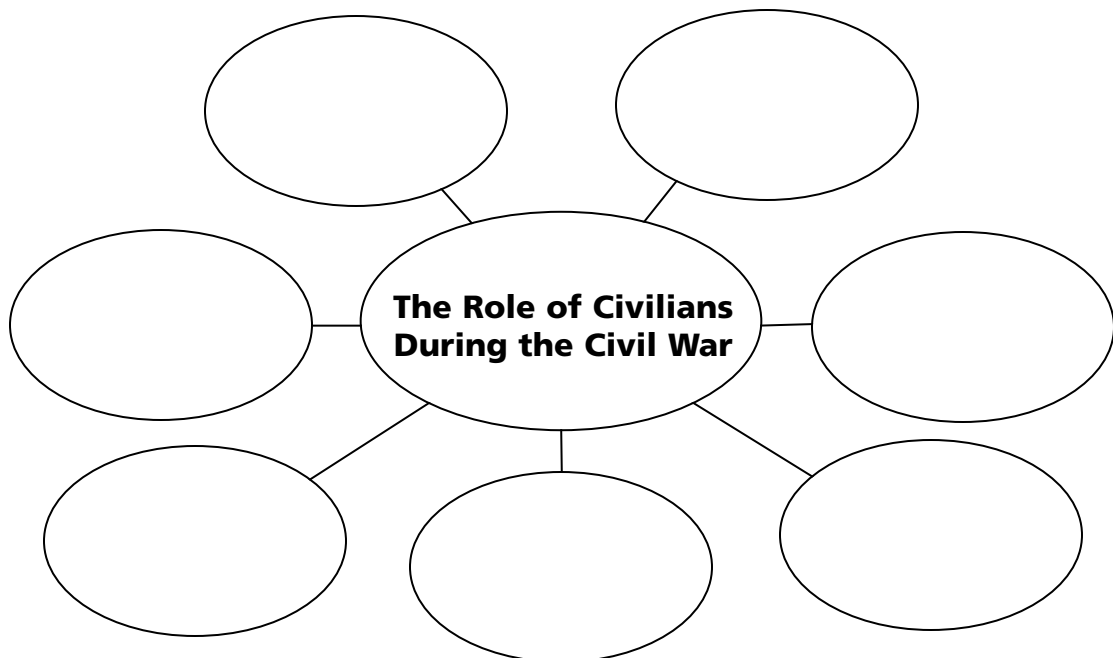
DRAWING FROM EXPERIENCE

Did you know that there has never been a war of ground troops on American soil since the Civil War? All other wars have been fought in foreign countries. How might your life change if you lived during a war fought in the United States? How would you feel?

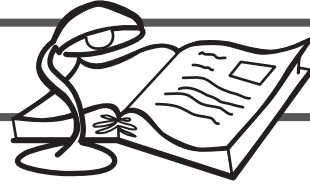
In the last section, you read about the contributions of African Americans during the Civil War. This section focuses on how the war affected the economies of the North and South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the role civilians played during the war.



Study Guide



Chapter 16, Section 4 (continued)

READ TO LEARN

- **The Lives of Soldiers** (pages 478–479)

Many men and boys were eager to enlist in the army at the beginning of the war. It did not take long for their excitement to turn to fear and horror. War was not pleasant. Soldiers and civilians suffered many hardships. In between battles, soldiers lived in camps where the days were long and boring. They practiced their drills and marches. The food was terrible. It rained. Letters from family and friends cheered them up. In between battles, some Confederate and Union soldiers traded stories, tobacco, coffee, and newspapers.

During battle thousands of men from the North and South were killed or wounded. The new rifles were more accurate than weapons used during the American Revolution. The medical facilities could not keep up with all of the injured soldiers. Many men died waiting to be treated. Union and Confederate soldiers ran away or deserted the army because they were scared, hungry, or sick. Many Southern soldiers were starving. The South experienced severe food shortages during the war. General Lee invaded Maryland just so his troops could eat food grown in the North.

1. What was life like for Union and Confederate soldiers?

- **Women and the War** (pages 479–481)

Women took on many of the jobs that men performed before they left to fight in the war. They ran offices and businesses. They became teachers, salesclerks, and government or factory workers. Many women managed farms and plantations. Women also helped the war effort by rolling bandages, making blankets, and making ammunition. They distributed food, clothing, and medicine to the soldiers. They raised money to buy supplies.

Most of the fighting took place in the South. While everyone was talking and thinking about the war, Northerners did not experience the fighting firsthand. They read about the war through letters soldiers sent home during the war. The Southerners' lives were really changed during the war. Many Southerners lost their homes and crops. Armies that came through took everything to help the troops. The Union's blockade of Southern ports made importing goods and exporting crops impossible. The South experienced severe shortages in many areas. They ran out of necessary goods such as meat, clothing, medicine, and shelter.

Study Guide



Chapter 16, Section 4 (continued)

Many women served as spies for both the North and South. Harriet Tubman became a spy for the North because she was so familiar with the Southern territory. Other women became informants, finding out information and passing it on to the opposing side. Loretta Janeta Velázquez and other women disguised themselves as men and fought for the South. Velázquez also served as a Confederate spy.

Before the Civil War, all nurses were males. Women became army nurses for the first time during the Civil War. Many people thought women were too delicate for such work and disapproved. Dorothea Dix organized military nurses. Clara Barton worked with wounded soldiers. Sally Tompkins established a military hospital in Richmond, Virginia. These women and many others performed a valuable service under difficult conditions.

2. What roles did women play in the war?

• **Opposition to the War** (pages 481–482)

Politicians and American citizens protested the war. They disagreed with policies of the military leaders or the way the war disrupted their lives. Northern Democrats were divided over the war. One group supported Lincoln. The “Peace Democrats,” also called “Copperheads,” supported negotiations instead of war. The Peace Democrats gained more support when the Union was doing badly. The Peace Democrats were suspected of helping the South. President Lincoln gave permission to arrest anyone who interfered with the war effort, without *habeas corpus*, the right to a hearing before being jailed.

People grew tired of the war. It was harder to find volunteers for the military. The Confederate Congress passed a law in 1862, making it legal to *draft*, or require men to serve in the military for three-year terms. Men could avoid the draft if they found someone willing to take their place. Later laws were passed that allowed certain groups, such as slaveholders of more than 20 enslaved laborers, freedom from the draft. People protested that poor citizens were fighting a war to protect the slavery system of the rich. The North paid volunteers who signed up for the military a *bounty*, or fee. When that did not work, the North began to draft men like the South did. Southerners could avoid the draft by finding a substitute or paying the government \$300. The draft laws caused citizens to start four days of riots and violence. Angry protesters set fires, went on stealing sprees, and killed in protest of the draft. The Army of the Potomac was called in to end the riots. More than 100 people were killed during the rioting. Because of all of the violence, Jefferson Davis, president of the South, arrested people without habeas corpus, just as Lincoln had done. This angered even more Southerners who valued their freedom.

Study Guide



Chapter 16, Section 4 (continued)

3. Why did many Americans oppose the draft?

• **War and the Economy** (pages 482–483)

The war caused both sides extreme financial problems. The North fared better than the South because of greater resources. Both sides were left in debt, however. Both sides had to borrow money, raise taxes, and print paper money to pay for the war. Paper money in the North was called **greenbacks**. Income taxes were imposed on both sides in 1861. People paid a percentage of the amount of money they earned during the year. Prices rose faster than a person’s income. This period of **inflation** hurt every citizen. Prices increased while income decreased or stayed the same. People could not afford the things they were used to. People in the North made a profit during the war. Union troops bought food from Northern farmers. Northern factories made weapons, ammunition, and clothing. The farmers sold their crops to feed the large Northern military.

The South was devastated by the war. Its few factories were busy trying to manufacture weapons and ammunition. The South was unable to provide other necessary goods they had imported before the war. Food was scarce. People were hungry. There were severe shortages of many goods. The prices of goods in the South rose at a much higher rate than prices in the North. The South suffered much destruction from the fighting within its boundaries. Cities were burned, railroads were torn up, farmland was overgrown. Soldiers worried about how their families were coping with the challenges. Many deserted, or left without permission, to go home and take care of their families.

4. How did the Civil War affect the economies of the North and South?

Study Guide



Chapter 16, Section 5

For use with textbook pages 485–491

THE WAY TO VICTORY

KEY TERMS

entrenched Set up in a strong position (page 486)

total war Destroying anything useful to the opposition (page 490)

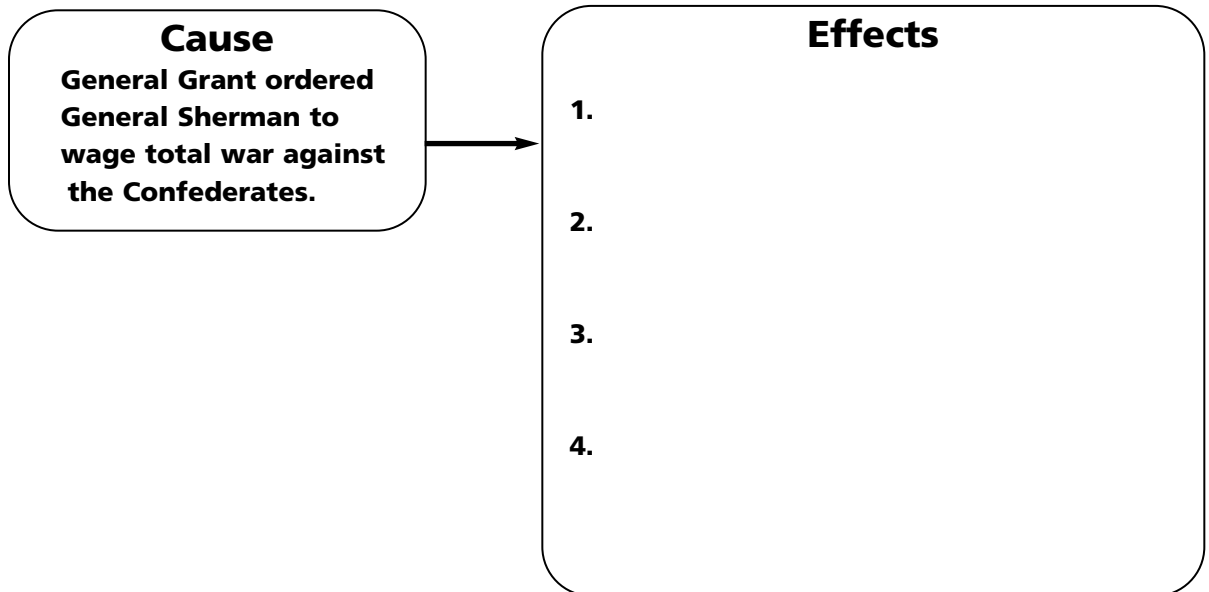
DRAWING FROM EXPERIENCE

What have you learned about President Abraham Lincoln? What were some of the qualities that made him a good president? Do you know how he died?

In the last section, you read about the effects of the Civil War on the economies of the North and South. This section focuses on the brave soldiers who fought during the Civil War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the lives lost and the outcome of the war.



Study Guide

Chapter 16, Section 5 (continued)



READ TO LEARN

- **Southern Victories** (pages 485–486)

Dedicated soldiers and civilians endured many hardships during the war. They witnessed death and destruction. Each side had its hopes go up and down during the years of the Civil War. In the winter of 1862–1863, the North was gloomy while the South was hopeful. No one thought Robert E. Lee’s army could be beaten. Lee had surprised and beaten weak Union generals.

The South won the Battle of Fredericksburg easily because its soldiers were *entrenched*, or set up in a strong position, on the hills. They could see the enemy as it approached. Thousands of Union soldiers died. In late 1862 Lee’s army beat Burnside’s army. Burnside resigned. General Joseph Hooker took over command. Lee’s army defeated Hooker’s troops at Chancellorsville, Virginia. General Stonewall Jackson died from complications after being accidentally shot in the arm by another Confederate soldier. Hooker was replaced by General George Meade after he ignored Lincoln’s orders to attack Lee’s troops.

1. Why were so many Union generals replaced?

- **The Tide of War Turns** (pages 486–488)

Meade was directed to protect Washington and Baltimore from the Confederates. In 1863 the two armies accidentally ran into each other near Gettysburg. The Northerners were surprised and outnumbered. The Battle of Gettysburg lasted for three days. The Northerners retreated to Cemetery Ridge. General George Pickett led a Confederate attack on the third day across wide-open land. Half the Confederate soldiers were killed during Pickett’s Charge. Lee blamed himself.

At the same time, another battle was being fought at Vicksburg, Mississippi. The Union needed to control Vicksburg in order to control the Mississippi River. The North under the command of Ulysses S. Grant defeated Confederate troops at Vicksburg and again at Gettysburg. This was a major turning point in the war.

President Lincoln’s famous Gettysburg Address was a two-minute speech he made at a cemetery dedication ceremony at Gettysburg in November 1863. Lincoln’s words inspired Americans to refocus on their shared goals.

Study Guide



Chapter 16, Section 5 (continued)

2. What was the major turning point in the war?

• **Final Phases of the War** (pages 488–490)

After Vicksburg and Gettysburg, Grant and Sherman defeated the Confederates at Chattanooga, Tennessee. Lincoln asked Ulysses S. Grant for help. Grant had resigned because of a drinking problem seven years earlier. He joined the army again at the beginning of the Civil War. President Lincoln needed a leader who attacked when ordered to do so. He needed someone who was not afraid to attack again if at first they did not succeed. Grant was placed in charge of all Union armies after his victory at Chattanooga. Grant came up with a plan to attack the Confederate armies on many fronts to win the war.

Union soldiers fought three battles against the Confederates. When the Confederates held their positions, Grant attacked again. Many people called Grant a “butcher” because so many people died. Grant attacked again and again. He was willing to do what needed to be done, no matter how long it took. It ended up lasting nine months.

People were putting pressure on Lincoln to end the war and find a peaceful solution. The Peace Democrats were pushing for peace. Lincoln pushed to restore the Union. After defeating the Confederates at Mobile Bay, the Gulf of Mexico was controlled by the Union. Next, Sherman captured Atlanta for the North. He talked Grant into a daring plan called **total war**. His army marched to Savannah, Georgia, living off the land and anything else they could find along the way. They destroyed anything the South could use. Their path of destruction was 50 miles wide. On its way through South Carolina to meet Grant’s troops in Virginia, Sherman and his army destroyed everything in their path.

3. Why was Vicksburg an important city to the Confederates?

Study Guide



Chapter 16, Section 5 (continued)

- **Victory for the North** (pages 490–491)

Grant continued the attacks at Petersburg. The Confederates were weak. They were sick and hungry. Their forces were weakened by deserters and casualties. In April 1865 the Confederates broke lines and Lee withdrew his troops. On the same day, they also lost their capital, Richmond. They burned the city so that the Union had nothing to control. The Union army blocked the Confederates' escape. Lee surrendered in Virginia at the Appomattox Court House. Grant let the Confederates keep their horses and go home after they turned in their weapons. He even ordered that the Confederate troops be given three days' worth of food. Confederates in North Carolina surrendered several days later. Jefferson Davis was captured in Georgia. The Civil War finally ended. The North won.

More than one-half million soldiers died in the Civil War. The war caused billions of dollars in damage. Most of the destruction was in the South. The effects of the war lasted for generations. Millions of African Americans were freed at last. The North saved the Union. The power of the federal government over states' rights was determined once and for all.

4. How did the Civil War end?

Study Guide



Chapter 17, Section 1

For use with textbook pages 500–503

RECONSTRUCTION PLANS

KEY TERMS

| | |
|-----------------------|--|
| Reconstruction | The period of rebuilding the South after the Civil War and the various plans for accomplishing the rebuilding (page 501) |
| amnesty | A pardon (page 501) |
| radical | Extreme (page 501) |
| freedmen | Former enslaved persons (page 502) |

DRAWING FROM EXPERIENCE

Have you ever forgiven someone for doing something that hurt you? Was it hard to forgive them? Did you feel better afterwards?

This section focuses on three different plans for rebuilding the economy and institutions of the South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about who supported the various plans for Reconstruction.

| Plan | Supported by |
|------------------|--------------|
| Ten Percent Plan | |
| Wade-Davis Bill | |
| Reconstruction | |

Study Guide

Chapter 17, Section 1 (continued)



READ TO LEARN

- **Reconstruction Debate** (pages 500–502)

Reuniting the Union after the Civil War was not easy. Cities, towns, plantations, roads, bridges, and railroads in the South had been destroyed during the war. A quarter of a million Confederate soldiers were dead and thousands more were injured or ill. Families had few resources and few men to help them rebuild their lives. People throughout the Union agreed that the South needed help rebuilding. There were very different opinions about how the **Reconstruction**, or process of rebuilding and the plans for rebuilding, should be done.

President Lincoln announced the Ten Percent Plan in December, 1863. Under the terms of his plan, a state could form a new government and adopt a new constitution banning slavery once ten percent of the voters of the state took an oath of loyalty to the Union. White Southerners, except for Confederate leaders, who were willing to swear loyalty to the Union were offered **amnesty**, or a pardon. Lincoln did not force states in the South to give African Americans the same rights as white Americans. He did support granting educated African Americans, and those who had served in the Union army, the right to vote. Three states formed governments under the Ten Percent Plan. They were Louisiana, Arkansas, and Tennessee. Congress refused to recognize the representatives from these states.

A group of Republicans in Congress supported a harsher plan. Radical Republicans who supported a more **radical**, or extreme, plan, believed that Congress should decide the Reconstruction policy. They did not want the president to have that right. They voted to deny states admittance to the Union under the Ten Percent Plan. Congress established the Wade-Davis Plan in July, 1864. The plan required a majority of all white males to swear loyalty to the Union. Only white males who had never fought for the South during the Civil War could vote for delegates to the state constitutional convention. Former Confederates were prohibited from holding public office. New state constitutions were required to abolish slavery. After these conditions had been met, the state could be readmitted to the Union. Lincoln refused to sign this bill into law.

Congress and the president formed the **Freedmen's** Bureau, an agency to help former enslaved persons, in March, 1865. The Bureau helped many African Americans make the transition from slavery to freedom. The Freedmen's Bureau provided food, clothing, and medical services, formed schools, and assisted African American colleges and universities, such as Atlanta University, Howard University, and Fisk University. It also helped people buy land. It offered free transportation to the countryside for jobs.

Study Guide



Chapter 17, Section 1 *(continued)*

1. How did the Radical Republicans' Wade-Davis Bill for Reconstruction differ from Lincoln's Ten Percent Plan?

- **Lincoln Assassinated!** *(pages 502–503)*

On April 14, 1865, President Lincoln was shot and killed while he was attending a play at the Ford Theater in Washington, D.C. John Wilkes Booth assassinated, or killed, the president. Booth escaped to Virginia on horseback. He was tracked down and shot to death by Union troops. Other members of his group were plotting to kill other important members of the United States government. Eight people were convicted for their role in the plot by a military court. Four were hanged and four were sent to prison for the rest of their lives.

Vice President Andrew Johnson became the president after Lincoln was assassinated. He had been a Democratic senator from Tennessee. He was the only Southern senator who supported the Union during the Civil War. Johnson wanted to punish slaveholders in the South. He supported states' control over many decisions. He did not wish to help African Americans. Johnson's plan for Reconstruction, called "Restoration," was announced in the summer of 1865. Under his plan, Southerners had to swear loyalty to the Union in order to be pardoned, or granted amnesty. High-ranking Confederate officials and wealthy landowners had to apply personally to the president. Johnson believed that wealthy landowners and Confederate officials had tricked average Southerners into seceding from the Union.

Governors were appointed by Johnson to Southern states. They were required to hold elections for state constitutional conventions. Only white Southerners who had been pardoned or granted amnesty could vote. Johnson opposed equal rights, including the right to vote, for all freed African Americans. He believed that white men should manage the South. He also believed that Southern states should decide what to do about freed African Americans. Southern states were required to abolish slavery and denounce secession at their constitutional conventions before they were admitted into the Union. They also had to approve, or ratify, the Thirteenth Amendment to the Constitution, which abolished slavery in the United States. All former Confederate states, except Texas, formed new governments under Johnson's plan by the end of 1865. Johnson thought that "Restoration" was almost complete.

2. What provisions were included in Johnson's "Restoration" plan?

Study Guide

Chapter 17, Section 2



For use with textbook pages 504–508

RADICALS IN CONTROL

KEY TERMS

- black codes** A series of laws aimed to control freed men and women and enable plantation owners to exploit African American workers (page 505)
- override** To defeat (page 505)
- impeach** To formally charge with wrongdoing (page 507)

DRAWING FROM EXPERIENCE

What are your rights as a citizen of the United States? How are these rights protected?

In the last section, you read about plans to rebuild the economy and institutions of the South. This section focuses on how the Southern states created new governments and elected new representatives.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the Radical Republicans were able to put their version of Reconstruction into action.

| Radical Republicans and Reconstruction | |
|---|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Study Guide



Chapter 17, Section 2 (continued)

READ TO LEARN

- **African Americans' Rights** (pages 504–507)

Voters of Southern states established new governments and elected new representatives under Johnson's plan during the fall of 1865. The group of more than 12 representatives included former Confederate leaders, including the vice president of the former Confederacy. Congress refused to recognize the newly elected members of Congress from the Southern states. Many Republicans in Congress rejected Johnson's plan and refused to readmit the Southern states to the Union. They believed the terms of Johnson's plan were not strict enough. They felt they were being robbed of their hard-won victory. They also wanted the Southern states to improve their treatment of African Americans.

A series of laws called **black codes** that allowed plantation owners to exploit African Americans, or treat them unethically, were passed in 1865 and 1866. Important parts of these laws were designed to control freed African American men and women. These laws violated the rights of African Americans. Local officials were permitted to arrest and fine unemployed African Americans. The laws forced them to work for white employers to pay off their fines. African Americans were prohibited from owning or renting farms. Orphaned African American children were used as unpaid apprentices by whites. The black codes re-created a new form of slavery.

The Freedmen's Bureau was extended and given new powers by Congress in early 1866. Special courts were established to prosecute people who were charged with violating the rights of African Americans. African Americans were permitted to serve on juries. Under the terms of the Civil Rights Act of 1866, African Americans were given full citizenship. The federal government was granted power over the states to protect the rights of African Americans. This law did away with the black codes. It also overturned the 1857 *Dred Scott* decision, in which the Supreme Court ruled that African Americans were not United States citizens. Johnson vetoed the Freedmen's Bureau bill and the Civil Rights Act. Congress had enough votes to defeat, or **override**, Johnson's vetoes. They became laws. The differences between Congress and President Johnson grew. The Radical Republicans in Congress created their own plan for Reconstruction.

Congress wanted to make certain that rights granted to African Americans under the Civil Rights Act were never overturned in court. They passed the Fourteenth Amendment to the Constitution in 1866. The Fourteenth Amendment granted full citizenship to all people born in the United States. The amendment stated that a person could not lose life, liberty, or property "without due process of law." Furthermore, it stated that all citizens were guaranteed "equal protection of the laws." States would lose their representation in Congress if they prevented any white adult male citizen from voting. The amendment prohibited former Confederates from holding national or state office unless two-thirds of Congress granted them amnesty. African Americans

Study Guide



Chapter 17, Section 2 (continued)

were not granted voting rights under the amendment, however. In order to be readmitted into the Union, Southern States had to approve the Fourteenth Amendment. Tennessee was the only state out of eleven Southern states to do so. The Fourteenth Amendment was eventually adopted in 1868.

Johnson pressured Northern and Southern states to reject the Fourteenth Amendment. He also campaigned heavily against Republican candidates in the congressional elections of 1866. Johnson's nasty campaign upset many Northerners. Northerners also worried about further violence between whites and African Americans. Violent riots between the two groups had occurred in Memphis, Tennessee, and New Orleans, Louisiana. The Republicans were victorious. They increased their majorities in Congress and controlled the governments in every Northern state. Congress had the power to follow its own plan for Reconstruction.

1. How did African Americans suffer under reconstructed governments?

- **Radical Reconstruction** (pages 506–508)

Congress had the power to override, or defeat, Johnson's vetoes. There was nothing Johnson could do. Congress passed a number of laws that began the period known as Radical Reconstruction. The First Reconstruction Act, passed in March 1867, created new governments in the ten Southern states that had not approved the Fourteenth Amendment. Tennessee was readmitted into the Union because it had approved the amendment. The ten Southern states were divided into five military districts under the authority of a military commander until they formed new governments. The act allowed African American males to vote in state elections. It prohibited former Confederate officials from holding public office. States had to approve the Fourteenth Amendment and submit new state constitutions to Congress for approval before they could be readmitted into the Union. Military commanders were required to register voters and organize new state constitutional conventions under the terms of the Second Reconstruction Act.

Thousands of African American voters took part in the elections for constitutional conventions and state governments. Many whites refused to take part. Republicans took control of Southern state governments. Seven Southern states—Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, and South Carolina—established new governments and were readmitted into the Union in 1868.

Study Guide



Chapter 17, Section 2 (continued)

Congress passed laws limiting the powers of the president. Johnson, as commander in chief of the military, controlled the actions of the military governors. He was strongly opposed to Radical Reconstruction. The Tenure of Office Act of March 1867 prohibited the president from removing government officials without Senate approval. The president no longer controlled his own cabinet.

Johnson responded by suspending his Secretary of War, Edwin Stanton, without Senate approval. He purposefully violated the Tenure of Office Act and appointed military commanders the Republicans opposed as commanders of military districts in the South. Johnson was formally charged with wrongdoing, or *impeached*, by the House of Representatives. The case went on trial before the Senate and lasted almost three months. The result fell one vote short of convicting the president. Johnson finished out his term of office.

The Republicans chose the Civil War hero, Ulysses S. Grant, as their candidate in the election of 1868. Most Southern states were readmitted to the Union by this time. The Democrats nominated Horatio Seymour, a former governor of New York. Grant won the election.

The Fifteenth Amendment to the Constitution, which became law in February 1870, granted African American males the right to vote. State and federal governments could no longer deny any male citizen the right to vote based on “race, color, or previous condition of servitude.”

2. Why did Congress pass the Tenure of Office Act in 1867?

Study Guide



Chapter 17, Section 3

For use with textbook pages 509–512

THE SOUTH DURING RECONSTRUCTION

KEY TERMS

| | |
|----------------------|---|
| scalawag | Scoundrel or worthless rascal (page 510) |
| carpetbagger | Northern whites who moved to the South after the war and served as Republican leaders (page 510) |
| corruption | Dishonest or illegal actions (page 510) |
| integrate | To include whites and African Americans (page 512) |
| sharecropping | Farming a piece of rented land and sharing a percentage of the crop with the landowner (page 512) |

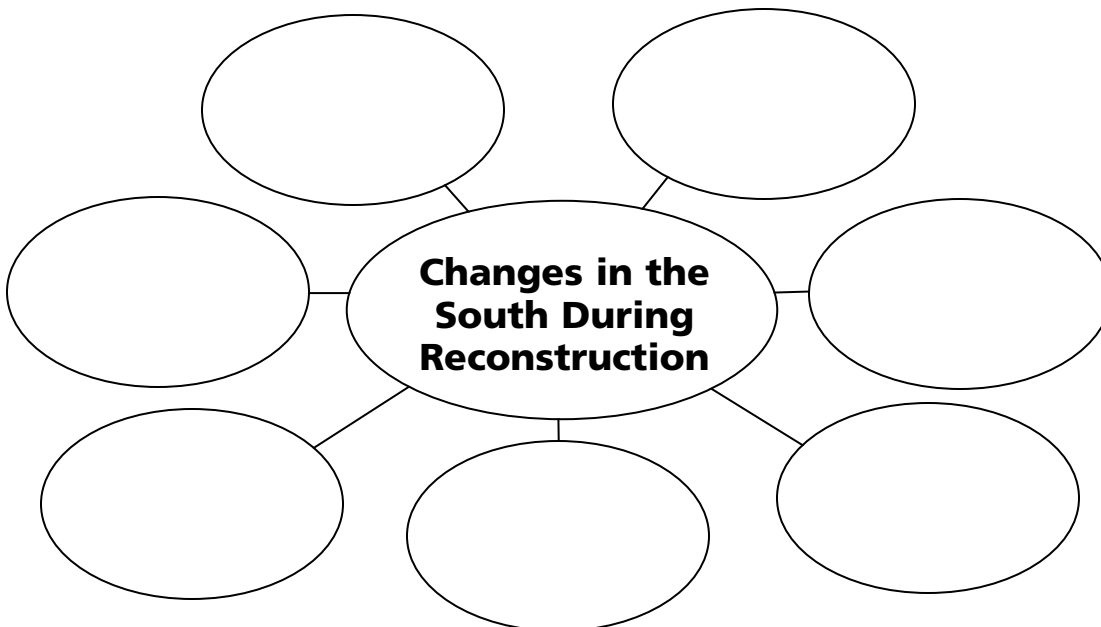
DRAWING FROM EXPERIENCE

Have you ever heard someone called a scalawag or a carpetbagger? What is meant by these two words?

In the last section, you read about the disagreement between Johnson and the Radical Republicans over Reconstruction plans. This section focuses on how the Republican Party dominated Southern politics during Reconstruction.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about life in the South during Reconstruction.



Study Guide



Chapter 17, Section 3 (continued)

READ TO LEARN

- **New Groups Take Charge** (pages 509–511)

The Republican Party controlled politics in the South during Reconstruction. African Americans, white Republicans from the South, and white settlers from the North controlled state constitutional conventions and state legislatures. African Americans contributed as voters and elected officials. They contributed to Republican victories. Some African Americans held important positions. They briefly controlled the majority in the lower house of the South Carolina legislature. Between 1869 and 1880, 16 African Americans were elected to the House of Representatives and two to the Senate at the federal level. Hiram Revels and Blanche K. Bruce were two African American senators from the South.

Some Republican Southern whites were nonslaveholding farmers or business leaders. They had opposed secession during the Civil War. Confederates called them *scalawags*, meaning scoundrels or worthless rascals. Other Republican leaders in the South were Northern whites who moved to the South after the war. They were often called *carpetbaggers*, because they moved South with cheap suitcases made of carpet fabric. Most carpetbaggers were former Union soldiers or members of the Freedmen's Bureau who wished to settle in the South. Some greedy Northern whites did take advantage of the situation in the South. Many were reformers, however, who wanted to help rebuild the South.

Reconstruction governments were accused of dishonest, illegal activities and financial mismanagement, called *corruption*, by some critics. There was more corruption in the North, however.

Most white Southerners were against increasing the rights of African Americans. Life was difficult for free African Americans in the South. Some plantation owners told former enslaved workers that they could not leave. Others refused to rent them land. Employers refused to hire them. Fear and force were used to keep African Americans in line. They were unable to find work or obtain credit.

Secret societies, such as the Ku Klux Klan, were organized to oppose African Americans' rights. They believe whites should have all the power. The Ku Klux Klan organized many violent rampages against African Americans. Wearing white sheets and hoods to conceal their identity, members of the Ku Klux Klan burned African Americans' homes, schools, and churches in the middle of the night. They murdered many African Americans and tried to scare them before elections so they would not vote. Many Southerners supported these violent actions. They justified violent actions as a defense against Republican rule. They wanted life in the South to remain the same. Congress passed laws to stop the terrorism. The laws were not successful because most white Southerners would not testify against the attackers.

Study Guide



Chapter 17, Section 3 (continued)

1. Why did terrorist groups form in the South during Reconstruction?

• **Some Improvements** (pages 511–512)

Education went through important changes in the South during Reconstruction. African Americans and whites benefited from the improvements in education. More than 4,000 schools were established by 1870, through the efforts of the Freedmen’s Bureau and private charities. Many free African Americans and Northern whites served as teachers in the new schools. Reconstruction governments began establishing public schools for African Americans and whites in the 1870s. Before the war, there were no public schools for both races in the South. Academies for advanced learning became colleges and universities for African Americans, established by Northern missionary societies. Most Southern states had separate schools for the races. Schools in Louisiana, South Carolina, and Florida were *integrated*, or included both whites and blacks together, by law. The laws were not enforced, however.

The Freedmen’s Bank, established in 1865, helped some African Americans buy their own land. Most African Americans were unable to afford to buy their own land, however, so they worked as *sharecroppers*. In return for a percentage of the crops, a sharecropper rented a plot of land, seeds, tools, a small shack in which to live, and sometimes a mule. They had almost nothing left over after paying the landowner. They often had barely enough to feed their families. Sharecropping was not much different from slavery.

2. In what ways did life in the South improve?

Study Guide



Chapter 17, Section 4

For use with textbook pages 513–520

CHANGE IN THE SOUTH

KEY TERMS

| | |
|---------------------------|--|
| reconciliation | Coming together again (page 514) |
| commission | Group or committee (page 516) |
| cash crop | A crop that is sold for money (page 518) |
| poll tax | Fee people paid before voting (page 519) |
| literacy test | A test that required a person to read and explain difficult parts of a state constitution or the federal Constitution (page 519) |
| grandfather clause | Laws that allowed individuals who did not pass the literacy test to vote if their fathers or grandfathers had voted before Reconstruction (page 519) |
| segregation | The separation of people according to race (page 519) |
| lynching | When an angry mob illegally kills a person, usually by hanging (page 520) |

DRAWING FROM EXPERIENCE

Have you ever been treated unfairly? How did you feel? Were you eventually able to get fair treatment?

In the last section, you read about life in the South during Reconstruction. This section focuses on the end of Reconstruction as the Democratic Party began to control Southern politics.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the causes and effects of decreased support for Reconstruction policies in the South.

| Factors That Contributed to Democratic Control of Southern Politics | |
|---|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Study Guide

Chapter 17, Section 4 (continued)



READ TO LEARN

- **Reconstruction Declines** (pages 513–515)

As Southern Democrats regained political and economic control in the South by 1876, Northern support for Reconstruction decreased. Many Northerners thought it was time for the South to take care of its own problems. Many believed Reconstruction was preventing the Southern economy from growing. Northerners were worried about the racial tension in the South. Grant used federal troops to enforce the law and stop the violence in the South only when necessary. He wanted to avoid conflicts in the South. Many conservative Republicans still felt that states' rights were being violated.

Grant had other matters to worry about during his presidency. Some Republicans, called Liberal Republicans, broke away from the party in the early 1870s because they opposed the corruption in the government and Reconstruction. They believed in restoring the relationship, or a *reconciliation*, with Southern whites. Liberal Republicans and Democrats supported Horace Greeley of New York in the 1872 presidential election. Democrats thought Greeley would beat the Republicans. Grant survived the split in the Republican party and was reelected.

The Amnesty Act, supported by Liberal Republicans, was passed by Congress in May 1872. Under this law, most former Confederates were pardoned. They were able to vote and hold office again. Most of those pardoned supported the Democratic Party. In Southern states where most voters were white, Democratic control of state governments replaced Republican control. In states where African American and white populations were almost equal, the Ku Klux Klan, other violent secret societies, and Democrats frightened African Americans from voting. White Republicans were also threatened. These actions helped Democrats win seats in the government previously held by Republicans. Only three Southern states held a Republican majority in Congress by 1876—Florida, South Carolina, and Louisiana.

Some Republicans also shared the blame for Republican losses. Scandals involving top government officials including the vice president and secretary of war were uncovered. Scandals, combined with an economic depression, damaged the Republican Party.

1. How did the Republican Party begin to lose its power in the South?

Study Guide



Chapter 17, Section 4 (continued)

- **The End of Reconstruction** (pages 515–517)

In the election of 1876, Republicans nominated Rutherford B. Hayes for president. They hoped to win back the Liberal Republicans by choosing a candidate with a reputation for honesty and moderate beliefs about Reconstruction. New York governor Samuel Tilden was the Democratic candidate. He had a reputation for fighting corruption in New York City. Tilden won the popular vote, or vote of the people. He narrowly lost the electoral vote after a disputed election.

Hayes was granted 20 disputed electoral votes after an investigation by a **commission** created by Congress. The commission was made up of a group of seven Republicans, seven Democrats, and one independent. A Republican replaced the independent after his resignation. Hayes won the commission's vote, 8 to 7, which followed party lines. Instead of fighting the outcome of the election, Democrats in Congress agreed to support Hayes under certain conditions. The Compromise of 1877 stated that all federal troops would be removed from the South. The South would receive more federal aid. In return Democrats agreed to maintain African Americans' rights and support Hayes for president. The compromise restored states' rights. Reconstruction ended.

2. How did the Republicans win the election of 1876?

- **Change in the South** (pages 517–518)

Democrats returned to power in the South after the end of Reconstruction. Democrats who called themselves “Redeemers” for saving the South from Republican rule controlled Southern governments. These conservatives supported economic development, lower taxes, less public spending, and reduced government services. They opposed interference from the North. These conservative Democrats controlled Southern politics into the 1900s.

After the Civil War, the South continued to have a poor, rural economy. An attempt was made to increase industry and manufacturing in the South and build a “New South.” Many resources, including coal, iron, tobacco, cotton, and lumber, were available in the South. After Reconstruction, the textile industry grew in the South. Many Northern textile mills moved to the South. Lumbering and tobacco processing grew. James Duke of North Carolina owned the American Tobacco Company, which controlled almost all tobacco manufacturing in the country. Southern mills produced 20 percent of the nation's iron and steel.

Study Guide



Chapter 17, Section 4 (continued)

African American families worked long hours for little pay in Southern mills and factories. Industry in the South grew as a result of the available workforce. The Southern railroad was rebuilt by 1870. The miles of track more than doubled by 1890. Even with its industrial growth, the Southern economy continued to lag behind the Northern economy.

In an effort to change agriculture in the South, many large landowners broke up their properties, renting to sharecroppers and tenant farmers. These practices did not make much money. Poor farmers went into debt. Farmers began to grow crops for profit, called **cash crops**, in order to pay back the money they owed. They grew more and more cotton because it was the biggest cash crop. The oversupply of cotton caused the prices to fall. Then farmers had to sell even more cotton to get the same prices. The rural economy fell deeper into debt and poverty.

3. Why did Southerners focus on increasing industry and manufacturing in the South?

- **A Divided Society** (pages 519–520)

After Reconstruction, racism increased. African Americans did not experience the justice they had hoped for. They were denied their basic rights. African Americans and poor whites were prevented from voting due to newly adopted voting requirements in the South. Many states made voters pay a fee called a **poll tax** to vote. Many African Americans and poor whites could not afford to vote. Some states required voters to pass a **literacy test** in order to vote. People with limited schooling could not read and explain the difficult parts of a state constitution or the federal Constitution required to vote. A grandfather clause was added to permit whites who could not pass the test the right to vote. The **grandfather clause** allowed people whose fathers or grandfathers had voted before Reconstruction to vote. This still excluded African Americans from voting, since their fathers and grandfathers were not permitted by law to vote before Reconstruction.

Southern states continued to divide, or segregate, the South by race with the passage of a set of laws known as Jim Crow laws. These laws required whites and African Americans to be separated in every public place. The Supreme Court, in *Plessy v. Ferguson*, ruled that **segregation** laws were constitutional as long as public facilities and accommodations for African Americans and whites were equal. Segregation, or the separation of African Americans and whites, in public places lasted for more than 50 years. The facilities and accommodations for the two races were never equal.

Study Guide



Chapter 17, Section 4 (continued)

Violence against African Americans in the South increased. Angry mobs killed African Americans who were suspected of committing crimes by **lynching**, or hanging. African American dreams of justice were lost in the deeply segregated South that followed Reconstruction. Reconstruction helped the South rebuild after the Civil War, but the promise of real freedom for African Americans was never realized. The poor, rural Southern economy continued, despite advances in industry, manufacturing, and agriculture.

4. What happened to African Americans after Reconstruction?

Study Guide



Chapter 18, Section 1

For use with textbook pages 528–533

THE WESTERN FRONTIER

KEY TERMS

| | |
|-------------------------|---|
| boomtown | Towns built rapidly near mining sites (page 529) |
| transcontinental | Crossing the continent, connecting the Atlantic and Pacific coasts (page 529) |
| vaqueros | Hispanic ranch hands in the Spanish Southwest (page 529) |
| reservation | Land set aside for Native Americans (page 531) |

DRAWING FROM EXPERIENCE

Have you and your friends ever had trouble getting along with other people in your school? What caused the conflict? Were you able to settle your differences? How?

This section focuses on how railroads paved the way for the settlement of the Great Plains.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the conflicts that arose between settlers moving west and the Native Americans already living there. After reading the sections, explain how each of the following Native Americans encouraged others to resist the United States government and white settlers.

| Conflict Between Settlers and Native Americans | |
|--|--|
| Sitting Bull and Crazy Horse | |
| Chief Joseph | |
| Geronimo | |

Study Guide



Chapter 18, Section 1 (continued)

READ TO LEARN

- **Settling the West** (pages 529–530)

The land between the Mississippi River and the Sierra Nevada Mountains included the Great Plains, the Rocky Mountains, and the Great Basin. It was the last American frontier open for settlement. In the early 1800s, fur traders became the first white settlers to begin moving into the West. Gold was discovered in Colorado and Nevada in 1858. Thousands of people, called prospectors, moved west hoping to find gold. Prospectors found valuable metals such as copper, lead, and zinc. They found gold, silver, and other ore. The towns that sprang up quickly near mining sites were called **boomtowns**.

Railroads were built to ship the valuable minerals and metals to factories in the East. The railroads also brought needed food, supplies, and other goods. Railroads were much faster than wagons and stagecoaches. The government gave loans and land grants so the railroads could be built. The Union Pacific Company built tracks westward from Nebraska. The Central Pacific Company built tracks eastward from California. The tracks came together at Promontory Point, Utah, in May 1869. The railroads succeeded in crossing the continent, becoming **transcontinental**. Railroads connected the Atlantic and Pacific coasts.

Ranchers and farmers settled in the West because of the new railroads. Longhorn cattle were first brought to the Southwest by Spanish settlers. They spread across Texas. Texas ranchers organized large cattle drives to get the cattle north to the railroad. The cattle were then taken east by train. There was a beef shortage in the East, which made cattle prices go up. Because ranchers could make large amounts of money, cattle were herded 1,000 miles or more to the railroads. These trips became known as the Long Drive.

The period from the late 1860s to the mid-1880s became known as the “Cattle Kingdom.” During the 20-year heyday of cattle driving, millions of cattle were herded along trails to the railroads. The Chisholm Trail went from San Antonio, Texas, to Abilene, Kansas. The Goodnight-Loving Trail went west through New Mexico Territory and then headed north. Stockyards were built at the end of the trails near the railroads. Cities such as Omaha, Abilene, Kansas City, and Chicago were built along the railroads. These cities grew during the days of the “Cattle Kingdom.”

Hispanic ranch hands in the Spanish Southwest, called **vaqueros**, began cattle herding and cattle drives. They developed skills of riding, roping, and branding. The work was hard and lonely. Cowhands rode on horseback up to 15 hours a day in all kinds of weather. It was hot, dusty, and sometimes rainy. Many cowhands moved west after fighting in the Civil War. Some African Americans and Hispanics became cowhands.

Eventually the open-range cattle industry collapsed. Overgrazing so many animals depleted the food needed by livestock and wild animals. Cattle prices dropped because of overproduction. Shepherders, farmers, and ranchers competed for land. Thousands

Study Guide



Chapter 18, Section 1 (continued)

of animals died during two severe winters in the late-1880s. As a result, ranchers began raising cattle on fenced-in ranches instead of on the open range.

Early pioneers did not think the Great Plains were suitable for farming. They were dry and treeless. In the late 1860s, railroads, offers of free land, and above-average rainfall brought many settlers to the Great Plains. Free land was given under the terms of the Homestead Act, passed by Congress in 1862. Settlers who paid a filing fee and agreed to live on the land for five years were given 160 acres of free land. Immigrants in the process of becoming American citizens, men, single women, and widows were eligible to apply for land grants. Married women were not eligible. Farmers known as sodbusters began settling the Great Plains and planting crops. They used bricks of sod to build houses because there were few trees for logs. Windmills pumped water, and barbed wire was used for fencing.

Land dealers and white settlers pressured Congress to allow them to settle the Oklahoma Territory. In the 1830s, Congress had designated this land as Indian Territory. In 1889 Congress allowed homesteaders to settle the Oklahoma Territory.

1. What factors contributed to the settlement of the West?

- **Native American Struggles** (pages 531–532)

The settlement of the Great Plains changed the lives of Native Americans who had lived there for thousands of years. Native Americans relied on buffalo for food and other essentials. Large numbers of buffalo were killed as railroads, miners, ranchers, and farmers settled the Great Plains. The government moved Native Americans from their lands and onto *reservations*, or lands set aside for them. Angry Native Americans resisted the reservation policy. Fighting broke out between the United States Army and different groups of Native Americans.

Lands in the Black Hills of South Dakota were reserved for the Sioux. The discovery of gold in the Black Hills brought railroad crews and miners onto the Sioux reservation. Native Americans were either moved to lands that whites did not want, or they had some of their land taken away from them. Thousands of Sioux and Cheyenne joined together. Native Americans led by Sitting Bull and Crazy Horse left the reservation and joined them. They gathered in southern Montana Territory near the Little Bighorn River.

In June 1876 the Native Americans killed Lieutenant Colonel George Custer and more than 200 United States soldiers in battle. Custer and his troops had been sent to gather the Sioux together. Months later, soldiers found the Sioux, who then surrendered.

Study Guide



Chapter 18, Section 1 (continued)

Other Native Americans were also defeated during the 1870s. The Nez Perce were relocated to a smaller reservation in Idaho in 1877. Under the leadership of Chief Joseph, the Nez Perce fled. They surrendered to United States troops almost two months later. They were only 40 miles from the Canadian border. They were sent to a reservation in Oklahoma. The climate and terrain were very different from their lands in the Northwest, and many Nez Perce did not survive the change.

In 1866 the Americans captured Geronimo, the leader of the Apache. The Americans had forced every Native American nation onto reservations. Native Americans resisted one last time at Wounded Knee on the Pine Ridge Reservation in South Dakota in December 1890. More than 200 Plains Native Americans were killed when United States troops tried to disarm them. Twenty-five United States soldiers also died. This was the final armed conflict between the government and Native Americans.

Helen Hunt Jackson published a book about the way the government and settlers broke treaties and mistreated Native Americans. Her book, *A Century of Dishonor*, led to more humane policies during the 1880s. Congress passed the Dawes Act in 1887. Each Native American was given a piece of reservation land and was encouraged to farm it. Native Americans eventually became United States citizens. Their children were educated at boarding schools run by white people. Some reservation lands were sold to pay for this education. Most of the valuable land was purchased by speculators over the next 50 years. Native Americans had stopped resisting the white settlers. The last frontier and the Old West disappeared. By 1890 settlements were spread out across the West.

2. In what ways were Native Americans mistreated by the United States government and settlers?

- **Farmers in Protest** (page 533)

Farmers faced financial hardships after the Civil War. The prices for crops fell because the demand for crops was less than the available supply. More land was being farmed in the West and South. This resulted in increased crop production. Farmers still had to pay the high costs for seed, equipment, and transportation of goods. This was difficult to do when the farmers were earning less money for their crops.

Farmers believed the high cost of shipping goods by railroad was to blame. They banded together and organized the Farmers' Alliance. The Populist Party was created by the Alliance in 1890. The Populist Party pressured the federal government to keep crop prices high. They also urged the government to take over public transportation and communication. The Party believed such nationalization would result in lower shipping costs.

Study Guide



Chapter 18, Section 1 *(continued)*

The Populist Party pressured the government to allow silver to be used along with gold as the basis for money. The government would only print paper money that was backed by gold. As the population increased, less money was available. A dollar was worth more, so the value of farmers' debts increased. The use of silver for making coins was the major issue during the election of 1896. Democratic candidate, William Jennings Bryan, supported the use of silver. He was endorsed by the Populist Party, largely made up of Americans who farmed in rural areas. William McKinley, the Republican candidate, supported the use of gold. He was backed by big business and factory workers in urban areas. Since the nation had become more industrialized and less agricultural, McKinley won the election. Americans living in urban areas had more political power.

3. What factors helped William McKinley win the election of 1896?

Study Guide



Chapter 18, Section 2

For use with textbook pages 534–539

INVENTION AND INDUSTRY

KEY TERMS

| | |
|-------------------------------|---|
| horizontal integration | The combining of competing companies into one corporation (page 536) |
| trust | A group of companies managed by the same board of directors (page 536) |
| monopoly | Total control of an industry by one company (page 536) |
| vertical integration | Acquiring companies that provide the materials needed by a business (page 536) |
| collective bargaining | Unions represent workers in bargaining with management (page 537) |
| settlement house | Houses that provided education, medical care, playgrounds, nurseries, and libraries for the poor (page 538) |

DRAWING FROM EXPERIENCE

Have you ever wondered what your life would be like without electricity, the telephone, or air travel?

This section focuses on how new inventions helped the economy grow.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the industrial growth of the late 1880s changed the nation.

Factors Contributing to Industrial Growth

| |
|--|
| <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. |
|--|

Study Guide

Chapter 18, Section 2 (continued)



READ TO LEARN

- **The Growth of Industry** (pages 535–537)

Inventors, investors, workers, and a supportive government helped the United States economy change from an agricultural economy to an industrial one. The economy during early colonial times was based on agriculture. Colonists relied on the availability of rich natural resources. Farmlands, forests, and rivers were plentiful in America. Industry grew with the availability of new resources.

The United States became the leading manufacturing country by the late 1800s. Natural resources, including minerals such as coal, iron ore, gold, silver, lead, zinc, and copper, were used. Industries produced iron and steel. These materials were used to build railroads, bridges, skyscrapers, and machinery for factories.

During the Civil War, trains carried troops, supplies, and weapons. After the war, railroads helped the economy grow. Railroads linked the regions of the United States together. Industry expanded into the West. Trains helped people move from rural areas to the cities. Homesteaders traveled to the Plains by train. Many new jobs were created by the demand for iron, steel, coal, timber, and other goods used to build railroads.

Many inventions helped the economy grow during the late 1800s. Inventors applied for patents, which are licenses that protect inventors' rights. Patents prevent others from making, selling, or using the inventors' inventions. It was discovered that coke could be used as fuel in iron-smelting blast furnaces. Coke was made by removing impurities from coal. William Kelly and Henry Bessemer each discovered a process that used blasts of cold air to remove impurities from heated iron. The Bessemer Process made it possible to produce steel more cheaply. Steel then became the basis for other advances in industry. Products made from steel lasted longer than those made from iron. Machinery and other products were made from steel. Bridges and buildings were built with steel beams. Train rails were also made of steel.

Electric power was a major invention in the late 1800s. Thomas Edison helped others build the first large power plant. This made it possible to provide electricity to entire cities. Homes, offices, streetcars, elevators, and factories relied on electric power.

Important advances were made in the area of communications. The telegraph was invented before the Civil War. In 1866 Cyrus Field made it possible to send a message to someone overseas. People were able to send and receive messages in a matter of minutes. Before, overseas messages had taken weeks. Field made this possible by laying a telegraph cable across the ocean. Alexander Graham Bell invented the telephone in 1876. The American Bell Telephone Company was established a few years later. Guglielmo Marconi, an Italian inventor, transmitted the first radio messages in 1895. By 1902 radio messages could be sent thousands of miles away.

The invention of the automobile and the airplane changed transportation in the United States. Henry Ford built an affordable gasoline-powered automobile in the

Study Guide



Chapter 18, Section 2 (continued)

early 1900s. Using the assembly line method, automobiles could be built cheaply. Orville and Wilbur Wright built the first successful engine-powered aircraft. They tested it at Kitty Hawk, North Carolina.

Companies raised capital, or money, needed for expansion by becoming corporations. People purchased shares of stock in corporations that provided money needed for equipment and workers. The oil industry grew rapidly. The Standard Oil Company was established by John D. Rockefeller in 1870. Rockefeller combined competing companies into a corporation. This is called **horizontal integration**. Rockefeller's control of the oil industry was increased by forming a **trust**. A trust is a group of companies managed by the same board of directors. Rockefeller created a monopoly. A **monopoly** is almost total control of an industry by one company.

In the late 1800s, the steel industry grew rapidly. Andrew Carnegie's company dominated the industry. He accomplished this through **vertical integration**, or buying companies that provided the materials and services he needed. Carnegie controlled all parts of the steel-making business by owning coal and iron mines, warehouses, ships, and railroads.

New jobs were created by the growth of industry in the late 1800s. Workers earned more money and had a higher standard of living. However, the hours were long and the working conditions were often noisy, polluted, and unsafe. Factory workers worked 10 to 12 hours a day, six days a week. Labor unions were organized. Workers demanded better working conditions and better pay. The first big industrial labor union, the Knights of Labor, was established in 1869. In the 1890s, some of its 700,000 members were accused of using violence. It lost members and power.

The American Federation of Labor (AFL) was formed in 1886 when a group of unions joined together. Led by Samuel Gompers, skilled workers fought for better working conditions and pay. They also pushed for **collective bargaining**, or having union workers represent workers when bargaining with management. Unions often used strikes to get what they wanted. A strike occurs when workers refuse to work until employers agree to some of their demands. Railroad workers went on strike across the country in 1877. Between 1865 and 1900, employers usually won. They would either hire new employees or wait until workers ran out of money and came back to work. Violent confrontations between strikers and management turned most Americans against unions. The government usually supported employers. Workers lost political power and control of their working conditions by the end of the 1800s.

1. What factors contributed to the rapid growth of industries in the late 1800s?

Study Guide



Chapter 18, Section 2 (continued)

• The Growing Cities (pages 537–539)

People moved from rural areas to cities to find work. Immigrants arrived from southern and Eastern Europe, China, Japan, and Mexico. Immigrants had to pass through government reception centers before they were allowed to enter the United States. Many immigrants entered through Ellis Island in New York Harbor and Angel Island in San Francisco Bay. Most immigrants lived in cities and worked in factories. People of the same ethnic group settled together in the same neighborhoods in many cities. They shared the same language and customs.

Many Americans resented the immigrants. Their languages and customs were unfamiliar. Their cultures and religions were different. They were willing to work for low pay, which kept wages low. In the late 1800s, immigrants faced discrimination and hostility.

There was a large gap between the rich and the poor in large cities. Shopping, entertainment, and jobs were available in big cities. But most factory workers lived in overcrowded, run-down apartment buildings called tenements. Poor sanitation, disease, and crime resulted from overcrowded conditions and desperate poverty. Middle-class families moved to residential areas outside of the cities called suburbs. Professionals, such as doctors, lawyers, managers, and ministers, and their families were members of the middle class. They were able to afford a fairly comfortable life. The very wealthy built huge mansions in the cities and large estates in the country. The late 1800s became known as the “Gilded Age.” ‘Gilded’ refers to the thin outer layer of gold representing the very rich. The layer underneath represented the desperate poverty that also existed.

Many groups responded to the problems of the cities. Soup kitchens fed the hungry. Shelters were opened for the homeless. **Settlement houses** provided education, medical care, playgrounds, nurseries, and libraries for the poor. In 1889 Jane Addams founded a famous settlement house called Hull House in Chicago. Jacob Riis, a Danish immigrant, published photographs of the terrible living conditions of the poor in New York. He encouraged change. In the 1880s and 1890s, reformers fought for better conditions including clean water, improved sewage systems, better ventilation and plumbing, and mandatory vaccinations. As a result, there were fewer deaths caused by diseases such as typhoid and smallpox.

Reformers fought for educational opportunities. In 1865 the average school attendance by most Americans was only four years. By the end of the 1800s, schools were more widely available. Most states required children to have some schooling by 1914. As a result, approximately 80 percent of school-age children enrolled in schools.

Study Guide



Chapter 18, Section 2 *(continued)*

Leisure activities increased. Spectator sports such as baseball, football, basketball, and boxing became popular. People went to nickelodeon theaters where they could watch a movie for 5 cents. Big band, jazz, and ragtime music was developed at the turn of the century. Stories describing the real lives of people were written by Mark Twain, Jack London, Stephen Crane, and other writers. Many Americans read newspapers and magazines.

2. What were some of the positive and negative results of the growing cities?

Study Guide



Chapter 18, Section 3

For use with textbook pages 540–545

REFORM AT HOME, EXPANSION ABROAD

KEY TERMS

| | |
|--------------------------|--|
| muckraker | Journalists who exposed injustices (page 541) |
| suffragist | A person who fought for women’s right to vote (page 542) |
| imperialism | The creation of large empires (page 544) |
| yellow journalism | Sensational, biased, and often false reporting by journalists (page 545) |

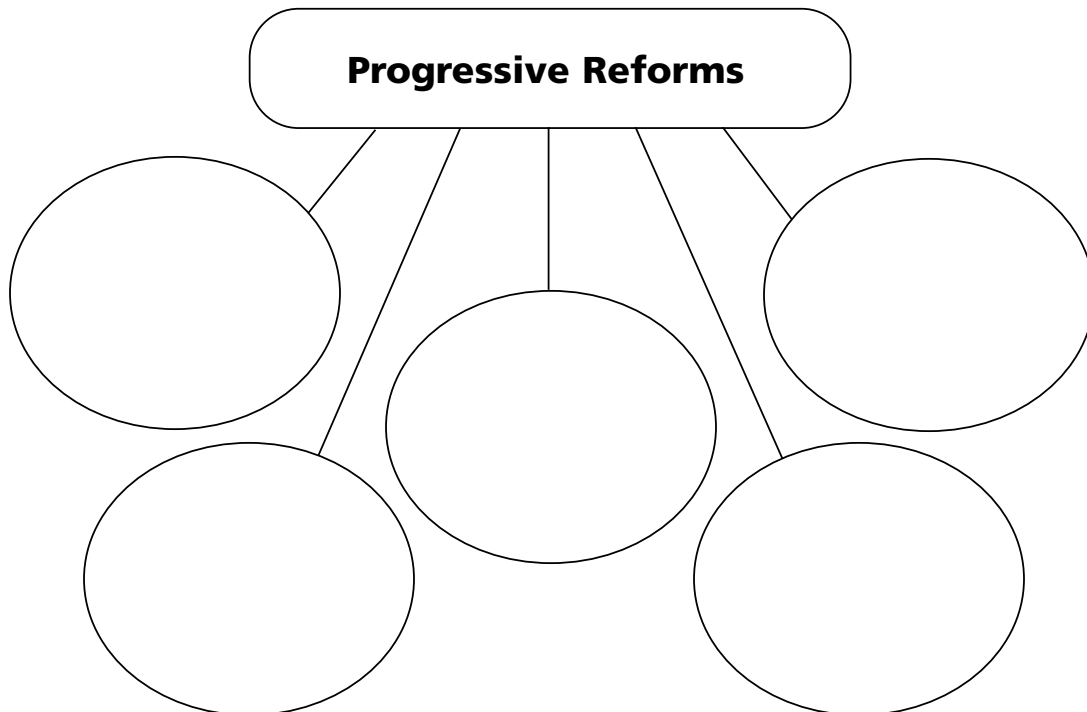
DRAWING FROM EXPERIENCE

Have you ever been treated unjustly because of your gender, race, religion, ethnic background, or place of birth? If so, how did it make you feel? If not, how do you think you might feel?

This section focuses on how Progressive reformers worked to make society better and more fair.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Progressive reform affected American life and how the United States became more active in international affairs.



Study Guide



Chapter 18, Section 3 (continued)

READ TO LEARN

- **The Progressive Movement** (page 541)

Progressive reformers urged individuals and the government to make society better and fairer. The laws they helped pass affected the role of the government, business practices, and public health. Progressives fought political corruption in urban areas. They worked to make city governments more honest and efficient. They blamed the problems of the cities on the power of dishonest political bosses and political machines linked to political parties. Progressives introduced new forms of government in cities that were mismanaged or suffered from corruption. Almost 400 cities were governed by commissions rather than by a mayor and a city council by 1917.

Progressives also encouraged the government to limit the power of large groups of companies called trusts. Congress passed the Sherman Antitrust Act in 1890. As a result of the Act, companies could not legally limit competition. The Act was used against labor unions rather than businesses in the 1890s. The Act was more successful against trusts in the early 1900s. The Interstate Commerce Act of 1887 regulated railroad rates. The Interstate Commerce Commission (ICC) was created to oversee the railroad industry. Later the ICC supervised the trucking industry.

Some journalists wrote about the injustices they saw. These journalists were nicknamed *muckrakers*. Some journalists exposed political corruption in large cities. Others wrote about unfair practices in big business. Still others uncovered unhealthy practices in the food industry. The exposure led to increased demand for urban reform, public pressure for greater government control of big business, and new laws. Congress passed the Meat Inspection Act and the Pure Food and Drug Act as a result of Upton Sinclair’s novel, *The Jungle* in 1906. Sinclair described unhealthy practices in the meat-packing industry.

1. What are some of the laws that were passed as a result of the efforts of Progressive reformers?

- **Expanding Democracy** (pages 541–544)

Progressives believed people should have more direct control of their government. They supported a number of reforms in the early 1900s that increased voters’ powers. Oregon led the way by adopting reforms known as the Oregon system. The reforms included a direct primary election. They also included the initiative, or the right of citizens to place an issue on the ballot in state elections. The Oregon system gave voters

Study Guide



Chapter 18, Section 3 (continued)

the opportunity, through referendum, to vote on measures the state enacted. Voters were permitted to recall, or remove, elected officials whose performance was unsatisfactory. These reforms were adopted by other Western states.

At the federal level, reformers supported the Seventeenth Amendment to the Constitution. This amendment gave voters the power to elect United States senators. It was ratified in 1913. State legislatures influenced by political bosses and big businesses no longer controlled the selection process.

Suffragists, men and women who supported women's right to vote, fought for the cause for more than 70 years. Women called for the right to vote as early as 1848 at the Seneca Falls Convention. Congress passed the Fifteenth Amendment after the Civil War, which allowed freed men to vote, but not women. Some leading abolitionists became suffragists. Wyoming was the first state to allow women to vote. Five other states followed between 1910 and 1913. The Nineteenth Amendment to the Constitution, ratified in 1920, gave women everywhere in the United States the right to vote.

Progressive reform eventually reached the presidency. Theodore Roosevelt, a Republican, became the first Progressive president. He took office following the assassination of William McKinley. Roosevelt began to enforce the Sherman Antitrust Act in 1902. Trusts in the railroad, beef, tobacco, and oil industries were sued by Roosevelt's administration. Roosevelt was also supportive of conservation efforts to protect and preserve natural resources. William Howard Taft became president after Roosevelt. He supported many of Roosevelt's policies.

Woodrow Wilson became president after Taft. He introduced many Progressive reforms of his own. He worked with Congress to create the Federal Reserve. A central board based in Washington supported 12 regional banks in the Federal Reserve. The Federal Trade Commission was established under Wilson's administration. It investigated corporations for unfair trade practices.

Discrimination affected many Americans including Catholics, Jews, Asian Americans, Mexican Americans, and African Americans. Some Americans were discriminated against, or treated unequally, because of their race, religion, ethnic background, or place of birth. African Americans were treated like second-class citizens and were denied basic rights. In 1896 the Supreme Court ruled in *Plessy v. Ferguson* that "separate but equal" facilities were legal. African American leaders struggled to achieve equality. Booker T. Washington helped African Americans gain technical skills by founding the Tuskegee Institute. Ida B. Wells fought to end lynching. W.E.B. Du Bois opposed segregation and encouraged African Americans to fight for civil rights. He was one of the founders of the National Association for the Advancement of Colored People (NAACP), established in 1909. The members of the NAACP continue to fight for legal and economic equality for African Americans.

Study Guide



Chapter 18, Section 3 (continued)

Mexican Americans worked as laborers in the West and Southwest. A revolution and economic difficulties in Mexico caused a surge in immigration to the United States between 1900 and 1914. Mexican Americans faced discrimination and violence. They worked together to raise money for insurance and legal help. They also worked to improve overcrowding, sanitation, and public services.

2. How was Democracy expanded in the early 1900s?

- **Overseas Expansion** (pages 544–545)

Americans began to look overseas in order to keep the economy growing by expanding America’s trade and power. They had to compete with powerful European countries and Japan, who had created large empires during the age of *imperialism*. In the late 1800s and early 1900s, some European countries and Japan had found new raw materials and additional trade opportunities in Asia and Africa. Missionaries hoped to spread Christianity and Western ideas in Asia.

The United States annexed Hawaii in 1898. American sugarcane growers there wanted to avoid having to pay tariffs on their exports. The Hawaiian queen was overthrown by sugar planters in 1893. This paved the way for future annexation by the United States.

In 1895 Cubans revolted against centuries-old Spanish rule. Led by José Martí, Cubans fought to become independent from Spain. Journalists published biased and often inaccurate reports in newspapers that strengthened American support for the Cuban rebellion. This practice of reporting is known as *yellow journalism*.

The battleship *Maine* was sent to protect Americans in Cuba. When the ship exploded in February, 1898, 266 people were killed. The newspapers blamed the Spanish for the explosion. Congress declared war on Spain two months later. In 1898 the United States Army had only 28,000 troops. Congress approved the addition of 30,000 more troops. It also approved a large volunteer force. Colonel Leonard Wood and Lieutenant Theodore Roosevelt led a voluntary cavalry unit known as the “Rough Riders.”

Study Guide



Chapter 18, Section 3 (continued)

In May 1898, the United States Navy began the first battle of the Spanish-American War in the Philippines. They destroyed the Spanish fleet without losing one ship. Commodore George Dewey blocked Manila and waited for help to arrive. The Spanish surrendered at the end of June after losing battles to American troops, including the Rough Riders, at El Caney and San Juan Hill. In July Filipino rebels helped American troops capture Manila. The rest of the Spanish fleet was blockaded in Santiago Harbor in the Caribbean.

3. Why did Americans want to expand overseas?

Study Guide



Chapter 18, Section 4

For use with textbook pages 546–550

WORLD WAR I AND ITS AFTERMATH

KEY TERMS

- nationalism** A feeling of intense loyalty to one's country or group (*page 547*)
- propaganda** Information designed to influence opinion (*page 547*)
- reparations** Payments (*page 549*)
- Prohibition** A total ban on the manufacture, sale, and transportation of alcohol (*page 550*)

DRAWING FROM EXPERIENCE

Have you ever found yourself arguing with someone, even though you had tried to avoid the argument? Do you sometimes find it easier to stay out of other people's problems?

This section focuses on how the United States was pulled into World War I, how the war was won by the Allies, and what happened afterwards.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States helped the Allies win World War I.

| American Victories That Helped Allies Win World War I | |
|---|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Study Guide

Chapter 18, Section 4 (continued)



READ TO LEARN

- **World War** (pages 547–549)

Conflicts in Europe were building for many years because of *nationalism*, or strong feelings of loyalty to one's country. Germany and Britain competed with each other. Each country wanted to build the biggest navy. Countries in Europe made defense agreements, or alliances, with each other for protection. Archduke Franz Ferdinand was killed by a Serbian terrorist in June 1914. Ferdinand had been the next in line to become the king of the Austro-Hungarian Empire. Austria-Hungary blamed Serbia for Ferdinand's death and declared war on Serbia.

The war became a world war because of defense agreements formed between European nations. Many countries became involved in the war because they agreed to help protect one another. The Allied Powers (Great Britain, France, and Russia) were at war against the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire). Japan and Italy decided to help the Allied Powers.

Germany attacked France at the Battle of the Marne. The British and French stopped them. For three years, neither side made much progress.

The United States remained neutral. President Wilson did not take sides when World War I started. Both the Allies and the Central Powers tried to persuade the United States to take their side. Both sides used *propaganda*, or information designed to convince the United States to take their side. The United States eventually decided to help the Allies. Germany tried to stop America from helping the allies. German U-boats, or submarines, began sinking ships carrying goods and supplies to Britain. A passenger ship called the *Lusitania* was sunk by a German U-boat. More than 1,000 people were killed, including 128 Americans.

Germany broke its promise to warn neutral ships before attacking. German U-boats sank three American ships. Congress declared war on Germany on April 2, 1917. Congress approved a military draft with the passage of the Selective Services Act. Three million men were ordered to serve in the military. Two million volunteered. More than 300,000 African Americans joined the military.

Russia pulled out of the war as America prepared to join the Allied forces. Vladimir Lenin and a group of Communists called Bolsheviks overthrew the Russian government in November 1917. In March 1918 the Russians signed an agreement, or treaty, with Germany, ending the war with them. Germany tried to defeat the British and French armies before America was ready for battle. They began a major attack in France. German troops were about 40 miles from Paris when American troops were assigned to Cantigny, just north of Paris. About 4,000 American soldiers of the First Division won their first battle in Europe at Cantigny after a hard-fought battle.

Study Guide



Chapter 18, Section 4 (continued)

In June 1918 American divisions fought 24 hours a day for two weeks in the forests along the Marne River. They recaptured Belleau Wood, but thousands of troops were killed in battle. In July the Germans began a large offensive at Château-Thierry along the Marne River. American and French forces fought back the Germans. For the first time, the Allies were in control. The United States First Army led by General John J. Pershing defeated the Germans at Meuse-Argonne in October. After 47 days of heavy fighting, the Germans asked President Wilson for an agreement, or armistice, to end the fighting. World War I ended on November 11, 1918.

In January 1919, President Wilson and other world leaders met in Paris. They negotiated the Treaty of Versailles, which ended the war. Under the terms of the treaty, the League of Nations, an international organization, was created to preserve the peace. Germany was required to pay for the damage it caused. The payments were called *reparations*. The new nations of Czechoslovakia, Yugoslavia, and Poland were created under the terms of the treaty. The Senate rejected the treaty. The United States never joined the League of Nations. Republicans were afraid that the United States's independence would be limited by the League of Nations.

1. What happened to cause the United States to enter World War I?

- **The 1920s** (pages 549–550)

Americans were ready to enjoy themselves after the war. They enjoyed new activities such as the Chinese game of Mah Jong and crossword puzzles. They developed new heroes such as baseball's great Babe Ruth and golf's Bobby Jones. Charles Lindbergh became a hero when he made the first nonstop solo flight across the Atlantic Ocean.

During the war, workers enjoyed better pay and fewer conflicts with management. When the war was over, the conflicts surfaced again. The economy slowed down, and there were fewer jobs available. Men came home from the war and competed for jobs. Workers wanted to maintain or increase the high wages paid during the war. There were many violent strikes when management did not agree. Millions of workers participated in more than 3,600 strikes in 1919 alone.

A movement to fight radicalism began in America. People who follow extreme views are called radicals. Some people believed union activism was linked to radicalism. Americans were afraid of communism, a system of government in which citizens are controlled by a single party. Under communism, citizens are not allowed to own their own property. Communism was linked with radicalism. The fear of communism,

Study Guide



Chapter 18, Section 4 (continued)

which spread across the nation, was known as the Red Scare. The fears also led to anti-immigrant feelings, or nativism. The flow of immigration slowed during the war. After the war, immigration surged. Some Americans were afraid that immigrants would compete for their jobs and their security.

The manufacture, sale, and transportation of alcohol was banned during **Prohibition**. In 1920 alcohol was made and sold illegally and organized crime grew. The passage of the Twenty-first Amendment repealed, or cancelled, Prohibition in 1933. Alcohol was once again legal.

Another industrial revolution occurred during the 1920s. Telephones, refrigerators, vacuum cleaners, and canned goods became popular. Americans enjoyed more leisure time because of new products that made their lives easier.

The invention of the automobile had a huge impact on the lives of Americans. Millions of jobs were created by the need for steel, glass, wood, gas, and rubber in the automobile industry. Roads were built and people traveled more. These activities created even more jobs.

2. What products became popular during the industrial revolution after the war?

Study Guide



Chapter 19, Section 1

For use with textbook pages 556–563

DEPRESSION AND A SECOND WORLD WAR

KEY TERMS

| | |
|-----------------------|---|
| dictator | A leader who controls a country by force (page 559) |
| genocide | The killing of an entire group of people (page 561) |
| Holocaust | The killing of about six million Jews by the Germans during World War II (page 561) |
| island hopping | Seizing an island and using it as a base to attack the next island (page 562) |

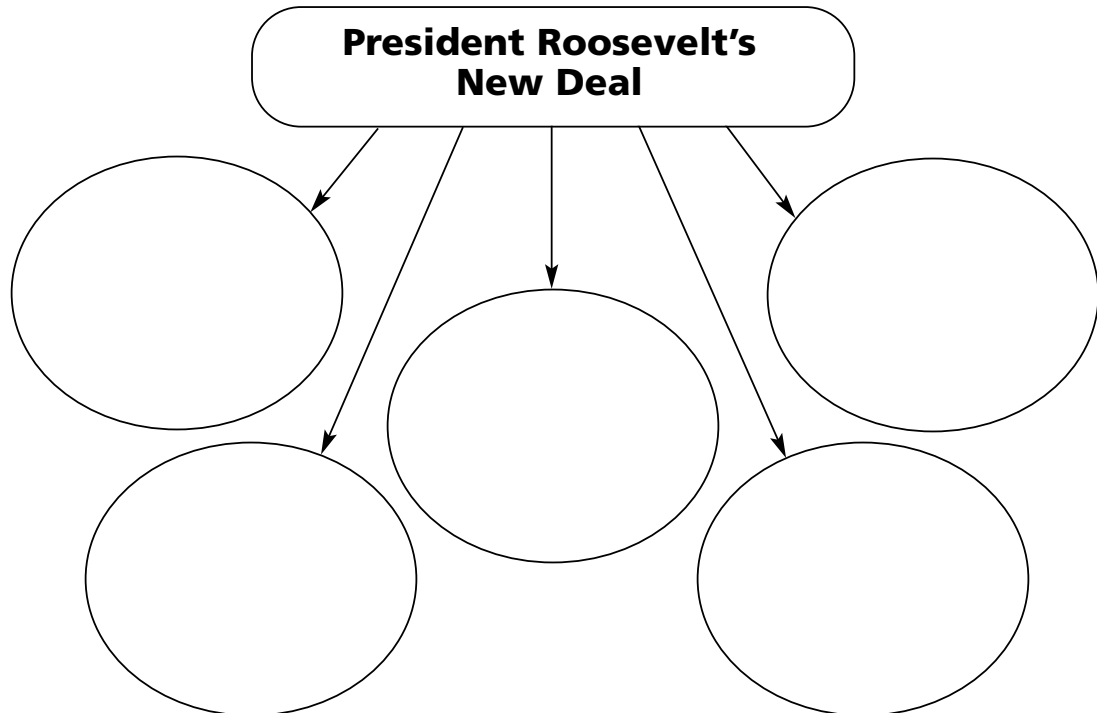
DRAWING FROM EXPERIENCE

What do you know about the Holocaust? Have you read any books or watched any movies about the Holocaust?

This section focuses on how the United States and other Allied nations fought to protect rights and freedoms during World War II.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Americans were affected by the Great Depression and World War II.



Study Guide

Chapter 19, Section 1 *(continued)*



READ TO LEARN

- **The Great Depression** (*pages 556–558*)

The Great Depression was one of the worst economic crises that the United States has ever experienced. In October 1929, the New York stock market crashed, or collapsed. Stock prices fell drastically, and people began selling their stocks. Many people lost their life savings and their jobs and were unable to repay their bank loans. Thousands of banks were forced to close between 1930 and 1933. People who had money in these banks lost their deposits. Many people suddenly found themselves homeless and hungry. Soup kitchens had long lines of people waiting for bread and soup.

Other problems caused the Great Depression. Farm income declined during the 1920s. Industries had fewer orders, which led to fewer profits. Workers were laid off, and wages were cut. Americans had less money to spend on consumer goods. Many people owed money because they had taken out loans to buy stocks and other items, such as cars. Banks had financial problems when customers could not afford to repay their loans.

The economies of foreign countries were also weakened. Many countries were repaying their debts from World War I to the United States. These countries used money borrowed from American banks and sold goods to the United States to repay their debts. When banks had no money to loan, trade around the world slowed down. The other countries did not have money to spend.

Millions of Americans lost their jobs. In 1932 one out of four workers was unemployed. People were homeless and hungry. Many people lived in shelters made from boxes and other discarded items. President Hoover was blamed for the suffering and unemployment.

During the 1932 election campaign, Franklin Delano Roosevelt promised to fight the Depression and was elected. The proposals Roosevelt sent to Congress became known as the New Deal. The New Deal created programs and agencies, many of which created new jobs. The programs and agencies included the Civilian Conservation Corps (CCC), the Public Works Administration (PWA), and the Agricultural Adjustment Administration (AAA). Americans were paid to build new roads, hospitals, and schools or to plant trees and build levees to guard against flooding. Farm prices were increased.

Congress passed the Social Security Act, a tax paid by workers and employers, to fund retirements. Unemployment insurance was also funded by a tax. People would receive payments if they lost their jobs. Americans were better off by 1936 even though the Great Depression was not over.

Americans experienced another recession in 1937. This time Roosevelt was blamed. Congress would not pass many of Roosevelt's new proposals.

Study Guide



Chapter 19, Section 1 (continued)

The New Deal created a more powerful presidency and enlarged the federal government. The welfare of needy Americans became the government's responsibility. The economy began to recover in the late 1930s. The next United States crisis would be World War II.

1. What events caused the Great Depression?

• **World War II** (pages 558–563)

Almost every country in the world became involved in World War II. The Allied Powers (the United States, Great Britain, France, and the Soviet Union) were supported by 22 countries. The Axis Powers (Germany, Italy, and Japan) were supported by Romania, Bulgaria, and Hungary, also. In the 1920s, several countries were controlled by *dictators* who ruled by force. Italy was controlled by the dictator Benito Mussolini. Adolf Hitler and the National Socialist Worker's Party, or Nazi Party, controlled Germany. Japan was under military rule.

When Hitler invaded Poland in 1939, Britain and France declared war on Germany. Germany took control of Poland and then invaded France, which surrendered. Germany launched a major attack against Russia in June 1941. The United States tried to remain neutral. Congress passed the Lend-Lease Act, which allowed the United States to sell, lease, or lend weapons to countries under certain conditions. One condition necessary for weapon dealing was that the security of the countries had to be important to the defense of the United States. The United States supplied weapons to Britain and the Soviet Union.

Japan took over Indochina, a colony of France, and threatened nearby British colonies. The United States applied economic pressure against Japan. Japanese warplanes attacked an American naval base at Pearl Harbor in Hawaii on December 7, 1941. In response, Congress declared war on Japan. Germany and Italy then declared war on the United States. The United States joined the Allied Powers against the Axis Powers.

America's involvement in the war created new technology and new jobs. People joined the military, including about 350,000 women. United States citizens at home supported the war effort by performing other jobs. Industry grew quickly, and Americans earned more money. Many women went to work. African Americans served in the military and worked in war factories.

After the attack on Pearl Harbor, many Japanese Americans from the West Coast were forced to live in internment camps. Out of fear, many Americans questioned the loyalty of Japanese Americans and discriminated against them.

Study Guide

Chapter 19, Section 1 (continued)



The Axis Powers controlled Eastern and Western Europe and North Africa until late 1942, but British and American forces drove Germany out of North Africa in November 1942. The Axis Powers were defeated in Eastern Europe in early 1943, but the German Army was forced out of Leningrad and forced to surrender at Stalingrad after months of fighting. The Allies landed in Italy after taking over Sicily in the summer of 1943. Dictator Benito Mussolini was overthrown by the Italians, and Italy surrendered. However, German forces kept fighting in Italy. The Allies fought the Germans at Monte Cassino and Anzio. The Allies were trapped for four months at Anzio, near Rome. Allied forces freed Rome in June 1944.

Allied forces bombed Germany while fighting continued in Italy and North Africa. Cities were destroyed, and civilians were killed. This did not stop Germany. The Soviets attacked Germany from the east. General Eisenhower was in charge of the Allied forces, directing the invasion of France from the west. Thousands of troops were brought by ships to the beaches of Normandy on June 6, 1944—D-Day. The Germans were waiting for the Allies and had planted land mines along the coast. Allied troops faced heavy gunfire as they waded ashore. The Allies moved across France from Normandy. French and American troops freed Paris on August 25.

The Soviets forced the Germans out of Eastern Europe, while British and American forces closed in on Germany's western border. German troops moved deep into a bulge in Allied lines. This last German offensive was called the Battle of the Bulge. The Germans were forced back by the Allies. At least 100,000 people were killed. The Soviets reached the city of Berlin in Germany by April 1945, and British and American troops were moving across Western Germany. Germany surrendered one week after Adolf Hitler committed suicide. President Roosevelt died less than four weeks before the European Allied victory. Harry S Truman became president.

The Allies liberated Germany and other parts of Europe. They found that the Nazis had killed as many as six million Jews. This act of **genocide**, or killing an entire group of people, was horrifying. Thousands of Jews had been killed each day. These acts of genocide became known as the **Holocaust**.

After attacking Pearl Harbor, the Japanese landed in the Philippines. General Douglas MacArthur and his American and Filipino forces retreated to the Bataan Peninsula. Fierce fighting led the exhausted Allies to surrender. The prisoners, sick and starving, were made to march more than 60 miles to a prison camp. Many died on the march.

Japan had a series of victories. Then American ships destroyed the Japanese fleet in the Coral Sea, northeast of Australia. American ships were heavily damaged, but they had saved Australia in the Battle of the Coral Sea. In June the American navy destroyed four Japanese air carriers and hundreds of planes. This Battle of Midway was a major Japanese defeat.

Study Guide



Chapter 19, Section 1 (continued)

American troops seized control of an island and used it as a base to attack another island. The *island hopping* strategy was successful. Americans fought hard for control of Guadalcanal, one of the Solomon Islands. Fighting lasted from August 1942 to February 1943. American air and naval power finally succeeded. Guam and other islands were seized in June 1944. They served as a base from which bombing strikes were launched against Japan. Most of the Japanese naval fleet was destroyed in October in the Philippines at the Battle of Leyte Gulf. Then American forces closed in on Japan. American forces captured the island of Iwo Jima in March 1945 and the island of Okinawa in June.

President Truman ordered Japan to surrender. When the Japanese refused, Truman ordered the use of an atomic bomb.

The atomic bomb was secretly developed under the Roosevelt administration. Albert Einstein persuaded Roosevelt to try to build an atomic bomb. The top-secret Manhattan Project attempted to do so.

Two atomic bombs were dropped on Japan in August 1945. They destroyed the cities of Hiroshima and Nagasaki, killing and injuring thousands of people. Japan surrendered on August 15, 1945, ending World War II. The date was called V-J Day for “Victory over Japan.”

World War II was the costliest war in history. Billions of dollars worth of property was destroyed. At least 50 million people died. Hitler’s Nazi Party brutally killed almost six million Jews and millions of others in concentrations camps.

People from many nations looked for ways to preserve peace in the future. They hoped to prevent such destruction from ever happening again.

2. After the Allied victory in Europe, what action did President Truman take to end the war?

Study Guide



Chapter 19, Section 2

For use with textbook pages 564–570

TURNING POINTS

KEY TERMS

- stalemate** A situation in which neither side can win (page 565)
- affluence** Wealth (page 566)
- segregation** The separation of people of different races (page 566)
- civil disobedience** The refusal to obey laws that are unjust (page 566)
- feminist** An activist for women’s rights (page 567)

DRAWING FROM EXPERIENCE

Have you ever experienced any kind of discrimination in your life? Were you ever excluded from a group or an activity for no fair reason? How does it feel to be treated unfairly?

This section focuses on how women and minorities fought for their civil rights.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the problems Americans faced at home and abroad during the second half of the twentieth century.

| America’s Struggles During the Last Half of the Twentieth Century | |
|---|--------|
| Home | Abroad |
| | |
| | |
| | |
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| | |
| | |

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Study Guide



Chapter 19, Section 2 (continued)

READ TO LEARN

- **The Cold War Era** (pages 564–566)

A rivalry, or Cold War, began between the United States and the Soviet Union after World War II. The Soviet Leader, Joseph Stalin, created communist governments. He broke his promise to hold free elections in Eastern Europe. United States President Harry S Truman created a policy called the Truman Doctrine, which promised to help other countries fight communism.

After World War II, the United States, Great Britain, and France controlled parts of Germany that became the nation of West Germany. They also controlled Berlin, a city in the middle of East Germany. However, East Germany was controlled by the Soviets. Joseph Stalin sealed off Berlin, not allowing anyone to enter or exit. President Truman had food and supplies airlifted to the people of Berlin.

At the same time, the North Atlantic Treaty Organization (NATO) was formed by the United States, Canada, and countries of Western Europe. The member nations agreed to help defend one another.

In Asia, Mao Zedong created a communist government in China. China helped communist North Korea invade South Korea. The United States and the United Nations joined the Korean War in 1950 by helping defend South Korea. Neither side seemed able to win, so the war became a *stalemate*. In 1953 both sides agreed to stop fighting. North and South Korea stayed divided.

The American economy was strong when Dwight D. Eisenhower was elected president in 1952. President Eisenhower supported a smaller federal government and programs for the basic welfare of all Americans. Social Security was expanded, and housing for the poor increased. The Federal Highway Act provided for a network of interstate highways. By building 40,000 miles of roads for the military, Congress connected the separate regions of the country together. Alaska and Hawaii became states in 1959.

Many Americans became *affluent*, or wealthy, during the 1950s. Many babies were born during this period of economic growth called the baby boom. New homes were built in suburbs outside of cities. People enjoyed the affordable homes and the privacy.

1. What was the Cold War?

Study Guide



Chapter 19, Section 2 (continued)

• The Civil Rights Era (pages 566–568)

African Americans began to fight for equal rights after World War II. They opposed **segregation**, the separation of people by race. African Americans wanted to be treated fairly with regard to jobs, housing, and education. In 1954 the Supreme Court ruled in *Brown v. Board of Education* that segregation in schools was unconstitutional. The case was initiated by an African American attorney named Thurgood Marshall. The following year, an African American woman named Rosa Parks was arrested in Montgomery, Alabama, when she refused to give up her seat on a bus to white riders. African Americans in Montgomery boycotted, or stopped riding, city buses. Martin Luther King, Jr., became a civil rights leader. He encouraged African Americans to peacefully stand up for their rights. Dr. King supported **civil disobedience**, or refusing to follow laws that are unjust. The Supreme Court ruled that all segregation laws were unconstitutional in 1956.

Democratic Senator John F. Kennedy defeated Republican Vice President Richard Nixon in the close presidential election of 1960. Congress would not approve Kennedy's proposals for more spending on education or on programs to help poor people find jobs. President Kennedy was assassinated in 1963 in Dallas, Texas. Vice President Lyndon B. Johnson became president. Johnson's program proposals—Medicare and Medicaid—became law. The programs helped senior citizens and poor people pay for medical care and hospital expenses.

The civil rights movement grew during the Kennedy and Johnson presidencies. Protestors held sit-ins, refusing to leave places from which they were excluded. In 1963 police attacked marchers led by Martin Luther King, Jr., in Birmingham, Alabama. After the march, Kennedy sent Congress a civil rights bill that would make segregation illegal. When marchers arrived in Washington, D.C., to show support for the bill, Dr. King gave his famous "I Have a Dream" speech. He stated that he dreamed of a United States that lived up to its belief that all men are created equal. The Civil Rights Act of 1964 was passed with President Johnson's urging, even though Southern Democrats opposed Kennedy's bill. The Civil Rights Act made discrimination in hiring and segregation illegal. Congress passed the Voting Rights Act of 1965 at President Johnson's request, giving African Americans the right to vote.

The civil rights movement was making a difference, but changes came slowly. A Black Muslim leader named Malcolm X supported racial separation and opposed integration. Later he changed his mind and supported "honest black-white brotherhood." Malcolm X was assassinated in 1965.

Racial tension erupted in violence during the mid-1960s. Riots broke out, people were killed, buildings and cities were burned or destroyed. When Martin Luther King, Jr., was assassinated in 1968, rioting broke out in more than 100 cities.

Women, Hispanics, and Native Americans also fought for equal rights. In 1966 the National Organization for Women (NOW) was formed by **feminists**, or activists for women's rights. Feminists proposed an Equal Rights Amendment (ERA) to the

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Chapter 19, Section 2 (continued)

Constitution that did not pass. In 1972 the federal government outlawed discrimination against women in educational programs receiving federal funds.

Hispanic Americans who came to the United States from Latin America and Spain also fought for equal rights during the 1960s. Cesar Chávez organized the United Farm Workers (UFW) union to fight for more pay and better working conditions. Other people and organizations fought for equal rights for Hispanics as well. Hispanics became active in politics and government. Hispanic Americans won the right to serve on juries and to send their children to integrated schools.

Congress approved the Indian Civil Rights Act in 1968 that protected the constitutional rights of Native Americans. The Act also gave Native Americans the right to make laws on their reservations.

For several months in 1973, members of the American Indian Movement (AIM) seized control of Wounded Knee, South Dakota, to protest their poor living conditions.

In the 1960s and 1970s, Congress passed a number of laws that benefited people with disabilities. Employment opportunities, access to public buildings, and equal educational opportunities were some of the issues the laws addressed.

2. What groups fought for civil rights during the 1960s and 1970s?

- **The Vietnam Era** (pages 568–570)

Fidel Castro took control of Cuba by force in 1959 and quickly formed an alliance with the Soviet Union, joining the Cold War against the United States. Feeling threatened by the communist leader, President Kennedy developed a plan to overthrow Fidel Castro. The United States Central Intelligence Agency (CIA) trained approximately 1,500 Cubans to invade Cuba at the Bay of Pigs and remove Fidel Castro from power. The plan was not successful.

Meanwhile, the Soviets wanted the West out of Berlin, Germany. President Kennedy refused Soviet leader Nikita Khrushchev’s demand to get out. The Soviets and East Germans built the Berlin Wall to divide East and West Germany. The wall became a symbol of communism.

The Soviets installed nuclear missiles in Cuba. Kennedy blockaded, or closed off, Cuba in 1962. He told the Soviets that the United States wanted all missiles removed from Cuba. Soviet ships headed toward the blockade and then turned back. The world waited to find out if the Soviets would start a nuclear war. The crisis ended when the Soviets removed their missiles from Cuba after days of negotiations.

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Chapter 19, Section 2 (continued)

On the other side of the world, the United States was involved in the fight between North and South Vietnam. Beginning in the late 1950s, military supplies and advisors had been sent to South Vietnam by President Eisenhower and then President Kennedy. The Vietcong, who were communist forces supplied with weapons and supplies from North Vietnam, continued to grow in strength in South Vietnam.

American ships were allegedly attacked by the Vietcong at the Gulf of Tonkin in 1964. Congress authorized President Lyndon B. Johnson to use force against attacks on Americans. American forces defended their bases and then tried to defeat the Vietcong.

In 1965 the United States bombed North Vietnam. American combat troops were sent to Vietnam. More troops were sent within a few months. The war grew. North Vietnam increased its support of the Vietcong. General William Westmoreland asked for more troops and permission for a land war. More than 500,000 troops were sent to Vietnam by 1968.

President Johnson decided not to seek the presidency in 1968. Americans wanted a candidate who would restore order after the violent 1960s. Richard Nixon, vice president under President Eisenhower, became the Republican candidate. He defeated Democratic candidate Hubert Humphrey by a narrow margin. President Nixon promised to end the Vietnam War with honor.

Nixon planned to train and equip the South Vietnam military and then withdraw United States troops. President Nixon's plan was known as Vietnamization. Nixon hoped that peace would be negotiated with North Vietnam.

North Vietnam and the Vietcong were using places such as Cambodia to launch their offensives. President Nixon ordered United States forces to invade and bomb Cambodia in an effort to end the war. Demonstrations against United States participation in the war were held across the country once the invasion of Cambodia was announced in 1970. At Kent State University in Ohio, four students were killed during a protest. Two students were killed at Jackson State University in Mississippi.

In 1973 a peace agreement was reached. The last United States troops left Vietnam. In 1975 North Vietnam ignored the peace agreement and invaded South Vietnam again. South Vietnam surrendered to the communist government of the North. Vietnam was now united under communist rule. More than 58,000 United States troops died during the Vietnam War. Over 1 million Vietnamese civilians and soldiers were killed. Still other American soldiers were considered missing in action and never found.

3. What led to United States involvement in the Vietnam War?

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Chapter 19, Section 3

For use with textbook pages 572–578

MODERN AMERICA

KEY TERMS

- embargo** Ban on shipments (page 573)
- human rights** Concern that governments around the world grant more freedom to their people (page 574)
- federal debt** Amount of money the government has to borrow to pay for its programs (page 575)
- perjury** Lying under oath (page 576)

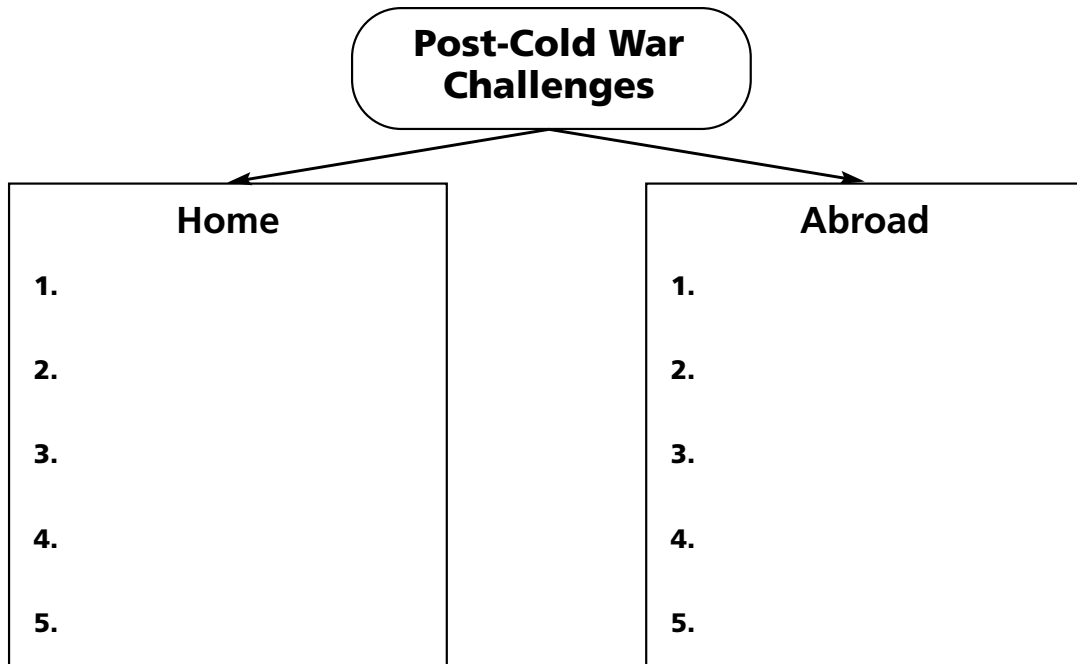
DRAWING FROM EXPERIENCE

Have you ever wondered what happens when a president fails to tell the truth? How can the United States punish a president? Can a president be fired?

This section focuses on presidential scandals and the system of checks and balances that prevents abuses of power.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the world changed with the end of the Cold War.



Study Guide



Chapter 19, Section 3 (continued)

READ TO LEARN

- **Crisis of Confidence** (pages 572–574)

President Nixon wanted to restore peace and order at home and abroad after a turbulent decade. He believed that the key to peaceful relations with the Soviet Union was to establish relations with China. President Nixon established trade with China and made a historic visit to China in 1972. Relations between the Soviet Union and the United States improved. The United States and the Soviet Union agreed to limit the number of nuclear missiles each country could have.

The United States supported Israel during the 1970s. This upset many Arabs in the Middle East. These Arabs banned shipments of oil to the United States. As a result of the oil **embargo**, gas became very expensive. Secretary of State Henry Kissinger was able to help Arab and Israeli leaders reach an agreement, which ended the oil embargo.

President Nixon gave more control and federal taxes back to the states. Americans supported his policies, and Richard Nixon was reelected by an overwhelming margin. However, his presidency was soon attacked because of the Watergate scandal. Nixon denied that his staff had ordered and tried to cover up a break-in at the Democratic Party offices at the Watergate apartment complex. A Senate committee proved otherwise. Impeachment proceedings had begun in the House of Representatives to formally accuse him of abusing his power. President Nixon resigned, and Vice President Gerald Ford became president.

President Ford lost the 1976 election to Democratic candidate Jimmy Carter. Economic problems, the Watergate scandal, and the oil embargo contributed to Gerald Ford’s defeat.

Jimmy Carter spent much of his presidency trying to improve the economy, but was unsuccessful. President Carter also worked to influence foreign policy. Due to his efforts, the first peace treaty ever between an Israeli and an Arab nation, Egypt, was agreed upon at Camp David in the United States.

President Carter also fought for **human rights** around the world. He encouraged other nations to give their people more freedom. Offenders, such as Argentina, South Africa, and Iran, lost economic and military help from the United States. In response, 52 American hostages and the American Embassy in Tehran were taken by Iranian students and fundamentalists in the government in 1979. Jimmy Carter lost the 1980 election to President Reagan because of the hostage crisis and economic problems. The hostages were released soon after Republican President Reagan took office.

1. What were some of the foreign problems faced by the United States during the 1970s?

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Chapter 19, Section 3 (continued)

- **New Challenges** (pages 574–577)

Communism in Europe collapsed by the end of the 1980s. The American economy began to grow after a brief recession in 1982. The stock market did very well. President Reagan's programs seemed to be working. He lowered taxes, got rid of many government regulations, cut back government programs, and built up the military. The government increased the **federal debt** by borrowing more money because it cut taxes and increased military spending. President Reagan was reelected in 1984.

Mikhail Gorbachev became the leader of the Soviet Union as the Soviet economy was about to collapse. The Soviets could not afford to keep up with the United States militarily. Gorbachev worked to reform the communist system. Reagan and Gorbachev discussed arms control, the reduction of the number of nuclear weapons under their control. The Soviet Union began to change under Gorbachev's leadership and improved relations with the United States.

George Bush, Ronald Reagan's vice president, defeated Michael Dukakis in the 1988 election. President Bush continued to negotiate with the Soviets. Most communist governments collapsed in late 1989. Demonstrators demanded more democracy. The Berlin Wall was torn down, and East and West Germany were reunited. Russia banned the Communist Party in 1991. The Soviet Union was divided into 15 separate republics.

In 1990 Iraq invaded Kuwait in the Middle East. Operation Desert Storm was launched by the United States, European countries, and Arab countries to free Kuwait. They attacked Iraq, destroying most of its army. The operation was successful, so President Bush's popularity increased.

There were three candidates in the 1992 election: Republican candidate George Bush, Democratic candidate Bill Clinton, and third-party candidate Ross Perot, a billionaire. An economic recession was beginning. Bill Clinton won the election with 43 percent of the popular vote because the votes were split three ways. While in office, President Clinton passed the Family Medical Leave Act, cut government spending, and reduced the budget deficit.

Republicans controlled the House and Senate after the 1994 mid-term elections. Many of the proposals submitted by the Republican-controlled Congress were vetoed by the president. Bill Clinton was reelected in 1996. The Democratic president and the Republican-controlled Congress began to work together instead of against each other.

Education and health care were the main issues during President Clinton's second term. The strong economy helped Congress balance the budget and have money left over for the first time in many years. Regional conflicts dominated foreign affairs. Clinton was involved in negotiating an agreement between Israel and Palestine in 1993. It was agreed that Palestine would have its own government in Israeli territory.

Bill Clinton's presidency was darkened by scandal. Evidence suggested that Clinton may have lied under oath, which is called **perjury**, and obstructed justice. He was accused of trying to hide a personal relationship he had with a White House intern.

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Chapter 19, Section 3 (continued)

Impeachment proceedings were held in the House of Representatives. The House voted to impeach Clinton. President Clinton was tried and acquitted by the Senate.

In the 2000 election, Vice President Al Gore faced Republican candidate George W. Bush, the Governor of Texas and the son of former President George Bush. The election was one of the closest in the history of the country. Ballots were recounted in Florida after a dispute. Both candidates needed the 25 electoral votes from Florida to win the election. The recount process was challenged legally by both candidates. The United States Supreme Court had the final say, and George W. Bush became the 43rd president.

During his first term, President Bush called for sweeping tax cuts and implementing the No Child Left Behind program. In the first year of Bush's presidency, the United States experienced the worst terrorist attacks in its history. On September 11, 2001, terrorists in hijacked jetliners crashed the planes into the twin towers of the World Trade Center in New York City and the Pentagon Building in Washington, D.C. The United States took steps to protect against future attacks.

The Republican Party delegates renominated Bush and Vice President Richard B. Cheney to run for a second term in 2004. The Democratic Party nominated Senator John F. Kerry of Massachusetts for president and Senator John Edwards of North Carolina for vice president.

2. What events led to the end of the Cold War?

• **Looking to the Future** (pages 577–578)

Stimulating global economic growth through a world trading system became a main goal for President Bush. He believed this would help every country's economy and help encourage worldwide freedom. Another supporter of this view, the World Trade Organization (WTO) has administered trade practices among many nations since 1995.

Growth of technology industries increased economic growth. The use of personal computers increased in homes, businesses, and schools. The Internet, a worldwide linking of computer networks, became a main method of communication.

The American population also began to change as it entered the twenty-first century. People were living longer, so elderly people became a larger portion of the population. By 2000, more than 12 percent of the population was 65 years of age or older. Estimates show that percentage will increase to 16 percent by the year 2020.

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Chapter 19, Section 3 (continued)

Women's roles were changing. By 2004, about 59 percent of women were in the labor force—an increase of 16 percent since 1970. Women were also taking more important roles in state and national politics. In 1965, Patsy Mink became the first Asian American woman to serve in the United States Congress. During the George W. Bush administration, Condoleezza Rice served as Secretary of State—the first African American woman to hold that post.

The ethnic distribution of the United States also changed. By 2003, about 12 percent of the population was foreign-born. Asian Americans made up more than 4 percent of the population and Hispanic Americans almost 14 percent.

New environmental challenges faced the world. One concern is that the earth's atmosphere has lost ozone, a gas that protects life from cancer-causing sun rays. Scientists warned that another threat comes from the steady increase in average world temperatures, called global warming. This warming might change weather patterns, the environment, and crop production.

Promoting peace continued to be a major global issue. The use of violence by groups against civilians to try to achieve a political goal, or terrorism, increased in the late 1900s and early 2000s. Dangers included chemical and biological weapons.

The United States experienced domestic terrorism in the form of the Oklahoma City bombing of a federal building and a string of mail bombings that lasted for 17 years. Domestic terrorists attack people in their own country.

International terrorists travel from other countries to carry out their violent plans. International terrorism struck the World Trade Center in New York, the Pentagon, and a field in Pennsylvania on September 11, 2001. Being one of the world's most powerful nations has made the United States a target for some terrorist organizations. Some organizations carry out terrorism independently, while others join with governments that resent the power of the United States.

3. What are some of the environmental challenges facing the twenty-first century?

Study Guide



Chapter 19, Section 4

For use with textbook pages 579–585

THE WAR ON TERRORISM

KEY TERMS

- terrorism** Use of violence by groups against civilians to achieve a political goal
(page 580)
- counter-terrorism** Military or political activities intended to combat terrorism
(page 583)

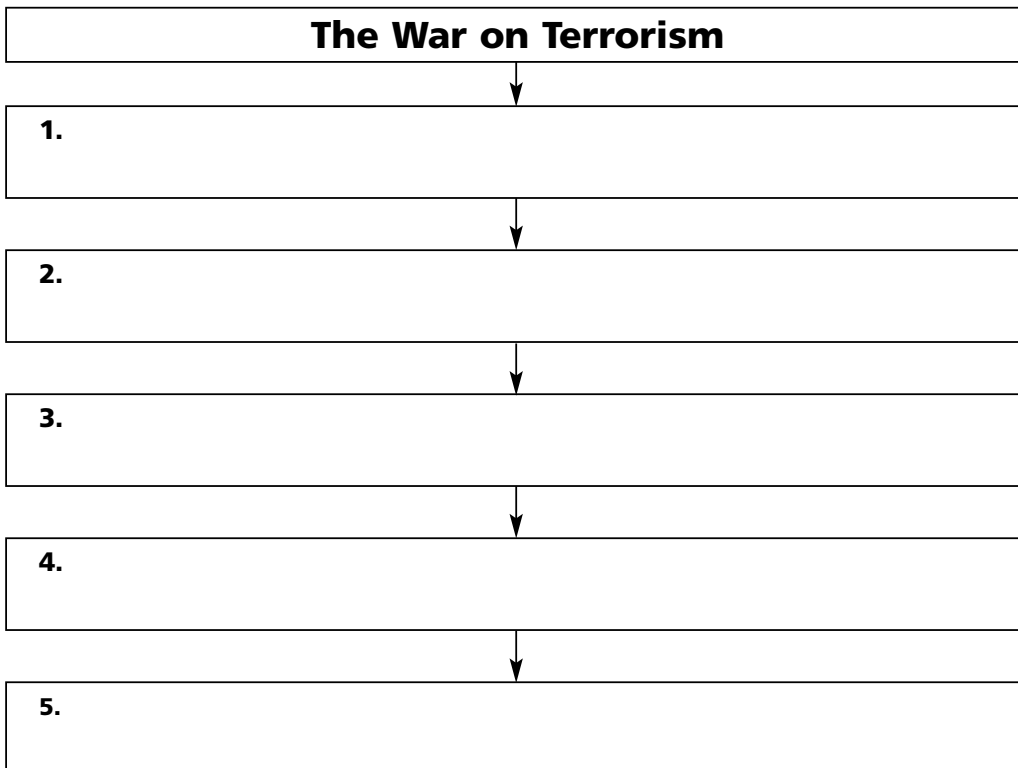
DRAWING FROM EXPERIENCE

Where were you when the World Trade Center in New York City and the Pentagon in Washington, D.C., were attacked by terrorists on September 11, 2001? How did the terrorist attacks make you feel? How did people around you respond to the attacks?

This section focuses on how the United States called for a worldwide coalition to fight terrorism.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States prepared to fight terrorism worldwide.



Study Guide



Chapter 19, Section 4 (continued)

READ TO LEARN

- **The Terrorist Threat** (pages 580–581)

On the morning of September 11, 2001, two hijacked passenger airplanes crashed into buildings of the World Trade Center in New York City. Another hijacked passenger plane crashed into the Pentagon in Washington, D.C. A fourth passenger airplane crashed in Pennsylvania. The hijackers crashed the planes on purpose. Passengers on the Pennsylvania flight attacked their hijackers, preventing them from hitting an unknown target. Thousands of people died.

The attacks were the result of *terrorism*, the use of violence by groups to try to achieve a political goal. In the case of the September 11 attacks, a group of Middle Eastern Muslim fundamentalists were the terrorists. The newest threat of terrorism involves biological and chemical weapons, such as anthrax, which purposely spread disease among humans.

Groups of Muslim fundamentalists have felt the need to attack Western societies because non-Islamic ways are seen as harmful influences. The recent attacks on the United States can be traced back to a conflict between Afghanistan and the Soviet Union in 1979. The Soviets invaded Afghanistan and supported the pro-communist government. Many young Muslims from across the Middle East helped defend Afghanistan. One young Muslim from a wealthy Saudi Arabian family who fought against the Soviets was named Osama bin Laden. His money helped fund the resistance. His organization, al-Qaeda, or “the Base,” was formed in 1988 to recruit Muslims to fight the Soviets. The al-Qaeda organization supplied Afghan resistance fighters with weapons. The Afghan fighters also received technical assistance and training from the United States, Pakistan, Saudi Arabia, and other countries. The Soviets withdrew in 1989. Many fundamentalists considered bin Laden a hero.

Bin Laden and other fundamentalists became confident they could beat other superpowers because they had forced the Soviet Union to withdraw. Bin Laden led al-Qaeda to try to force Americans and other non-Muslims out of the Middle East. They moved from Sudan to Afghanistan. A Muslim fundamentalist group called the Taliban took control of Afghanistan.

American embassies in Kenya and Tanzania were hit by terrorist truck bombs. More than 200 people died, including 12 Americans. Over 4,500 people were injured.

Terrorists connected with al-Qaeda were caught trying to smuggle explosives into the United States in 1999. They planned to bomb Seattle, Washington. In 2000 a boat filled with explosives crashed into an American warship, the USS *Cole*, while it was refueling in Yemen.

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Chapter 19, Section 4 (continued)



1. Why did Muslim fundamentalists consider Osama bin Laden a hero?

- **A New War Begins** (page 581–584)

In shock, Americans responded to the terrorist attacks with assistance. Prayer services and vigils were held across the nation. People lined up to donate blood. Others collected donations of money, food, and supplies. Firefighters and medical workers traveled from all over the country to assist where needed.

President George W. Bush reminded Americans that Islam is a peaceful religion, and that most Muslims do not support terrorism. He cautioned Americans not to take out their anger with Muslim fundamentalists against all Muslims.

Biological and chemical terrorism was a growing concern after the September 11 attacks. Letters containing deadly anthrax spores were mailed to several political leaders and the news media. Law enforcement investigated the mailings in an effort to identify the person or people who were responsible. No suspects have been identified. Officials do not think al-Qaeda sent the anthrax.

Security increased in the United States as the attacks were being investigated. The nation was placed on high alert. Military fighter planes flew over major cities for protection. A new cabinet-level position, Homeland Security, was created. This department is designed to organize *counter-terrorism* efforts, or military or political activities intended to combat terrorism. The new department would control the Coast Guard, the Border Patrol, the Immigration and Naturalization Services, the Customs Service, the Federal Emergency Management Agency, and many other agencies.

In late 2001, Congress passed and the president signed into law new measures to combat terrorism. The USA Patriot Act of 2001 expanded the power of federal agents to investigate suspected terrorists. Agents could tap telephones, track Internet usage, and conduct searches of homes and offices without prior notice to owners.

To make sure civil liberties of law-abiding citizens were not compromised, many of the Act's powers will expire in late 2005, unless an extension is needed.

The United States started building a coalition with other countries. NATO members including India, Pakistan, Turkey, and Israel, agreed to support the United States in the war against terrorism. Other world leaders expressed sympathy and outrage over the attacks. Some leaders of Muslim nations, such as Saudi Arabia and Egypt, offered less support because they feared widespread protests from their people.

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Chapter 19, Section 4 (continued)

American troops, aircraft, and warships were sent to the Middle East. The war against terrorism first focused on Afghanistan, where bin Laden was believed to be hiding. The Taliban controlled the Afghan government and people. The United States joined the Taliban's opposition, the Northern Alliance, to battle the Taliban.

President Bush demanded that the Taliban in Afghanistan turn over bin Laden and his supporters. President Bush promised to defeat the network of global terror and declared that countries that harbored or supported terrorists would be considered enemies. The president made it clear that al-Qaeda was just the beginning—the plan was to defeat all terrorist groups.

2. Who does President Bush consider enemies of the United States?

- **Widening the War on Terror** (page 585)

In 2002, President Bush widened the war on terror. The president was worried that Iraq might be harboring weapons of mass destruction. In the summer of 2002, Bush asked the UN to pass a resolution demanding that Iraq give up these weapons. The president made it clear that the United States would act with or without UN support. In mid-October, Congress voted to authorize the use of force against Iraq.

In November, weapons inspectors were admitted into Iraq, with Iraq's agreement. Questions arose, however, over whether Iraqi officials were cooperating as they had promised. Arguing that the Iraqis still held weapons of mass destruction, President Bush called for the use of force in Iraq. The American military, aided by British troops, attacked.

Although President Bush declared the end of major combat on May 1, the controversy and the fighting continued. Americans found no weapons of mass destruction, and although many Iraqis welcomed the fall of Saddam Hussein's regime, others did not. Efforts to rebuild the war-torn country began, but the path toward a free and stable Iraq appeared long and difficult.

3. Why did President Bush expand the war on terrorism into Iraq?
