

HOLT McDOUGAL

# The Americans

RECONSTRUCTION TO THE 21ST CENTURY

## Guided Reading Workbook

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Printed in the U.S.A.

ISBN 978-0-547-52136-7

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## How to Use This Book

The purpose of this Guided Reading Workbook is to help you read and understand your history textbook, *The Americans: Reconstruction to the 21st Century*. You can use this Guided Reading Workbook in two ways.

1. Use the Guided Reading Workbook side-by-side with your history book.

- Turn to the section that you are going to read in the textbook. Then, next to the book, put the pages from the Guided Reading Workbook that accompany that section. All of the heads in the Guided Reading Workbook match the heads in the textbook.
- Use the Guided Reading Workbook to help you read and organize the information in the textbook.

2. Use the Guided Reading Workbook to study the material that will appear in the chapter tests.

- Reread the summary of every chapter.
- Review the definitions of the Terms and Names in the Guided Reading Workbook.
- Review the graphic organizer that you created as you read the summaries.
- Review your answers to questions.

Strategy: Read the Terms and Names and the definition of each. The Terms and Names are in dark type in the section.

Page \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### America Claims an Empire

Section 1

## Imperialism and America

### Terms and Names

**Queen Liliuokalani** The Hawaiian queen who was forced out of power by a revolution started by American business interests.

**Imperialism** The practice of strong countries taking economic, political, and military power over weaker countries.

**Alfred T. Mahan** American imperialist and admiral who urged the United States to build up its navy and take colonies overseas.

**William Howard** Secretary of State under Presidents Lincoln and Johnson.

**Pearl Harbor** Naval port in Hawaii.

**Sanford D. Dole** American businessman who became president of the new government of Hawaii after the queen was pushed out.

### Before You Read

In the last section, you read about Woodrow Wilson. In this section, you will learn how economic activity led to political and military involvement overseas.

### As You Read

Use a diagram to take notes on the causes of U.S. imperialism.

### AMERICAN EXPANSIONISM (Pages 342-345)

**Why did Americans support imperialism?**

In 1890, Queen Liliuokalani of Hawaii gave up her throne. Hawaii was about to be taken over by the United States.

By the 1890s, many American leaders thought the United States should establish colonies overseas. This idea was called **imperialism**—the policy in which stronger nations extend economic, political, or military control over weaker territories. European countries had competed for territory all over the world. Most Americans gradually accepted the idea of overseas expansion.

Three factors fueled American imperialism: desire for military strength,

third for new markets, and a belief in the superiority of American culture.

Admiral Alfred T. Mahan of the U.S. Navy supported growing American naval power so the U.S. could compete with other nations. The U.S. built such modern battleships as the *Maine* and the *Oregon*. The new ships made the U.S. the world's largest naval power.

By the late 1890s, technology had changed American farms and factories. They produced more than Americans could consume. So the U.S. needed foreign trade. American businesses needed markets for their products and raw materials for their factories.

The third part of American imperialism was a belief that the people of the United States were better than the people of other

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Strategy: Use a graphic organizer to help you organize information in the section.

Strategy: Read the summary. It contains the main ideas and the key information under the head.

Strategy: Underline the main ideas and key information as you read.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Section 1, continued

...mericans. This racial belief came from people's pride in their Anglo-Saxon (Northern European) heritage. People sometimes felt they had a duty to spread their culture and Christian religion among other people.

1. What were three reasons Americans supported imperialism?

\_\_\_\_\_

**THE UNITED STATES ACQUIRES ALASKA: THE UNITED STATES TAKES HAWAII (Pages 344-345)**  
**How did the Hawaiian islands become a U.S. territory?**

William Seward was Secretary of State for presidents Lincoln and Andrew Johnson. In 1867 he purchased Alaska from Russia for \$7.2 million. Some opponents in Congress made fun of the deal calling it "Seward's Icebox" or "Seward's Folly."

The Hawaiian Islands in the Pacific Ocean had been important to the United States since the 1790s. Merchants had stopped there on their way to China and India. In the 1830s, American missionaries founded Christian schools and churches on the islands.

A number of Americans had established sugar plantations in Hawaii. In the mid-1800s, these large farms accounted for about three-quarters of the wealth in the islands. Plantation owners brought thousands of laborers to Hawaii from Japan, Portugal, and China. This weakened the influence of the native Hawaiians. By 1890, the foreign laborers outnumbered the Hawaiians three to one.

In 1875, the United States agreed to import Hawaiian sugar duty-free. Over the next 15 years, Hawaiian sugar production increased nine times. Then the McKinley Tariff raised a barrier for Hawaiian sugar growers. With the duty on their sugar, Hawaiian growers faced stiff competition from other growers. The powerful Hawaiian sugar growers called for the U.S. to annex Hawaii. The U.S. military had already understood the value of Hawaii. In 1897, the U.S. forced Hawaii to let it build a naval base at Pearl Harbor, Hawaii's best port.

When the Hawaiian king died in 1891, his sister became queen. Queen Liliuokalani wanted a new constitution that would give voting power back to ordinary Hawaiians. American business interests did not want this to happen. American business groups organized a revolt against the queen. The U.S. ambassador John L. Stevens helped them. The plotters took control of the island. They established a temporary government and made American businessmen Sanford B. Dole the president.

Stevens urged the U.S. government to annex the Hawaiian Islands. President Grover Cleveland refused to take over the islands unless a majority of Hawaiians favored that. In 1897, however, William McKinley became president. He favored annexation. In 1898, Hawaii became a U.S. territory.

2. How did Hawaiians lose control of their islands?

\_\_\_\_\_

\_\_\_\_\_

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Strategy: Answer the question at the end of each part.

The last page of each section of the Guided Reading Workbook ends with a graphic organizer that will help you better understand the information in the section. Use the graphic organizer to take notes as you read. The notes can help you to prepare for the section quiz and chapter tests.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Section 1, continued**

As you read this section, fill out the chart below by summarizing reasons why the United States became an imperial power.

The Roots of American Imperialism		
1. Economic roots	2. Political and military roots	3. Racial roots

↓

4. What did American leaders urge the United States to do to protect its interests?

For each year on the time line below, identify one important event in the history of U.S. involvement in Hawaii.

U.S. Imperialism in Hawaii	
1875	
1887	
1890	
1898	
1899	
1896	

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# The Americas, West Africa, and Europe

## Terms and Names

**nomadic** Moving from place to place in search of food and water

**Aztecs** People who built an empire in Mexico, beginning in the 1200s

**Anasazi** Native Americans of the Southwest, about A.D. 100 to 1300

**Pueblo** Native American group in the Southwest

**Iroquois** Native American group in Eastern North America

**Benin** African kingdom around the Niger River known for metalworking

**Kongo** Small kingdoms on the lower Congo River united under one ruler

**Islam** Religion founded by Muhammad in the 600s

**Christianity** A religion based on the life and teachings of Jesus

**Reformation** Split in the Christian Church that led to Protestantism

**Renaissance** A term meaning “rebirth” of the kind of interest in the physical world that had characterized ancient Greece and Rome

## Before You Read

In this section, you will learn about the people who lived in North America, West Africa, and Europe in the 1400s. In the next section, you will see how these people came together in the Americas.

## As You Read

Use a web diagram to take notes on how trade and commerce affected regions in different time periods.

### ANCIENT CULTURES IN THE AMERICAS (Pages 4-6)

#### Who lived in the Americas first?

The first humans came to the Americas from Asia about 22,000 years ago. Over thousands of years, these nomadic people moved from place to place, spreading out across North and South America. They lived by hunting animals and gathering wild plants.

Between 10,000 and 5,000 years ago (800 to 3000 B.C.), people living in

Mexico discovered a new way to get food. They began to raise plants or to farm. The practice of farming spread. Because people who farmed no longer had to search for plant foods, they could stay in one place. They could turn their attention to learning crafts and to building settled communities. In this way, farming made possible the growth of civilizations.

Beginning about 3,000 years ago (1000 B.C.), a number of rich and complex Native American civilizations developed. The



**Section 1, continued**

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Aztecs settled in Mexico in the 1200s. The Anasazi farmed the dry areas of the Southwest between 300 B.C. and A.D. 1400.

1. Who were the first people to live in the Americas?

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\_\_\_\_\_

**NATIVE AMERICAN SOCIETIES OF THE 1400S (Pages 6-8)**

**How did Native Americans live?**

Native American people lived in many kinds of environments. For example, the Pueblo people lived in the dry Southwest (today’s Arizona and New Mexico). They built adobe houses and grew corn and beans. In the forests of the Northeast (today’s New York state), the Iroquois hunted, fished, and gathered fruits and nuts.

Trade routes across North America linked Native American groups that lived far apart. Trade allowed them to share both goods and ideas.

Native Americans did not buy and sell land. They treated the land as a resource for all groups to share. They felt that the world was filled with spirits. For instance, the spirit of a relative who had died might still serve as a guide to the living.

The family was the basic unit. Groups of families, or clans, got together for special events. By the time Europeans arrived in North America, Native American cultures were thousands of years old.

2. How did Native American people in different environments get their food?

\_\_\_\_\_

\_\_\_\_\_

**WEST AFRICAN SOCIETIES OF THE 1400S (Pages 8-10)**

**What was life like in a West African kingdom?**

Three powerful kingdoms with strong rulers played important roles in West Africa. Songhai controlled trade across the Sahara Desert. Benin was a powerful nation in the forests of the southern coast. In central Africa, the kingdom of the Kongo united smaller areas under one ruler.

Most West Africans lived with their families in small villages. They farmed, herded, hunted, and fished. The oldest people in the family had the most influence over the others.

Religious rituals were important in daily life. West Africans respected the spirits of living and non-living things. Many also believed in a single Creator.

By the 1400s, some West African leaders had accepted a new religion called Islam. Islam was founded by Muhammad in Arabia in 622. It taught that there is only one God, called Allah. Islam later spread among ordinary people.

The kingdoms of West Africa were connected to North Africa, Europe, and Asia by trade. Sailors and traders arrived from Portugal in the 1400s. Some Portuguese settled on islands off Africa. They started large farms, or plantations, to grow sugar cane. The Portuguese started the use of African slaves for field labor.

3. What were two ways of earning a living in a West African kingdom?

\_\_\_\_\_

\_\_\_\_\_

Section 1, continued

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EUROPEAN SOCIETIES OF THE 1400S (Pages 10-13)

What was happening in Europe?

In European societies, everyone had a rank or position. Rulers and nobles owned the most land and were the most powerful. Leaders of the church, or clergy, were also important. At the bottom were the peasants, who worked in the fields. Most Europeans lived in small farming villages.

European society was beginning to change. Christianity, a religion based on the life and teachings of Jesus, was the dominant religion in Western Europe. In the early 1500s, reformers called for changes in the Church. Some of these reformers broke away from the Roman Catholic Church and formed Protestant

churches. This movement was called the Reformation.

The Reformation led to a split in Europe between Catholics and Protestants. In this time four powerful nations arose: Portugal, Spain, France, and England.

The 1400s were the time of the Renaissance, a term meaning “rebirth” of the kind of interest in the physical world characterized by ancient Greece and Rome. The new learning led to inventions like the printing press and new ways to navigate with new sailing technology.

4. What were two important changes in Europe?

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**Section 1, continued**

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As you read about the cultures of the Americas, Africa, and Europe, fill out the chart below by writing notes that describe the achievements of those cultures.

	Achievements
1. Ancient Americans	
2. Native Americans	
3. West Africans	
4. Europeans	

# Spanish North America

## Terms and Names

**Christopher Columbus** Italian explorer who sailed to North America for Spain

**Taino** Native Americans who lived where Columbus first landed

**Treaty of Tordesillas** Agreement between Spain and Portugal to explore different lands

**Columbian Exchange** Trade across the Atlantic Ocean

**conquistador** Spanish explorer

**Hernándo Cortés** Conquistador who defeated the Aztecs

**Montezuma** The Aztec emperor

**mestizo** Person of mixed Spanish and Native American blood

**encomienda** Brutal Spanish system of using Native Americans for labor

**New Spain** Spanish colonies in Mexico and Central America

**New Mexico** Spanish colonies in North America

## Before You Read

In the last section, you learned about the people living in North America, West Africa, and Europe. In this section, you will learn about what happened when the Spanish came to North America from Europe.

## As You Read

Use a time line to record the major events of Columbus's voyages and the Spanish exploration of the New World.

### COLUMBUS CROSSES THE ATLANTIC (Pages 14-15)

How did Columbus change people's lives?

Christopher Columbus was an Italian sailor. He believed he could find a new trade route to Asia by sailing west, across the Atlantic, instead of east. He asked the rulers of Spain to give him money and supplies. In exchange, he would claim new lands for Spain and convert the people he found to Christianity.

In 1492, Columbus sailed across the Atlantic. He landed on an island between North and South America, now called

Hispaniola. He called the native people there Taino, from their word for "noble ones." He made three more voyages to the Americas, bringing soldiers, priests, and people to settle the land.

The arrival of the Spanish was a disaster for Native Americans. Many died from the harsh working conditions. Others caught diseases brought by Europeans. Because they had no resistance to these diseases, tens of thousands of Native Americans died.

Because of the Native American deaths, the Spanish needed more laborers. So they began to bring Africans to the New World

**Section 2, continued**

as slaves. From the 1500s to the 1800s, about 10 million Africans were taken to the Americas.

Many European countries wanted to claim American land for themselves. In 1494, Spain and Portugal signed the Treaty of Tordesillas. It divided the Western Hemisphere north to south. Spain could explore and start colonies in areas west of the line. Portugal could have lands to the east.

After Columbus, ships carried trade goods between the Americas and Europe. This ongoing transfer of goods came to be known as the Columbian Exchange.

1. How did Columbus’s arrival in the Americas affect Native Americans, Africans, and Europeans?

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\_\_\_\_\_

**THE SPANISH CLAIM A NEW EMPIRE (Pages 16-18)**

Why did Spain start colonies in the Americas?

After Columbus, many more Spanish explorers called conquistadors came to the Americas. They were looking for gold and silver.

The conquistador Hernándo Cortés heard about a rich empire in Mexico. With the help of some native people, Cortés’s army conquered the Aztecs and took their gold. Then the Aztecs rebelled. Montezuma the Aztec emperor was killed. Finally, in 1521, the Spanish defeated the Aztecs again, partly because so many Aztecs had died of European diseases.

Most of the Spanish who settled in the Americas were men. They often married Native American women. This created a

large population of mestizos, people who were part Spanish and part Native American.

The Spanish forced native workers to labor under the encomienda system. Many workers were treated badly. Some died from overwork. In 1542, Spain ended the encomienda system because it was so brutal. Then Spanish settlers began to use African slaves.

Spain built a large empire in the Americas. The Spanish Empire in the New World included New Spain, which is what the Spanish called Mexico and part of Guatemala. Other parts of the Spanish Empire included Central America, and the land of the Incas in Peru. They also settled the American Southwest and Florida.

2. What was the result of Spain’s outlawing the encomienda system?

\_\_\_\_\_

\_\_\_\_\_

**SPAIN EXPLORES THE SOUTHWEST AND WEST**

(Pages 18-20)

Where did Spain send missionaries?

In 1540, the Spanish explorer Francisco Coronado explored the Southwest but found no gold and went home. Fifty years later the Spanish returned and founded the colony of New Mexico which extended throughout the southwestern United States. The capital of New Mexico was Santa Fe. New Mexico traded with New Spain. The goals of the colony were to convert the Pueblo peoples and to prevent other European nations from claiming this land.

In 1528, the Spanish began to build missions in what is now Texas. In 1769,

Section 2, continued

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they founded a string of missions in California. They converted Native Americans and taught them European styles and ways. The Native Americans did the work of farming and building the mission buildings.

Some of the native people were angry at how they were treated by the Spanish. In 1680, the religious leader Popé led an uprising in New Mexico that drove the Spanish out of the area. It took the Spanish 14 years to get this area back.

3. Where did the Spanish missionaries build missions in North America?

\_\_\_\_\_

\_\_\_\_\_

**Section 2, continued**

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As you read this section, fill out the chart below to help you better understand the motivations and methods behind the conquests of the conquistadors.

**Columbus's Exploration of the Americas**

Motivations	Methods
1. Why did Columbus come to the Americas?	2. How did European contact change the Americas?

**Conquistadors' Conquest of Central and North America**

Motivations	Methods
3. What motivated Spain's conquest?	4. How were the Spanish able to succeed?

**Spanish Establishment of Missions**

Motivations	Results
5. Why did the missionaries come to North America?	6. What resulted from the spread of missions?



# Early British Colonies

## Terms and Names

**John Smith** Leader of Jamestown

**Jamestown** First permanent English settlement in North America

**joint-stock companies** Groups of investors who pooled their wealth in support of a colony they hoped would yield a profit

**indentured servants** Workers who exchanged labor for a home and food

**Puritan** Member of a religious group known for its strict beliefs

**John Winthrop** Leader of the first settlers at Massachusetts Bay Colony

**King Philip's War** Conflict between settlers and Native Americans

**William Penn** Founder of the colony of Pennsylvania

**Quaker** Member of a religious group known for tolerance

**mercantilism** Belief that nations should get gold and silver and can do so by having colonies

**Navigation Acts** Laws passed by the British to control colonial trade

## Before You Read

In the last section, you learned how the Spanish claimed an empire in the Americas. In this section, you will learn how the British came to North America and founded their own colonies.

## As You Read

Use a chart to identify the effects of events in the colonies.

### THE ENGLISH SETTLE AT JAMESTOWN (Pages 21-23)

What happened at Jamestown?

In 1607, English settlers sent by the Virginia Company, led by John Smith, founded the colony of Jamestown in Virginia. The Virginia Company was one of a number of joint-stock companies—groups of investors who pooled their wealth in support of a colony they hoped would yield a profit.

Many colonists wanted to get rich quick by finding gold or furs. But Smith forced them to farm. He also got help from the

native Powhatan people. After Smith returned to England, the colonists almost starved. They were saved when more colonists and supplies arrived from England.

Then the colonists discovered they could sell tobacco in Europe for a big profit. They hired indentured servants to work on tobacco plantations. These workers traveled to America from Europe. They received food and a place to live. In exchange, they agreed to work on a plantation.

The Jamestown colony grew and needed more land for farming. The

**Section 3, continued**

English settlers took Powhatan land, and the Powhatan fought back.

The settlers also fought among themselves. Poor farmers complained about being taxed and governed without being able to vote. But their rebellion failed.

1. What were two problems Jamestown faced?

\_\_\_\_\_

\_\_\_\_\_

**PURITANS CREATE A “NEW ENGLAND” (Pages 24-26)**

Why did the Puritans come to America?

The Puritans were a religious group that wanted to purify the Church of England by removing some of the practices that were more like the Catholic Church. They had been punished in England. In 1620, a small group of Puritans came to North America and founded the colony of Plymouth.

In 1630, Puritans started the Massachusetts Bay Colony. Unlike the settlers in Jamestown, the Puritans were well prepared with people and supplies. John Winthrop was their first governor.

Puritans controlled the colony. They did not like dissent, or the expression of other points of view. Dissenters like Roger Williams and Anne Hutchinson both had to leave Massachusetts. They settled in what is now Rhode Island.

Native Americans helped the Puritans at first. As the colony grew, however, settlers began to take their lands. Native Americans died of European diseases. And the settlers wanted the Native Americans to accept Puritan laws and religion.

In 1675, King Philip’s War began. A chief the English called King Philip led an

alliance of Native Americans against the settlers. The brutal war lasted over a year, until the English finally won.

2. What did the Puritans want to find in America?

\_\_\_\_\_

\_\_\_\_\_

**SETTLEMENT OF THE MIDDLE COLONIES (Pages 26-28)**

How were New Netherland and Pennsylvania alike?

Dutch settlers founded the colony of New Netherland in 1621. The capital of New Netherland was New Amsterdam. To encourage settlers to come and stay, the colony practiced religious tolerance and welcomed all ethnic groups and religions.

The Dutch had friendly relations with the Native Americans. In 1664, England took over the colony and renamed it New York.

The colony of Pennsylvania was founded by William Penn. Penn was a Quaker. The ideals of this religious group were equality, cooperation, and religious tolerance. Pennsylvania gave land to all adult men and had a representative assembly. Penn also treated Native Americans fairly.

3. What two things did New Netherland and Pennsylvania have in common?

\_\_\_\_\_

\_\_\_\_\_

**ENGLAND AND ITS COLONIES PROSPER (Pages 28-30)**

How did the colonies thrive?

Trade was the main reason England wanted colonies. The theory of mercantilism said that a nation becomes

Section 3, continued

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rich and powerful two ways: (1) by getting gold and silver, and (2) by selling more goods than it buys.

England's American colonies provided raw materials to England. They also bought goods made in England. Under this system, both England and its colonies gained wealth. In 1651, England's Parliament passed the Navigation Acts. Their purpose was to control trade with the colonies.

By 1732, there were 13 English colonies. Governors appointed by the king headed most colonial governments. Only white men who owned land could vote. Colonial assemblies had the right to raise taxes and make laws.

4. How did England benefit from its colonies?

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**Section 3, continued**

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As you read about Jamestown, the Massachusetts Bay Colony, New Netherland, and Pennsylvania, fill out the chart below by writing notes that describe aspects of each colony.

JAMESTOWN	
1. Settlers	2. Leaders
3. Motives for Settlement	4. Relations with Native Americans

MASSACHUSETTS BAY	
5. Settlers	6. Leaders
7. Motives for Settlement	8. Relations with Native Americans

NEW NETHERLAND	
9. Settlers	10. Motives for Settlement
11. Relations with Native Americans	12. Relations with England

PENNSYLVANIA	
13. Settlers	14. Leaders
15. Motives for Settlement	16. Relations with Native Americans

# The Colonies Come of Age

## Terms and Names

**triangular trade** The pattern of shipping trade across the Atlantic

**middle passage** The voyage that brought slaves to America

**Enlightenment** Intellectual movement that started in Europe

**Benjamin Franklin** Philadelphia inventor, writer, and political leader

**Great Awakening** Religious revival movement in the colonies

**Jonathán Edwards** Forceful preacher in the Great Awakening

**French and Indian War** War that gave the British control of North America

**William Pitt** British leader in the French and Indian War

**Pontiac** Native American leader who fought the British

**Proclamation of 1763** Law limiting the area of English settlement

## Before You Read

In the last section, you learned how the British founded colonies in the Americas. In this section, you will learn about the growth of those colonies in the North and South.

## As You Read

Use a web diagram to take notes on how trade and commerce affected regions in different time periods.

### A PLANTATION ECONOMY ARISES IN THE SOUTH (Pages 31-33)

How did people farm in the South?

Colonists in the South created a society based on farming. A typical large Southern farm, or plantation, grew a single cash crop, such as tobacco or rice. Plantations often had their own warehouses and docks.

Most Southerners worked small farms. But the wealthy plantation owners, or planters, controlled the economy. They also controlled the social and political life of the South.

Planters used enslaved Africans as workers. Africans were brought to the Americas by a route across the Atlantic

called the middle passage. This was one leg of the triangular trade, which had three main parts: (1) Merchants carried rum and other goods from New England to Africa; (2) they brought slaves from Africa to the West Indies, where they sold them for sugar and molasses; (3) finally, they sold those goods in New England.

Africans were brought to America on crowded ships. They were treated cruelly, and many died. Once in America, slaves tried to hold onto their African culture. Many resisted slavery, and some led revolts. This resulted in even harsher slave laws.

**Section 4, continued**

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1. What were two main features of farming in the South?

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**COMMERCE GROWS IN THE NORTH (Pages 33-34)**

How did people earn a living in the North?

The economy of the North was based on small farms, manufacturing, and trade. Bustling port cities developed. Ship-building was important, and traders sailed all over the world. Merchants became wealthy and important. The Northern colonies attracted many immigrants from Europe.

Farms in the North usually produced several cash crops. They did not depend on slave labor. However, slavery and racial prejudice did exist in the North.

2. What are three kinds of work people did in the North?

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**THE ENLIGHTENMENT; THE GREAT AWAKENING**

(Pages 34-36)

What new ideas and beliefs spread in the colonies?

The Enlightenment was a philosophical movement that said you could use reason and science to find truth. It began in Europe and spread to the colonies. Benjamin Franklin was one of its leaders. He conducted scientific experiments and made several practical inventions.

The Enlightenment had two important effects: (1) its emphasis on science as a source of truth weakened the authority of

the church, and (2) the idea that people have natural rights which governments must respect challenged the authority of the British rulers.

The Great Awakening was a series of religious revivals that spread through the colonies. Jonathan Edwards was one of its most powerful preachers. By awakening renewed religious feelings, the Great Awakening challenged the authority of existing churches. New Christian denominations became popular.

3. How did the Enlightenment and the Great Awakening change people's beliefs?

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**THE FRENCH AND INDIAN WAR (Pages 37-39)**

What caused the French and Indian War?

Like Britain, France also had colonies in the Americas. France's vast empire included eastern Canada, the Great Lakes region, and the upper Mississippi River.

Most French settlers were fur traders or Catholic priests who wanted to convert the Native Americans. The French had better relations with the Native Americans than the English did.

The British and French fought over the western lands. In 1754, the French and Indian War began. At first, the British and the colonies were losing the war. Then the English king appointed William Pitt to the government. Under Pitt's leadership, the British began to win battles. After they took the city of Quebec, the British had won the war. In 1763, France gave up Canada and all of North America east of the Mississippi to Britain.

Section 4, continued

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Native Americans did not like British settlers moving west onto their lands. Led by Pontiac, an Ottawa chief, they attacked British forts. The British purposely gave smallpox to Native Americans who came to discuss peace. The spreading disease weakened the Native American groups, and they surrendered.

To prevent further fighting, the British banned colonists from settling west of a line along the Appalachian Mountains.

Many colonists were angered by this Proclamation of 1763, and continued to settle the area anyway.

4. What was the main cause of the war?

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**Section 4, continued**

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As you read this section, fill out the chart below with some different characteristics of the Northern and Southern colonies.

Northern Colonies	Southern Colonies

Fill out this chart by comparing the Enlightenment and the Great Awakening.

	The Enlightenment	The Great Awakening
1. What kind of movement was it (intellectual, social, political, religious)?		
2. Who were its key figures in the colonies?		
3. What ideas did it stress?		
4. What did it encourage people to do?		

# Colonial Resistance and Rebellion

## Terms and Names

**King George III** King of England during the American Revolution

**Sugar Act** Law passed by Parliament to try to raise money

**Stamp Act** Law passed by Parliament to make colonists buy a stamp to place on many items such as wills and newspapers

**Samuel Adams** One of the founders of the Sons of Liberty

**Boston Massacre** Conflict between colonists and British soldiers in which four colonists were killed

**Boston Tea Party** Protest against increased tea prices in which colonists dumped British tea into Boston Harbor

**John Locke** English philosopher who believed people had natural rights to life, liberty, and property

**Common Sense** Pamphlet written by Thomas Paine that attacked monarchy

**Thomas Jefferson** Main author of the Declaration of Independence

**Declaration of Independence** Document that said the United States was an independent nation

## Before You Read

In the last section, you learned how the British and their American colonists pushed the French out of North America. In this section, you will see how the American colonists rebelled against the British and declared independence.

## As You Read

Use a cluster diagram to take notes on the conflict between Great Britain and the American colonies.

### THE COLONIES ORGANIZE TO RESIST BRITAIN (Pages 46-47)

#### Why were the colonists angry?

The French And Indian War cost Great Britain a lot of money. King George III's prime minister, George Grenville, was surprised to find that the Colonial customs service was losing money. Grenville was

sure the Colonists were smuggling goods into the colonies to avoid paying taxes. Grenville had Parliament pass two new sets of taxes, the Sugar Act and the Stamp Act, to reform the tax system and raise money to help pay for the war. The Sugar Act raised taxes on imports and called for smugglers to be tried in British,

**Section 1, continued**

not Colonial courts. The Stamp Act imposed a tax on many items including wills, newspapers and playing cards.

Some colonists felt that Britain had no right to tax them because colonists were not represented in Parliament. They felt this violated their rights as British citizens. Some colonists became angry at the British government.

Colonial assemblies protested the taxes as did merchants in New York, Boston, and Philadelphia who agreed to boycott British goods until the Stamp Act was repealed. Parliament did repeal the Stamp Act but replaced it with new taxes called the Townshend Acts which included a tax on tea. Samuel Adams, one of the founders of the Sons of Liberty, led protests.

1. How did the colonists respond to new taxes?

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**TENSION MOUNTS IN MASSACHUSETTS (Pages 48-49)**

**Why did the colonists stay angry?**

In 1770, some British soldiers fired on a mob of colonists. Several colonists were killed. Colonial leaders called the event the Boston Massacre.

For a while the situation relaxed. The British repealed all the taxes except the one on tea. In 1773, Britain gave a British company the right to all the trade in tea. Colonial merchants were angry at losing business. Colonists dressed as “Indians” dumped the British tea into Boston Harbor. This was called the Boston Tea Party.

To punish Massachusetts, Britain passed the Intolerable Acts which closed Boston Harbor and placed Boston under

martial law. Other colonies supported Massachusetts and sent representatives to the First Continental Congress. They issued a declaration of colonial rights. They said that if Britain attacked, the colonies should fight back.

2. How did Britain try to punish Boston for its protests?

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**THE ROAD TO REVOLUTION**

(Pages 50-51)

**How did the colonists prepare for war?**

Some New England towns began to prepare for attack. Minutemen stored guns and ammunition. In 1775, the British marched to Lexington, Massachusetts, to seize these weapons. In the battle of Lexington and Concord, the colonists defeated the British.

The Second Continental Congress met. Some leaders urged independence, but others were not ready. Still, they agreed to form the Continental Army with George Washington in command. Hoping to succeed in battle, the British attacked the colonists on Breed’s Hill in what became known as the Battle of Bunker Hill. It resulted in 450 casualties for the colonists and over 1,000 for the British.

The Second Continental Congress sent King George III a peace offer, but he rejected it. Instead, the king declared that the colonies were in rebellion.

3. What actions did the colonies take to prepare for war?

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Section 1, continued

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**THE PATRIOTS DECLARE INDEPENDENCE (Pages 52-53)**

What ideas supported rebellion?

More colonists began to object to British rule. Colonial leaders were influenced by the ideas of John Locke. Locke said that people have a right to life, liberty, and property. People form a social contract, or an agreement, with their government. If the government takes away the people's rights, the people can overthrow the government.

Thomas Paine argued for independence in his pamphlet *Common Sense*. Many people read it and agreed with his arguments.

Drafted by Thomas Jefferson, the Declaration of Independence was adopted by the Second Continental

Congress on July 4, 1776. Jefferson used some of Locke's ideas in the Declaration. He said that people's rights to life, liberty, and the pursuit of happiness cannot be taken away. Government gets its power from the people, and the people can remove a government that threatens their rights. Then he listed the ways the British had taken away the colonists' rights.

4. What ideas of John Locke did Thomas Jefferson put in the Declaration of Independence?

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**Section 1, continued**

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As you read this section, trace the following sequence of events.

1a. The British Parliament passed the Stamp Act (1765) in order to . . .	b. Colonists responded to the act by . . .	c. Britain responded to the colonists by . . .
2a. The British Parliament passed the Townshend Acts (1767) in order to . . .	b. Colonists responded to the act by . . .	c. Britain responded to the colonists by . . .
3a. The British Parliament passed the Tea Act (1773) in order to . . .	b. Colonists responded to the act by . . .	c. Britain responded to the colonists by . . .
4a. The British Parliament passed the Intolerable Acts (1774) in order to . . .	b. Colonists responded to the act by . . .	c. Britain responded to the colonists by . . .

# The War for Independence

## Terms and Names

**Loyalists** Colonists who were loyal to Britain

**Patriots** Colonists who wanted independence from Britain

**Saratoga** Battle won by the Americans in 1777

**Valley Forge** Place where Washington's army spent the winter of 1777–1778

**inflation** Rise in the price of goods

**Marquis de Lafayette** French noble who helped the Americans

**Charles Cornwallis** British general

**Yorktown** Battle that gave the Americans victory in the war

**Treaty of Paris** Treaty that officially ended the war

**egalitarianism** A belief in equality

## Before You Read

In the last section, you learned why the colonists rebelled against the British. In this section, you will see how the Americans won the Revolutionary War and established a new nation.

## As You Read

Use a chart to take notes on events of the Revolutionary War and their significance.

### THE WAR BEGINS (Pages 59-60)

#### What were the important battles?

Colonists were divided equally between Loyalists and Patriots. The Revolution was both a war for independence and a civil war.

Loyalists supported the British and were loyal to the king. Some felt that the British could protect their rights better than a new government could. Others did not want to be punished as rebels. Many went to British North America, or Canada.

Patriots wanted independence. Some wanted to be free of British rule. Others saw economic opportunity in a new nation.

Many African Americans joined the Patriots. Others fought on the British side because they were offered freedom from

slavery. Most Native Americans supported the British.

In March 1776, the British army seized New York City. Their aim was to isolate New England. But on Christmas night of 1776, Washington crossed the Delaware River and took Trenton, New Jersey. He soon scored another victory. These wins gave Americans hope.

In the fall of 1777, the Americans won an important victory at Saratoga, New York. This win proved that American forces could defeat the British army. It convinced France to support the Americans.

Later, Washington's army suffered from cold and hunger during a winter at Valley Forge, Pennsylvania.

**Section 2, continued**

1. Why was the Battle of Saratoga important?

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French and American forces surrounded the British at Yorktown. French ships defeated British naval forces. Cornwallis could not get help. The British surrendered at Yorktown on October 19, 1783.

The Treaty of Paris was signed in 1783. Britain recognized the United States as a nation with borders from the Atlantic Ocean to the Mississippi River.

**LIFE DURING THE REVOLUTION (Pages 60-61)**

How did the war affect people?

The war touched all Americans. Congress printed money to pay American troops. The more money they printed, the less the money was worth. This caused inflation, which is a rise in the price of goods.

As men went to war, many women took their husbands' places running homes, farms, and businesses. Some women earned money washing and cooking for the troops. A few even went into battle.

Thousands of slaves escaped to freedom during the war. About 5,000 African Americans served in the Continental Army. Their courage and loyalty impressed many white Americans.

2. How did the war affect different groups of Americans?

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3. How did the French help the Americans win the war?

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**THE WAR BECOMES A SYMBOL OF LIBERTY (Page 63)**

What did the Revolution mean?

The ideas that led to the Revolution influenced the new nation. The war also brought changes. Differences between rich and poor had not been important during the war. Military leaders had shown respect to their men regardless of their background or social status. These changes caused a rise in egalitarianism, a belief in equality. It included the idea that people should be valued for ability and effort—not wealth or family.

This egalitarianism applied only to white males. The status of women, African Americans, and Native Americans did not change. They still did not have the rights that white male property-owners did. Married women's property still belonged to their husbands, and settlers continued to encroach upon Native American tribal lands.

4. Whom did the rise in egalitarianism apply to?

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**WINNING THE WAR (Pages 61-62)**

Why did the Americans win?

In 1778, the Americans got help. The Marquis de Lafayette, a French nobleman, joined Washington. He helped make the American army an effective fighting force. The French also sent soldiers and their navy to help the Americans.

The British moved their war effort south. British general Charles Cornwallis moved his army to Yorktown, Virginia. Meanwhile, French military forces arrived in America.



**Section 2, continued**

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As you read this section, write answers to the questions about each of the Revolutionary War battles listed below.

	Who won?	Why did they win?	What were the important results?
1. New York			
2. Trenton			
3. Saratoga			
4. Yorktown			

Summarize the difficulties faced by each group of Patriots during the Revolutionary War?

Patriots	What were some of the hardships they faced?
1. Soldiers	
2. Members of Congress	
3. Civilians	

# Confederation and the Constitution

## Terms and Names

**republic** A government in which the people elect representatives to govern

**Articles of Confederation** Document outlining the first form of government of the United States

**Northwest Ordinance of 1787** Law that organized the Northwest Territories

**Shays's Rebellion** Anti-tax protest by farmers

**James Madison** One of the leaders of the Constitutional Convention

**federalism** System in which power is shared between the national government and state governments

**checks and balances** Powers given to separate branches of government to keep any one from getting too much power

**ratification** Official approval of the Constitution

**Federalists** Supporters of the new Constitution

**Antifederalists** People opposed to ratification of the new Constitution

**Bill of Rights** Set of amendments passed to protect individual rights

## Before You Read

In the last section, you learned how the people of the United States won their independence. In this section, you will read about the early years of the young nation.

## As You Read

Use a web diagram to take notes on specific issues that were debated at the Constitutional Convention.

### EXPERIMENTING WITH CONFEDERATION (Pages 66-67) What was the Confederation?

Americans wanted a republic—a government in which the people elect representatives to govern. But many people feared that a democracy—government directly by the people—placed too much power in the hands of the uneducated masses.

The Second Continental Congress wrote the Articles of Confederation. It gave much power to the states and little power to the federal government. This plan set up a Congress elected by the people. Each state had one vote in Congress.

The Confederation had some successes. One was the Northwest Ordinance of 1787. It organized the land west of the Appalachian Mountains into territories. It

**Section 3, continued**

decided how new states would enter the union.

But the Confederation also had problems. States with small populations had the same power as large states. Congress did not have the power to tax. The Articles could not be changed without the agreement of all states.

There were economic problems, too. Congress had borrowed large amounts of money during the war. To pay these debts, the states raised taxes. High taxes were a problem for many Americans.

Farmers were losing their land because they could not pay the high taxes. In 1787, a tax protest by farmers, which was called Shays's Rebellion, led to violence. The Massachusetts militia killed four protestors.

The weak national government could not solve the nation's problems. In 1787, 12 states sent delegates to Philadelphia to fix the Articles of Confederation.

1. What problems did the Confederation face?

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**CREATING A NEW GOVERNMENT**  
(Pages 68-69)

Who had the power in the new Constitution?

The delegates decided to form a whole new government. James Madison, a delegate from Virginia, was one of the leaders of the convention.

The delegates made compromises. To settle the dispute between big states and small states, they agreed on a legislature with two houses. Each state would have two members in the Senate, or upper house. In the House of Representatives, or lower house, representation would be

based on a state's population. The Three-Fifths Compromise allowed states to count three-fifths of their slaves as part of their population. Power was divided between the national government and the states in a system called federalism. But the central government was stronger than it was under the Articles.

The delegates agreed to a separation of powers. Congress, the legislative branch, would make the laws. The executive branch would carry out laws. The judicial branch would settle legal disputes. They created a system of checks and balances to prevent any branch from getting too much power. They also created a way of changing, or passing amendments to, the Constitution.

2. How was power divided in the new Constitution?

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**RATIFYING THE CONSTITUTION**  
(Pages 69-71)

Would you vote to ratify the Constitution?

The convention decided that ratification, or official approval, of the Constitution would be in state conventions. Voters elected representatives to the conventions.

Federalists supported the new Constitution. They published essays called The Federalist Papers to explain and defend the Constitution. Antifederalists opposed the Constitution. They thought it gave the central government too much power. They wanted a bill of rights, a formal, written guarantee of people's rights and freedoms, like many states had. Federalists promised to add a Bill of Rights. Because of this promise, the

**Section 3, continued**

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required nine states ratified the Constitution in 1789.

The Bill of Rights consisted of ten amendments that guaranteed Americans rights such as freedom of religion, speech, and the press. They protected citizens from the threat of standing armies. They protected citizens against having their homes searched and property seized. They also protected the rights of people accused of crimes. Finally, they gave all powers that were not given to the federal government to the people and the states. The Bill of Rights was ratified in 1791.

3. How did the Federalists and Antifederalists feel about the Constitution?

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**CONTINUING RELEVANCE OF THE CONSTITUTION (Page 71)**

**Why is the Constitution still important?**

The Constitution has met the changing needs of Americans for over 200 years. That is because it is flexible.

The Constitution can be changed, or amended, when needed. But the amendment process is difficult. In over 200 years, there have been only 27 amendments to the Constitution.

4. Why has the Constitution been able to meet the changing needs of the country for so long?

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**Section 3, continued**

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As you read how our Constitution was developed, take notes summarizing issues in the chart below.

1. The Virginia Plan proposed a Congress composed of:	2. The New Jersey Plan called for a Congress consisting of:
-------------------------------------------------------	-------------------------------------------------------------



3. The Virginia Plan proposed that representation in Congress be based on:  Other large states agreed.	4. The New Jersey Plan proposed that congressional representation be based on:  Other small states agreed.
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5. How did the Great Compromise resolve this conflict?
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6. Northern states felt that representation in Congress should be based on the number of:	7. Southern states felt that representation should be based on the number of:
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8. How did the Three-Fifths Compromise resolve this conflict?
---------------------------------------------------------------

**Revolution and the Early Republic****Section 4**

# Launching the New Nation

## Terms and Names

Judiciary Act of 1789 Law that set up the national court system

Alexander Hamilton An early Federalist leader

cabinet Chief advisors of the president

two-party system Political system where two political parties compete for power

Democratic-Republican Political party led by Thomas Jefferson

protective tariff Tax on imported goods to protect domestic business

XYZ Affair American anger over bribes demanded by French diplomats

Alien and Sedition Acts Laws that made it harder to become a citizen and created harsh punishments for people who criticize the government

nullification Effort by a state to cancel a federal law

## Before You Read

In the last section, you learned how the new Constitution was created. In this section, you will see how the new government acted.

## As You Read

Use a chart to list the leaders, beliefs, and goals of the country's first political parties.

### WASHINGTON HEADS THE NEW GOVERNMENT (Pages 74-76)

Why did Hamilton and Jefferson disagree?

George Washington was the first president of the United States. He and Congress set up the new government. The Judiciary Act of 1789 set up a national court system.

Congress also set up three executive departments. Washington appointed Alexander Hamilton as secretary of the treasury, Thomas Jefferson as secretary of state, and Henry Knox as secretary of war. These men became the president's chief advisers, or cabinet.

Hamilton, who wanted a strong central government, wanted to create a national

bank. Jefferson, who wanted a weak central government, opposed this. He and James Madison argued against Hamilton. Finally, they agreed to Hamilton's national bank. In exchange, the new capital of the nation was built in the South, in Washington, D.C.

The differences between Hamilton and Jefferson helped to give rise to the two-party system, in which two political parties compete for power. Federalists agreed with Hamilton. Democratic-Republicans agreed with Jefferson that state governments should be stronger.

Congress passed two important taxes. One was a protective tariff. It placed a tax on goods imported from Europe. But Hamilton wanted more tax money.

**Section 4, continued**

He pushed through a tax on whiskey. Whiskey was made by small farmers on the frontier. They were so angry about the tax that they attacked the tax collectors.

Hamilton wanted to show that the federal government could enforce the law on the frontier. The Whiskey Rebellion was put down by federal troops.

1. What were the different views of government held by Hamilton and Jefferson?

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**CHALLENGES AT HOME AND ABROAD (Pages 76-77)**

What were America's earliest foreign policy problems?

In 1789 the French overthrew their monarchy. Then the French went to war against Britain. The United States had a treaty with France. Democratic-Republicans wanted to honor the treaty and support France. Federalists wanted to back the British. Washington decided on neutrality—to support neither side.

In 1795 Spain and the United States signed the Pinckney Treaty. Spain gave up claims to land east of the Mississippi. This treaty also paved the way for the westward expansion of the United States.

Settlers streamed into the Northwest Territory. This angered the Native Americans there. They continued to claim their tribal lands. Native Americans formed a confederacy that won some battles against American troops. In 1794 federal troops defeated the confederacy.

At the same time, John Jay negotiated a treaty with Britain. The British agreed to give up their forts in the Northwest

Territory. Still, the British continued to bother American ships in the Caribbean.

2. How did the United States handle problems with France and Spain?

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**ADAMS PROVOKES CRITICISM (Pages 77-79)**

Was John Adams a good president?

President Washington retired. Federalist John Adams was elected president. Thomas Jefferson, a Democratic-Republican, became vice-president.

France began to interfere with American shipping. Adams sent representatives to France. Three French officials demanded bribes from the Americans. This was called the XYZ Affair. Some Americans felt insulted and wanted war against France. But Adams settled the matter through diplomacy.

Adams thought the Democratic-Republicans and immigrants who supported them were dangerous. The Federalists supported the Alien and Sedition Acts. These acts, passed in 1798, made it harder to become an American citizen and created harsh punishment for people who criticized the government.

Democratic-Republicans opposed these laws. Kentucky and Virginia claimed that states could cancel laws that they thought were unconstitutional. This is called nullification.

3. How did Adams handle the fear of foreign influence at home?

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**Section 4, continued**

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Fill out the chart below, taking notes about Washington's two terms as president.

Government Organization	
1. What did the Judiciary Act of 1789 establish?	2. What departments did Washington create and whom did he appoint to head them?
↓	↓
Philosophies of Government	
3. How did Jefferson feel about political power and the common people?	4. How did Hamilton feel about political power and the common people?
5. Why did Jefferson and Madison oppose the national bank?	6. Why did Hamilton support the national bank?
↓	↓
Party Politics	
7. To which party did Jefferson belong?	8. To which party did Hamilton belong?
9. Which region in general supported the Federalists? The Democratic-Republicans?	



## The Living Constitution

## Section 1

# The Preamble and Article 1: The Legislature

## Terms and Names

**Preamble** Introduction to the Constitution

**Congress** National legislature

**House of Representatives** Lower house of the national legislature

**Senate** Upper house of the national legislature

**checks and balances** Provisions of the Constitution that keep one branch of the government from controlling the other two branches

**enumerated powers** Powers specifically granted in the Constitution

**implied powers** Powers not specifically stated in the Constitution

**elastic clauses** Clause in the Constitution that allows Congress to pass laws necessary to carry out its enumerated powers

## Before You Read

In the last section, you saw how the new government began to work under the Constitution. In this section, you will learn about the Constitution itself—how the Preamble introduces the Constitution and explains its purpose and how Article 1 sets up the Congress.

## As You Read

Use an outline to take notes on the Preamble and on the powers of Congress.

### PREAMBLE. PURPOSE OF THE CONSTITUTION (Page 84)

#### What does the Preamble do?

The Preamble, or introduction, sets out to do two things. The first is to show the legitimacy of the new government, or its right to rule. The Preamble shows that this government is based on the agreement of those who are to be governed. It is the people themselves who have the power to create a government. That is why the Constitution begins with, “We the people of the United States . . . do ordain and establish this Constitution.”

This statement also shows that the legitimacy of this government does not come from the states. Instead, it comes from the people. The Confederation was an agreement among the states, and the national government was too weak.

The second purpose of the Preamble is to state why this new government is being formed:

- to improve the structure of the government,
- to create justice and peace within the nation,
- to protect the nation from outside attack,

**Section 1, continued**

- to ensure the well-being of the people,
- to keep citizens and their descendants free.

1. What are the two purposes of the Preamble?

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**ARTICLE 1. SECTIONS 1–7: THE LEGISLATURE (Pages 84–86)**

**How are the House and Senate different?**

The framers of the Constitution set up Congress first. It was to be the legislature, or law-making branch of government. The framers saw the Congress as the central branch of government because it represents the people most directly.

Congress is made up of two houses. The House of Representatives is sometimes called “the House” or “the lower house.” Its members are most responsible to the people who elect them because they serve for only two years. Then they must run for reelection. The number of representatives each state can send to the House is based on population. Thus, the House reflects the will of the majority of the people of the nation.

The Senate is sometimes called the “upper house.” To make the government more stable, the framers made the Senate more removed from the will of the people. To do this, they had Senators chosen by state legislatures. (They are now elected directly by the voters in each state [Amendment 17]). Senators are elected for longer terms than House members, six-years.

Only one-third of the Senate is elected every two years. That also adds stability. Each state, regardless of population, has two Senators. This equal representation

gives small states more power in the Senate than they have in the House.

Section 2.5 of Article 1 gives the House the power of impeachment. It can bring charges of misbehavior in office against officials in other branches of government, including the president. When the House impeaches a federal official, the Senate tries the case. It takes a two-thirds vote of the Senate to convict the impeached person.

The power of impeachment means that the legislative and judicial branches can make sure that a president does not take too much power. It is part of the system of checks and balances, in which the Constitution prevents any branch from dominating the others.

2. What are two important differences between the House and the Senate?

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**SECTIONS 8–10: POWERS OF THE LEGISLATURE (Pages 86–90)**

**What power does Congress have?**

Section 7 of Article 1 explains how new laws are passed. A bill may be introduced in either the House or the Senate. But it must be approved by a majority vote in both houses. To become a law, a bill needs the approval of the president. That is part of the system of checks and balances. It gives the president, who is elected by all of the people, a say in what becomes the law of the land. If the president does not sign, or approve, the bill, he is said to veto it. The bill can still become law if two-thirds of both houses vote to override the veto. This procedure ensures that the president does not have too much power.

Section 7 also states that all bills for raising money—such as taxes—must

Section 1, continued

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begin in the House of Representatives. That is the house most responsive to the people. The Senate may propose changes to the bill.

Section 8 lists particular powers of the Congress. They are often called the federal government's enumerated powers. They include the power to tax, to borrow money, and to set up courts. Clauses 11–16 in Section 8 make sure that the civilians control the military. This is designed to prevent the armed forces from staging a coup, or seizing control of the government.

The 18th clause is different. It gives Congress the power to do what is "necessary and proper" to carry out its other powers. This is the basis of the implied powers of the federal

government. It is called the elastic clause because it can be used to stretch, or expand, the government's power.

Section 9 tells what powers the federal government does not have. Clauses 2 and 3 say the government cannot take away a citizen's right to a fair trial. Section 10 tells what powers the states do not have. It emphasizes that they cannot make treaties or war. Only a sovereign nation can do that.

3. How does Congress limit the power of the president and the military?

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**Section 1, continued**

As you read the Preamble and Article 1 of the Constitution, answer the questions below. Circle Yes or No for each question and provide the location of the information that supports your answer. All information is in Article 1, so you need to supply only the section and clause information. Section 4, Clause 2 would be written 4.2.

- |                                                                                                                                                            |                |     |     |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-----|-------------------------------------|
| Example: Do states have varying numbers of Senators? _____                                                                                                 | Location _____ | Yes | 3.1 | No <input checked="" type="radio"/> |
| 1. Lois Deever, a Texan for two years, is 26 years old and has been a U.S. citizen for ten years. Could she serve as a congresswoman from Texas? _____     | Location _____ | Yes |     | No <input type="radio"/>            |
| 2. Ky Pham is 32 years old and became a U.S. citizen at the age of 24. Could he serve as a senator from Maine, where he has lived his entire life? _____   | Location _____ | Yes |     | No <input type="radio"/>            |
| 3. If the Senate votes 49 to 49 on a bill, does the President of the Senate cast the tie-breaking vote? _____                                              | Location _____ | Yes |     | No <input type="radio"/>            |
| 4. Can a senator be sued for slander because of things he or she said in a speech on the floor of the Senate? _____                                        | Location _____ | Yes |     | No <input type="radio"/>            |
| 5. If Congress creates a new government agency, can a senator or representative resign from office to become the head of that agency? _____                | Location _____ | Yes |     | No <input type="radio"/>            |
| 6. Can the Senate expel one of its members? _____                                                                                                          | Location _____ | Yes |     | No <input type="radio"/>            |
| 7. If the House unanimously votes to override a presidential veto, and the Senate votes to override by a vote of 64 to 34, does the bill become law? _____ | Location _____ | Yes |     | No <input type="radio"/>            |
| 8. Can Congress pass an ex post facto law if both houses favor it by a two-thirds majority? _____                                                          | Location _____ | Yes |     | No <input type="radio"/>            |
| 9. Can a state impose an import tax on goods entering from another state? _____                                                                            | Location _____ | Yes |     | No <input type="radio"/>            |
| 10. Could a bill pass the Senate by a vote of 26 to 27? _____                                                                                              | Location _____ | Yes |     | No <input type="radio"/>            |
| 11. If a bill is sent to the president one week before Congress adjourns, and the president neither signs it nor returns it, does it become law? _____     | Location _____ | Yes |     | No <input type="radio"/>            |
| 12. Can a state legally engage in war with a foreign nation if the state is invaded by troops of that nation? _____                                        | Location _____ | Yes |     | No <input type="radio"/>            |

# Articles 2 and 3: The Executive and the Judiciary

## Terms and Names

chief executive President of the United States

electoral college Electors chosen by the states to elect the president and vice president

succession Order in which the office of president is filled if it becomes vacant before an election

State of the Union Address Message delivered by the president once a year

Supreme Court Highest federal court in the United States

judicial power Authority to decide cases involving disputes over the law or behavior of people

judicial review Authority to decide whether a law is constitutional

## Before You Read

In the last section, you saw that the Preamble introduced the Constitution and that Article 1 dealt with the powers of Congress. In this section, you will see that Article 2 covers the powers of the president and Article 3 lists the powers of the judiciary.

## As You Read

Continue your outline of the Constitution, and take notes on the powers of the executive and the judicial branches of government.

### ARTICLE 2. THE EXECUTIVE

(Pages 90–92)

What are the powers of the president?

The president is the chief executive, or administrator of the nation. It is his or her responsibility to “take care that laws be faithfully executed,” or carried out.

Section 1.2 sets up the electoral college. The president and vice-president are elected by electors chosen by the states. At first, this clause did not work well in practice. In 1800, when only one ballot was used to elect both president and vice-president, two candidates received

the same number of votes. The election had to be settled by the House of Representatives. To prevent this from happening again, the Twelfth Amendment was passed in 1804. It calls for separate ballots for president and vice-president.

However, the electoral college is still important. Each state has as many electors as it has senators and representatives in Congress. That is why presidential candidates work hard to “carry,” or get the majority of the popular vote in, the largest states. The candidate that gets the majority of votes in a state gets all the electoral votes of that state.

**Section 2, continued**

Section 1.6 explains succession: what happens if a president dies in office or leaves office for another reason. It is important that everyone understands who will assume the power of the president. That prevents a struggle for power or a time when no one is in charge. It also makes sure that power will be transferred in a peaceful and orderly manner.

The president's salary cannot be changed during his or her term of office. In other words, the president cannot be punished or rewarded by payment for particular policies or official acts.

Section 2.1 makes the president commander-in-chief of the armed forces. This authority is another way to ensure civilian control of the military. It is also another example of checks and balances, because only Congress has the power to declare war. In practice, this authority has caused some problems. Since the president has the power to give orders to American military forces, some presidents have taken military action against the wishes of Congress and without a declaration of war.

Presidential appointments are another example of the separation of powers. The president can appoint ambassadors, justices of the Supreme Court, and other officials only "with the advice and consent of the Senate." In other words, the Senate must approve these appointments. The president can also make treaties, but these must also be approved by the Senate.

"Heads of departments" are mentioned in Section 2.1. These departments actually carry out the functions of the executive branch of government under the direction of the president. The heads of important departments make up the president's Cabinet.

The framers included reporting to the Congress as one of the president's

duties. This requirement has led to the president making a State of the Union Address once a year. It is a report to the other branches of government and to the people. Its subject is the condition, or state, of the nation. The address includes the president's plans and policies for the year.

1. What are two examples of checks and balances found in Article 2?

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**ARTICLE 3. THE JUDICIARY**

(Pages 92–93)

**What are the powers of the federal courts?**

Article 3 sets up the judicial branch of the federal government. It establishes one Supreme Court but leaves the rest of the "inferior," or lower, federal courts to be set up by Congress. District courts and federal courts of appeal are now part of the regular federal court system. (States have their own court systems that deal with state laws.) Federal judges are appointed by the president with the approval of the Senate.

Judges serve "during good behavior." In other words, they are appointed for life, unless they are found guilty of misbehavior, or inappropriate conduct. The salary of a judge cannot be lowered while the judge is in office.

The federal courts have jurisdiction, or authority, only in certain kinds of cases. These are listed in Section 2. The Constitution gives the courts judicial power—the authority to decide cases involving disputes over the law or behavior of people. It does not specifically grant the Supreme Court the power of judicial review—the authority to decide

Section 2, continued

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whether a law is constitutional. The Supreme Court claimed this authority in the famous case of *Marbury v. Madison* in 1803.

Clause 3 again protects citizens' rights to a trial by jury. (See Article 1, Section 9.) The framers' concern for this right is a result of the American colonists' experiences under British rule.

2. What does the federal judiciary do?

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**Section 2, continued**

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As you read Articles 2 and 3, answer each of the following questions by writing Yes or No on the blank line. Each question is specifically answered by the Constitution.

**Article 2**

- \_\_\_\_\_ 1. Is the length of a president's term set by the Constitution?
- \_\_\_\_\_ 2. Does the number of electors that each state has in the Electoral College vary from state to state?
- \_\_\_\_\_ 3. Must national elections be held in November?
- \_\_\_\_\_ 4. Can a 30-year-old, natural-born citizen hold the office of president?
- \_\_\_\_\_ 5. Can an 80-year-old person who became a U.S. citizen at the age of 21 hold the office of president?
- \_\_\_\_\_ 6. Does a president's salary always remain the same while in office?
- \_\_\_\_\_ 7. Must someone elected to the presidency take an oath before taking office?
- \_\_\_\_\_ 8. Can the president pardon someone convicted of treason?
- \_\_\_\_\_ 9. Must the president report to Congress about how the nation is doing?
- \_\_\_\_\_ 10. Can a president convicted of bribery remain in office?

**Article 3**

- \_\_\_\_\_ 11. Can a president dismiss a member of the Supreme Court and replace him or her with someone more in agreement with the president?
- \_\_\_\_\_ 12. Can the salary paid to a federal judge be lowered while that judge remains in office?
- \_\_\_\_\_ 13. Must a case in which a resident of Nebraska sues a citizen of Louisiana be heard in a federal court?
- \_\_\_\_\_ 14. Can someone who publicly urges others to overthrow the federal government be convicted of treason for that position?
- \_\_\_\_\_ 15. Can a person who gives secret information about U.S. military plans to a foreign government be convicted of treason?
- \_\_\_\_\_ 16. Can a person who denies having committed treason be convicted on the testimony of a single person who witnessed the treasonous act?



# Articles 4–7: The States and the Federal Government; Amendments and Ratification

## Terms and Names

**extradition** Procedure for returning a person charged with a crime to the state where the crime was committed

**ratify** Officially approve the Constitution or an Amendment to it

## Before You Read

In the last section, you saw how Articles 2 and 3 set forth the powers of the executive and judicial branches. In this section, you will see how Articles 4–7 grant specific powers to the national and state governments. You will also learn how the Constitution assures the unity of the nation and the supremacy of the national government.

## As You Read

Continue your outline of the Constitution, and take notes on the relations among the states and between the states and the national government.

### ARTICLE 4. RELATIONS AMONG STATES (Page 94)

Who has more power—the states or the national government?

Article 4 sets out many principles of the federal system. It describes the relations among the states. It also describes the relations between the national government and the states.

Sections 1 and 2 make it clear that the United States is one nation. The separate states must accept decisions, such as criminal convictions, that occur in other states. Section 2.2 allows for extradition. This means that if a person charged with a crime in one state flees to another state, he or she must be returned to the state where the crime was committed.

Section 2 also makes it clear that citizens of the United States are citizens of the whole nation. They have the same rights and privileges of citizenship no matter which state they are in. However, slaves were not considered to be citizens and so did not have the rights of citizens.

Clause 3 provides for the return of runaway slaves to their masters, even if the slave escapes to another state. This shows that the Constitution recognized slavery as legitimate, even though the word “slave” is not used. When the Thirteenth Amendment abolished slavery in 1865, it effectively canceled this clause.

Section 3 describes the process for forming new states. It says that new states cannot be formed within any existing state

**Section 3, continued**

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without that state’s approval. However, there is a case where something very close to that happened. During the Civil War, Virginia seceded, or separated, from the Union. However, the people of the western part of Virginia did not want to secede. They asked Congress for permission to form the new state of West Virginia. They wanted West Virginia to be part of the Union. Congress agreed. After the Civil War, the legislature of Virginia gave its formal approval to the creation of West Virginia.

1. List two ways the framers made it clear that the United States is one nation, not a loose confederation of semi-independent states.

\_\_\_\_\_

\_\_\_\_\_

**ARTICLES 5–7. AMENDING THE CONSTITUTION; THE SUPREMACY OF THE NATIONAL GOVERNMENT; RATIFICATION (Pages 94–95)**

How can the Constitution be amended?

Article 5 sets up two ways of amending, or changing, the Constitution. In both cases, it takes more votes to ratify, or officially approve, than to propose an amendment. To propose an amendment takes two-thirds of Congress or two-thirds of state legislatures. To ratify takes three-fourths of state legislatures or state conventions.

The framers wanted it to be relatively easy to consider changes to the Constitution. Yet they wanted proposed changes to be carefully considered. They also wanted to be sure that Amendments had the full support of the nation.

Therefore, it is more difficult to ratify an Amendment and make it into law than it is to propose, or suggest, it.

Article 6 makes the laws of the federal government, or national laws, the supreme law of the land. If a state law is in conflict with a national law, it is the national law which must be obeyed. States must then change their laws to agree with the national law. This article strengthens the national government. It again makes sure that the United States is one nation, not just a loose confederation of states.

Finally, Article 7 says that the Constitution was to go into effect as soon as nine states voted to accept it. It did not require agreement of all 13 states. The framers felt that it would be difficult to get all 13 states to agree right away. But they also felt that if nine states ratified, the others would follow. The Constitution was ratified on June 21, 1788, when the ninth state, New Hampshire, agreed. The last state, Rhode Island, finally ratified the Constitution in May of 1790. The first presidential election under the Constitution was to be in 1792.

2. Why is it harder to ratify an amendment than to propose it?

\_\_\_\_\_

\_\_\_\_\_

**Section 3, continued**

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As you read Articles 4–7, answer the following questions and note the article (with section and clause, when necessary) that is the source for the relevant information. Article 4, Section 3, Clause 2 would be written 4.3.2.

Example: Could Utah refuse to allow a U.S. citizen from Ohio to buy a home in Utah? \_\_\_\_\_ Location 4.2

**Article 4**

1. Must one state honor the ruling of a state court in another state? \_\_\_\_\_ Location \_\_\_\_\_

2. If a woman commits a crime in Kentucky and is captured in New York, can New York refuse to return her to Kentucky? \_\_\_\_\_ Location \_\_\_\_\_

3. Would it be possible for North and South Dakota to become one state if both state legislatures, and Congress, approved of such a merger? \_\_\_\_\_ Location \_\_\_\_\_

4. Can one state establish a dictatorship within that state as long as it does not interfere with the lives of citizens in other states? \_\_\_\_\_ Location \_\_\_\_\_

**Article 5**

5. What institution decides when an amendment to the Constitution should be proposed and considered? \_\_\_\_\_ Location \_\_\_\_\_

6. How many states must approve an amendment for it to take effect? \_\_\_\_\_ Location \_\_\_\_\_

**Article 6**

7. Can one state enforce a law within its own borders that conflicts with a national law? \_\_\_\_\_ Location \_\_\_\_\_

8. If a man refused to support the Constitution, could he serve as a member of his state’s legislature? \_\_\_\_\_ Location \_\_\_\_\_

9. Can an atheist be denied the right to hold federal office? \_\_\_\_\_ Location \_\_\_\_\_

**Article 7**

10. How many states had to ratify the Constitution for it to become the law of the land? \_\_\_\_\_ Location \_\_\_\_\_

11. In what year was the Constitution signed by delegates to the Constitutional Convention? \_\_\_\_\_ Location \_\_\_\_\_

**The Living Constitution****Section 4**

# The Bill of Rights and the Other Amendments

## Terms and Names

**Bill of Rights** First ten Amendments

**double jeopardy** Being tried more than once for the same crime

**due process of law** All the procedures for fair treatment must be carried out whenever a citizen is accused of a crime

**reserved powers** Powers not specifically granted to the federal government or denied to the states belong to the states and the people

**suffrage** Right to vote

## Before You Read

In the last section, you saw the process of amending the Constitution. In this section, you will learn about the Bill of Rights and the other Amendments.

## As You Read

Continue your outline of the Constitution, and take notes on how amendments added to or changed the U.S. government.

### THE BILL OF RIGHTS (Pages 96–97)

What liberties are protected by the Bill of Rights?

The first ten Amendments are called the Bill of Rights. They were added to the Constitution in 1791. The supporters of the Constitution had to promise to include these protections of citizens' rights in order to get the states to ratify the Constitution. Some of these rights are the ones that the colonists had under British rule. The framers wanted to be sure the people still had these rights under the new government. Some are the rights that the colonists felt Britain had taken away from them. That was one reason why they fought the Revolutionary War.

Amendment 1 protects basic civil liberties. It prevents the government from interfering with citizens' freedom of religion, speech, and press. It says that citizens can gather together, or assemble, freely. Citizens also have the right to ask the government to redress, or correct, injustices. Because of this amendment, citizens can protest government action without fear of punishment.

Amendment 2 says the federal government cannot prevent states from having an armed militia. This was designed to make sure that states and citizens could protect themselves from the military power of a tyrannical government—as they did during the Revolution. The right of individual

**Section 4, continued**

citizens to carry weapons has become controversial in modern times.

Amendment 3 says that citizens cannot be forced to let soldiers stay in their homes during peacetime. Amendment 4 extends the people’s right to privacy. It is why a search warrant is required to look through a citizen’s home or belongings. Such a warrant can be issued only if a judge decides that it is likely that evidence of a crime will be found. The warrant must state exactly what evidence the government is looking for.

Amendments 5 through 8 deal with the rights of citizens accused of crimes. Amendment 5 prevents double jeopardy, or being tried more than once for the same crime. In other words, if a citizen is found not guilty in a trial, the government cannot keep bringing the case to trial until it gets a conviction. (Citizens found guilty do have the right of appeal, however.)

This amendment is also the basis for “pleading the Fifth.” That is the slang term for a citizen’s right to refuse to testify when that testimony might incriminate him/her. It also guarantees due process of law. That means that all of the procedures for fair treatment (including the rights mentioned here) must be carried out whenever a citizen is accused of a crime.

Amendment 6 guarantees the right to a “speedy and public trial.” It is intended to protect citizens from being kept in jail (in a sense, punished) for long periods of time before they are even brought to trial. The right to know the charges and to have legal counsel also prevents citizens from having to defend themselves in court. This amendment also makes sure the public is informed of what is going on in their courts.

Amendment 9 guarantees that rights are not denied simply because they have not been mentioned in the Constitution. And

Amendment 10 establishes the so-called reserved powers. It states that the powers that are not specifically given to the federal government—as long as they are not specifically denied to the states—belong to the states and to the people.

1. Name two ways the Bill of Rights protects citizens accused of crimes.

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### AMENDMENTS 11–27 (Pages 98–103)

#### How have Amendments changed American society?

The amendments ratified after 1791 have had a variety of purposes. Some are quite technical, such as the legal question decided in Amendment 11. This amendment said that citizens of another state or a foreign country cannot sue a state in federal court unless the state agrees to it. Other amendments changed American society.

Amendments 13, 14, and 15 were a result of the Union victory in the Civil War. Amendment 13 (ratified in 1865) abolishes slavery. Amendment 14 (1868) grants citizenship to African Americans by saying that all persons born or naturalized in the United States are citizens. Amendment 15 (1870) protects the voting rights of citizens, particularly former enslaved persons.

However, it was not until 1964 that Amendment 24 made the poll tax illegal. Some Southern states used this tax to keep African Americans from voting. Because many blacks could not afford to pay the tax required at the polls, they could not exercise their right to vote.

Voting is the subject of several other Amendments. Amendment 17 provides for direct election of Senators by the people

Section 4, continued

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(rather than by state legislatures as described in Article 1). Amendment 19 grants suffrage, or the right to vote, to women. And Amendment 26 lowers the age at which citizens can vote to 18.

Amendment 18 is known as Prohibition. It prohibited, or banned, the manufacture, sale, or shipment of alcoholic beverages. It was an attempt to change American society that failed. It was repealed by Amendment 21.

Amendment 22 sets limits on the number of terms a president may serve. No person may be elected president more

than twice. Franklin Roosevelt was the first and only president to be elected to more than two terms. He was elected to four. Many people felt that was too long to be president. Today, the idea of term limits for other federal offices has some supporters.

2. How did Amendments 15, 19, 24, and 26 change American society?

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**Section 4, continued**

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As you read the amendments to the Constitution, circle the correct choice from each parenthetical pair of choices in the summary below.

- Amendment 1 establishes the people's right to (vote/criticize the government).
- Amendment 2 maintains that states have the right to have (armed militias/legislatures).
- Amendment 4 requires police to provide a (good reason/written accusation) to obtain a search warrant.
- Amendment 5 guarantees that the government cannot take private property for its own use without (the owner's agreement/fair payment).
- Amendment 6 protects the rights of (crime victims/people accused of crimes).
- Amendment 8 says that bails, fines, and punishments for crimes cannot be (delayed/unfair or cruel).
- Amendment 9 states that people's rights (are/are not) limited to those listed in the Constitution.
- Amendment 10 says that government powers not mentioned in the Constitution belong to (the states or the people/the House of Representatives).
- Amendment 11 prohibits a citizen of one state from suing another (state/citizen) in a federal court.
- Amendment 13 forbids slavery in the (South/United States).
- Amendment 14 requires that states give all people (the right to vote/equal protection under the law).
- Amendment 15 prohibits denying voting rights because of (sex/race).
- Amendment 17 changes the way in which (the president/U.S. senators) are elected.
- Amendment 18 establishes (prohibition/civil rights).
- Amendment 19 prohibits denying the right to vote based on (age/sex).
- Amendment 21 repeals Amendment (17/18).
- Amendment 22 limits the (years/number) of presidential terms.
- Amendment 24 forbids a tax on (voting/property).
- Amendment 25 establishes when and how the (Speaker of the House/vice-president) can take over presidential powers.
- Amendment 26 extends suffrage to (residents/citizens) who are 18 years of age.
- Amendment 27 deals with pay raises for (members of Congress/the president).



## The Growth of a Young Nation

### Section 1

# The Jeffersonian Era

## Terms and Names

**Democratic-Republicans** Political party led by Thomas Jefferson

**Jeffersonian republicanism** The belief that a simple government, controlled by people, is best

**Marbury v. Madison** Court case that established the power of judicial review

**John Marshall** Chief Justice of the Supreme Court

**judicial review** The power of judges to declare a law unconstitutional

**Louisiana Purchase** Land bought from France in 1803

**impressment** Act of seizing sailors to work on ships

**James Monroe** Fifth president

**Monroe Doctrine** Warning to European nations not to interfere in the Americas

## Before You Read

In the last section, you saw how Washington and Adams led the young country. In this section, you will learn about the presidencies of Jefferson, Madison, and Monroe.

## As You Read

Use a chart to list significant events from the Jefferson, Madison, and Monroe administrations.

### JEFFERSON'S PRESIDENCY

(Pages 112-114)

What kind of president was Jefferson?

The presidential election of 1800 was close and bitter. Thomas Jefferson, a leader of the Democratic-Republicans, and his followers accused President Adams of making the federal government too powerful. They said he put the people's liberties in danger.

Jefferson won the most popular votes. But a tie in the electoral college showed a problem. Jefferson tied with Aaron Burr in the Electoral College. Alexander Hamilton helped break the deadlock and Jefferson was elected president. The 12th

Amendment was passed to change the way presidents would be chosen.

As president, Jefferson got a chance to put his theory of Jeffersonian republicanism into practice. This was a belief that the people should control the government and that government should be simple and small. Jefferson reduced the size of the military and lowered government expenses.

He was the first president to take office in the new federal capital, Washington, D.C. He also was the first of three consecutive presidents from Virginia, showing the rise in importance of the South in American politics.



**Section 1, continued**

In the court case *Marbury v. Madison*, Chief Justice John Marshall strengthened the power of the Court. The Supreme Court ruled a law passed by Congress to be unconstitutional. This power is called judicial review.

In 1803, Jefferson got the chance to buy land from France. He was not sure he had the constitutional power to do so, but he bought it anyway. The Louisiana Purchase stretched from the Mississippi River to the Rocky Mountains.

Jefferson sent Meriwether Lewis and William Clark to explore the new territory. The Lewis and Clark expedition showed that people could travel across the continent. It paved the way for settlement of the West.

1. What are two ways in which Jefferson's presidency was important?

\_\_\_\_\_

\_\_\_\_\_

**MADISON AND THE WAR OF 1812**  
(Page 114)

**What brought the country to war?**

Britain and France went to war. Both nations threatened American ships. The British also engaged in impressment: they seized American sailors and forced them to serve in the British navy. American anger at Britain grew.

James Madison had become president in 1808. In 1812, he asked Congress to declare war on Britain. During the War of 1812, the British attacked Washington, D.C. President Madison had to flee the city. But General Andrew Jackson scored a victory for the Americans in the Battle of New Orleans. The Treaty of Ghent ended the war.

The War of 1812 had three important results:

- The anti-war Federalist Party died out.
  - Americans began to develop their own industries.
  - It showed that the United States was truly independent.
2. What were the two reasons United States went to war with Great Britain?

\_\_\_\_\_

\_\_\_\_\_

**NATIONALISM SHAPES FOREIGN POLICY**  
(Pages 116-117)

**What was the basis of Monroe's foreign policy?**

National pride grew after the War of 1812. James Monroe was elected president in 1816. His Secretary of State was John Quincy Adams.

Foreign policy under Adams was based on nationalism: a belief that national interests as a whole should be more important than what one region wants. Adams settled some issues with Britain. He also convinced Spain to give Florida to the United States.

In 1823, President Monroe warned European nations not to interfere with any nation in the Americas. He said the United States would stay out of European affairs. This statement is called the Monroe Doctrine.

3. Name three things that marked Monroe's foreign policy.

\_\_\_\_\_

\_\_\_\_\_

**Section 1, continued**

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As you read about Jefferson's presidency, write answers to the questions below.

Key Trends in the Jeffersonian Era
1. How did Jefferson simplify the federal government?
2. How did the election of 1800 change all presidential elections to come?
3. How did the Federalists lose power during the Jefferson administration?

Key Events in the Jeffersonian Era
4. What was the long-term importance of the Supreme Court's decision in <i>Marbury v. Madison</i> ?
5. How did the Louisiana Purchase affect the United States and its government?
6. What were the important results of the Lewis and Clark expedition?

## The Growth of a Young Nation

### Section 2

# The Age of Jackson

## Terms and Names

**Henry Clay** Speaker of the House of Representatives and political leader from Kentucky

**American System** Clay's plan for economic development

**John C. Calhoun** Vice-president and congressional leader from South Carolina

**Missouri Compromise** Agreement that temporarily settled the issue of slavery in the territories

**Andrew Jackson** Military hero and seventh president

**John Quincy Adams** Sixth president of the United States

**Jacksonian democracy** Political philosophy that puts its faith in the common people

**Trail of Tears** Path the Cherokee were forced to travel from Georgia to Indian Territory

**John Tyler** Tenth president

## Before You Read

In the last section, you learned about the presidencies of Jefferson, Madison, and Monroe. In this section, you will learn about politics in the 1820s and 1830s.

## As You Read

Use a chart to write newspaper headlines for important dates.

### REGIONAL ECONOMIES CREATE DIFFERENCES (Pages 120-122)

What was the Industrial Revolution?

Manufacturing increased in the North. Production of goods moved from small workshops to large factories that used machines. This was the Industrial Revolution.

Farmers in the North began to grow crops for sale. They bought goods made in Northern factories. In this market economy, farming and manufacturing supported each other.

In the South, the invention of the cotton gin increased cotton production and made large cotton plantations more profitable.

More and more slaves were used to work on cotton plantations.

1. How did the Industrial Revolution affect each region?

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### BALANCING NATIONALISM AND SECTIONALISM (Page 122)

What held the nation together?

Speaker of the House Henry Clay created the American System to unify the nation. It included a protective tariff, a national bank, and internal improvements.

**Section 2, continued**

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Most Northerners supported the tariff because it would help industry. Southerners did not want to pay the higher prices for goods. But Clay and John C. Calhoun, a Southerner, convinced Southern Congressmen to approve the tariff.

The nation built roads and canals. The Erie Canal linked the Great Lakes to the Atlantic Ocean.

In 1819, Missouri asked to enter the union. A crisis developed over whether the new state would have slavery or not. In the Missouri Compromise of 1820, Missouri was admitted as a slave state, and Maine was admitted as a free state. Also, slavery would be legal only south of a certain line.

2. What government actions helped to unify the nation?

\_\_\_\_\_

\_\_\_\_\_

**THE ELECTION OF ANDREW JACKSON (Pages 122-123)**

How did Jackson become president?

Andrew Jackson lost the 1824 presidential election to John Quincy Adams. Jackson's followers accused Adams of stealing the election.

Between 1824 and 1828, most states eased property requirements for voting. This allowed many more common people to vote. In the election of 1828, Jackson, the champion of the common man, won in a landslide.

3. What change in voting laws helped Jackson win the election of 1828?

\_\_\_\_\_

\_\_\_\_\_

**JACKSONIAN DEMOCRACY**

(Pages 123-124)

What kind of president was Andrew Jackson?

Jackson's philosophy, called Jacksonian democracy, was based on faith in the common people. Jackson used the spoils system to fill many federal jobs. He gave jobs to friends and supporters.

In 1830, Congress passed the Indian Removal Act. It said that Native Americans must move west of the Mississippi River.

The Cherokee fought the act in court. The Supreme Court struck it down. Jackson refused to obey the court's ruling. In 1838, the Cherokee were forced to walk from Georgia to the new Indian Territory. A quarter of the Cherokee died on this Trail of Tears.

4. What is the spoils system?

\_\_\_\_\_

\_\_\_\_\_

**NULLIFICATION AND THE BANK WAR (Pages 124-126)**

Southerners continued to object to tariffs. John C. Calhoun fought for states' rights. He argued that states could nullify federal laws that they felt were unconstitutional. In 1832, South Carolina tried to nullify a federal tariff. They also threatened to secede, or leave the union.

The Senate debated the issue. Daniel Webster of Massachusetts opposed efforts to nullify federal law. Later, Senator Robert Hayne of South Carolina defended nullification. Henry Clay worked out a compromise that kept South Carolina in the union.

Section 2, continued

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President Jackson was against the second national bank. He took federal money out of the national bank and put it in other banks. The national bank went out of existence. Some people felt Jackson had too much power. They formed the Whig Party.

5. Name three major issues of Jackson's presidency.

\_\_\_\_\_

\_\_\_\_\_

war had failed. This helped cause the Panic of 1837 and a depression.

In 1840, Van Buren lost to Whig candidate William Henry Harrison. Harrison died soon after, and his vice-president, John Tyler, became president.

6. How did Jackson's actions cause economic problems during Van Buren's presidency?

\_\_\_\_\_

\_\_\_\_\_

SUCCESSORS DEAL WITH JACKSON'S LEGACY (Page 127)

What was the Panic of 1837?

Martin Van Buren was elected president in 1836. By 1837, many of the banks Jackson had put money in during the bank

**Section 2, continued**

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As you read about the Jacksonian era, write answers to the questions about events that appear on the time line.

1824	John Quincy Adams wins the presidency.	→	1. Why did the House of Representatives support John Quincy Adams over Andrew Jackson?
1830	Congress passes the Indian Removal Act. Jackson forces the Cherokee and Choctaw from their lands.	→	2. What did the Indian Removal Act call for?
1832	The nullification crisis comes to a head.	→	3. What was John C. Calhoun's theory of nullification?
1834	National Republicans form the Whig Party.	→	4. How did the style of politics change during the Age of Jackson?
1836	Martin Van Buren wins the presidency.		
1837	The Panic of 1837 bankrupts many businesses and causes deep unemployment.	→	5. How did Jackson's policies contribute to the Panic of 1837?

## The Growth of a Young Nation

## Section 3

# Manifest Destiny

## Terms and Names

**manifest destiny** Belief that the United States would expand across the continent

**Santa Fe Trail** Trail from Missouri to Santa Fe, New Mexico

**Oregon Trail** Trail from Missouri to Oregon

**Stephen F. Austin** Most successful land agent in Texas

**Texas Revolution** Texas's war for independence from Mexico

**the Alamo** Site of a key battle in the Texas Revolution

**Sam Houston** First president of the Republic of Texas

**James K. Polk** 11th president

**Republic of California** Proclaimed by American settlers who rebelled against Mexico

**Treaty of Guadalupe Hidalgo** Treaty ending the War with Mexico

## Before You Read

In the last section, you learned about politics in the 1820s and 1830s. In this section, you will see how Americans continued to move westward and gained new territory through diplomacy and war.

## As You Read

Use a chart to take notes on boundary changes of the United States.

### SETTLING THE FRONTIER

(Pages 130-133)

**Why did Americans move west?**

Many Americans believed that God wanted the United States to expand across the continent. They felt that Americans were meant to control the West. This belief was called manifest destiny.

People went west for economic reasons. Many went in order to get cheap land. After the Panic of 1837, many Americans wanted a fresh start on the frontier.

Americans took several trails to the West. The Santa Fe Trail was a trade route between Independence, Missouri, and Santa Fe, New Mexico. The Oregon Trail stretched from Independence to Portland, Oregon.

The Mormons followed the Oregon Trail to Utah. This religious group had been persecuted in the East. They settled on the edge of the Great Salt Lake.

1. Give two reasons why Americans moved west.

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### TEXAN INDEPENDENCE

(Pages 133-135)

**What caused the revolution in Texas?**

In the 1820s Mexico encouraged Americans to settle in Texas. They offered land to settlers. They hoped these settlers would make the area more stable.



**Section 3, continued**

Stephen F. Austin, a land agent, set up a colony of American settlers in Texas. Soon Anglos, or English-speaking settlers, outnumbered Spanish-speaking Texans. There was conflict over cultural issues.

First, the Anglo settlers spoke English instead of Spanish. Second, the Anglos tended to be Protestant instead of Catholic. Third, many of the settlers were Southerners who brought their slaves with them. Mexico had outlawed slavery in 1829. They unsuccessfully tried to get the Texans to free their slaves.

Mexico tried to prevent more American settlers from coming to Texas, but the settlers came anyway. Austin asked Mexico for more self-government for Texas.

In 1836 a war broke out that became known as the Texas Revolution.

A small Texan force tried to defend the Alamo, a mission in San Antonio. When the Mexicans captured it, they killed all 187 of the Americans. "Remember the Alamo" became a rallying cry for Texas rebels. Under their commander Sam Houston, the Texans captured Mexican leader Santa Anna and won their independence.

James K. Polk was elected president in 1844. He was a slaveholder and favored westward expansion. In 1845, Texas was admitted to the union.

2. Name three conflicts between Anglo settlers and Mexico.

\_\_\_\_\_

\_\_\_\_\_

**THE WAR WITH MEXICO**

(Pages 135-137)

What did the United States gain in the Mexican War?

The United States and Mexico had a dispute over the northern region of

Mexico. President Polk sent the U.S. army to blockade the Rio Grande River.

War broke out between the United States and Mexico. New Mexico immediately asked to join the United States. American settlers in California declared their independence from Mexico. They set up the Republic of California. American troops won victory after victory.

The Treaty of Guadalupe Hidalgo gave almost half of Mexico's land to the United States. The United States bought more land from Mexico with the Gadsden Purchase in 1853. This set the current borders of the lower 48 states.

3. Identify two states that became part of the United States as a result of the Mexican War.

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\_\_\_\_\_

**THE CALIFORNIA GOLD RUSH**

(Pages 137-138)

How did the Gold Rush change California?

In 1848 gold was discovered in California. People streamed into California in the rush for gold. These "forty-niners" came from all over the United States as well as from foreign countries. California's population exploded. San Francisco became a boom town.

The Gold Rush brought thousands of people to California and spurred the development of farming, manufacturing, shipping, and banking.

4. How did the Gold Rush affect California?

\_\_\_\_\_

\_\_\_\_\_



## Section 3, continued

As you read about expansion to areas of the West, fill out the charts.

Despite the hardships of the journey and the difficult living conditions at journey's end, the West drew increasing numbers of Americans during the mid-19th century.

	Texas	Oregon	Utah
1. Who went?			
2. Why did they go?			
3. How did they get there?			
4. What did they find when they got there?			

Discuss the causes and effects of the treaty that ended the war with Mexico.

<b>5. Treaty of Guadalupe Hidalgo</b>
Causes:
Results:

## The Growth of a Young Nation

### Section 4

# The Market Revolution

## Terms and Names

**market revolution** Economic changes where people buy and sell goods rather than make them themselves

**free enterprise** Economic system in which individuals and businesses control the means of production

**entrepreneurs** Businessmen

**Samuel F. B. Morse** Inventor of the telegraph

**Lowell textile mills** Early factories in Lowell, Massachusetts, where cloth was made

**strike** Work stoppages by workers

**immigration** Migration of people into the United States

**National Trades' Union** Early national workers' organization

**Commonwealth v. Hunt** Court case supporting labor unions

## Before You Read

In the last section, you read about American expansion to the West. In this section, you will learn about changes in the American economy.

## As You Read

Use a time line to record important developments in manufacturing during the early 19th century.

### THE MARKET REVOLUTION

(Pages 139-141)

What was the market revolution?

There were great economic changes in the United States during the first half of the 19th century. In this market revolution, people began to buy and sell goods rather than making them for themselves. Free enterprise, an economic system in which private businesses and individuals control production, also expanded at this time.

Entrepreneurs, or businessmen, invested in new industries. New industries produced goods that made life more comfortable for ordinary people. New

inventions improved manufacturing, transportation, and communication.

Samuel F. B. Morse invented the telegraph. It could send messages by wire in a few seconds. Steamboats, canals, and railroads helped improve transportation. Improved transportation linked North to South and East to West.

The different regions became dependent on each other because each region needed goods produced by other regions. The North became a center of commerce and manufacturing. Many people who wanted to farm moved to the Midwest. New inventions, such as the steel plow and the reaper, made farming easier. Midwestern

**Section 4, continued**

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crops were carried by canal and trains to markets in the East.

The South remained an agricultural, or farming, region. It still relied on cotton, tobacco, and rice. And it relied on slave labor to raise those crops.

1. How did new inventions create a market revolution in the United States?

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**CHANGING WORKPLACES**

(Pages 141-142)

**How did workplaces change?**

The new market economy changed the way Americans worked. Work that had been done in the home or in small, local shops moved to factories. New machines allowed unskilled workers to make goods that skilled artisans once made. But these new workers had to work in the factory.

Thousands of people worked in the Lowell textile mills. These Massachusetts factories made cloth. The mills hired mostly young women because they could be paid less than men. These “mill girls” lived in boarding houses owned by the factory. At first, they felt lucky to have these jobs. Factory work paid better than other jobs for women—teaching, sewing, and being a servant.

Working conditions in the textile mills became worse in the 1830s. The workday was more than 12 hours. Factories were hot, noisy, and dirty. Many workers became ill.

2. How did the new factories change how Americans worked?

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**WORKERS SEEK BETTER CONDITIONS** (Pages 142-143)**What did workers want?**

Bad working conditions in factories led workers to organize. In 1834, the Lowell textile mills cut the wages of workers by 15 percent. The mill girls went on strike—they refused to work until they got their old rate of pay back. Public opinion was against the workers.

There were dozens of strikes for shorter hours or higher pay in the 1830s and 1840s. Employers won most of them because they could hire strikebreakers, new workers to replace strikers. Many strikebreakers were European immigrants.

European immigration, people moving into the United States, increased between 1830 and 1860. Irish immigrants fled the Great Potato Famine. In the 1840s, a disease killed most of the potato crop in Ireland. About 1 million Irish people starved. Over 1 million came to America. The Irish met prejudice in the United States.

Small trade unions began to band together in the 1830s. The National Trades’ Union was formed in 1834. It represented a variety of trades. At first, the courts had declared strikes illegal. But in 1842, the Massachusetts Supreme Court supported the right of workers to strike in *Commonwealth v. Hunt*.

3. Why did workers begin to organize into unions?

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**Section 4, continued**

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As you read about the formation of the national market economy, fill out the charts.

How did these innovations and inventions help expand the national market economy?	
1. Entrepreneurial activity	
2. Telegraph	
3. Steamboat	
4. Railroad	
5. Canals	
6. Steel Plow	

How did these developments affect the lives of workers?	
7. Textile mills	
8. National Trades' Union	
9. Commonwealth v. Hunt	
10. Industrialization	

## The Growth of a Young Nation

## Section 5

# Reforming American Society

## Terms and Names

**Unitarians** Religious group that emphasized reason

**Ralph Waldo Emerson** Leading philosopher of the era

**transcendentalism** Philosophy that emphasized the truth to be found in nature and intuition

**abolition** The movement to do away with slavery

**William Lloyd Garrison** Abolitionist leader

**Frederick Douglass** Escaped slave who became a noted abolitionist leader

**Nat Turner** Leader of a violent slave rebellion

**Elizabeth Cady Stanton** Leader in the abolitionist and women's rights movements

**Seneca Falls convention** Convention held in 1848 to argue for women's rights

**Sojourner Truth** Former slave who became an abolitionist and women's rights activist

## Before You Read

In the last section, you learned about changes in the American economy.

In this section, you will read about reform movements in 19th-century America.

## As You Read

Use a diagram to take notes on historical events or key figures related to reforming American society in the 19th century.

### A SPIRITUAL AWAKENING

#### INSPIRES REFORM (Pages 144-145)

What changes in religion took place in America in the first half of the 1800s?

The Second Great Awakening was a wide-spread religious movement. In revival meetings that lasted for days, people studied the Bible and listened to impassioned preaching. Many Americans joined churches as a result of the movement.

Unitarians were a religious group that appealed to reason instead of emotion. Ralph Waldo Emerson, a New England minister, writer, and philosopher, founded transcendentalism. It was a philosophy that

emphasized the interconnection between nature, human emotions, and the imagination.

Enslaved African Americans also experienced the urge to reform. Many in the South heard the sermons and hymns as a promise of freedom. In the North, free African Americans formed their own churches. These churches became political, cultural, and social centers for African Americans.

1. Name three religious movements that took place in America in the first half of the 1800s.

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**Section 5, continued**

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**SLAVERY AND ABOLITION**

(Pages 145-147)

**Why did abolitionists oppose slavery?**

By the 1820s, many people began to speak out against slavery in a movement called abolition. One extreme abolitionist was William Lloyd Garrison. In his newspaper, *The Liberator*, Garrison called for immediate emancipation, or freeing of the slaves. Many people in both the North and the South thought that Garrison's ideas were too extreme.

Another important abolitionist was Frederick Douglass. Douglass was an escaped slave who had learned to read and write. Garrison was impressed with Douglass and sponsored his speeches. Later Douglass broke with Garrison. Douglass believed slavery could be ended without violence. He published his own newspaper, *The North Star*.

By 1830 there were two constants in the lives of slaves—hard work and oppression. Most slaves worked as field hands or house servants. Some slaves were manumitted or freed, but most lived lives filled with suffering.

In 1831, a Virginia slave named Nat Turner led a violent slave rebellion. The rebels were captured and executed. The Turner rebellion frightened white Southerners. They made restrictions on slaves even tighter. Some Southerners also began to defend slavery as a good thing.

2. Describe how three people fought against slavery in the 1830s.

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**WOMEN AND REFORM**

(Pages 147-149)

**What did women reformers do?**

Women were active in the 19th-century reform movements. Many women worked for abolition. Women also played key roles in the temperance movement, the effort to ban the drinking of alcohol.

Until 1820, American girls had little chance for education. Some female reformers opened schools of higher learning for girls. In 1821, Emma Willard opened one of the nation's first academically oriented schools for girls. In 1833, Oberlin College in Ohio became the first co-educational college in the nation. Four years later, in 1837, Mary Lyon started a school that became Mount Holyoke College.

Health reform for women was another important issue. Elizabeth Blackwell was the first woman to graduate from medical college. Catherine Beecher, the sister of Harriet Beecher Stowe undertook a survey of women's health that showed that three out of every four women had serious health problems.

Some women addressed the issue of women's rights. Elizabeth Cady Stanton and Lucretia Mott had been abolitionists. In 1848, they organized a women's rights convention. The Seneca Falls convention supported many reforms. The most controversial one was women's suffrage, or the right to vote.

For the most part, African American women did not have a voice at that time. Sojourner Truth, however, made her voice heard. A former slave, Truth became famous for speaking out for both abolition and women's rights.

3. How did women work for reform in the 19th century?

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**Section 5, continued**

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As you read about reform movements, answer the questions below.

What ideas and practices did each of the following promote?
1. African-American church
2. The Liberator
3. Seneca Falls convention
4. Transcendentalism

5. What people and events shaped the abolition movement the most?
6. How did the African-American church interpret the message of Christianity?
7. How effective were efforts to reform education for women?

## The Union in Peril

## Section 1

# The Divisive Politics of Slavery

## Terms and Names

**secession** Decision by a state to leave the Union

**popular sovereignty** The right to vote for or against slavery

**Underground Railroad** Secret network of people who hid fugitive slaves who went north to freedom

**Harriet Tubman** Famous “conductor” on the Underground Railroad

**Harriet Beecher Stowe** Author of the antislavery novel *Uncle Tom’s Cabin*

**Franklin Pierce** 14th president

**Dred Scott** Slave who was briefly taken by his owner into free territory

**Abraham Lincoln** President during the Civil War

**Confederacy** The Confederate States of America

**Jefferson Davis** President of the Confederate States of America

## Before You Read

In the last section, you saw how some people began a movement to abolish slavery. In this section, you will see how slavery divided the nation.

## As You Read

Create a time line showing events that heightened tensions between the North and the South.

### DIFFERENCES BETWEEN NORTH AND SOUTH; SLAVERY IN THE TERRITORIES (Pages 156-158)

How was a temporary slavery compromise reached?

The North and the South had developed into very separate regions. The plantation economy in the South depended on slavery. Northern industry did not need slavery and opposition to slavery grew in the region.

In 1849, California asked to enter the Union as a free state. Southerners were angry because much of California was south of the Missouri Compromise line. Southerners thought that any move to ban

slavery was an attack on their way of life. They threatened secession, the decision by a state to leave the Union.

Henry Clay presented the Compromise of 1850. To please the North, it said that California would be admitted as a free state. For the South, it included the Fugitive Slave Act. This law required Northerners to return fugitive, or escaped, slaves to their masters. The Compromise called for popular sovereignty in New Mexico and Utah territories.

Congress turned down the Compromise. But Senator Stephen Douglas took up the leadership and managed to get the Compromise passed.



**Section 1, continued**

1. What were two features of the Compromise of 1850?

\_\_\_\_\_

\_\_\_\_\_

**PROTEST, RESISTANCE, AND VIOLENCE (Pages 159-161)**

How did people oppose slavery?

The Fugitive Slave Act provided harsh punishment for escaped slaves—and for anyone who helped them. Many Northerners were angry. Free African Americans and white abolitionists organized the Underground Railroad. This was a secret network of volunteers who hid fugitive slaves on their dangerous journey north to freedom. Harriet Tubman, an escaped slave, was a famous “conductor,” or worker, on the Underground Railroad.

Meanwhile, a popular book helped many in the North see the fight to ban slavery as a moral struggle. Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin* (1852) showed slavery’s horrors. Southerners saw the book as an attack on their way of life.

In 1854, slavery in the territories became an issue again. The Kansas-Nebraska Act of 1854 split Nebraska into the territories of Nebraska and Kansas. Both could decide whether to allow slavery. Proslavery and antislavery people rushed into Kansas. Each side wanted to have enough people to decide the vote on slavery. After violence on both sides, the territory was nicknamed “Bleeding Kansas.”

2. What were two ways in which people took actions against slavery?

\_\_\_\_\_

\_\_\_\_\_

**NEW POLITICAL PARTIES EMERGE (Pages 161-162)**

How did the slavery issue affect political parties?

The Whig Party split over the issue of slavery. That split left an easy victory for Democratic presidential candidate Franklin Pierce in 1852. Several new parties appeared in the North, including the Free Soil Party and the Know-Nothing Party. The Know-Nothing Party supported nativism and was against immigration. The Free-Soil Party was against the extension of slavery into the territories but was not abolitionist. Free-Soilers feared slavery competing with the wage labor system of the North.

The Republican Party formed in 1854 bringing together Free-Soilers, anti-slavery Whigs, Democrats and nativists. In the election of 1856, the Republican candidate, John C. Frémont lost to the Democrat, James Buchanan.

3. What major political party was born out of the slavery issue?

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\_\_\_\_\_

**CONFLICTS LEAD TO SECESSION (Pages 162-165)**

What events widened the split between North and South?

Dred Scott was a slave who had been taken by his master into the free states of Illinois and Wisconsin for a time. Scott claimed that being in free states had made him a free man. In 1857, the Supreme Court ruled in the Dred Scott case that slaves were property protected by the Constitution. Southerners felt that this decision allowed slavery to be extended into the territories.

**Section 1, continued**

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In 1858, Stephen Douglas ran for re-election to the Senate in Illinois. Republican Abraham Lincoln ran against him. They held a series of debates about slavery in the territories. Douglas was against slavery but favored popular sovereignty. This meant that the voters in each territory should decide whether to allow slavery. Lincoln called slavery “a vast moral evil.” Douglas won the election, but the Lincoln-Douglas debates made Lincoln famous.

In 1859, a Northern white abolitionist tried to start a slave rebellion. John Brown and a few followers attacked a federal arsenal in Harpers Ferry, Virginia. They were captured and executed. Brown was praised in the North. Southerners were furious.

Republicans nominated Lincoln for president in 1860. The Democratic Party split into Northern and Southern branches.

Lincoln won—without any electoral votes from the South. Southern reaction to Lincoln’s election was dramatic. South Carolina seceded in December of 1860.

Southerners felt they had lost their political power in the United States. They feared an end to their whole way of life. By February 1861, seven Southern states had seceded. They formed the Confederate States of America, or Confederacy. They elected Jefferson Davis president.

4. What major event led to the secession of Southern states from the Union?

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**Section 1, continued**

As you read about the events and decisions that led to the South's secession, fill out the chart below.

	Supporters	Reasons for their Support
1. Compromise of 1850	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
2. Fugitive Slave Act	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
3. Underground Railroad	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
4. Kansas-Nebraska Act	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
5. Republican Party	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
6. Dred Scott decision	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
7. The raid on Harpers Ferry	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	
8. The election of Lincoln to the presidency	<input type="checkbox"/> Proslavery forces <input type="checkbox"/> Antislavery forces	

**The Union in Peril****Section 2**

# The Civil War Begins

## Terms and Names

Fort Sumter Union fort in Charleston, South Carolina

Bull Run Battle won by the Confederates

Stonewall Jackson Confederate general

Ulysses S. Grant Union general

Robert E. Lee Confederate general

Antietam Union victory

Emancipation Proclamation Order issued by Lincoln freeing slaves behind Confederate lines

conscription Drafting of civilians to serve in the army

Clara Barton Union nurse

income tax Tax that takes a percentage of an individual's income

## Before You Read

In the last section, you saw how North and South came to war over slavery. In this section, you will see that the Civil War became a long, bloody conflict.

## As You Read

Use a chart to take notes on the military actions and social and economic changes of the first two years of the Civil War.

### UNION AND CONFEDERATE FORCES CLASH (Pages 168-171)

What were the advantages of the North and of the South?

Lincoln called for troops to fight to restore the Union. The Confederates attacked and took Fort Sumter. The fall of Fort Sumter united the North. Lincoln's call for troops was met with an overwhelming response. The response in the South was that four more Southern states seceded. Only four slave states remained in the Union. These were Maryland, Kentucky, Delaware, and Missouri.

The North had many advantages over the South. It had more people, more

factories, more food production, and better railroads. The South's advantages were the demand for its cotton, better generals, and soldiers eager to defend their way of life. The North would have to conquer Southern territory to win.

The North had a three-part plan: 1) to blockade Southern ports to keep out supplies; 2) to split the Confederacy in two at the Mississippi; 3) to capture the Confederate capital of Richmond, Virginia.

The Confederates won the first battle of the war, Bull Run, just 25 miles from Washington, D.C. The Southern general who stood firm and inspired his

**Section 2, continued**

troops was nicknamed Stonewall Jackson.

In 1862, a Union army led by General Ulysses S. Grant captured Confederate forts in Tennessee. Both sides suffered terrible losses in the Union victory at Shiloh. Then the Union navy captured the port of New Orleans.

Also in 1862, the Union army marched toward Richmond. General Robert E. Lee successfully defended the Confederate capital. Then he marched toward Washington. He was defeated by Union forces at Antietam, Maryland, in the bloodiest clash of the war. Union troops did not chase Lee back into Virginia. If they had, they might have won the war then and there.

1. What four advantages did the North have over the South?

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**THE POLITICS OF WAR**

(Pages 171-173)

What led Lincoln to issue the Emancipation Proclamation?

The South hoped that Britain would support them in the war. But Britain had a large supply of cotton. It needed to buy wheat and corn from the North. So the British remained neutral.

More and more people in the North felt that slavery should be abolished. At first, Lincoln did not feel he had the constitutional right to end slavery where it already existed. But pressure to free the slaves increased. On January 1, 1863, Lincoln issued the Emancipation Proclamation, freeing all slaves behind Confederate lines. Lincoln's reasoning was that the slaves were enemy resources that contributed to the war effort. The

Proclamation did not apply to slave states still in the Union.

In the North, the Emancipation Proclamation gave the war a high moral purpose. In the South, people became even more determined to fight to preserve their way of life. But there was dissent in both the North and South. Both presidents Davis and Lincoln expanded their presidential power to keep order and to put down dissent in time of war.

2. What were two effects of the Emancipation Proclamation?

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**LIFE DURING WARTIME**

(Pages 173-174)

How did the war affect Northerners and Southerners?

The high number of casualties forced both sides to impose conscription, a draft that forced men to serve in the army. In the North this led to draft riots, the most violent of which took place in New York City.

The Civil War caused many changes in both North and South. In 1862, Congress allowed African Americans to serve in the Union Army. After the Emancipation Proclamation of 1863, many African Americans enlisted. By the end of the war, they were 10 percent of Union forces. African-American soldiers served in separate regiments. They were usually paid less than whites and suffered other kinds of discrimination.

Soldiers suffered and died not only from wounds they got in battles. They also suffered from poor army food, filthy conditions, and disease. Conditions in war prisons were even worse.

Section 2, continued

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Early in the war, some Northern women and doctors founded a commission to improve sanitary conditions for soldiers. They set up hospital trains and ships. Over 3,000 women served as nurses. Some, like Clara Barton, went to the front lines. The Confederacy had many volunteer nurses, too.

In the North, the war caused the economy to grow rapidly. Factories produced supplies needed by the army. But wages for factory workers did not

keep up with prices. Some workers went on strike for higher wages.

To help pay for the war, Congress decided to collect the nation's first income tax. This tax takes a part of an individual's earned income.

3. How did the war affect the economies of both North and South?

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**Section 2, continued**

As you read about wartime politics, briefly note the causes or effects (depending on which is missing) of each situation.

Causes	Effects
1. Confederate troops fire on Union troops in Fort Sumter. <div style="text-align: right; margin-right: 50px;">→</div>	
2. <div style="text-align: right; margin-right: 50px;">→</div>	Lincoln issues the Emancipation Proclamation.
3. The Union accepts African Americans as soldiers. <div style="text-align: right; margin-right: 50px;">→</div>	
4. The Confederacy faces a food shortage due to the drain of manpower into the army. <div style="text-align: right; margin-right: 50px;">→</div>	

# The North Takes Charge

## Terms and Names

Gettysburg Most decisive battle of the war

Gettysburg Address Important speech by President Lincoln

Vicksburg Union victory in Mississippi

William Tecumseh Sherman Commander of Union troops in Georgia and South Carolina

Appomattox Court House Site of the Confederate surrender

Thirteenth Amendment Abolished slavery everywhere in the United States

John Wilkes Booth Assassin of President Lincoln

## Before You Read

In the last section, you saw the Civil War begin and the early battles fought. In this section, you will see the South lose important battles and surrender. You will also see how the Civil War changed the nation in many ways.

## As You Read

Use a diagram to take notes on the consequences of the Civil War.

### THE TIDE TURNS (Pages 175-179)

What battle turned the tide?

The South won several battles in 1863, but their famous general Stonewall Jackson died when he was shot accidentally by his own troops. That year General Robert E. Lee decided to invade the North. The Battle of Gettysburg, in Pennsylvania, turned the tide of the war. After three days of fierce fighting, Lee retreated to Virginia. He gave up any hope of invading the North.

In November of 1863, a cemetery was dedicated at Gettysburg. More than 50,000 soldiers had been lost on both sides at that battlefield. President Lincoln delivered a short speech. The Gettysburg Address honored the dead and asked Americans to rededicate themselves to preserving the Union. Lincoln promised that “this government of the people, by the people, for the people” would survive.

The day after Gettysburg, General Grant captured Vicksburg, Mississippi, for the Union. When one more Mississippi River city fell, the Union controlled the river. The Confederacy was split in two.

1. How did Gettysburg change the war?

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### THE CONFEDERACY WEARS DOWN (Pages 180-181)

How did Union forces wear down the South?

The losses at Gettysburg and Vicksburg caused Southern morale to drop. Many men had been lost in battle. The Confederate army was low on food, ammunition, and supplies. Soldiers began to desert. The



**Section 3, continued**

South was exhausted and had few resources left. Some people called for peace.

Meanwhile, Lincoln made U.S. Grant commander of all Union armies. Grant gave William Tecumseh Sherman command of the military division of the Mississippi. Both generals believed in waging total war. Not only did they fight the Confederate army; their goal was to destroy the Southern population's will to fight.

Grant fought Lee's army in Virginia. At the same time, Sherman's army invaded Georgia and marched across the state to the sea, destroying cities and farms as they went.

Lincoln feared he would not be re-elected in 1864. Many Northerners felt the war had gone on too long and had caused too much destruction. But news of Sherman's victories helped Lincoln win a second term.

On April 3, 1865 Union troops conquered Richmond. On April 9, Generals Lee and Grant met in Appomattox Court House, Virginia, and arranged the Confederate surrender. Lincoln insisted the terms be generous. Confederate soldiers were allowed to go home, not taken prisoner. The Civil War was over.

2. Why did Lincoln fear he might not be reelected?

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**THE WAR CHANGES THE NATION**  
(Pages 181-182)

How did the Civil War change the nation?

The Civil War changed the nation in many ways. It exacted a high price in terms of human life. Approximately 360,000 Union soldiers and 260,000 Confederates died. The war also brought political change in the ways the federal government increased its power through such measures as conscription and the income tax.

The war widened the economic gap between North and South. The Northern economy boomed as the region produced goods of many kinds. The Southern economy collapsed. The labor system of slavery was gone. Southern industry and railroads were destroyed. Many farms were also in ruins.

The Civil War was also one of the first modern wars. It saw such deadly technological advances as the rifle and minie ball. The development of the ironclad ship led to the end of wooden war ships, and changed the nature of war forever.

3. What were two ways in which the Civil War changed the nation?

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**THE WAR CHANGES LIVES**  
(Pages 182-183)

How was the life of African Americans changed?

The situation of African Americans changed dramatically after the war. In 1865, the Thirteenth Amendment to the Constitution abolished slavery everywhere in the United States.

Only five days after Lee surrendered at Appomattox, President Lincoln was shot by a Southern sympathizer. Lincoln was at a play in Ford's Theater in Washington, D.C., when John Wilkes Booth shot him. He died the next day. Lincoln's body was carried by train from Washington to his hometown of Springfield, Illinois. Seven million people, or almost one-third of the Union population, turned out to pay their respects.

4. How was slavery finally abolished in the United States?

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**Section 3, continued**

As you read about the final years of the Civil War and its consequences, make notes to answer the questions.

1863	Gettysburg	→	1. Why is the battle of Gettysburg considered a turning point in the war?
	Gettysburg Address	→	2. What did the Gettysburg Address help Americans to realize?
1864	Grant appointed commander of all Union armies	→	3. What was Grant's overall strategy for defeating Lee's army? What tactics did he use?
	Sherman's march from Atlanta to the sea	→	4. What was Sherman's goal in his march to the sea? What tactics did he use to accomplish that goal?
	Lincoln reelected		
1865	John Wilkes Booth	→	5. After the war ended, why didn't Lincoln implement his plans for reunifying the nation?
	Impact of the war	→	6. What were some of the political and economic changes brought about by the war?
	Thirteenth Amendment ratified	→	7. What was the purpose of the Thirteenth Amendment?

## The Union in Peril

## Section 4

# Reconstruction and Its Effects

## Terms and Names

**Freedmen's Bureau** Agency established by Congress to help former slaves in the South

**Reconstruction** The period of rebuilding the nation after the Civil War

**Radicals** Republicans who wanted to destroy the political power of former slaveholders

**Andrew Johnson** President after Lincoln's assassination

**Fourteenth Amendment** Gave African Americans citizenship

**Fifteenth Amendment** Banned states from denying African Americans the right to vote

**scalawag** White Southerners who joined the Republican Party

**carpetbagger** Northerners who moved to the South after the war

**Hiram Revels** First African-American senator

**sharecropping** System in which landowners gave a few acres of land to farm workers in return for a portion of their crops

**Ku Klux Klan (KKK)** A secret group of white Southerners who used violence to keep blacks from voting

## Before You Read

In the last section, you saw how the Union won the Civil War. In this section, you will see that the federal government's efforts to rebuild Southern society after the war collapsed.

## As You Read

Use a table to list problems facing the South after the Civil War and their proposed solutions.

### THE POLITICS OF RECONSTRUCTION (Pages 184-186)

#### What was Reconstruction?

The Freedmen's Bureau was an agency established by Congress to help former slaves in the South. It was part of Reconstruction, the period during which the United States began to rebuild after the Civil War. It also refers to the process of bringing the Southern states back into the nation. It lasted from 1865 to 1877.

During the war, Lincoln made a plan for Reconstruction that was lenient, or easy,

on the South. It included pardoning Confederates if they would swear allegiance to the Union. Lincoln's plan angered the Radicals, a group of Republicans who wanted to destroy the political power of former slaveholders. After Lincoln died, his vice-president, Andrew Johnson, became president. Johnson's plan was similar to Lincoln's.

However, Radical Republicans thought both plans were too easy on the South. They wanted to destroy the political power of former slave owners. They also wanted

**Section 4, continued**

African Americans to be citizens with the right to vote.

Republicans in Congress won a struggle with the president to control Reconstruction. They had enough votes to pass a law creating the Freedman's Bureau. It gave food and clothing to former slaves and set up hospitals and schools. Congress also passed the Civil Rights Act of 1866. It said that states could not enact laws that discriminated against African Americans.

Congress then passed the Fourteenth Amendment. It gave African Americans citizenship. Johnson urged Southern states not to ratify it because they had no say in creating it. Congress responded with the Reconstruction Act of 1867. It said no state could re-enter the Union until it approved the Fourteenth Amendment and gave the vote to African-American men.

The fight between Congress and Johnson led Congress to look for a way to impeach the president. Johnson had removed a cabinet member. Congress said he did it illegally. Johnson was impeached, but he avoided conviction and removal from office by just one Senate vote.

In 1868, war hero Ulysses S. Grant was elected president. African-American votes in the South helped him win. Then, in 1870, the Fifteenth Amendment was ratified. It banned states from denying the vote to African Americans.

1. How did the Fourteenth and Fifteenth Amendments improve the lives of African Americans?

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**RECONSTRUCTING SOCIETY**

(Pages 186-188)

How did the economy in the South change after the war?

By 1870, all former Confederate states were back in the Union. Their governments were run by Republicans. The South faced terrible economic conditions. Many men had died in the war. People had lost their investments. Farms were ruined. The state governments began public works programs to repair the physical damage. They also provided social services. They raised taxes to pay for these programs.

Three groups of Republicans had different goals. Scalawags were white Southerners. They were small farmers who did not want wealthy planters to regain power. Carpetbaggers were Northerners who had moved South. African Americans had voting rights for the first time and voted Republican. But many white Southerners resisted equality for African Americans.

During Reconstruction, many former slaves moved to the cities. With help, they organized schools and churches. Many African Americans voted, and some were elected to office. Hiram Revels was the first African-American senator.

African Americans wanted to farm their own land. They had been promised "forty acres and a mule" by General Sherman. Congress, though, did not honor this promise.

Meanwhile, Southern planters wanted to return to the plantation system. They tried to make sure African Americans could not own land. To survive, many former slaves became sharecroppers. Sharecropping is a system in which landowners give a few acres of land to

Section 4, continued

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their farm workers. The “croppers” keep a small portion of their crops and give the rest to the landowner.

Another system that allowed whites to control the labor of African Americans was tenant farming. Tenant farmers rented land from the landowners for cash.

2. Who had control of land and labor in the South?

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THE COLLAPSE OF RECONSTRUCTION (Pages 188-189)  
What gains of Reconstruction were undone?

Many Southern whites did not like African Americans voting. Some formed secret groups such as the Ku Klux Klan (KKK) that used violence to keep blacks from voting. Other whites refused to hire blacks who voted. Congress passed the

Enforcement Acts to stop the violence. However, Congress also gave the vote to many former Confederates. As a result, Democrats began to regain power.

Support for Reconstruction was weakened by division in the Republican Party and a series of bank failures known as the Panic of 1873, which led to a five-year depression.

The disputed election of 1876 resulted in the end of Reconstruction. Southern Democrats agreed to accept the Republican Rutherford B. Hayes as president in return for the withdrawal of federal troops from the South. Without federal troops, Southern democrats took control and Reconstruction was over.

3. How was Reconstruction undone?

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**Section 4, continued**

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As you read this section, make notes that summarize the changes that took place as a result of Reconstruction. List the postwar problems, classifying each problem as political, economic, or social. Then indicate how individuals and the government responded to each difficulty or crisis.

Problems	Responses
1. Primarily political	
2. Primarily economic	
3. Primarily social	