**ABOUT THE AUTHOR**

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Dear Social Studies Student,

Can you believe it? The start of another school year is upon you. How exciting to be learning about different cultures, historical events, and unique places in your social studies class! I believe that this Active Reading Note-Taking Guide will help you as you learn about your community, nation, and world.

Note-Taking and Student Success

Did you know that the ability to take notes helps you become a better student? Research suggests that good notes help you become more successful on tests because the act of taking notes helps you remember and understand content. This Active Reading Note-Taking Guide is a tool that you can use to achieve this goal. I’d like to share some of the features of this Active Reading Note-Taking Guide with you before you begin your studies.

The Cornell Note-Taking System

First, you will notice that the pages in the Active Reading Note-Taking Guide are arranged in two columns, which will help you organize your thinking. This two-column design is based on the Cornell Note-Taking System, developed at Cornell University. The column on the left side of the page highlights the main ideas and vocabulary of the lesson. This column will help you find information and locate the references in your textbook quickly. You can also use this column to sketch drawings that further help you visually remember the lesson’s information. In the column on the right side of the page, you will write detailed notes about the main ideas and vocabulary. The notes you take in this column will help you focus on the important information in the lesson. As you become more comfortable using the Cornell Note-Taking System, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

Second, there are many graphic organizers in this Active Reading Note-Taking Guide. Graphic organizers allow you to see the lesson’s important information in a visual format. In addition, graphic organizers help you understand and summarize information, as well as remember the content.

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the Active Reading Note-Taking Guide. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The Active Reading Note-Taking
Guide focuses on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

**Writing Prompts and Note-Taking**

Finally, there are a number of writing exercises included in this *Active Reading Note-Taking Guide*. Did you know that writing helps you to think more clearly? It’s true. Writing is a useful tool that helps you know if you understand the information in your textbook. It helps you assess what you have learned.

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers *make connections* between their lives and the text and *predict* what will happen next in the reading. They *question* the information and the author of the text, *clarify* information and ideas, and *visualize* what the text is saying. Good readers also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas.

I wish you well as you begin another school year. This *Active Reading Note-Taking Guide* is designed to help you understand the information in your social studies class. The guide will be a valuable tool that will also provide you with skills you can use throughout your life.

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1
Age of Exploration
(Pages 80–89)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What ideas led Europeans to explore overseas?
• How did the Portuguese start a new era of exploration?
• What rival countries explored North America?

Reading Strategy
As you read pages 81–89 in your textbook, complete this diagram to show the causes of European exploration.

Causes of European Exploration

[Diagram with four empty circles connected to a central circle labeled "Causes of European Exploration"]
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Marco Polo inspired a new European age of _________________.
   Merchants soon realized they could make a fortune selling goods from _________________.

2. Merchants along the Atlantic Ocean looked for new routes to East Asia that would ________________ the Mediterranean Sea and the Middle East. Strong ________________ sought ways to increase trade and make their countries stronger.

3. Accurate ________________ were necessary for European voyages of exploration. The ________________, a Chinese invention, allowed sailors to determine their location when they were far from land.

Define or describe the following terms from this lesson.

- technology
- astrolabe

People To Meet

- Marco Polo

Explain why this person is important.

Define these academic vocabulary words from this lesson.

- culture
- design

Why were Marco Polo’s travels to China important?

Exploring the World (pages 84–85)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

- circumnavigate
Briefly describe the following place.

Portugal

People To Meet

Explain why these people are important.

Bartholomeu Dias

Vasco da Gama

Christopher Columbus

How did the success of Portugal’s voyages of exploration influence Spain?

Building Empires (pages 86–89)

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you have finished reading, revise your statements as necessary.
Define or describe the following terms from this lesson.

**Conquistador**

**Pueblo**

**Mission**

**Presidio**

**Encomienda**

**Northwest Passage**

**Places To Locate**

Briefly describe the following place.

**Tenochtitlán**

**People To Meet**

Explain why this person is important.

**Montezuma**
How were the Spanish able to defeat the mighty Aztec and Inca empires?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ideas led Europeans to explore overseas?

How did the Portuguese start a new era of exploration?

What rival countries explored North America?

Advances in sailing technology enabled explorers to sail farther from land than ever before. Research the astrolabe or another advancement mentioned in the text. On a separate sheet of paper, write an expository essay explaining how the device was used.
Chapter 1, Section 2
Rise of Modern Capitalism
(Pages 90–97)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How were businesses able to finance trade?
• Why was it important for nations to establish new colonies?
• Why were exploration and trade important?

Reading Strategy
As you read pages 91–97 in your textbook, complete the chart identifying changes in trade, banking, and settlement that occurred during this period.

Changes

Trade

Banking

Settlement

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The Commercial Revolution formed the basis for modern financial and business life. As you read, identify some of the changes that made the Commercial Revolution possible.

**Define or describe the following terms from this lesson.**

- **capitalism**
- **joint-stock company**
- **entrepreneur**

**People To Meet**

- **The Medici Family**
- **The Fugger Family**

**Explain why these people are important.**
Define these academic vocabulary words from this lesson.

- assist
- finance
- funds

What was the advantage of investing in a joint-stock company?

As you read, consider whether mercantilism would encourage nations to get along, or increase rivalries. Summarize your thoughts in a paragraph.

Government and Trade (pages 94–95)
Define or describe the following terms from this lesson.

- mercantilism
- bullion
- colony

Briefly describe the following places.

- Venice
- Genoa

Define this academic vocabulary word from this lesson.

- export

How did mercantilism increase the wealth of countries like Spain?
Complete this outline as you read.

I. What goods were traded as part of the Columbian Exchange?
   A. From Europe ____________________________________________
   __________________________________________________________
   B. From the Americas ________________________________________
   __________________________________________________________

II. What cultural influences were spread by the Europeans?
   A. _________________________________________________________
   __________________________________________________________
   B. _________________________________________________________
   __________________________________________________________
   C. _________________________________________________________
   __________________________________________________________

III. Identify some of the crops raised on plantations using slave labor.
   A. _________________________________________________________
   B. _________________________________________________________

Define or describe the following term from this lesson.

Columbian Exchange __________________________________________

Explain why this person is important.

Bartolomé de Las Casas __________________________________________
How did the slave trade come into being?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How were businesses able to finance trade?

Why was it important for nations to establish new colonies?

Why were exploration and trade important?

Capitalism is the basis of the economic system in the United States and in most parts of the industrialized world today. On a separate sheet of paper, write a comparative essay describing both the advantages and disadvantages of the capitalist system.
Chapter 1, Section 3
The Enlightenment

(Pages 98–107)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Where did many of our modern ideas and beliefs originate?
• How did the Renaissance change learning?
• In what ways was political thought influenced by science and reason?

Reading Strategy

As you read pages 99–107 in your textbook, list changes in politics, religion, and science.

<table>
<thead>
<tr>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>
As you read, fill in the chart below to identify one important idea that came from each of the main groups discussed in the text.

<table>
<thead>
<tr>
<th>Group</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeks</td>
<td></td>
</tr>
<tr>
<td>Romans</td>
<td></td>
</tr>
<tr>
<td>Judaism</td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
</tr>
<tr>
<td>Islam</td>
<td></td>
</tr>
</tbody>
</table>

*Define or describe the following terms from this lesson.*

- rule of law

- covenant

- theology

*Briefly describe the following places.*

- Greece

- Rome
Explain why this person is important.

Thomas Aquinas

What was the importance of the Ten Commandments?

New Ideas (pages 102–103)

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ English Bill of Rights
2. ___ Renaissance begins
3. ___ Locke writes *Two Treatises of Civil Government*
4. ___ Puritans establish colonies in North America
5. ___ Henry VIII replaces the pope as head of the church in England
6. ___ Luther breaks from the Catholic Church

Define or describe the following term from this lesson.

Renaissance

Explain why these people are important.

Martin Luther
Define these academic vocabulary words from this lesson.

- pursue
- document
- contract

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

How did religious changes affect the governments of Europe?
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Scientific thought was influenced by the English thinker ____________. He established the ____________ that is still the process used in scientific research today.

2. The Age of ____________ led to the belief that ____________ was a better guide than ____________ or ____________.

3. Montesquieu believed that government was best when there was ____________. By separating government into three branches, ____________, ____________, and ____________, he believed that government could not become too powerful.

Define or describe the following terms from this lesson.

scientific method

philosophe

People To Meet

Charles de Montesquieu

Define this academic vocabulary word from this lesson.

major
What were the ideas of Charles de Montesquieu?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Where did many of our modern ideas and beliefs originate?


How did the Renaissance change learning?


In what ways was political thought influenced by science and reason?


The Magna Carta and the English Bill of Rights introduced many important ideas about government. Research the details of how one of these important agreements came about. On a separate sheet of paper, write a narrative essay explaining how ideas from this important document may have influenced colonial leaders.
Chapter 2, Section 1

Founding the American Colonies

(Pages 116–124)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What nations founded colonies in North America?
• Where was the first permanent English settlement in North America?
• What were the names of some of the thirteen English colonies?

Reading Strategy

As you read pages 117–124 in your textbook, complete this diagram with the name of three different colonies and details on why or how each colony was settled.

<table>
<thead>
<tr>
<th>Colony</th>
<th>Reasons the colony was settled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
North America provided new opportunities for European nations. Before you read, skim the passage. Make a note of any points that support this statement. After you read, fill in additional information that supports this statement.

________________________________________

________________________________________

________________________________________

Explain why this person is important.

________________________________________

________________________________________

________________________________________

Name several early Spanish settlements in North America.

________________________________________

________________________________________

________________________________________

As you read about the first settlements in Virginia, record your responses to the following questions. Why do you think the story of Roanoke was so discouraging? What do you imagine life was like in Jamestown? How would you feel if your family moved to a new place where you had to build your house and grow your own food?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Define or describe the following terms from this lesson.

- charter
- burgess

Define this academic vocabulary word from this lesson.

- survive

Who was John Smith? How did he help the Virginia settlers?

The 13 English Colonies (pages 120–124)

As you read, select three of the colonies discussed in this passage. Record the name of each colony and identify several unique characteristics about each colony in a chart like the one below.

<table>
<thead>
<tr>
<th>Colony</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Define or describe the following terms from this lesson.

**Terms to Know**

- Mayflower Compact
- Constitution
- Toleration
- Dissenter
- Persecute
- Diversity
- Debtor

**Places to Locate**

- New England Colonies
- Middle Colonies
- Southern Colonies
People To Meet

Explain why these people are important.

- Roger Williams
- William Penn

Academic Vocabulary

Define this academic vocabulary word from this lesson.

- military

Sum It Up

What was Maryland’s Act of Toleration, and why was it important?

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What nations founded colonies in North America?
Where was the first permanent English settlement in North America?

_____________________________________

_____________________________________

_____________________________________

_____________________________________

What were the names of some of the thirteen English colonies?

_____________________________________

_____________________________________

_____________________________________

_____________________________________

Many of the early settlers in North America were fleeing religious persecution. Research one of the groups, such as the Quakers or the Puritans. Then on a separate sheet of paper, write a descriptive paragraph that explains the beliefs and practices that made this group unique.
Chapter 2, Section 2
Life in Colonial America
(Pages 125–133)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• How were the colonies able to grow?
• What influenced the development of American culture?
• Why did the British seek to control the American colonies?

Reading Strategy
As you read pages 126–133 in your textbook, use a chart like the one below to
describe the differences in the economies of New England, the Middle Colonies,
and the Southern Colonies.

<table>
<thead>
<tr>
<th>Economic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 

Define or describe the following terms from this lesson.

- subsistence farming
- triangular trade
- cash crop
- indentured servant
- overseer
**Places To Locate**

Briefly describe the following place.

- New York City
- Philadelphia

**Sum It Up**

Why were the Southern Colonies especially well suited for growing cash crops?

- __________________________
- __________________________
- __________________________

**An Emerging Culture** (pages 128–129)

As you read, write three details about how the new American culture developed. Then write a general statement summarizing this new culture.

1. __________________________
   __________________________
   __________________________

2. __________________________
   __________________________

3. __________________________
Define this academic vocabulary word from this lesson.

adapt

What was the Enlightenment, and what effect did it have in the colonies?

Colonial Government (pages 130–131)

Fill in unique characteristics or information about each type of colony as you read.

I. Charter Colonies
   A. 
   B. 

II. Proprietary Colonies
   A. 
   B. 

III. Royal Colonies
   A. 
   B. 
Define or describe the following terms from this lesson.

- charter colony
- proprietary colony
- royal colony

Define this academic vocabulary word from this lesson.

- principle

How did charter colonies and proprietary colonies differ?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How were the colonies able to grow?
What influenced the development of American culture?

Why did the British seek to control the American colonies?

The early American colonies enjoyed some self-government, but they were mainly controlled by Britain. On a separate sheet of paper, write a persuasive essay as if you were a member of Britain’s government, explaining why it is important for Britain to retain control over the colonies.
Trouble in the Colonies
(Pages 134–141)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Why did the British government prevent colonists from moving west after the French and Indian War? Why did they tax the colonists to pay for the war?
• How did the colonists respond to the new tax laws and increased military presence of the British government?
• Where were the first battles of the American Revolution? Why was the British military on the march?

Reading Strategy
As you read pages 135–141 in your textbook, create a diagram like the one below to describe how the Intolerable Acts affected Massachusetts colonists.
Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Proclamation of 1763
2. ___ Townshend Acts
3. ___ Sugar Act
4. ___ French and Indian War
5. ___ Stamp Act

Terms To Know

Define or describe the following terms from this lesson.

- import
- smuggling
- boycott
- repeal
- convince
- violate

Academic Vocabulary

Define these academic vocabulary words from this lesson.
What was the Proclamation of 1763, and why did it anger American colonists?

[Blank lines for notes]

Tax Protests Lead to Revolt (pages 137–138)

As you read, consider how you would have felt if you had been a tea merchant in colonial Boston. What might your reaction to the Tea Act have been? Summarize your thoughts in a paragraph below.

[Blank lines for notes]

People To Meet

Explain why these people are important.

Crispus Attucks

Samuel Adams

[Blank lines for notes]

Define this academic vocabulary word from this lesson.

correspond
Why were American colonists especially angry with the Tea Act?

1. The consisted of major political leaders from each of the
2. Congress called for a of the thirteen acts passed by Parliament. They also decided to form to protect the colonies in case of war.
3. The British marched to to seize and that were stored there. They met resistance from the who were prepared to fight them.

Define or describe the following terms from this lesson.

- resolution
- militia
- minutemen
Explain why these people are important.

John Adams

Patrick Henry

George Washington

King George III

Paul Revere

What is a militia?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the British government prevent colonists from moving west after the French and Indian War? Why did they tax the colonists to pay for the war?
How did the colonists respond to the new tax laws and increased military presence of the British government?

Where were the first battles of the American Revolution? Why was the British military on the march?

Though many colonists were outraged by the actions of the British government, they faced many potential dangers in going to war. On a separate sheet of paper, write a comparative essay describing the advantages and disadvantages of fighting against Britain.
Chapter 2, Section 4
War of Independence
(Pages 149–157)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did colonial leaders plan to fight against the British military?
• What specific rights did the Declaration of Independence cite as the basis for colonial independence?
• What impact did the American victory in the Revolutionary War have around the world?

Reading Strategy
As you read pages 150–157 in your textbook, create a diagram like the one below. List the reasons why the Americans were able to defeat the British in the Revolutionary War.
Moving Toward Independence (page 150)

Evaluating

As you read, list the actions of the Continental Congress and those of King George III. Based on the actions you list, write a short paragraph on another sheet of paper evaluating the actions of each group. Use specific examples from your list to support your opinion.

<table>
<thead>
<tr>
<th>Continental Congress</th>
<th>King George III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

petition

Explain why this person is important.

Thomas Paine

How did the Battle of Bunker Hill change British expectations about the war?

[Blank lines for responses]
The Declaration of Independence drew many of its ideas from earlier documents and writings. As you read, record these influential documents on a web like the one below.

**Influential documents for the Declaration of Independence**

Define or describe the following term from this lesson.

**preamble**

What does the preamble to the Declaration of Independence state?

**The American Revolution** (pages 153–157)

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.
Define or describe the following terms from this lesson.

Patriots

neutral

Loyalists

guerrilla warfare

People To Meet

Bernardo de Gálvez

Marquis de Lafayette

John Paul Jones

Define these academic vocabulary words from this lesson.

challenge

secure
Why was the Battle of Saratoga a turning point in the war?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did colonial leaders plan to fight against the British military?

What specific rights did the Declaration of Independence cite as the basis for colonial independence?
What impact did the American victory in the Revolutionary War have around the world?

Research the winter encampment at Valley Forge in 1777. On a separate sheet of paper, write a narrative essay from the viewpoint of someone who lived through these difficult conditions.
Chapter 3, Section 1
The Articles of Confederation
(Pages 178–185)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What happened to the states after signing the Declaration of Independence?
• Why was it important for the states to have a central government?
• What problems were created by weaknesses in the Articles of Confederation?

Reading Strategy
As you read pages 179–185 in your textbook, draw a diagram like the one below. In each oval, list a power you think a national government should have.
As you read the story of Quock Walker, record your responses. What do you think about the story? What questions do you have? After reading the section, write a paragraph summarizing your response to the story.

________________________________________

________________________________________

________________________________________

Define or describe the following terms from this lesson.

popular sovereignty

bicameral

Define this academic vocabulary word from this lesson.

interpret

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

constitution

(Chapter 2, Section 1)
Describe the branches of the new state government.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Forming the New Government (pages 180–182)

**Inferring**

Why was the Confederation of States considered a weak government? As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

Was the Confederation weak?

**Terms to Know**

Define or describe the following terms from this lesson.

- **confederation**
  - __________
- **sovereignty**
  - __________
- **ratify**
  - __________
- **ordinance**
  - __________
Briefly describe the following places.

Appalachian Mountains

Northwest Territory

Define this academic vocabulary word from this lesson.

authority

What was the purpose of the Northwest Ordinance?

Trouble on Two Fronts (pages 183–185)

As you read, write three details about the troubles faced by the Confederation government. Then write a general statement on the basis of these details.

1. ______________________________________
   ______________________________________

2. ______________________________________
   ______________________________________

3. ______________________________________
   ______________________________________
Define or describe the following terms from this lesson.

right of deposit

Explain why these people are important.

Robert Morris

John Jay

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

Loyalists (Chapter 2, Section 4)

Why did Spain close the lower Mississippi River to American trade?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What happened to the states after signing the Declaration of Independence?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Why was it important for the states to have a central government?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What problems were created by weaknesses in the Articles of Confederation?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Although the Articles of Confederation had many weaknesses, it did manage to tie together the individual states at a critical time in our nation’s history. On a separate sheet of paper, write a comparative essay highlighting the strengths and the weaknesses of the Articles of Confederation.
# Chapter 3, Section 2

## Convention and Compromise

(Pages 193–201)

**Main Idea**

**Setting a Purpose for Reading** Think about these questions as you read:
- What were some of the problems facing the Confederation?
- Who were some of the leaders who worked to produce a new Constitution?
- Why was there a deadlock over the form of the new government? How did the Constitutional Convention break that deadlock?

**Reading Strategy**

As you read pages 194–201 in your textbook, create a diagram like the one below. Describe the role each individual played in creating the new plan of government.

<table>
<thead>
<tr>
<th>Person</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmund Randolph</td>
<td></td>
</tr>
<tr>
<td>James Madison</td>
<td></td>
</tr>
<tr>
<td>Roger Sherman</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to these questions.

1. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

Define or describe the following terms from this lesson.

   depression
     ____________________________________________________________

   manumission
     ____________________________________________________________

 Explain why these people are important.

 Daniel Shays
     ____________________________________________________________

Define these academic vocabulary words from this lesson.

- participate
- currency
- levy

You used these terms earlier. Now use them in a sentence that reflects the term’s meaning in this lesson.

- sovereignty
- Confederation

Why did Madison and Hamilton call for a convention in 1787?
As you read, in the table below list the key points of each plan proposed during the Constitutional Convention. Based on those key points, write a short paragraph on a separate sheet of paper evaluating the strengths of each plan.

<table>
<thead>
<tr>
<th>Virginia Plan</th>
<th>New Jersey Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

proportional

Explain why these people are important.

Gouverneur Morris

Edmund Randolph

Define this academic vocabulary word from this lesson.

regulate
Why did some delegates criticize the Virginia Plan?

1. The Great ____________ proposed a two-house _____________.
   The lower house, called the ____________, gave each state
   a number of seats that varied in proportion to the state’s
   ____________.

2. The Three-Fifths Compromise counted each ____________
   as three-fifths of a ____________ for ____________ and
   representation.

3. George Mason wanted a ____________ included to
   ____________ the rights of individuals.

Define or describe the following term from this lesson.

compromise

Explain why this person is important.

Roger Sherman
Define this academic vocabulary word from this lesson.

adequate

Who refused to sign the Constitution? Explain why.

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were some of the problems facing the Confederation?

Who were some of the leaders who worked to produce a new Constitution?

Why was there a deadlock over the form of the new government? How did the Constitutional Convention break that deadlock?

Compromise is an important part of politics, and many compromises were necessary to write the Constitution. Select a side in the argument over state representation (that is, equal representation or representation proportional to each state’s population). On a separate sheet of paper, write a persuasive essay explaining why you think your plan is the best course of action.
Chapter 3, Section 3
A New Plan of Government
(Pages 202–207)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• What ideas influenced the creation of the Constitution?
• What is the purpose of the Constitution?
• How did Americans react to the Constitution?

Reading Strategy
As you read pages 203–207 in your textbook, create a diagram like the one below to explain how the system of checks and balances works.

<table>
<thead>
<tr>
<th>Has check or balance over</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Congress</td>
<td></td>
</tr>
<tr>
<td>Supreme Court</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

Enlightenment

Define this academic vocabulary word from this lesson.

promote

What is a republic?
Complete this outline as you read.

I. Executive Branch Powers
   A. ________________________________  
      ________________________________  
   B. ________________________________  
      ________________________________  

II. Legislative Branch Powers
    A. ________________________________  
       ________________________________  
    B. ________________________________  
       ________________________________  

III. Judicial Branch Powers
     A. ________________________________  
        ________________________________  
     B. ________________________________  
        ________________________________  

Define or describe the following terms from this lesson.

federalism

article

legislative branch
Define this academic vocabulary word from this lesson.

Why does the Constitution divide government power among the legislative, executive, and judicial branches?

Some Americans were opposed to the proposed Constitution. Before you read, skim the passage. Make a note of any points that support this statement. After you read, go back and fill in additional information.
Define or describe the following terms from this lesson.

- ratify
- Federalist
- Antifederalist

Explain why these people are important.

- John Jay
- Mercy Otis Warren

According to the Antifederalists, why was a bill of rights important?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ideas influenced the creation of the Constitution?
What is the purpose of the Constitution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Americans react to the Constitution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The United States Constitution established one of the most effective and enduring forms of government ever known. On a separate sheet of paper, write an expository essay that explains why the Constitution is so unique.
Chapter 4, Section 1
Goals of the Constitution

(Pages 218–225)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What six goals are identified by the Preamble to the Constitution?
• What are the seven major principles upon which the Constitution is based?
• Why did the Framers purposely allow for the Constitution to be altered?

Reading Strategy

As you read pages 219–225 in your textbook, use a diagram like the one below to list the seven major principles on which the Constitution is based.
The Preamble of the Constitution is important because it establishes six goals for the government. As you read, record each of the six goals on a web like the one below.

Define or describe the following term from this lesson.

Define these academic vocabulary words from this lesson.

What is the purpose of the Preamble?
As you read this passage, write down why each of the seven major principles outlined in the Constitution is important.

1. popular sovereignty
   _______________________________________________________
   _______________________________________________________

2. republicanism
   _______________________________________________________
   _______________________________________________________

3. limited government
   _______________________________________________________
   _______________________________________________________

4. federalism
   _______________________________________________________
   _______________________________________________________

5. separation of powers
   _______________________________________________________
   _______________________________________________________

6. checks and balances
   _______________________________________________________
   _______________________________________________________

7. individual rights
   _______________________________________________________
   _______________________________________________________

Define or describe the following terms from this lesson.

- popular sovereignty
  _______________________________________________________
  _______________________________________________________

- republicanism
  _______________________________________________________
  _______________________________________________________

- federalism
  _______________________________________________________
  _______________________________________________________
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

What is popular sovereignty and why is it important?
As you read, write three details that explain how the Constitution is a “living” document. Then write a general statement on the basis of these details.

1. 

2. 

3. 

Define or describe the following terms from this lesson.

implied powers

judicial review

Define this academic vocabulary word from this lesson.

anticipate
You used these terms earlier. Now use each in a sentence that reflects the term’s meaning in this lesson.

**ratify**  
(Chapter 3, Section 3)

**executive branch**  
(Chapter 3, Section 3)

**judicial branch**  
(Chapter 3, Section 3)

**What are implied powers?**

Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

**What six goals are identified by the Preamble to the Constitution?**

____________________________________________________

____________________________________________________

____________________________________________________

**What are the seven major principles upon which the Constitution is based?**

____________________________________________________

____________________________________________________

____________________________________________________
Why did the Framers purposely allow for the Constitution to be altered?

The Preamble to the Constitution establishes six goals of the government. Read those goals, then on a separate sheet of paper, write a persuasive essay explaining how well you think the government meets those goals. If possible, provide examples that support your premise.
Chapter 4, Section 2
The Federal Government
(Pages 226–233)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Which branch of the government is responsible for making laws?
• What are the responsibilities of the executive branch?
• How is the judicial branch composed?

Reading Strategy

As you read pages 227–233 in your textbook, use a diagram like the one below to list some of the responsibilities and powers of Congress.
I. Composition of Congress
   A. House of Representatives
   B. Senate

II. Role of Congress
   A. __________________________
   B. __________________________
   C. __________________________
   D. __________________________

III. Approval Process of a Bill
   A. __________________________
   B. __________________________
   C. __________________________
   D. __________________________

Define or describe the following terms from this lesson.

appropriate __________________________

impeach __________________________

constituent __________________________
Define this academic vocabulary word from this lesson.

monitor

List the basic steps of how a bill becomes a law.

The Executive Branch (pages 229–230)

As you read, complete the following sentences. Doing so will help you summarize the section.

1. The president acts as chief diplomat, directing ____________ and negotiating ____________.

2. The president can use the ____________ at home or around the world, but he cannot declare ____________. This power is granted to ____________.

3. The Department of ____________ is responsible for planning and carrying out ____________. The Department of the ____________ is responsible for the nation’s public lands and ____________.

Define this academic vocabulary word from this lesson.

intervene
What is the president’s cabinet?

1. ____________________________

2. ____________________________

3. ____________________________

The Judicial Branch (pages 230–233)

As you read, write one question about each level of the judicial branch. When you have finished reading, write the answer to each of your questions.

1. ____________________________

2. ____________________________

3. ____________________________

Define this academic vocabulary word from this lesson.

assume ____________________________

How is the court system organized?

______________________________

______________________________

______________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Which branch of the government is responsible for making laws?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are the responsibilities of the executive branch?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How is the judicial branch composed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research a recent bill that has been made into law. On a separate sheet of paper, write an expository essay that explains the law, who introduced the bill, and the process it went through to become law.
# Main Idea

**Setting a Purpose for Reading** Think about these questions as you read:
- What rights do Americans have?
- What is the difference between a duty and a responsibility?

## Reading Strategy
As you read pages 235–239 in your textbook, draw a chart like the one below and fill in some of the rights, duties, and responsibilities of American citizens.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Duties</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

due process of law

Define this academic vocabulary word from this lesson.

involve

What is due process of law?
To preview this section, first skim the section. Next, write a sentence or two explaining what you think you will learn. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- citizen
- naturalization

Define these academic vocabulary words from this lesson.

- diminish
- environment

What is naturalization?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What rights do Americans have?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is the difference between a duty and a responsibility?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Everyone over the age of eighteen has the right to vote, yet few young people exercise their right to vote. On a separate sheet of paper, write a persuasive essay explaining why it is important to vote.
Chapter 5, Section 1
The First President
(Pages 278–284)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What was accomplished during Washington’s administration?
• How did Alexander Hamilton try to fix the financial problems of the new government?

Reading Strategy
As you read pages 279–284 in your textbook, use a diagram like the one below to list the actions taken by Congress and Washington’s first administration.

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington’s First Administration</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Washington's administration was important to the new nation for many reasons. Before you read, skim the passage. Make a note of any points that support this statement. After you read, go back and fill in additional information about this administration.

Define or describe the following terms from this lesson.

- precedent
- cabinet

Explain why these people are important.

- Thomas Jefferson
- Alexander Hamilton
- Henry Knox
Define these academic vocabulary words from this lesson.

- ultimate
- structure
- confirm

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

- amendment

Why was the Bill of Rights created?
In what ways did Hamilton try to strengthen the economy? As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

Define or describe the following terms from this lesson.

- national debt
- bond
- speculator
- unconstitutional
- tariff

Briefly describe the following place.

- Washington, D.C.

Define this academic vocabulary word from this lesson.

- revenue
You used this term earlier. Now use it in a sentence that reflects the term's meaning in this lesson.

**Terms to Review**

*compromise*  
(Chapter 3, Section 2)

Summarize the arguments for and against protective tariffs.

Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

What was accomplished during Washington’s administration?

How did Alexander Hamilton try to fix the financial problems of the new government?

**Read To Write Challenge**

The Bill of Rights is an essential means of protecting individual rights. Research the Bill of Rights and on a separate sheet of paper, write an *expository essay* of three to four paragraphs explaining how two or more of these important amendments directly affect your life.
Chapter 5, Section 2
Early Challenges
(Pages 285–289)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What resulted from Hamilton’s taxes?
• What problems did the new government face in the West?
• What was President Washington’s stance on American involvement in foreign affairs? Why?

Reading Strategy
As you read pages 286–289 in your textbook, re-create the diagram below and list results of government actions during the early Republic.

<table>
<thead>
<tr>
<th>Government Action</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty of Greenville</td>
<td></td>
</tr>
<tr>
<td>Proclamation of Neutrality</td>
<td></td>
</tr>
<tr>
<td>Jay’s Treaty</td>
<td></td>
</tr>
<tr>
<td>Pinckney’s Treaty</td>
<td></td>
</tr>
</tbody>
</table>
As you read about the Whiskey Rebellion, record your responses. What do you think of this incident? What questions do you have? After reading the section, write a short paragraph summarizing your response to the story.

Define these academic vocabulary words from this lesson.

transport

maintain

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

national debt

How did the Whiskey Rebellion affect the way government handled protesters?
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Native Americans who lived between the ____________ and the ____________ were armed and encouraged to fight by the ____________ and the ____________.

2. Over 600 American soldiers were defeated in a battle near the _____________. The Battle of ____________ saw the defeat of over ____________ Native Americans and crushed their hopes of keeping their _____________.

Briefly describe the following place.

Fallen Timbers

Explain why this person is important.

Anthony Wayne

Why did President Washington send troops to the Northwest Territory?

________________________

________________________

________________________
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 

Define or describe the following terms from this lesson.

neutrality

impressment

Briefly describe the following place.

New Orleans
Explain why these people are important.

Edmond Genêt

Thomas Pinckney

What was the impact of Washington's Farewell Address?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What resulted from Hamilton's taxes?

What problems did the new government face in the West?
Read To Write Challenge

Despite Washington’s warning against political parties, our government continues to be dominated by them today. Research the platforms of the present-day Democratic and Republican parties, then on a separate sheet of paper, write a **comparative essay** contrasting their different views on how government should serve the people.


**Chapter 5, Section 3**

*The First Political Parties*

(Pages 290–297)

**Main Idea**

**Setting a Purpose for Reading** Think about these questions as you read:
- Why did political parties emerge in America?
- What was the result of the dispute with France during John Adams’s presidency?

**Reading Strategy**

As you read pages 291–297, create a diagram like the one below. List important issues and the different viewpoints of the Federalists and the Democratic-Republicans.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Federalists</th>
<th>Democratic-Republicans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of federal government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, take notes describing how Americans viewed President Washington. Use your notes to answer this question: Was George Washington criticized as president? Explain your answer.

.define or describe the following terms from this lesson.

partisan

implied powers

caucus

People To Meet. Explain why this person is important.

Philip Freneau
Define these academic vocabulary words from this lesson.

distinct

contrast

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

Federalist (Chapter 3, Section 3)

Which political party would a Boston factory owner most likely support?

President John Adams (pages 293–297)

Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ France agrees to a treaty ending attacks on American ships
2. ___ Alien and Sedition Acts passed by Congress
3. ___ The XYZ Affair causes the president to urge Congress to prepare for war
4. ___ Virginia and Kentucky Resolutions of 1798 and 1799 declare Alien and Sedition Acts unconstitutional
Define or describe the following terms from this lesson.

- **alien**
- **sedition**
- **nullify**
- **states’ rights**

**People To Meet**

Explain why this person is important.

- **Charles de Talleyrand**

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- **accompany**
- **assign**

**Terms To Review**

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

- **naturalization**
  (Chapter 4, Section 3)
How did the peace agreement with France affect the Federalists?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did political parties emerge in America?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What was the result of the dispute with France during John Adams’s presidency?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

In 1796, the runner-up in the presidential election became the vice-president. Do you think this is a good idea? On a separate sheet of paper, write a persuasive essay arguing for or against this policy.
Chapter 6, Section 1
The Republicans Take Power
(Pages 306–309)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What did the election of 1800 prove?
• What did Jefferson work to do during his presidency?

Reading Strategy
As you read pages 307–309, use a diagram like the one shown here to identify actions the Democratic-Republicans took once they gained the presidency.
As a Republican, Jefferson brought new ideas about government to the office of the president. As you read, look for Jefferson’s views on government. Record the hints you find on the web below.

---

**Define or describe the following term from this lesson.**

**laissez-faire**

---

**Briefly describe the following places.**

**Washington, D.C.**

---

**Potomac River**

---

**Explain why these people are important.**

**Thomas Jefferson**

---

**Aaron Burr**

---
Define these academic vocabulary words from this lesson.

- require
- philosophy

What does the Twelfth Amendment to the Constitution require?

- 
- 
- 

Jefferson’s Policies (pages 308–309)

As you read about judicial review, write down its three principles. After you are finished reading, write a summary statement explaining why this was important to the judicial branch.

- 
- 
- 
- 
- 
-
Define or describe the following term from this lesson.

judicial review

Explain why these people are important.

Albert Gallatin

John Marshall

Define these academic vocabulary words from this lesson.

significant

ensure

How did the changes that Jefferson made reflect his views about government?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What did the election of 1800 prove?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

What did Jefferson work to do during his presidency?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Jefferson believed in a small government. To reduce the national debt, he scaled down the military. On a separate sheet of paper, write a comparative essay examining the pros and cons of this action at that time in U.S. history.
Chapter 6, Section 2
The Louisiana Purchase
(Pages 312–317)

Main Idea

**Setting a Purpose for Reading** Think about these questions as you read:
- What agreement was reached between France and Spain, and how did it affect American trade?
- What was the importance of the Louisiana Purchase?

**Reading Strategy**
As you read pages 313–317, re-create the diagram below and describe the areas that Lewis and Clark and Zebulon Pike explored.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Region explored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meriwether Lewis and William Clark</td>
<td></td>
</tr>
<tr>
<td>Zebulon Pike</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write three details about the American push into the West. Then write a general statement about why the Mississippi River was so important to Americans living in the West.

1. 

2. 

3. 

Define or describe the following term from this lesson.

Conestoga wagon

Briefly describe the following places.

Louisiana Territory

New Orleans
Define this academic vocabulary word from this lesson.

enormous

Why was the Mississippi River important to western farmers?

The Nation Expands (pages 314–317)

Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ____ Lewis and Clark begin expedition
2. ____ Aaron Burr shoots and kills Alexander Hamilton in a duel
3. ____ Pike begins exploration of the upper Mississippi River valley
4. ____ Purchase of the Louisiana Territory is ratified by the Senate
5. ____ Lewis and Clark return from their expedition

Terms to Know

Define or describe the following term from this lesson.

secede
Briefly describe the following places.

St. Louis

Missouri River

Explain why these people are important.

Meriwether Lewis

William Clark

Sacagawea

Zebulon Pike

Define this academic vocabulary word from this lesson.

generation

Why did France sell the Louisiana Territory to the United States?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What agreement was reached between France and Spain, and how did it affect American trade?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was the importance of the Louisiana Purchase?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the Lewis and Clark expedition. On a separate sheet of paper, write a narrative essay from the vantage point of one of the expedition members describing some of the discoveries made during the expedition.
Chapter 6, Section 3

Daily Life in Early America

(Pages 320–329)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- Why did nationalism begin to grow among Americans?
- What was unique about American culture?
- How did people live in different regions of the nation?
- Why did settlers want to move west?

Reading Strategy

As you read pages 321–329, use a diagram like the one shown to list achievements in these fields.

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
As you read, complete the following sentences. Doing so will help you summarize the section.

1. A feeling of pride, called ____________ swept through the United States. American society grew more ____________, as the ideas of ____________ and ____________ influenced American life.

2. In Massachusetts and ____________, public ____________ provided free ____________.

3. A religious revival called the ____________ encouraged people to ____________ society.

Define or describe the following term from this lesson.

**nationalism**

Define this academic vocabulary word from this lesson.

**available**

What message was stressed by preachers during the Second Great Awakening?

____________________________________________________

____________________________________________________

____________________________________________________
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to your questions.

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

People To Meet

Explain why these people are important.

Washington Irving

James Fenimore Cooper

George Caleb Bingham

Stephen C. Foster
Define this academic vocabulary word from this lesson.

unique

What qualities did James Fenimore Cooper give his main character?

A Rural Nation (pages 326–327)

As you read, list words and phrases that help you picture what life was like in either the North or the South. Imagine that you lived in that region during the early 1800s. Write a short paragraph in your own words describing what you see around you.

Define or describe the following term from this lesson.

planters
Define these academic vocabulary words from this lesson.

occupy

contrary

What crop was shipped from Southern ports?

Westward Movement (pages 328–329)

As Americans moved west, Native Americans felt pushed out of their lands. Before you read, skim the passage. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define these academic vocabulary words from this lesson.

conflict

migrate
Why were people eager to move west?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did nationalism begin to grow among Americans?

________________________________________________________________________

________________________________________________________________________

What was unique about American culture?

________________________________________________________________________

________________________________________________________________________

How did people live in different regions of the nation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did settlers want to move west?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research frontier life in the early 1800s. On a separate sheet of paper, write a descriptive essay about the frontier lifestyle.
Chapter 7, Section 1
A Time of Conflict
(Pages 338–345)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did American trade change during the early 1800s?
• What major issues faced James Madison when he was elected president?

Reading Strategy
As you read pages 339–345, re-create the diagram below and describe in the box the actions the United States took in each of these situations.

```
U.S. actions
  Demand for tribute
  Attack on Chesapeake
  Tecumseh's confederation
```
As you read, consider the dangers of sailing during the early 1800s. Summarize your thoughts in a paragraph.

Define or describe the following terms from this lesson.

- **tribute**
- **neutral rights**
- **impressment**
- **embargo**

Briefly describe the following places.

- **Barbary Coast states**
- **Virginia**
Explain why this person is important.

**Stephen Decatur**

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**Precedent**

(Chapter 5, Section 1)

How effective was the Embargo Act? Would such an act work today?

**War Fever** (pages 341–345)

As you read the story of Tecumseh and his brother, the Prophet, record your responses. What do you think of the way the Native Americans were treated? After reading the section, write a short paragraph summarizing your response to the story.
Define or describe the following terms from this lesson.

- War Hawks
- nationalism

Briefly describe the following place.

- Ohio

Explain why these people are important.

- Tecumseh
- The Prophet
- William Henry Harrison
- Henry Clay
- John Calhoun

Define these academic vocabulary words from this lesson.

- resolve
Why did the War Hawks call for war with Britain?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did American trade change during the early 1800s?

What major issues faced James Madison when he was elected president?

Research the Embargo Act of 1807 and its consequences. On a separate sheet of paper, write an expository essay that explains why Americans thought it would help and why it was ultimately so disastrous.
Chapter 7, Section 2
The War of 1812
(Pages 353–359)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why was the United States unprepared for war with Britain?
• What happened at the Battle of New Orleans?

Reading Strategy
As you read pages 354–359, re-create the diagram below and describe each battle’s outcome.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Erie</td>
<td></td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to your questions.

1. ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
   ____________________________________________

Define or describe the following terms from this lesson.

frigate
   ____________________________________________
   ____________________________________________
   ____________________________________________

privateer
   ____________________________________________
   ____________________________________________
   ____________________________________________

Briefly describe the following places.

Detroit
   ____________________________________________
   ____________________________________________
   ____________________________________________

Lake Erie
   ____________________________________________
   ____________________________________________
   ____________________________________________
Explain why these people are important.

William Hull

Oliver Hazard Perry

Andrew Jackson

Define these academic vocabulary words from this lesson.

consist

assemble

Do you think the United States was prepared to wage war? Explain.

The British Offensive (pages 356–359)

Complete this outline as you read.

I. The British attack Washington, D.C.
   A. ____________________________
   B. ____________________________
### Key Points

<table>
<thead>
<tr>
<th>II. Baltimore</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Plattsburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Battle of New Orleans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
</tbody>
</table>

### People To Meet

**Francis Scott Key**

*Explain why this person is important.*

### Academic Vocabulary

**economy**

*Define this academic vocabulary word from this lesson.*

### Sum It Up

*Did the Treat of Ghent resolve any major issues? Explain.*

---

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Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why was the United States unprepared for war with Britain?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What happened at the Battle of New Orleans?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research the frigates used by the U.S. Navy in the War of 1812. On a separate sheet of paper, write a descriptive essay that explains how these and other ships were effective in fighting the British navy.
Chapter 7, Section 3
Foreign Relations
(Pages 362–367)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What led to the spirit of nationalism that followed the War of 1812?
• What was the importance of the Monroe Doctrine?

Reading Strategy
As you read pages 363–367, create a diagram like the one below to list three disputed territories in North America.

Disputed Territories

[Diagram with four empty ovals connected to a central oval labeled "Disputed Territories"]
Relations With European Powers (pages 363–365)

As you read, write details about three of the disputed territories. Then write a general statement about why you think the United States continued to expand.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Define or describe the following terms from this lesson.

disarmament

demilitarize

court-martial

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**Places To Locate**  
Briefly describe the following places.

- Louisiana Territory
- Oregon Country
- Spanish East Florida
- Mexico

**People To Meet**  
Explain why these people are important.

- James Monroe
- John Quincy Adams
- Andrew Jackson
Define these academic vocabulary words from this lesson.

- establish
- demonstrate

Why was Andrew Jackson’s action considered by some to be unlawful?

---

The United States and Latin America (pages 366–367)

As you read, complete the following sentences. Doing so will help you summarize the section.

1. ______ controlled a vast empire including what is now the southwestern United States. Portugal ruled ______.

2. Miguel Hidalgo led a ______ against the ______ government of Mexico. He was defeated and ______.
   A few years later, Mexico gained ______.

3. The ______ declared that the American continents would no longer be ______ by ______ powers. This upheld Washington’s policy of avoiding ______ with European nations.
**People To Meet**

Explain why these people are important.

- **Miguel Hidalgo**
  - ______________________
  - ______________________

- **Simón Bolívar**
  - ______________________
  - ______________________

- **José de San Martín**
  - ______________________
  - ______________________

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

- **policy**
  - ______________________
  - ______________________

**Sum It Up**

What event led to the creation of the Monroe Doctrine?

- ______________________
  - ______________________
  - ______________________

**Section Wrap-up**

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What led to the spirit of nationalism that followed the War of 1812?

- ______________________
  - ______________________
  - ______________________
  - ______________________
The Monroe Doctrine set a bold precedent for the young nation. On a separate sheet of paper, write an expository essay explaining the Monroe Doctrine, its potential risks, and the advantages of such a bold stance against European nations.
Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What led to changes in the way things were made?
• What factors led to the growth of cities?

Reading Strategy

As you read pages 383–387, re-create the diagram below and describe in the ovals the changes brought about by the Industrial Revolution.
As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to your questions.

1. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

3. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

Define or describe the following terms from this lesson.

- Industrial Revolution
- capitalism
- capital
- free enterprise
- technology
Explain why these people are important.

Eli Whitney

Samuel Slater

Francis Cabot Lowell

Why were the first mills in Great Britain built near rivers?
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define these academic vocabulary words from this lesson.

percent
expand
concentrate

Why did cities such as Pittsburgh and Louisville grow?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What led to changes in the way things were made?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What factors led to the growth of cities?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the cotton gin, invented by Eli Whitney. On a separate sheet of paper, write a descriptive essay explaining how the invention worked.
**Main Idea**

**Setting a Purpose for Reading**  Think about these questions as you read:

- What two important means of transportation improved to help the nation expand?
- How was the Erie Canal constructed?
- Why did western settlers tend to settle near rivers?

**Reading Strategy**

As you read pages 389–394, re-create the diagram below and describe why each was important to the nation’s growth.

<table>
<thead>
<tr>
<th></th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Road</strong></td>
<td></td>
</tr>
<tr>
<td><strong>David Fitch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Erie Canal</strong></td>
<td></td>
</tr>
</tbody>
</table>
Moving West (pages 389–390)

**Previewing**

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

__________________________________________

__________________________________________

__________________________________________

**Terms to Know**

Define or describe the following terms from this lesson.

- census
  ____________________________________________________________________

- turnpike
  ____________________________________________________________________

**Places to Locate**

Briefly describe the following places.

- Hudson River
  ____________________________________________________________________

- Albany
  ____________________________________________________________________

**People to Meet**

Explain why this person is important.

- Robert Fulton
  ____________________________________________________________________
Define these academic vocabulary words from this lesson.

- undertake
- equip

What advantages did steamboat travel have over wagon and horse travel?

Canals (pages 392–393)

Canals had a major impact on the development of the United States. Before you read, skim the passage. Make a note of any points that support this statement. After you read, go back and fill in additional information.
Define or describe the following terms from this lesson.

**Terms To Know**

- Canal
- Lock

*Places To Locate*

- Lake Erie
- Erie Canal

*Sum It Up*

What two cities did the Erie Canal connect?

*Western Settlement (pages 393–394)*

**Visualizing**

As you read, list words and phrases that help you picture what life was like for pioneer families. Write a short paragraph in your own words describing what you see around you.
Which states were formed between 1791 and 1803?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What two important means of transportation improved to help the nation expand?

How was the Erie Canal constructed?

Why did western settlers tend to settle near rivers?

Canals played an important role in helping the American economy grow. On a separate sheet of paper, write an expository essay that explains why canals were so essential to the growing economy.
Chapter 8, Section 3
The North’s People
(Pages 395–401)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why were reforms in working conditions needed as industrialism grew?
• Why were some people opposed to the growing number of immigrants?

Reading Strategy
As you read pages 396–401, re-create the diagram below and list two reasons for
the growth of cities.

[Diagram of Growth of Cities with empty oval branches]
Working conditions in factories during the 1840s were often dangerous. As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

Define or describe the following terms from this lesson.

- **trade union**
- **strike**
- **prejudice**
- **discrimination**

Explain why these people are important.

- **Henry Boyd**
- **Samuel Cornish**
Define this academic vocabulary word from this lesson.

shift

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

factory system

(Chapter 8, Section 1)

How did conditions for workers change as the factory system developed?
As you read, list the reasons each group of immigrants came to the United States. Write a short paragraph about the type of life most immigrants found upon arriving.

<table>
<thead>
<tr>
<th>Irish</th>
<th>Germans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson:

- famine
- nativist

Define this academic vocabulary word from this lesson:

- manual

Which two nations provided the largest number of immigrants to the United States during this era?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why were reforms in working conditions needed as industrialism grew?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why were some people opposed to the growing number of immigrants?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the potato famine in Ireland that led to a wave of immigration from 1846 to 1860. On a separate sheet of paper, write a descriptive essay explaining what life was like in Ireland during this terrible famine.
Chapter 8, Section 4
Reforms and Reformers
(Pages 402–407)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- What were some of the movements or ideas that inspired reform movements?
- Why was it important for all citizens to have access to education?
- Who were some of the important American writers of this period?

Reading Strategy
As you read pages 403–407, re-create the diagram below and identify these reformers’ contributions.

<table>
<thead>
<tr>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horace Mann</td>
</tr>
<tr>
<td>Thomas Gallaudet</td>
</tr>
<tr>
<td>Dorothea Dix</td>
</tr>
</tbody>
</table>
As you read about utopias and the Second Great Awakening, record your responses. What questions do you have? What did you learn about how the religious movement encouraged a spirit of reform? After reading the section, write a short paragraph summarizing your response to the story.

---

Define or describe the following terms from this lesson.

**utopia**

**revival**

**temperance**

**founded**

Define this academic vocabulary word from this lesson.
What were the effects of the Second Great Awakening?

Though most states accepted three basic principles of public education by 1850, it took much longer to put these principles into effect. As you read, record the reasons why it took time for public education to really become effective.

Reasons why states could not apply principles of public education

Define or describe the following term from this lesson.

normal school

People To Meet

Explain why these people are important.

Horace Mann

Thomas Gallaudet
Define this academic vocabulary word from this lesson.

**focus**

How did Dr. Samuel Howe help visually impaired people?

As you read, write three details about American writers. Then write a general statement about why transcendentalism was influential.

1. 

2. 

Cultural Trends (pages 406–407)
Define or describe the following term from this lesson.

transcendentalist

Explain why these people are important.

Margaret Fuller

Ralph Waldo Emerson

Henry David Thoreau

Emily Dickinson
Define this academic vocabulary word from this lesson.

publish

What was one of the subjects that Margaret Fuller wrote about?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were some of the movements or ideas that inspired reform movements?

Why was it important for all citizens to have access to education?
Who were some of the important American writers of this period?

Research the utopian community begun by Robert Owen in New Harmony, Indiana in 1825. On a separate sheet of paper, write an expository essay to explain the purpose of this community and its successes and failures.
Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Who were some of the women involved in working for women’s rights during the 1800s?
• What progress did women’s rights make during the 1800s?

Reading Strategy
As you read pages 409–413, use a chart like the one below to identify the contributions these individuals made to women’s rights.

<table>
<thead>
<tr>
<th></th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucretia Mott</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Cady Stanton</td>
<td></td>
</tr>
<tr>
<td>Susan B. Anthony</td>
<td></td>
</tr>
</tbody>
</table>
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Lucretia Mott was a ______________. In her society, women enjoyed more ______________ than women in other communities did. Mott worked for ______________ and ______________.

2. The Declaration of Sentiments and Resolutions called for an end to ______________ against ______________.

3. Susan B. Anthony called for ______________, ______________ training for women, and ______________.

Define or describe the following terms from this lesson.

- suffrage
- coeducation

Explain why these people are important.

- Lucretia Mott
- Elizabeth Cady Stanton
- Susan B. Anthony
What is suffrage?

I. Beecher and Willard believed
   A. 
   B. 

II. Early schools for women taught
   A. 
   B. 

III. Barriers for women in the workplace included
   A. 
   B. 

Progress by American Women (pages 411–413)

Explain why these people are important.

Mary Lyon

Elizabeth Blackwell
Define these academic vocabulary words from this lesson.

- ministry
- goal

Who established the Troy Female Seminary?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who were some of the women involved in working for women’s rights during the 1800s?

What progress did women’s rights make during the 1800s?

Select one of the women discussed in this section who led the struggle for women’s rights, and then research her life and accomplishments. On a separate sheet of paper, write a narrative essay that tells the story in your own words.
Chapter 9, Section 1

Southern Cotton Kingdom

(Pages 422–426)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why did the South remain mainly agrarian?
• Why was industry slow to catch on in the South?

Reading Strategy

As you read pages 423–426, re-create the diagram below. In the ovals, give reasons why cotton production grew but industrial growth was slower.
### Evaluating

As you read, fill in the table below. List the states of each region in the South. After you finish reading, identify the main differences between each region.

<table>
<thead>
<tr>
<th>Upper South</th>
<th>Deep South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Terms To Know

**cotton gin**

Define or describe the following term from this lesson.

### Places To Locate

**Upper South**

Briefly describe the following places.

### People To Meet

**Eli Whitney**

Explain why this person is important.
What effect did the cotton gin have on the South’s economy?

1. 
2. 
3. 

Industry in the South (pages 424–426)

As you read, write three details about industry in the South. Then write a general statement about why it was difficult for industry to gain a foothold in the South.

1. 
2. 
3. 

Define or describe the following term from this lesson.

capital
Explain why these people are important.

William Gregg

Joseph Reid Anderson

Define these academic vocabulary words from this lesson.

predominant

sum

What is capital? Why is it important for economic growth?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the South remain mainly agrarian?
Why was industry slow to catch on in the South?

On a separate sheet of paper, write a comparative essay contrasting the reasons the South relied so heavily on agriculture while the North was able to develop an industrial economy.
Chapter 9, Section 2
Life in the South
(Pages 427–431)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Were most Southern farmers wealthy slave owners? Explain.
• What types of jobs did enslaved people do on large plantations?
• What was the state of education like in the South during the mid-1800s?

Reading Strategy
As you read pages 428–431, re-create the diagram below and describe the work that was done on Southern plantations.

[Diagram: Working on a Plantation]
1. Farmers who did not have ________ were called _________. They usually ________ their land but could not afford slaves.

2. Farmers who could not afford their own land could ________ or work someone else’s land. These people were known as _________.

Define or describe the following terms from this lesson.

- yeoman

- tenant farmer

What group made up the largest number of whites in the South?

Plantations (pages 429–430)

As you read, take notes describing the life of a plantation wife. Use your notes to answer this question: What did the wife of a plantation owner typically do?
### Terms to Know

**Define or describe the following terms from this lesson.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>fixed cost</td>
<td></td>
</tr>
<tr>
<td>credit</td>
<td></td>
</tr>
<tr>
<td>overseer</td>
<td></td>
</tr>
</tbody>
</table>

### Places to Locate

**Briefly describe the following places.**

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans</td>
<td></td>
</tr>
<tr>
<td>Charleston</td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
</tr>
<tr>
<td>Savannah</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

**Define this academic vocabulary word from this lesson.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>purchase</td>
<td></td>
</tr>
</tbody>
</table>
Why were so many slaves needed on a plantation?

City Life and Education (pages 430–431)

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Place to Locate

Briefly describe the following places.

Columbia

Chattanooga

Montgomery

Atlanta

Academic Vocabulary

Define this academic vocabulary word from this lesson.

exceed
What Southern city had surpassed 200,000 in population by the year 1860?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Were most Southern farmers wealthy slave owners? Explain.

What types of jobs did enslaved people do on large plantations?

What was the state of education like in the South during the mid-1800s?

Research education in the South before the Civil War and on a separate sheet of paper, write an expository essay that explains the attitudes toward education and describes the education system.
Chapter 9, Section 3
The Peculiar Institution
(Pages 432–437)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How were enslaved African Americans able to create family lives?
• In what ways did enslaved people fight against slavery?

Reading Strategy
As you read pages 433–437, create a chart like the one below to list aspects of African American life in the South.

<table>
<thead>
<tr>
<th>Way of Life</th>
<th>Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Life</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
</tbody>
</table>
Despite the hardships of slavery, African Americans were able to develop their own culture. As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

Define or describe the following term from this lesson.

Define these academic vocabulary words from this lesson.

How did the African American spiritual develop?
**Key Points**

**Resisting Slavery** (pages 434–437)

**Skimming**

Slave codes were enacted in the South to control enslaved people. Make a note of any points that support this statement. After you read, go back and fill in additional information.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Terms to Know**

Define or describe the following term from this lesson.

slave codes

________________________________________________________________________

**People to Meet**

Explain why these people are important.

Nat Turner

________________________________________________________________________

________________________________________________________________________

Harriet Tubman

________________________________________________________________________

________________________________________________________________________

Frederick Douglass

________________________________________________________________________

________________________________________________________________________

**Sum It Up**

Besides rebellions, what other forms did resistance to slavery take?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How were enslaved African Americans able to create family lives?


In what ways did enslaved people fight against slavery?


Research the Underground Railroad. Try to find accounts of people who escaped slavery using this network. On a separate sheet of paper, write a narrative essay explaining what it was like for an enslaved person on the run.
Chapter 10, Section 1
Jacksonian Democracy
(Pages 446–451)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
- What new ways of campaigning were introduced in 1824 and 1828?
- How did the political system become more democratic under Andrew Jackson?
- Why did the issue of states’ rights versus the rights of the federal government divide the nation?

Reading Strategy
As you read pages 447–451, create a chart to describe the political parties in 1828.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic-Republicans</td>
<td></td>
</tr>
<tr>
<td>National Republicans</td>
<td></td>
</tr>
</tbody>
</table>
The Elections of 1824 and 1828 (pages 447–448)

**Questioning**

As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. 

2. 

3. 

**Terms To Know**

Define or describe the following terms from this lesson.

- **favorite son**

- **plurality**

- **mudslinging**

- **landslide**
Explain why these people are important.

Henry Clay

Andrew Jackson

John Quincy Adams

John C. Calhoun

Define this academic vocabulary word from this lesson.

role

Terms To Review

states’ rights
(Chapter 5, Section 3)

Why were Adams and Clay accused of making a “corrupt bargain”?

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.
As you read, complete the following sentences. Doing so will help you summarize the section.

1. During President Jackson’s first term, a spirit of ____________ spread through American politics. Many people who had not been allowed to ____________ were finally able to.

2. The Democrats’ goal was to shake up the ____________. Many federal workers were replaced with Jackson’s ____________. This practice is called the ____________.

3. The political system became more ____________ as well. The ____________ system was replaced by ____________ in which delegates from the ____________ selected the party’s presidential candidate.

Define or describe the following terms from this lesson.

- suffrage
- bureaucracy
- spoils system
- caucus
**Terms To Review**

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**patriot**
(Chapter 2, Section 4)

---

**Sum It Up**

Compare the caucus system and nominating conventions. Why was the new system more popular with the people?

---

**The Tariff Debate** *(pages 450–451)*

**Evaluating**

As you read, list the reasons the North and the South differed in their opinion of the tariffs of 1828 and 1832. Then, write a short summary paragraph explaining what the South attempted to do.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Define or describe the following terms from this lesson.

- tariff
- nullify
- secede

Explain why these people are important.

- Daniel Webster
- Robert Hayne

Define this academic vocabulary word from this lesson.

- issue

Why did South Carolina pass the Nullification Act?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What new ways of campaigning were introduced in 1824 and 1828?

____________________________________________________________________________________

____________________________________________________________________________________

How did the political system become more democratic under Andrew Jackson?

____________________________________________________________________________________

____________________________________________________________________________________

Why did the issue of states' rights versus the rights of the federal government divide the nation?

____________________________________________________________________________________

____________________________________________________________________________________

Andrew Jackson introduced the spoils system into American politics. On a separate sheet of paper, write a comparative essay weighing the pros and the cons of this system.
Chapter 10, Section 2
The Removal of Native Americans
(Pages 452–457)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why were Native Americans forced off their lands?
• How did some groups resist relocation? Were they successful?

Reading Strategy
As you read pages 453–457, create a chart like the one below that describes what happened to each group of Native Americans as the United States expanded.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee</td>
</tr>
<tr>
<td>Sauk/Fox</td>
</tr>
<tr>
<td>Seminole</td>
</tr>
</tbody>
</table>

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Moving Native Americans (pages 453–454)

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Define or describe the following term from this lesson.

- relocate

__________________________________________________________________________
__________________________________________________________________________

Define these academic vocabulary words from this lesson.

- federal

__________________________________________________________________________
__________________________________________________________________________
- remove

__________________________________________________________________________
__________________________________________________________________________

What was the purpose of the Indian Removal Act?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
As you read, take notes describing how other Native Americans resisted relocation. Use your notes to answer whether any of these groups were successful.

Define or describe the following term from this lesson.

guerrilla tactics

Explain why these people are important.

Black Hawk

Osceola

How was the response of the Seminole different from that of the Cherokee when they were removed from their lands?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why were Native Americans forced off their lands?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did some groups resist relocation? Were they successful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Suppose a new group of people moved into your neighborhood and tried to push you and your family from your home. What would you do? On a separate sheet of paper, write a narrative essay explaining how you would react and why. Compare this situation to the predicament faced by Native Americans in the early 1800s.
Chapter 10, Section 3
Jackson and the Bank
(Pages 458–461)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What factors caused the Democratic Party to split?
• Why did the Whigs lose in 1844?

Reading Strategy
As you read pages 459–461, recreate the diagram below. In the spaces provided, describe the steps Andrew Jackson took that put the Bank of the United States out of business.

[Diagram with arrows pointing from left to right, with spaces for additional information.

Jackson stops bank]
As you read, look for reasons why Andrew Jackson was so opposed to the Bank of the United States. Record the hints you find in the web below.

Define or describe the following terms from this lesson.

- **veto**
- **depression**
- **laissez-faire**

Explain why these people are important.

- **Nicholas Biddle**
- **Martin Van Buren**

Define this academic vocabulary word from this lesson.

- **contribute**
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

 charter
 (Chapter 2, Section 1)

What was the new treasury system supposed to prevent?

The Whigs Come to Power (page 461)

As you read, write two details about why the Whig Party fell from power after only four years. Then write a general statement about the Whig Party.

1. ______________________________________________________
   ______________________________________________________

2. ______________________________________________________
   ______________________________________________________
Explain why these people are important.

William Henry Harrison

John Tyler

Define this academic vocabulary word from this lesson.

symbol

How did John Tyler become president?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What factors caused the Democratic Party to split?
Why did the Whigs lose in 1844?

Research economic depressions and their causes. Create a timeline that identifies major economic depressions in U.S. history. On a separate sheet of paper, write a descriptive paragraph explaining why they happen and what role government plays in helping correct them.
Chapter 11, Section 1
Westward to the Pacific

(Pages 470–475)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Why was control of Oregon important to the American people?
• How did the United States and Britain divide Oregon?

Reading Strategy
As you read pages 471–475, re-create the diagram below and in the boxes list key events that occurred.

<table>
<thead>
<tr>
<th>1819</th>
<th>1825</th>
<th>1836</th>
<th>1846</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete this outline as you read.

I. Oregon Country
   A. Covered these modern day states: ____________________________
      ____________________________
   B. Claimed by these countries: ________________________________
      ______________________________

II. Facts about Adams-Onís Treaty
   A. ______________________________
   B. ______________________________

III. Facts about mountain men
   A. ______________________________
   B. ______________________________

Define or describe the following terms from this lesson.

joint occupation

mountain men

rendezvous
Places To Locate

Oregon country

Columbia River

People To Meet

John Jacob Astor

Jim Beckwourth

Jedediah Smith

Academic Vocabulary

access

annual

route

Briefly describe the following places.

Explain why these people are important.

Define these academic vocabulary words from this lesson.
Why did trading posts develop in Oregon country?

1. 
2. 
3. 

Settling Oregon (pages 473–475)

Questioning

As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to your questions.

1. 
2. 
3. 

Define or describe the following terms from this lesson.

emigrant

Manifest Destiny

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Briefly describe the following place.

Oregon Trail

Explain why these people are important.

Dr. Marcus Whitman

Narcissa Whitman

James K. Polk

Define this academic vocabulary word from this lesson.

sole

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

mission

What did some Americans see as the purpose of Manifest Destiny?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why was control of Oregon important to the American people?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

How did the United States and Britain divide Oregon?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Research the lives of mountain men. On a separate sheet of paper, write a descriptive essay of three or four paragraphs that shows what their lives were like.
Chapter 11, Section 2
Independence for Texas
(Pages 480–487)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why was there cultural tension in Texas?
• Why did Texans want to be independent from Mexico?

Reading Strategy
As you read pages 481–487, re-create the diagram below. In the boxes, list key events that occurred in Texas.
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- Tejano
- empresario
- decree

Briefly describe the following places.

- Texas
- Mexico

Explain why these people are important.

- Davy Crockett
Define this academic vocabulary word from this lesson.

status

Why was colonization by U.S. settlers into Texas failing?

The Struggle for Independence (pages 483–487)

Sequencing  As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ____ The Alamo falls to the Mexican army
2. ____ Santa Anna signs treaty recognizing the independence of Texas
3. ____ Texans win battle at Gonzales
4. ____ San Antonio liberated from the Mexican government
5. ____ Santa Anna captured at the battle of San Jacinto
6. ____ American settlers and tejanos declare independence from Mexico
Define or describe the following term from this lesson.

- annex

Briefly describe the following place.

- Alamo

Define this academic vocabulary word from this lesson.

- similar

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

- ratify

How has early history influenced the reputation of Texas as a land of rugged individualists?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why was there cultural tension in Texas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did Texans want to be independent from Mexico?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research the battle at the Alamo. On a separate sheet of paper, write a narrative essay as though you were a reporter covering the battle.
Chapter 11, Section 3
War With Mexico
(Pages 490–497)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why was the Santa Fe Trail important? What areas did the territory of New Mexico cover?
• What groups settled and populated California?
• Why did the United States and Mexico go to war?

Reading Strategy
As you read the section, use the table to record descriptions of the actions and achievements of each of the individuals.

<table>
<thead>
<tr>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Becknell</td>
</tr>
<tr>
<td>Jedediah Smith</td>
</tr>
<tr>
<td>John C. Frémont</td>
</tr>
</tbody>
</table>
Summarizing

As you read, complete the following sentences. Doing so will help you summarize the section.

1. The area known as New Mexico included present-day ________, ________, and ________.
   Spanish ________ had founded settlements in the region in the late ________.

2. The first American trader to reach ________ was ________. His route crossed the ________ and became known as the ________.

Places To Locate

Briefly describe the following place.

Santa Fe

People To Meet

Explain why this person is important.

William Becknell

Academic Vocabulary

Define this academic vocabulary word from this lesson.

concept
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**conquistador**  
(Chapter 1, Section 1)

Where did the Santa Fe Trail end? What was it used for?

California’s Spanish Culture  
(pages 492–494)

As you read, consider the idea of Manifest Destiny. Do you think it was a good policy? What about the decision to go to war in order to acquire additional territories when other nations did not want to give up the region? Summarize your thoughts in a paragraph.
### Terms To Know

**ranchero**

**rancho**

### Places To Locate

**El Camino Real**

### People To Meet

**Jedediah Smith**

**John C. Frémont**

### Academic Vocabulary

**devote**

---

**Define or describe the following terms from this lesson.**

---

**Briefly describe the following place.**

---

**Explain why these people are important.**

---

**Define this academic vocabulary word from this lesson.**
What made California attractive for U.S. expansion?

1. 
2. 
3. 

As you read, write three details about the war with Mexico. Then write a general statement about why Americans were divided in their feelings about the war.

1. 
2. 
3. 

Define or describe the following terms from this lesson.

Californio

cede
What lands did Mexico cede to the United States?

Why was the Santa Fe Trail important? What areas did the territory of New Mexico cover?

What groups settled and populated California?
Why did the United States and Mexico go to war?

Americans were divided in their feelings about the war against Mexico. On a separate sheet of paper, write a comparative essay that examines both sides of the issue.
New Settlers in California and Utah

(Pages 500–506)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- How did the discovery of gold impact California’s settlement and economy?
- Why did the Mormons settle in Utah?

Reading Strategy

As you read this section, re-create the diagram below. In the boxes, describe who these groups and individuals were and what their role was in the settlement of California and Utah.

<table>
<thead>
<tr>
<th></th>
<th>What was their role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forty-niners</td>
<td></td>
</tr>
<tr>
<td>Mormons</td>
<td></td>
</tr>
<tr>
<td>Brigham Young</td>
<td></td>
</tr>
</tbody>
</table>
As you read, list words and phrases that help you picture what life was like as a forty-niner. Write a short paragraph in your own words describing what you imagine your life would have been like as a forty-niner.

Define or describe the following terms from this lesson.

**forty-niner**

**boomtown**

**vigilante**

Explain why this person is important.

**James Marshall**
Define these academic vocabulary words from this lesson.

- range
- community
- item
- pose

Why did the forty-niners come to California?

A Religious Refuge in Utah (pages 505–506)

As you read, identify characteristics of the Mormon people. Record these items on a web like the one below.
Explain why these people are important.

Joseph Smith

Brigham Young

Define this academic vocabulary word from this lesson.

vision

Why was Deseret able to grow economically?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the discovery of gold impact California’s settlement and economy?

Why did the Mormons settle in Utah?

Research the California Gold Rush. On a separate sheet of paper, create a list of the equipment a miner usually took to find and mine gold.
Chapter 12, Section 1
Abolitionists
(Pages 528–534)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• Why were many Americans calling for the end of slavery?
• How did the issue of slavery became the most important social issue in the 1830s?
• How were enslaved African Americans able to escape slavery in the South?

Reading Strategy
Create a diagram like the one below. As you read pages 529–534, identify five abolitionists. Write their names in the circles and then, write a sentence below describing his or her role in the movement.

1. 

2. 

3. 

4. 

5. 

Abolitionists

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In the early 1800s, many Americans demanded an end to slavery in the South. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define or describe the following term from this lesson.

abolitionist

Define this academic vocabulary word from this lesson.

notion

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

revival

(Chapter 8, Section 4)

How did the American Colonization Society fight slavery?
Many abolitionists worked in different ways to end slavery. As you read, create a web like the one below to identify the names of important individuals and a brief description of what he or she did to fight slavery.

**Important abolitionists**

**People To Meet**

Explain why these people are important.

- **William Lloyd Garrison**
- **Sarah and Angelina Grimké**
- **David Walker**
- **Frederick Douglass**
- **Sojourner Truth**

Defines this academic vocabulary word from this lesson.

- **publication**
Why did Frederick Douglass return to the United States?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

The Underground Railroad (pages 533–534)

As you read, write three details about the Fugitive Slave Act. Then write a general statement about why this Act had an important effect on the growing split between the North and the South.

1. ________________________________________________________________
   __________________________________________________________________

2. ________________________________________________________________
   __________________________________________________________________

3. ________________________________________________________________
   __________________________________________________________________

   Define or describe the following term from this lesson.

   Underground Railroad ____________________________________________
   __________________________________________________________________
What groups made up the Underground Railroad?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why were many Americans calling for the end of slavery?


How did the issue of slavery became the most important social issue in the 1830s?


How were enslaved African Americans able to escape slavery in the South?


The abolitionist movement grew heated in the 1830s. On a separate sheet of paper, write a persuasive essay arguing against slavery.
Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

• How did the Missouri Compromise help resolve the issue of whether new states would be slave states or free states?
• What was the Kentucky Resolution, and what did it have to do with the doctrine of nullification?
• Why did the issue of slavery come up again in the 1840s?
• What was Clay’s plan to settle the slavery debate?

Reading Strategy

As you read pages 536–542, describe how these compromises dealt with the admission of new states.

<table>
<thead>
<tr>
<th>Admission of New States</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Missouri Compromise</td>
</tr>
</tbody>
</table>
The Missouri Compromise (page 536)

Questioning

As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to your questions.

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Terms to Know

Define or describe the following term from this lesson.

sectionalism
   ____________________________________________________________
   ____________________________________________________________

Places to Locate

Briefly describe the following place.

Missouri
   ____________________________________________________________
   ____________________________________________________________

Academic Vocabulary

Define this academic vocabulary word from this lesson.

debate
   ____________________________________________________________
   ____________________________________________________________
How did sectionalism contribute to the ongoing debate about the admission of states?

---

Nullification (pages 537–538)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

---

Define or describe the following terms from this lesson.

- **nullify**
- **protective tariff**
- **controversy**
Terms To Review

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**tariff**  
(Chapter 5, Section 1)

---

Sum It Up

How did the South and the Northeast try to use nullification?

---

New Western Lands  
(pages 539–540)

Previewsing

To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

---

People To Meet

James K. Polk

---

Sum It Up

How was John C. Calhoun’s proposal different from the Wilmot Proviso?
As you read, take notes describing the Compromise of 1850. Use your notes to answer this question: Why did the compromises throughout the 1800s fail to resolve the problem of slavery?

Define or describe the following terms from this lesson.

- **fugitive**
- **secede**
- **abstain**

Explain why these people are important.

- **Millard Fillmore**
- **Stephen A. Douglas**
Define this academic vocabulary word from this lesson.

collapse

How did the Compromise of 1850 affect the New Mexico Territory? What role did California play in this?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the Missouri Compromise help resolve the issue of whether new states would be slave states or free states?

What was the Kentucky Resolution, and what did it have to do with the doctrine of nullification?
Why did the issue of slavery come up again in the 1840s?

What was Clay’s plan to settle the slavery debate?

Research the Virginia and Kentucky Resolutions of 1798–1799 and the later controversy over protective tariffs. On a separate sheet of paper, write an expository essay explaining the circumstances behind each of the resolutions and the potential drawbacks if nullification were carried to the extreme.
Chapter 12, Section 3
A Nation Dividing
(Pages 543–547)

Main Idea

Setting a Purpose for Reading
Think about these questions as you read:
• What dispute did the Kansas-Nebraska Act resolve? Was it successful?
• What happened in Kansas when a proslavery legislature was elected?

Reading Strategy
As you read pages 544–547, re-create the table below and describe how Southerners and Northerners reacted to the Kansas-Nebraska act.

<table>
<thead>
<tr>
<th>Kansas-Nebraska Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Reaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southern Reaction</th>
<th>Northern Reaction</th>
</tr>
</thead>
</table>
As you read about the Kansas-Nebraska Act, record your responses. What questions do you have? Do you think the compromise to abandon the Missouri Compromise and let each state decide on its own was a good one? After reading the passage, write a short paragraph summarizing your response to the story.


Define or describe the following term from this lesson.


Briefly describe the following places.


Explain why this person is important.


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Define this academic vocabulary word from this lesson.

reveal

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

repeal
(Chapter 2, Section 3)

Write a definition of popular sovereignty in your own words.

Conflict in Kansas (pages 546–547)

Connecting As you read, consider the election in Kansas. How could the federal government have done anything to resolve the issue another way? Write a short paragraph explaining your answer.
Define or describe the following terms from this lesson.

- Border ruffians
- Civil war

Explain why these people are important.

- John Brown
- Charles Sumner
- Preston Brooks

Define this academic vocabulary word from this lesson.

- Inevitable

Who do you predict will be the combatants if the United States is torn apart by Civil War?

- 
- 
- 
- 
- 
- 

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What dispute did the Kansas-Nebraska Act resolve? Was it successful?

__________________________________________________________________________

__________________________________________________________________________

What happened in Kansas when a proslavery legislature was elected?

__________________________________________________________________________

__________________________________________________________________________

Was the Civil War inevitable? Was there a way that the war could have been avoided through compromise? On a separate sheet of paper, write a persuasive essay explaining your answer to this question.
### Main Idea

**Setting a Purpose for Reading**  Think about these questions as you read:
- What was the Supreme Court’s decision in the *Dred Scott* case?
- How did the debates between Lincoln and Douglas help Lincoln emerge as a leader?

### Reading Strategy

As you read pages 549–553, re-create the diagram below and list major events that occurred in each year.

<table>
<thead>
<tr>
<th>1846</th>
<th>1854</th>
<th>1856</th>
<th>1858</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete this outline as you read.

I. Republican Party formation
   A. 
   B. 

II. 1856 Election and its effect on the issue of slavery
   A. 
   B. 

III. How the Dred Scott decision affected the issue of slavery
   A. 
   B. 

Explain why these people are important.

John C. Frémont

James Buchanan

Dred Scott

Roger B. Taney

Define this vocabulary word from this lesson.

restrict
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**Terms to Review**

- **popular sovereignty** (Chapter 3, Section 1)

How did the Dred Scott decision regulate the spread of slavery?

**Sum It Up**

**Lincoln and Douglas** (pages 552–553)

As you read, list the arguments each candidate raised during the debates between Douglas and Lincoln during the Illinois campaign for congressional election. Write a short paragraph explaining how Lincoln gained important national recognition.

<table>
<thead>
<tr>
<th>Lincoln</th>
<th>Douglas</th>
</tr>
</thead>
</table>

Define or describe the following terms from this lesson.

- **arsenal**
- **martyr**

**People To Meet**

- **Abraham Lincoln**

Explain why this person is important.
Define this academic vocabulary word from this lesson.


What was John Brown’s goal when he led a raid on Harpers Ferry?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was the Supreme Court’s decision in the Dred Scott case?


How did the debates between Lincoln and Douglas help Lincoln emerge as a leader?


Research the life of Dred Scott. On a separate sheet of paper, write a narrative essay that tells about his life and how he became the central figure in one of the most famous Supreme Court decisions in U.S. history. Explain what happened to him after the decision.
Chapter 12, Section 5
Secession and War

(Pages 554–559)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
How was Lincoln able to win the election of 1860?
• Which state seceded from the Union first?
• What incidents led to the attack on Fort Sumter?

Reading Strategy
As you read pages 555–559, re-create the time line below and list the major events at each time.
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Southerners were angry about the raid on ____________. They felt that the “day of ____________” had passed.

2. Republicans nominated ____________ as their candidate for president. Their platform stated that slavery should be left ____________ wherever it existed, but ____________ from new territories.

Define or describe the following term from this lesson.

- border states

Define this academic vocabulary word from this lesson.

- eventual

What caused the split in the Democratic Party in 1860?

- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________
As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Six other states secede from the Union
2. ___ President Lincoln takes office
3. ___ South Carolina secedes from the Union
4. ___ The Confederacy is formed

Define or describe the following terms from this lesson.

**Secession**

**States’ Rights**

**South Carolina**

**People to Meet**

**John Crittenden**

**Jefferson Davis**

Briefly describe the following place.

Explain why these people are important.
Define these academic vocabulary words from this lesson.

- justify
- theory

How did the seceding states justify leaving the Union?

---

Fort Sumter (pages 558–559)

Civil war over the issue of slavery seemed inevitable once the Confederacy was formed. Make a note of any points that support this statement. After you read, go back and fill in additional information.

---

Briefly describe the following place.

Fort Sumter
What action did Lincoln take after the attack on Fort Sumter?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How was Lincoln able to win the election of 1860?


Which state seceded from the Union first?


What incidents led to the attack on Fort Sumter?


On a separate sheet of paper, write an expository essay that explains the justifications used by the South for seceding from the Union.
Chapter 13, Section 1
The Two Sides
(Pages 570–575)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What were the war strategies for the North and the South?
• Where did each side get recruits to fight the war?

Reading Strategy
As you read pages 571–575, complete a chart like the one shown here by listing
the strengths and weaknesses of the Union and the Confederacy.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaknesses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, list the war strategy for each side in the columns below. Then, based on the things you listed, write a short paragraph explaining why you think each side decided on that particular strategy.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

**Terms to Know**

- **border states**
- **blockade**
- **offensive**

**Places to Locate**

Briefly describe the following place.

- **Richmond, Virginia**
Explain why this person is important.

Jefferson Davis

Define these academic vocabulary words from this lesson.

obvious

sufficient

primary

You used this term earlier. Now use it in a sentence that reflects the term's meaning in this lesson.

secession

(Chapter 12, Section 5)

What advantages and disadvantages did each side possess?
As you read about the American people preparing to fight one another, record your responses. What questions do you have? How do you think you would have felt if your own brother went off to fight for the other side? After reading the section, write a short paragraph summarizing your response to the story.

Define or describe the following terms from this lesson.

Rebel

Yankee

People To Meet

Mary Todd Lincoln

Robert E. Lee

William Tecumseh Sherman

Explain why these people are important.
Which side had the larger fighting force?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were the war strategies for the North and the South?

Where did each side get recruits to fight the war?

Research the advantages and disadvantages of the North and the South at the beginning of the Civil War. On a separate sheet of paper, write a comparative essay that examines each side. Based on this information, predict which side you think will win.
Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did the first major battle of the Civil War change the North’s expectations about the war?
• What action did the North take to cause serious problems for the South?
• To what region did the war effort shift after the First Battle of Bull Run?
• Why was General McClellan removed from his command?

Reading Strategy

As you read pages 577–583, describe the outcome of each battle on a chart like the one shown below.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Battle of Bull Run (Manassas)</td>
<td></td>
</tr>
<tr>
<td>Monitor v. Merrimack</td>
<td></td>
</tr>
<tr>
<td>Antietam</td>
<td></td>
</tr>
</tbody>
</table>
As you read, list words and phrases that help you picture what it might have been like at the First Battle of Bull Run. Imagine that you lived in Washington, D.C., and went to watch the battle. Write a short paragraph in your own words describing what you see around you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

People To Meet

“Stonewall” Jackson

George B. McClellan

Explain why these people are important.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Academic Vocabulary

reinforce

Define this academic vocabulary word from this lesson.

________________________________________________________________________
________________________________________________________________________

Sum It Up

How did the First Battle of Bull Run change expectations about the war?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
As you read, take notes describing the war at sea. Use your notes to answer this question: Was the South successful in its war at sea?

Define or describe the following term from this lesson.

**ironclad**

Briefly describe the following place.

**Norfolk, Virginia**

Define this academic vocabulary word from this lesson.

**abandon**

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**blockade** (Chapter 13, Section 1)
What was the significance of the battle of the ironclads?

Gaining control of the Mississippi River was important for the North. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define or describe the following term from this lesson.

Casualty

Define or describe the following term from this lesson.

People to Meet

Explain why these people are important.

Ulysses S. Grant

David Farragut

Why was control of the Mississippi River important to the North and to the South?

War in the West (page 579)
As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Battle of Antietam is the single bloodiest day of the war
2. ___ Second Battle of Bull Run takes place
3. ___ Army of the Potomac is ready for action
4. ___ Lee’s army marches into Maryland
5. ___ Lincoln replaces McClellan with Ambrose Burnside
6. ___ Lee pushes Union forces away from Richmond

Define these academic vocabulary words from this lesson.

prospect

evaluate

encounter

What was the outcome of the Seven Days’ Battles?

________________________________________

________________________________________

________________________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the first major battle of the Civil War change the North’s expectations about the war?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

What action did the North take to cause serious problems for the South?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

To what region did the war effort shift after the First Battle of Bull Run?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Why was General McClellan removed from his command?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Research the way battles were fought during the Civil War and the weapons used. On a separate sheet of paper, write an expository essay that explains why some of the battles, such as the battles of Shiloh and Antietam, produced so many casualties.
Chapter 13, Section 3
A Call to Freedom
(Pages 591–596)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What led to the passing of the Thirteenth Amendment? What did the Thirteenth Amendment do?
• How were African Americans able to contribute to the war?

Reading Strategy
As you read pages 592–596, complete a table like the one shown describing what the Emancipation Proclamation and the Thirteenth Amendment to the Constitution were meant to accomplish.

<table>
<thead>
<tr>
<th></th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Proclamation</td>
<td></td>
</tr>
<tr>
<td>Thirteenth Amendment</td>
<td></td>
</tr>
</tbody>
</table>
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Lincoln considered slavery ________, but he did not want to ________ the people and make the war less ________.

2. In 1862, Lincoln decided to ________ all enslaved African Americans. He signed the ________ on January 1, 1863.

3. The British were ________ slavery. After Lincoln proclaimed emancipation, Britain and ________ withheld recognition of the ________. In 1865, Congress passed the ________ Amendment that truly ________ enslaved Americans.

Define or describe the following terms from this lesson.

Define these academic vocabulary words from this lesson.

emancipate

ratify

reluctance

area
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**border states**  
(Chapter 12, Section 5)

What did the Thirteenth Amendment do that the Emancipation Proclamation did not do?

African Americans in the War (pages 595–596)

**Inferring**

Even though African Americans were not permitted to serve as soldiers for the Union at first, they found other ways to contribute to the war. As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

**People To Meet**

Harriet Tubman

Explain why this person is important.

**Sum It Up**

How were African American soldiers treated differently than white soldiers?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What led to the passing of the Thirteenth Amendment? What did the Thirteenth Amendment do?

________________________________________________________________________

________________________________________________________________________

How were African Americans able to contribute to the war?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Lincoln wrote that if he could save the Union without freeing any slave, he would do it. Yet he personally wished that all men everywhere could be free. On a separate sheet of paper, write a persuasive paragraph that argues in favor of or against Lincoln’s public stance.
Chapter 13, Section 4
Life During the Civil War
(Pages 597–603)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What hardships did civilians and soldiers on both sides of the war face?
• What new responsibilities did women take on during the war?
• Why was there opposition to the war effort?
• What economic problems were created by the war?

Reading Strategy

As you read pages 598–603, complete a table like the one shown by describing
the roles of these individuals during the war.

<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loretta Janeta Velázquez</td>
<td></td>
</tr>
<tr>
<td>Dorothea Dix</td>
<td></td>
</tr>
<tr>
<td>Clara Barton</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write three details about the lives of soldiers during the Civil War. Then write a general statement about the reality of war.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Why did many soldiers desert from the armies?

______________________________________________________________

______________________________________________________________

As you read, write the main idea of the passage. Review your statement when you finish reading and revise as needed.

______________________________________________________________

______________________________________________________________

______________________________________________________________
Explain why these people are important.

Mary Chesnut

Rose O’Neal Greenhow

Belle Boyd

Loretta Janeta Velázquez

Dorothea Dix

Clara Barton

Sally Tompkins

Define this academic vocabulary word from this lesson.

distribute
What role did Sally Tompkins play in the war effort? What other women played a similar role in the North?

As you read, list the reasons some people on both sides were opposed to the war. Write a short paragraph explaining how leaders on each side dealt with opposition.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

habeas corpus

draft

bounty
Define this academic vocabulary word from this lesson.

substitute

Why did the governments institute a draft? Why did protests occur in some places?

As you read, consider the effect the Civil War had on the South. Summarize your thoughts in a paragraph. Be sure to include specific examples that support your thinking.

Define or describe the following term from this lesson.

inflation
Define this academic vocabulary word from this lesson.

occur

What is inflation? What hardships did inflation cause in the South?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What hardships did civilians and soldiers on both sides of the war face?

What new responsibilities did women take on during the war?
Why was there opposition to the war effort?

What economic problems were created by the war?

During the Civil War, disease killed twice as many soldiers as the fighting. Research the state of medical knowledge and care during the Civil War. On a separate sheet of paper, write a descriptive essay that explains how a wounded person might have been cared for during this conflict.
Chapter 13, Section 5
The Way to Victory
(Pages 604–613)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What victories marked a turning point for the Union?
• How did Sherman’s capture of Atlanta and Grant’s pursuit of the
  Confederates in Virginia bring the end of the war within sight?
• Why were so many lives lost in the Civil War?

Reading Strategy

As you read pages 605–613, use a web like the one shown to describe the
strategy Grant adopted to defeat the Confederacy.
As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Confederate army is defeated at Gettysburg
2. ___ Stonewall Jackson dies after being wounded in battle
3. ___ Lincoln delivers the Gettysburg Address
4. ___ Union forces are defeated at Fredericksburg
5. ___ Vicksburg falls to Union army led by Ulysses S. Grant

Define or describe the following term from this lesson.

entrench

Briefly describe the following places.

Chancellorsville, Virginia

Vicksburg, Mississippi

Explain why these people are important.

Ambrose Burnside

Joseph Hooker
Define this academic vocabulary words from this lesson.

outcomes

nevertheless

What battle victories gave the Union control of the Mississippi River?

Final Phases of the War (pages 607–609)

As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. 

2. 

3. 

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2. ________________________________

_______________________________

_______________________________

3. ________________________________

_______________________________

_______________________________

Define or describe the following term from this lesson.

total war

Briefly describe the following places.

Petersburg, Virginia

_______________________________

_______________________________

Mobile Bay

_______________________________

_______________________________

Savannah, Georgia

_______________________________

_______________________________

People To Meet

Explain why this person is important.

William Tecumseh Sherman

_______________________________

_______________________________
What was the “march to the sea”?

Victory for the North (pages 610–613)

Previewing

To preview, first skim pages 610–613. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Places To Locate

Briefly describe the following place.

Appomattox Court House

When and where did General Lee surrender?

---

Chapter 13, Section 5
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What victories marked a turning point for the Union?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Sherman’s capture of Atlanta and Grant’s pursuit of the Confederates in Virginia bring the end of the war within sight?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why were so many lives lost in the Civil War?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Select one of the decisive battles of the Civil War and research how the battle unfolded. On a separate sheet of paper, write a descriptive essay that tells the sequential story of the battle. Use specific details from your research.
Chapter 14, Section 1
Reconstruction Plans
(Pages 624–628)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- What were the differences over Reconstruction that caused a division in the government after the Civil War?
- How did Johnson’s plan for Reconstruction differ from Lincoln’s?

Reading Strategy
As you read pages 625–628, re-create the diagram below and describe each of the Reconstruction plans.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Percent Plan</td>
<td></td>
</tr>
<tr>
<td>Wade-Davis Plan</td>
<td></td>
</tr>
<tr>
<td>Restoration</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write the main points of the Lincoln plan and the Wade-Davis bill for Reconstruction in a chart like the one below. Then, based on the things you listed, write a short paragraph explaining which plan you think would have been better.

<table>
<thead>
<tr>
<th>Lincoln Plan</th>
<th>Wade-Davis Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

Reconstruction

amnesty

radical

freedmen
**People To Meet**  
*Explain why this person is important.*

- Thaddeus Stevens

- Charlotte Forten

**Academic Vocabulary**  
*Define these academic vocabulary words from this lesson.*

- period

- approach

- deny

- aid

**Sum It Up**  
*What was the goal of Lincoln’s Ten Percent Plan?*


As you read about Lincoln’s assassination, record your responses. What questions do you have? How do you think people in the North and the South felt? After reading the section, write a short paragraph summarizing your response to the story.

Explain why these people are important.

How did President Johnson’s plan for Reconstruction differ from that of the Radical Republicans?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were the differences over Reconstruction that caused a division in the government after the Civil War?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Johnson’s plan for Reconstruction differ from Lincoln’s?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

On a separate sheet of paper, write a comparative essay that examines both sides of the debate about Reconstruction. Which do you feel was the better approach? Explain your answer to this question in your essay.
Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

- What solution did Congress use to help African Americans who were being mistreated in the South?
- What was the Radical Republicans’ version of Reconstruction?

Reading Strategy

As you read pages 630–634, re-create the diagram below and provide information about impeachment.

<table>
<thead>
<tr>
<th>Impeachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
</tr>
<tr>
<td>Who was impeached?</td>
</tr>
<tr>
<td>Outcome of the trial?</td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. 

2. 

3. 

Define or describe the following terms from this lesson.

black codes

override

What does the Fourteenth Amendment provide?
### Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Johnson suspends Secretary of War Edwin Stanton without Senate’s approval
2. ___ Congress passes the Reconstruction Act
3. ___ Senate fails to convict Johnson
4. ___ Mississippi, Virginia, and Texas are restored to the Union

### Terms To Know

Define or describe the following term from this lesson.

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>impeach</td>
</tr>
</tbody>
</table>

### People To Meet

Explain why these people are important.

<table>
<thead>
<tr>
<th>Person</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edwin Stanton</td>
<td></td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

Define these academic vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>prohibit</td>
</tr>
<tr>
<td>enable</td>
</tr>
</tbody>
</table>
What two presidents have been impeached by Congress?

Andrew Johnson and Bill Clinton are the only two presidents who have been impeached, yet neither was removed from office. Research the impeachments of both presidents and on a separate sheet of paper, write a comparison essay that examines the reasons each was impeached.
Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

- What happened to African Americans and their white supporters during Reconstruction?
- What were some of the structures in the South that had to be rebuilt after the Civil War?

Reading Strategy

As you read pages 636–639, re-create the diagram below and describe improvements in the South in the field of education.

---

Diagram:

```
Improvements in education

[ ]
[ ]
[ ]
```
As you read, write three details about the new groups that came to prominence during Reconstruction. Then write a general statement summarizing what you learned.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Define or describe the following terms from this lesson.

scalawag ________________________________________________________

carpetbagger ____________________________________________________

corruption ______________________________________________________
Explain why these people are important.

Hiram Revels

Frederick Douglass

Blanche K. Bruce

Define these academic vocabulary words from this lesson.

dominate

brief

Why did laws to control the Ku Klux Klan have little effect?
During Reconstruction, some important advances were made. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define or describe the following terms from this lesson.

- integrate
- sharecropping

Define these academic vocabulary words from this lesson.

- region
- create

How did sharecroppers get land to farm?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What happened to African Americans and their white supporters during Reconstruction?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What were some of the structures in the South that had to be rebuilt after the Civil War?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the life of Hiram Revels or Blanche K. Bruce, the African Americans from Mississippi who became senators after the Civil War. On a separate sheet of paper, write a narrative essay about the life of the person you chose.
Chapter 14, Section 4
Change in the South
(Pages 640–649)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did the Democrats regain control in the South?
• What changes took place in the South when Reconstruction ended?
• What happened to African Americans as Reconstruction came to an end?

Reading Strategy
As you read pages 641–649, re-create the diagram below and list the advantages and disadvantages of an agricultural economy.

<table>
<thead>
<tr>
<th>Agricultural Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Republican Party suffered from its own mistakes, as well as a resurgent Democratic Party movement in the South. As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

---

### Terms to Know

- **reconciliation**
- **commission**

### People to Meet

- **Horace Greeley**
- **Rutherford B. Hayes**
- **Samuel Tilden**

*Explain why these people are important.*
Define these academic vocabulary words from this lesson.

exploit

enforce

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

amnesty (Chapter 13, Section 1)

What effect did the Compromise of 1877 have on Reconstruction?

The South After Reconstruction (pages 645–646)

As you read, write the main idea of the passage. Review your statement when you finish reading and revise as needed.
Define or describe the following term from this lesson.

- cash crop

Explain why these people are important.

- Henry Grady
- James Duke

Define this academic vocabulary word from this lesson.

- eliminate

What happened to prices when too much cotton was produced?

A Divided Society (pages 647–649)

As you read, complete the following sentences. Doing so will help you summarize the section.

1. As Reconstruction ended, ______________ became firmly entrenched. African Americans were increasingly ______________ from whites and denied their basic ______________.
2. Southern leaders found ways around the ____________ Amendment, which prohibited states from denying any individual the right to ____________ based on his ____________. They instituted poll ____________ and ____________ tests which prevented poor, uneducated African Americans from voting.

3. The ____________ laws required African Americans and whites to be ____________ in almost every ____________ place. “Separate but ____________” became legal doctrine in the South for the next fifty years.

**Terms To Know**

- **poll tax**
- **literacy test**
- **grandfather clause**
- **segregation**
- **lynching**

**Define or describe the following terms from this lesson.**

- ____________
- ____________
- ____________
- ____________
- ____________

**People To Meet**

- **W.E.B. Du Bois**

**Explain why this person is important.**
Define this academic vocabulary word from this lesson.

commit

What is segregation? How was segregation carried out?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the Democrats regain control in the South?

What changes took place in the South when Reconstruction ended?

What happened to African Americans as Reconstruction came to an end?

Research the Jim Crow laws, and on a separate sheet of paper, write an expository essay explaining several of these laws and what they were intended to accomplish.
Chapter 15, Section 1
The Mining Booms
(Pages 666–671)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What discoveries in the 1850s sent miners to the American West?
• Why did boomtowns occur?
• Who built the transcontinental railroad?

Reading Strategy
As you read pages 667–671, re-create the diagram below and explain why these places were significant to the mining boom.

<table>
<thead>
<tr>
<th>Place</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pikes Peak</td>
<td></td>
</tr>
<tr>
<td>Comstock Lode</td>
<td></td>
</tr>
<tr>
<td>Promontory Summit</td>
<td></td>
</tr>
</tbody>
</table>
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

lode

ore

Briefly describe the following place.

Pikes Peak

Define this academic vocabulary word from this lesson.

extract

What was the Comstock Lode?
As you read, write the main idea of the passage. Review your statement when you finish reading and revise as needed.

Define or describe the following terms from this lesson.

- **boomtown**
- **vigilante**

Briefly describe the following place.

**Virginia City, Nevada**

Why did the population drop in many boomtowns?
As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. 
   
   
   

2. 
   
   
   

3. 
   
   
   

Define or describe the following terms from this lesson.

subsidy
   
   

transcontinental
   
   
   

Briefly describe the following place.

Promontory Summit
   
   

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People To Meet

Explain why this person is important.

Leland Stanford

Academic Vocabulary

Define this academic vocabulary word from this lesson.

obtain

Sum It Up

To what California city did the transcontinental railroad extend?

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What discoveries in the 1850s sent miners to the American West?

Why did boomtowns occur?
Who built the transcontinental railroad?

Research to learn what techniques were used to mine gold and other minerals during the 1800s. On a separate sheet of paper, write an expository paragraph describing these methods and how well they worked.
Chapter 15, Section 2  
Ranchers and Farmers  
(Pages 672–679)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What business became more profitable once the railroad reached the Great Plains?
• What was dangerous about driving cattle from Texas to the railroads farther north?
• What brought settlers to the Great Plains?

Reading Strategy  
As you read pages 673–679, re-create the diagram below and list the challenges settlers faced on the Great Plains.
Cattle ranching became big business once the railroads reached the Great Plains. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define or describe the following terms from this lesson.

- open range
- brand

Briefly describe the following places.

- Sedalia, Missouri
- Abilene, Kansas
- Dodge City, Kansas
- Cheyenne, Wyoming
Why did the value of cattle increase in the mid-1860s?

II. Spanish Influence
   A. ______________________
   B. ______________________

II. Hazards
   A. ______________________
   B. ______________________
   C. ______________________
   D. ______________________

III. End of the Cattle Kingdom
   A. ______________________
   B. ______________________

Define or describe the following term from this lesson.

vaquero

Define this academic vocabulary word from this lesson.

derive
As you read, complete the following sentences. Doing so will help you summarize the section.

1. The ___________ Act gave 160 free ___________ of land to settlers who agreed to live on the land for ___________ years.

2. The Plains were challenging to ___________. Most years there was little ___________, but other years there was ___________. ___________ was another enemy that destroyed ___________, ___________ and ___________.

3. ___________ was opened to homesteaders in 1889. On the official opening day, more than ___________ people raced across the border to ___________ their ___________.

Define or describe the following terms from this lesson.

- homestead
- sodbuster
- dry farming
Academic Vocabulary

Define this academic vocabulary word from this lesson.

acquire

Why was the Homestead Act important to settlers?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What business became more profitable once the railroad reached the Great Plains?

What was dangerous about driving cattle from Texas to the railroads farther north?

What brought settlers to the Great Plains?

Research the Scandinavian influence in Minnesota and the Dakotas. On a separate sheet of paper, write a descriptive paragraph identifying some of the ways that influence is still evident.
Chapter 15, Section 3

Native American Struggles

(Pages 685–692)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why did the Native Americans of the Great Plains live a nomadic lifestyle?
• Why did Native Americans fight against American settlers?

Reading Strategy

As you read pages 686–692, re-create the diagram below and describe how
Western settlement affected Native Americans.
As you read, list words and phrases that help you imagine the nomadic life of Native Americans. Imagine you were a part of one of those tribes. Write a paragraph in your own words explaining what a typical day might be like for you.

Define or describe the following term from this lesson.

nomadic

Explain why these people are important.

Red Cloud

William Cody

Define this academic vocabulary word from this lesson.

despite

What is a nomadic way of life?
Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. _____ The Nez Perce travel more than 1,000 miles to escape removal
2. _____ Crazy Horse ambushes eighty soldiers from a fort on the Bozeman trail
3. _____ Indian Territory created
4. _____ Custer is defeated by Sitting Bull
5. _____ Dawes Act is passed by Congress

Define or describe the following term from this lesson.

reservation

Places to Locate

Briefly describe the following places.

Oklahoma

Dakota Territory

Black Hills

Little Bighorn River

Wounded Knee
Explain why these people are important.

Crazy Horse

Black Kettle

Sitting Bull

George Custer

Geronimo

Helen Hunt Jackson

Define this academic vocabulary word from this lesson.

achieve

What was the purpose of the Dawes Act?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the Native Americans of the Great Plains live a nomadic lifestyle?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did Native Americans fight against American settlers?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Native Americans of the Great Plains relied on the buffalo for much more than just food. Do research to find out the different ways buffalo were used by these nations. On a separate sheet of paper, write a descriptive paragraph describing these uses.
Chapter 15, Section 4

Farmers in Protest

(Pages 693–697)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- What caused farmers to organize politically in the late 1800s?
- What were the main goals of the Populist Party?

Reading Strategy

As you read pages 694–697, re-create the diagram below and identify the problems farmers faced in the late 1800s.
As you read, write three details about farmers organizing into political groups. Then write a general statement about farmers organizing on the basis of these details.

1. 

2. 

3. 

Define or describe the following terms from this lesson.

- National Grange
- cooperative

Define this academic vocabulary word from this lesson.

- decline
What is the purpose of a cooperative?

A Party of the People (pages 695–697)

The Populist Party appealed to the common people. As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

Goals of the Populist Party

Define or describe the following terms from this lesson.

Populist Party

free silver

Places To Locate

Omaha, Nebraska

People To Meet

James B. Weaver

Grover Cleveland

Briefly describe the following place.

Explain why these people are important.
Define this academic vocabulary word from this lesson.

**dynamic**

Why did the Republican candidate win the presidential election of 1896?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What caused farmers to organize politically in the late 1800s?

What were the main goals of the Populist Party?

The election of 1896 was important for supporters of the Populist Party. On a separate sheet of paper, write a comparative essay comparing the campaign platform of William Jennings Bryan to that of William McKinley.
Chapter 16, Section 1
Railroads Lead the Way
(Pages 706–711)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• Who were the railroad barons and why were they important?
• What were some of the innovations that made railroad travel more efficient and profitable?

Reading Strategy
As you read pages 707–711, complete a diagram like the one shown by describing the contributions of the railroad to the growth of industry.
As you read, complete the following sentences. Doing so will help you summarize the section.

1. ____________ became a driving force behind America’s ____________ growth. Large railroad companies consolidated to become more ____________. A small number of railroad ____________ controlled the nation’s rail traffic.

2. ____________ gained control of the New York Central line. James J. Hill built the ____________ line. These and other railroad barons lived in an age when few ____________ had been passed to ____________ business.

Define or describe the following term from this lesson.

consolidation

People To Meet

Explain why these people are important.

- Cornelius Vanderbilt
- James J. Hill
- Collis P. Huntington
- Leland Stanford
What did consolidation mean for many small companies?

______________________________
______________________________
______________________________

**Sum It Up**

**Railroads Spur the Economy (pages 709–711)**

**Outlining**

*Complete this outline as you read.*

I. Railroads help other industries thrive
   A. ____________________________
   B. ____________________________
   C. ____________________________

II. Technology improves railroad transportation
   A. ____________________________
   B. ____________________________
   C. ____________________________

III. How railroads changed America
   A. ____________________________
   B. ____________________________
   C. ____________________________

**Terms To Know**

Define or describe the following terms from this lesson.

______________________________

standard gauge
### People To Meet

<table>
<thead>
<tr>
<th>Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Westinghouse</td>
<td></td>
</tr>
<tr>
<td>Eli H. Janney</td>
<td></td>
</tr>
<tr>
<td>Gustavus Swift</td>
<td></td>
</tr>
<tr>
<td>George M. Pullman</td>
<td></td>
</tr>
</tbody>
</table>

**Explain why these people are important.**

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebate</td>
<td></td>
</tr>
<tr>
<td>pool</td>
<td></td>
</tr>
<tr>
<td>technology</td>
<td></td>
</tr>
<tr>
<td>convert</td>
<td></td>
</tr>
<tr>
<td>network</td>
<td></td>
</tr>
</tbody>
</table>

**Define these academic vocabulary words from this lesson.**
Why was adopting standard-gauge tracks important for the railroad industry?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who were the railroad barons and why were they important?

What were some of the innovations that made railroad travel more efficient and profitable?

Research any of the technical innovations made to railways or railcars mentioned in the text (or another innovation from the same period). On a separate sheet of paper, write an expository essay that explains how the item works and why it was important to the railroad industry.
Chapter 16, Section 2
Inventions
(Pages 712–717)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did new inventions in communications change the way of life in America?
• What other developments were created to support the lightbulb?
• How did improvements in transportation improve personal life and business operations?

Reading Strategy
As you read pages 713–717, re-create the diagram below to list each person’s invention and to explain the significance of each invention to industrial growth.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Morse</td>
<td></td>
</tr>
<tr>
<td>Alexander Bell</td>
<td></td>
</tr>
<tr>
<td>Thomas Edison</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. 

2. 

3. 

Explain why these people are important.

Samuel Morse 

Alexander Graham Bell 

Define these academic vocabulary words from this lesson.

unify
How did the telegraph affect communications?

The Genius of Invention (pages 714–715)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

People To Meet

Thomas Edison

Explain why these people are important.
Which of Edison's inventions do you think is the most valuable to our world? Explain your reasoning.

As you read, take notes about Henry Ford's experiments with the automobile. Use your notes to answer this question: How did the Model T affect life in America?
Define or describe the following terms from this lesson.

- assembly line

- mass production

Explain why this person is important.

- Henry Ford

Briefly describe the following place.

- Detroit, Michigan

What qualities made the Model T popular?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did new inventions in communications change the way of life in America?
What other developments were created to support the lightbulb?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How did improvements in transportation improve personal life and business operations?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Select an invention mentioned in this section that you believe is more important than the others. On a separate sheet of paper, write a persuasive essay explaining why you feel that this invention is so important.
Chapter 16, Section 3
The Age of Big Business
(Pages 718–723)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What resources are necessary to help an economy grow?
• Who was responsible for creating the first monopoly in the oil industry?
• Why was it necessary for the government to regulate business?

Reading Strategy
As you read pages 719–723, re-create the diagram below and explain the significance of each term in business in the late 1800s.

<table>
<thead>
<tr>
<th>Term</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shareholders</td>
<td></td>
</tr>
<tr>
<td>Stock exchanges</td>
<td></td>
</tr>
<tr>
<td>Mergers</td>
<td></td>
</tr>
</tbody>
</table>
Economists identify several resources that make economic growth possible. As you read, look for these resources. Record them in a web like the one shown below.

**Terms to Know**

- corporation
- stock
- shareholder
- dividend

**Academic Vocabulary**

- resource
- invest

Define or describe the following terms from this lesson.

Define these academic vocabulary words from this lesson.
You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

**capital**
(Chapter 8, Section 1)

---

What happens to dividends when a company does well?

---

The Oil Business (page 720)

**Previewing**

To preview, first skim page 720. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

---

Define or describe the following terms from this lesson.

**horizontal integration**

---

**trust**

---

**monopoly**

---
People To Meet

Explain why this person is important.

John D. Rockefeller

Sum It Up

What method did Rockefeller use to build his oil empire?

The Steel Business (pages 721–723)

As you read, write three details about the steel business, as explained in this passage. Then write a general statement explaining why the government felt it was necessary to regulate business.

1. ____________________________________________
   ____________________________
   ____________________________

2. ____________________________________________
   ____________________________
   ____________________________

3. ____________________________________________
   ____________________________
   ____________________________
Define or describe the following terms from this lesson.

- **vertical integration**
- **philanthropy**
- **merger**

Briefly describe the following places.

- **Pittsburgh, Pennsylvania**
- **Cleveland, Ohio**
- **Chicago, Illinois**
- **Detroit, Michigan**
- **Birmingham, Alabama**
People To Meet

Explain why these people are important.

Andrew Carnegie

J. Pierpont Morgan

Sum It Up

How does vertical integration differ from horizontal integration?

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What resources are necessary to help an economy grow?

Who was responsible for creating the first monopoly in the oil industry?
Why was it necessary for the government to regulate business?

Research to learn about the Standard Oil Company and the Carnegie Steel Company. On a separate sheet of paper, write a comparative essay contrasting the different ways each company built a monopoly.
Chapter 16, Section 4

Industrial Workers

(Pages 724–729)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
- What were some of the hazardous working conditions created by industrialization?
- Why were labor unions formed?
- What caused the nation to turn against labor unions?

Reading Strategy

As you read pages 725–729, re-create the diagram below and list actions labor unions took to improve working conditions.

[Diagram of a network with "Labor Unions" in the center and four empty circles connected to it]
Working conditions during the late 1800s were hazardous and unfair to laborers. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Terms to Know

Define or describe the following term from this lesson.

- sweatshop

Academic Vocabulary

Define these academic vocabulary words from this lesson.

- job
- labor

Sum It Up

How did mass production change the size of factories?
As you read, list some unique characteristics of the labor unions discussed in this passage in the columns below. Then, based on the things you listed, write a short paragraph evaluating the effectiveness of each of these organizations.

<table>
<thead>
<tr>
<th>Knights of Labor</th>
<th>American Federation of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- trade union
- collective bargaining

Briefly describe the following places.

- Philadelphia, Pennsylvania
- New York City, New York
Explain why these people are important.

- Terence V. Powderly
- Samuel Gompers
- Mary Harris Jones

Who was eligible for membership in the AFL? In the Knights of Labor?

The Unions Act (pages 727–729)

As you read about the Haymarket Square incident and the Pullman strike, record your responses. What questions do you have? After reading the section, write a short paragraph summarizing your response to the story.
Define or describe the following terms from this lesson.

**Terms To Know**

- **strikebreaker**
- **injunction**

**Places To Locate**

Briefly describe the following place.

- **Homestead, Pennsylvania**

**People To Meet**

Explain why these people are important.

- **Eugene V. Debs**
- **Grover Cleveland**

**Sum It Up**

Why did many railroad workers go on strike in 1894?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

What were some of the hazardous working conditions created by industrialization?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Why were labor unions formed?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

What caused the nation to turn against labor unions?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

**Research to learn about working in a coal mine during the late 1800s. On a separate sheet of paper, write a narrative essay describing the methods used to mine the coal, safety measures employed to protect miners, and the working conditions in the mines.**
Chapter 17, Section 1

The New Immigrants

(Pages 740–747)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What were some of the countries from which immigrants in the late 1800s came to America?
• What were the working conditions like for most immigrants?
• What was the reaction of native-born Americans to the immigrants?

Reading Strategy

As you read pages 741–747, re-create the diagram below and write the reasons immigrants came to America.
As you read this passage, list characteristics of the “old” immigrants and the “new” immigrants in a chart like the one below. Then, write a short paragraph that summarizes why the “new” immigrants wanted to come to America.

<table>
<thead>
<tr>
<th>“Old” Immigrants</th>
<th>“New” Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- **emigrate**
- **ethnic group**

You used this term earlier. Now use it in a sentence that reflects the term’s meaning in this lesson.

- **persecute**
  (Chapter 2, Section 1)

Who were the “new” immigrants?

- 
- 
-
Complete this outline as you read.

I. Where did immigrants find work?
   A. 
   B. 

II. How did immigrants adjust?
   A. 
   B. 

III. Where did immigrants settle?
   A. 
   B. 

Define or describe the following terms from this lesson.

- steerage
- sweatshop
- assimilate

Briefly describe the following places.

- New York City
Ellis Island

Angel Island

People To Meet

Emma Lazarus

Explain why this person is important.

Define these academic vocabulary words from this lesson.

register

process

aspect

What is assimilation?
Native-born Americans did not always welcome new immigrants. As you read, look for some of the reasons why nativists felt that immigrants did not fit into American society. Record the reasons you find in the web below.

**Reasons nativists were opposed to immigrants**

Define or describe the following term from this lesson.

**nativist**

Explain why these people are important.

**Grace Abbott**

**Julia Clifford Lathrop**

What was the nativist movement?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were some of the countries from which immigrants in the late 1800s came to America?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were the working conditions like for most immigrants?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was the reaction of native-born Americans to the immigrants?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research one of the countries identified as a source of the “new” immigrants during the mid-1880s. On a separate sheet of paper, write an expository essay describing what life was like for people in that country, and why many people felt compelled to immigrate to America.
Chapter 17, Section 2
Moving to the City
(Pages 750–756)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• What were some of the contrasts between rich and poor people living in American cities?
• What problems did American cities face?
• What improvements in transportation led to even more people living in or near cities?

Reading Strategy
As you read pages 751–756, re-create the diagram below and list three serious problems facing American cities in the late 1800s.

[Diagram showing Urban Problems connected to four blank ovals]
As you read, list words and phrases that help you picture what it might have been like to live in a tenement. Write a short paragraph in your own words describing what you see around you.

Define or describe the following terms from this lesson.

- **tenement**
- **slum**
- **suburb**
- **Gilded Age**

Define these academic vocabulary words from this lesson.

- **accommodate**
- **professional**
To preview, first skim the passage. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Why was tenement living difficult?
People To Meet

Explain why this person is important.

Jane Addams

What purpose did settlement houses serve?

The Changing City (pages 754–756)

Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Brooklyn Bridge opens in New York

2. ___ Boston opens the first subway system in the United States

3. ___ Richmond, Virginia, pioneers use trolley cars

4. ___ Woolworth building becomes the tallest building in the world

5. ___ World’s first skyscraper is built in Chicago

6. ___ World’s Fair is hosted in Chicago

Places To Locate

Briefly describe the following place.

Central Park
People To Meet

Elisha Otis

William LeBaron Jenney

Louis Sullivan

Frederick Law Olmsted

Explain why these people are important.

What new forms of urban transportation were developed?

Sum It Up

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were some of the contrasts between rich and poor people living in American cities?
What problems did American cities face?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What improvements in transportation led to even more people living in or near cities?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research to learn more about life in tenements. On a separate sheet of paper, write a descriptive essay explaining what the living conditions were like for many immigrants in large cities.
Chapter 17, Section 3
A Changing Culture
(Pages 757–763)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did the expanding educational system provide new opportunities for minorities?
• What did Americans increasingly do with their leisure time?
• What were some of the characteristics of American art, music, and leisure activities that made them uniquely American?

Reading Strategy
As you study pages 758–763, re-create the diagram below and describe the achievements of the persons listed.

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dewey</td>
</tr>
<tr>
<td>George Washington Carver</td>
</tr>
<tr>
<td>Mary Cassatt</td>
</tr>
<tr>
<td>Scott Joplin</td>
</tr>
</tbody>
</table>
As you read, write three details about changes to education in the late 1800s and early 1900s. Then write a general statement about the opportunities for minorities in education during this period.

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

Define or describe the following term from this lesson.

Define or describe the following place.

Briefly describe the following place.

Explain why these people are important.
Define these academic vocabulary words from this lesson.

- benefit
- isolate

What did the colleges Bryn Mawr, Vassar, and Smith have in common?

A Nation of Readers (page 761)

Reading became a popular pastime in America. Make a note of any points that identify why this was true. After you read, go back and fill in additional information.
**Define or describe the following terms from this lesson.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow journalism</td>
<td></td>
</tr>
<tr>
<td>realism</td>
<td></td>
</tr>
<tr>
<td>regionalism</td>
<td></td>
</tr>
</tbody>
</table>

**People To Meet**

**Explain why these people are important.**

<table>
<thead>
<tr>
<th>Person</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Pulitzer</td>
<td></td>
</tr>
<tr>
<td>William Randolph</td>
<td></td>
</tr>
<tr>
<td>Hearst</td>
<td></td>
</tr>
</tbody>
</table>

**Define this academic vocabulary word from this lesson.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethnic</td>
<td></td>
</tr>
</tbody>
</table>

**What is regionalism?**

| Definition |
|------------|------------|
|            |            |
As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. __________________________________________
   __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________
   __________________________________________

3. __________________________________________
   __________________________________________
   __________________________________________

Define or describe the following terms from this lesson.

ragtime
   __________________________________________
   __________________________________________

vaudeville
   __________________________________________
   __________________________________________

People To Meet

Explain why this person is important.

Thomas Edison
   __________________________________________
   __________________________________________
   __________________________________________

What elements made up jazz music?
   __________________________________________
   __________________________________________
   __________________________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the expanding educational system provide new opportunities for minorities?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What did Americans do increasingly with their leisure time?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What were some of the characteristics of American art, music, and leisure activities that made them uniquely American?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Authors such as Mark Twain and Jack London were able to convey to their readers a sense of what the people of a particular region were like and what it was like to live in the area they were writing about. On a separate sheet of paper, write a descriptive paragraph that describes something unique about your town or area or a person you know who exhibits characteristics unique to your town or area.
### Main Idea

**Setting a Purpose for Reading**

Think about these questions as you read:

- What did Americans do to fight against corruption in business and government?
- How did reporters help new calls for reform?
- What group of people gained the right to vote during the early 1900s?

### Reading Strategy

As you read pages 765-771, re-create the diagram below and list reforms for each category.

<table>
<thead>
<tr>
<th>Reforms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
As you read, complete the following sentences. Doing so will help you summarize the section.

1. Political reformers in the late 1800s were called _____________.
   They focused on _____________ problems, government, and _____________.

2. Powerful organizations linked to _____________ were known as political machines. These groups were able to control _____________ and _____________. Many times, their leaders were _____________.

3. The _____________ rewarded political _____________ with jobs and _____________. President Chester A. _____________ helped pass the _____________, which set up examinations for _____________ jobs.

Define or describe the following terms from this lesson.

Terms to Know

- political machine
- trust
- oligopoly

People to Meet

- William M. Tweed

Explain why this person is important.

Define or describe the following terms from this lesson.
Why did many people want lower tariffs?


The New Reformers (page 767)

Connecting

Readers of Upton Sinclair’s novel *The Jungle* were shocked by his descriptions of the meatpacking industry. Think of a book you have read that provoked a strong reaction in you. Write a brief statement about the book and the feelings it caused you to have.


Terms To Know

Define or describe the following term from this lesson.

muckraker


People To Meet

Explain why these people are important.

Jacob Riis

Eugene V. Debs
Define this academic vocabulary word from this lesson.

underlie

Who wrote about unfair practices in the oil industry?

The state of Oregon made important changes that gave voters more power. These changes were later adopted by other states. As you read, write down each of these important changes on a web like the one pictured below.
Define or describe the following terms from this lesson.

primary

initiative

referendum

recall

laissez-faire

conservation

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Explain why these people are important.

Robert
La Follette

Theodore
Roosevelt

Define this academic vocabulary word from this lesson.

inspect

Chapter 17, Section 4

343


What reform allowed voters to place a measure on the ballot?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What did Americans do to fight against corruption in business and government?

How did reporters help new calls for reform?

What group of people gained the right to vote during the early 1900s?

Research to learn about the major railroad companies of the late 1800s. On a separate sheet of paper, write a persuasive essay that argues against the Interstate Commerce Act.
A Changing Nation

(Pages 774–783)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did the United States demonstrate its power in Latin America and the Pacific?
• Why did ethnic and religious groups face discrimination in America?
• How were some groups able to gain more equal rights?

Reading Strategy

As you read pages 775–783, re-create the diagram below and describe the policies listed.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt Corollary</td>
</tr>
<tr>
<td>Dollar Diplomacy</td>
</tr>
<tr>
<td>Moral Diplomacy</td>
</tr>
</tbody>
</table>
As you read, write three questions about the main ideas presented in this passage. After you finish reading, write the answers to your questions.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Define or describe the following term from this lesson.

Isthmus

Briefly describe the following places.

Alaska

Hawaiian Islands
Define these academic vocabulary words from this lesson.

- **Cuba**
- **Guam**
- **Philippines**
- **Panama**

**Academic Vocabulary**

- **reject**
- **modify**

On what principles did Wilson base his foreign policy?
As you read, write three details about racial prejudice during the late 1800s and early 1900s. Then write a summary statement about the reforms that tried to help the situation.

1. 

2. 

3. 

Define or describe the following term from this lesson.

discrimination

Define this academic vocabulary word from this lesson.

bias
You used these terms earlier. Now use each in a sentence that reflects the term’s meaning in this lesson.

**prejudice**  
(Chapter 8, Section 3)

**segregation**  
(Chapter 14, Section 4)

What Supreme Court decision legalized segregation?

Define or describe the following terms from this lesson.

**ward**

**barrio**
What were mutualistas?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the United States demonstrate its power in Latin America and the Pacific?

Why did ethnic and religious groups face discrimination in America?

How were some groups able to gain more equal rights?

The construction of the Panama Canal is one of the greatest engineering feats of all time. Research to find out how this was accomplished and what difficulties had to be overcome. On a separate sheet of paper, write an expository essay describing what you learned.