The American Journey

Reading Essentials and Study Guide

Student Workbook

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To the Student

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

```
Event 1 ➔ Event 2 ➔ Event 3

Event 4 ➔ Event 5 ➔ Event 6

Final Outcome
```
READ TO LEARN

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

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

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

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

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

• **Settling Down** *(pages 18–19)*

  When the large mammals were gone, early Americans had to find new sources of food. They hunted smaller animals, including birds and deer. Some early Americans learned to catch fish with nets and traps. They ate wild berries and grains. Native Americans learned to plant and grow maize about 9,000 years ago in what is present-day Mexico. People could grow food without having to move from place to place. This changed the way people lived. Pumpkins, beans, squashes, and other seeds were planted. The population grew. Many Native Americans became farmers instead of hunters.
Early Americans relied upon agriculture, hunting, fishing, gathering, or trading for sources of food. Farming spread from the early settlements in Mexico to what is now the southwestern United States. Using a scientific method called carbon dating, scientists identified the age of objects discovered from early communities. Many were about 5,000 years old.

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

| Three Civilizations of Mexico, Central America, and South America |
| --- | --- | --- |
| **Maya** | **Aztec** | **Inca** |
| **Features** | **Features** | **Features** |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |
| 7. | 7. | 7. |
| 8. | 8. | 8. |
| 9. | 9. | 9. |
| 10. | 10. | 10. |
Early American Civilizations (pages 22–23)

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

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

1. Define civilization.

The Maya (pages 23–24)

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

The Mayan civilization was a theocracy, a society ruled by religious leaders. The Maya people believed that gods controlled everything that happened on Earth and that priests knew the gods’ wishes. Therefore, the priests made all of the important decisions. They built many large cities that contained stone pyramids. The pyramids were sometimes 20 stories high. Temples, located at the top of the pyramids, were religious and governmental centers. Religious festivals and rituals were dedicated to the Mayan gods. Five pyramids were built around the largest city, Tikal, in present-day Guatemala.
The Maya became skilled astronomers who studied the sun and stars. They developed a 365-day calendar. They also developed one of the earliest writing systems called *hieroglyphics*, which uses pictures or symbols to represent things, ideas, and sounds. The Maya cut roads out of the jungle. They traveled by canoe along the east coast of Mexico. They carried their crops to market on their backs or shipped them by canoe. They did not have horses or wheeled vehicles. The Maya traded their crops at outdoor city markets for things they needed, such as deer meat, salt, pottery, and cotton cloth. They exchanged other goods, such as jade statues, turquoise jewelry, and cacao beans, with traders farther away.

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

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

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*The Aztec (pages 24–25)*

In 1325 hundreds of years after the Maya civilization fell apart, the Aztec settled permanently on an island in Lake Texcoco in present-day Mexico City. The Aztec built one of the greatest cities in the Americas, Tenochtitlán, on and around the island. It became one of the largest cities in the world and a major trade center. The Aztec made bridges and raised highways out of earth, which they pulled from the bottom of the lake, and connected the island to the mainland.

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

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

• **The Inca** *(page 26)*

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

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

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

4. Why did the Inca build terraces?

__________________________________________________________

__________________________________________________________

__________________________________________________________
The American Journey

Chapter 1, Section 3

For use with textbook pages 28–33

NORTH AMERICAN PEOPLES

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Native Americans</th>
<th>Location</th>
<th>Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Southwest</td>
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</tr>
<tr>
<td></td>
<td>Plains</td>
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<td></td>
<td>North</td>
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<tr>
<td></td>
<td>Central</td>
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<tr>
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<td>Southeast</td>
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<tr>
<td></td>
<td>East</td>
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</tbody>
</table>
Many Native American cultures lived throughout North America. Some of them disappeared before the Europeans arrived in the 1500s. The Hohokam, Anasazi, and Mound Builders were examples of these cultures.

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

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

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

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

1. What were some of the characteristics of the Hohokam, the Anasazi, and the Mound Builders?
Other Native North Americans (pages 31–33)

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

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

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

A. Peoples of the Tlingit, Haida, and Chinook settled along the northwestern coast and used resources from the forest and the sea. They built wooden houses, made canoes, cloth, and baskets from tree bark. They fished for their main food source, salmon, with spears and traps.

B. Peoples of the Nez Perce and Yakima settled in the plateau region between the Cascade Mountains and Rocky Mountains. They were hunters, fishers, and gatherers who lived in earthen houses.

C. The Pomo settled in the central valley of present-day California. They were nomadic peoples, wandering from place to place collecting roots and seeds. The women gathered acorns and pounded them into flour.

D. The Ute and Shoshone traveled in search of food in the Great Basin between the Sierra Nevada and the Rocky Mountains. They made temporary shelters of branches and reeds. They ate small game, nuts, berries, roots, and some insects.

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

On the Great Plains, the Comanche, the Dakota and other Native Americans of the Plains used horses and spears for hunting and warfare. They were nomadic people who set up temporary villages, using tepees for shelter. The men hunted antelope, deer, and buffalo. The women grew maize, squash, and beans.
The Iroquois and Cherokee peoples settled in the woodlands of eastern North America. They developed a system of governments called federations, which joined different groups together. The five Iroquois nations (Onondaga, Seneca, Mohawk, Oneida, and Cayuga) were at war with one another until they joined the Iroquois League, also called the Iroquois Confederacy, in the late 1500s. They wanted peace. Iroquois women owned all the land and grew all the crops. They elected the men who served on the council of the Iroquois League.

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECT</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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The Age of Exploration
• Expanding Horizons (pages 38–39)

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

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

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

1. What effects did the Renaissance have on Europe?

• Powerful Nations Emerge (pages 39–40)

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

By the 1400s centralized states with kings and queens in Spain, Portugal, England, and France increased trade and looked for ways to make their countries richer and more powerful. National laws, courts, taxes, and armies were created.
2. What common goal did merchants, bankers, kings, and queens in Western Europe share?

• Technology’s Impact (pages 40–41)

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

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

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

3. What scientific discoveries improved navigation and overseas exploration?

• African Kingdoms (pages 41–42)

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

Between 400 and 1100, Ghana became a large West African trading empire. Ghana’s trading grew because of taxes on trade imposed by the kings and its location between salt mines and gold mines. West Africans traded gold, ivory, and slaves for salt, cloth, and brass with Muslim traders from North Africa. Many West Africans became Muslims. People from North Africa, called Almoravids, attacked Ghana and interrupted its trade routes. While Ghana was busy fighting the Almoravids, new trade routes and gold mines were created in the east. As a result Ghana was left out of the trading process all together. Ghana began to decline, and new states surfaced in the region.
Mali, one of the new states, developed new trades routes to North Africa. By the 1200s Mali expanded its territory to include the former kingdom of Ghana. Mali was mainly agricultural, but had gold mines as well. Mali’s Muslim king, Mansa Musa, who ruled from 1312 to 1337, made a pilgrimage, or journey, to the holy city of Makkah (Mecca) in western Saudi Arabia. He returned with an Arab architect who built great mosques, Muslim houses of worship, in the capital of Timbuktu. This became an important center of Islamic art and learning.

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 2, Section 2

For use with textbook pages 43–49

**EARLY EXPLORATION**

<table>
<thead>
<tr>
<th>KEY TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>line of demarcation</em></td>
</tr>
<tr>
<td>An imaginary line running down the middle of</td>
</tr>
<tr>
<td>the Atlantic from the North Pole to the South</td>
</tr>
<tr>
<td>Pole <em>(page 47)</em></td>
</tr>
<tr>
<td><em>strait</em></td>
</tr>
<tr>
<td>Narrow sea passage <em>(page 49)</em></td>
</tr>
<tr>
<td><em>circumnavigate</em></td>
</tr>
<tr>
<td>To sail around <em>(page 49)</em></td>
</tr>
</tbody>
</table>

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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


• Seeking New Trade Routes (pages 43–45)

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

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

1. What contributions were made by these Portuguese explorers?

• Columbus Crosses the Atlantic (pages 45–49)

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

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

Explorers needed sponsors to pay for their expeditions. King Ferdinand and Queen Isabella of Spain agreed to pay for Columbus’s voyage westward to Asia. Nobody knew the Americas blocked his planned route. Queen Isabella wanted to share in the wealth that was being made by countries such as Portugal. A devout Christian, the queen was promised Christianity would be brought to any lands found. She promised Columbus a share of any profits gained along the way.
Columbus set out from Spain on August 3, 1492, with about 90 sailors on a fleet of 3 ships: the Niña, the Pinta, and the Santa María. A month into the journey, the sailors had yet to see land. Many of the men wanted to turn around. Columbus was determined to continue the voyage. He changed the distances in the ship’s log so the crew would think they were closer to home than they really were.

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

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

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

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

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

In 1513 Spanish explorer Vasco Núñez de Balboa found a land route from Panama to the Pacific Ocean. After many days of difficult travel through the jungles, he reached what would later be known as the Pacific Ocean. Balboa claimed the ocean and all adjacent lands for Spain.
To find Asia, Ferdinand Magellan believed he could sail around the tip of South America and then cross the sea Balboa had discovered. He started his voyage from Spain in 1519 with five ships. He sailed west across the Atlantic Ocean and south along the eastern coast of South America. At the southern tip, his ships sailed through a narrow sea passage, or strait, to an ocean he named Pacific, meaning “peaceful.” The strait itself was later called the Strait of Magellan.

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

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

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>conquistador</td>
<td>Spanish explorer (page 51)</td>
</tr>
<tr>
<td>tribute</td>
<td>Sign of respect or obedience (page 52)</td>
</tr>
<tr>
<td>pueblo</td>
<td>Village or town (page 54)</td>
</tr>
<tr>
<td>mission</td>
<td>Religious community (page 54)</td>
</tr>
<tr>
<td>presidio</td>
<td>A fort (page 54)</td>
</tr>
<tr>
<td>encomienda</td>
<td>The right to demand taxes or labor from Native Americans (page 55)</td>
</tr>
<tr>
<td>plantation</td>
<td>Large estate (page 55)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Spanish conquistadors, settlements, and social classes helped shape the Americas.
Spanish Conquistadors (pages 51–53)

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

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

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

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

A. The Spanish had weapons, horses, and dogs.
B. Many Native Americans helped the conquistadors overthrow the Aztec.
C. The diseases the Europeans brought with them killed many Native Americans.

1. How did Spain establish settlements in present-day Mexico and South America?

Spain in North America (pages 53–54)

Conquistadors explored southeastern and southwestern parts of North America searching for gold, silver, and other wealth. In 1513 Juan Ponce de León was the first Spaniard to land on the mainland of North America. He landed on the east coast of present-day Florida and established the first Spanish settlement at St. Augustine. Ponce de León searched for, but never found, the fountain of youth he had heard stories about. It was believed that if a person drank from the fountain of youth, that person would remain young forever.
The conquistadors faced great dangers and often lost their lives exploring unknown lands. In 1528 Álvar Núñez Cabeza de Vaca was one of a few shipwrecked sailors who survived a storm off the coast of Texas. To survive, he and an enslaved African became medicine men. In 1533 they began a 3-year, 1,000-mile trip on foot across the Southwest motivated by stories of seven cities with walls made of emerald gems and streets made of gold. They ended their journey in Mexico.

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

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

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

• Spanish Rule (pages 54–55)

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

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

Native Americans were enslaved in the 1500s because the Spanish government granted each conquistador who settled in the Americas an encomienda. An encomienda was a right to demand taxes or labor from Native Americans living on the land. Bartolomé de la Casas, a Spanish priest, reported the abuses that resulted from this system and pushed for laws to protect Native Americans from slavery. In 1542 the New Laws were passed by the Spanish government.
Spanish settlers made a lot of money selling crops overseas, such as sugarcane and tobacco. They created the *plantation* system to raise crops. A plantation was a large piece of land.

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

KEY TERMS

mercantilism Economic theory stating that a nation’s power is based on its wealth (page 59)

Columbian Exchange Exchange of plants, animals, and diseases between hemispheres (page 60)

Northwest Passage A more direct water route to Asia through the Americas (page 60)

coureur de bois Fur trappers; “runners of the woods” (page 62)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>A Divided Church in Western Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Church</td>
</tr>
<tr>
<td>Protestant Reformation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Divided America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics Settled in</td>
</tr>
<tr>
<td>Protestants Settled in</td>
</tr>
</tbody>
</table>
• A Divided Church (pages 58–59)

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

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

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

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

• Economic Rivalry (pages 59–62)

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

As explorers and traders from Europe, Asia, and Africa came into contact with Native Americans and each other, they exchanged plants, animals, and diseases. This exchange between two hemispheres is called the Columbian Exchange.
England, France, and the Netherlands wanted to find an easier, more direct route through the Americas to Asia. They hoped to discover a **Northwest Passage**. The Treaty of Tordesillas had divided all unknown land between Spain and Portugal, denying claims by other countries. Ignoring the treaty, England, France, and the Netherlands sent explorers to chart the coast of North America in the 1500s and 1600s.

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

A. In 1497 England sent an Italian, John Cabot, who probably landed on what is now Newfoundland.

B. In 1524 France sent an Italian, Giovanni de Verrazano, who explored the coast from present-day Nova Scotia to the Carolinas.

C. In 1535 a French explorer, Jacques Cartier, sailed up the St. Lawrence River, hoping to get to the Pacific Ocean. He came to a mountain that he named Mont-Royal, the site of the city that is now Montreal, Quebec, in Canada.

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

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

2. What were European countries competing for in North America?
Study Guide

Chapter 3, Section 1

For use with textbook pages 70–73

EARLY ENGLISH SETTLEMENTS

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>charter</td>
<td>Right to organize settlements in an area (page 71)</td>
</tr>
<tr>
<td>joint-stock company</td>
<td>Shares of stock or ownership in a company are sold to investors for a share of future profits (page 71)</td>
</tr>
<tr>
<td>burgesses</td>
<td>Elected representatives (page 73)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

Settlement of Jamestown

Settlement Problems

1. 
2. 
3. 
4. 

Factors That Led to Growth

1. 
2. 
3. 
4.
READ TO LEARN

• England in America (pages 70–71)

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

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

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

• Jamestown Settlement (pages 71–73)

In 1606 several merchants requested permission from King James I to establish settlements and trade in North America. King James I granted a charter, or formal agreement, to the Virginia Company of London. It was a joint-stock company owned by investors for a share of future profits. The settlers were expected to make a profit for the company by searching for gold and becoming fur and fish traders. They named their new settlement Jamestown after the King of England. The soil was swampy, the food scarce, and the work difficult. Mosquitoes carried and spread diseases. By spring, only 38 out of the original 144 colonists were still alive. The next two years were not much better.
Jamestown survived its first two years because of Captain John Smith, a soldier and explorer. Lack of food continued to be a problem, but local Native Americans brought the settlers corn. Only 60 settlers out of 300 survived the winter of 1609–1610.

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

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

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

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

2. What crop saved the Virginia colonists?
NEW ENGLAND COLONIES

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separatists were attacked for their beliefs and shut out of their communities.</td>
<td></td>
</tr>
<tr>
<td>Pilgrims had a difficult time earning a living in the Netherlands.</td>
<td></td>
</tr>
<tr>
<td>The Pilgrims landed outside of the area of their charter and its laws.</td>
<td></td>
</tr>
<tr>
<td>The Wampanoags helped the Pilgrims hunt, plant, and fish.</td>
<td></td>
</tr>
</tbody>
</table>
READ TO LEARN

• Religious Freedom (pages 76–78)

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

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

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

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

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

1. How did the Wampanoags help the Pilgrims?
• New Settlements (pages 78–80)

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

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

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

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

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

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

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

2. How was the Massachusetts Bay Company governed?
MIDDLE COLONIES

KEY TERMS

**patroon**
Wealthy landowner in the New Netherland colony who brought at least 50 settlers to work the land given to him by the Dutch West India Company *page 83*

**proprietary colony**
Colony in which the owner, or proprietor, owned all the land and controlled the government *page 83*

**pacifist**
Person who refuses to use force or to fight in wars *page 85*

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

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

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

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

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

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

2. What was the plan of government in Pennsylvania?
Study Guide
Chapter 3, Section 4

For use with textbook pages 86–93

SOUTHERN COLONIES

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Spanish and French settlements differed from English settlements.
• **Coming to America** *(pages 86–88)*

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

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

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

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

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

1. How did Lord Baltimore attract settlers to Maryland?

• **Virginia Expands** *(pages 88–89)*

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

• Settling the Carolinas (pages 89–90)
  North and South Carolina were originally one large proprietary colony, called Carolina, created by King Charles II in two charters issued in 1663. In 1680 the city of Charles Town, later called Charleston, was founded. A constitution was written by John Locke. The plan for governing the colony included rules for social classes and for how the land would be distributed.

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

3. Why did the Carolinas divide into two colonies?

• Georgia (pages 90–91)
  In 1733 the British government established its last colony in America. Georgia served as a military barrier between South Carolina and Spanish Florida. General James Oglethorpe created a charter colony settled by poor people and English debtors who could not pay the money they owed. They built the town of Savannah and forts to defend themselves from the Spanish.

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

4. For what purpose was the colony of Georgia established?
New France (pages 92)

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

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

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

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

New Spain (pages 92–93)

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

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

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

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

KEY TERMS

**subsistence farming**  Farming to produce enough food to meet the needs of a family, with little left over to sell or exchange *(page 101)*

**triangular trade**  Merchant shipping routes that follow a triangle between the West Indies, New England Colonies, and West Africa *(page 102)*

**cash crop**  Crops that are sold for profit *(page 103)*

**diversity**  Cultural variety *(page 104)*

**Tidewater**  A region of flat, low-lying plains along the seacoast *(page 105)*

**backcountry**  Region of hills and forests west of the Tidewater *(page 105)*

** overseer**  Boss in charge of slaves on a plantation *(page 106)*

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

**Characteristics of the Colonies**

New England Colonies

1.

2.

3.

4.

5.

6.

Middle Colonies

1.

2.

3.

4.

5.

Southern Colonies

1.

2.

3.

4.

5.
READ TO LEARN

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

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

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

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

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

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

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

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

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

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

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

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

• **Slavery** (*page 106*)

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

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

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

4. How were enslaved Africans treated in America?
KEY TERMS

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Great Awakening</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td><strong>The Enlightenment</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>
READ TO LEARN

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

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

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

1. Why did England pass the Navigation Acts?

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

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

    **A. Charter colonies** were established by groups of settlers who had been granted the right and privilege to establish a colony. Voters (white male land owners) elected their own governors and members of both houses of legislature. Britain had the right to approve the governors. The governors, however, were unable to veto or cancel the acts of the legislature.

    **B. Proprietary colonies** were governed by individuals or groups that had been given land by the king. Proprietors had the power to appoint the governor and members of the upper house of the legislature. Members of the lower house were elected by the colonists.

    **C. Royal colonies** were ruled by the king and the Parliament. The colonists elected an assembly that often disagreed with the governor and the council, especially over tax laws and trade restrictions.
2. What determined how the colonies were governed?

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

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

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

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

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

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

3. What kinds of education and training were available in the colonies?
FRANCE AND BRITAIN CLASH

KEY TERMS

Iroquois Confederacy  A powerful group of Native Americans formed in 1570 and based in New York (page 117)

militia  A group of civilians trained to fight in emergencies (page 118)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

Relationships With Native Americans

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>5.</td>
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</tbody>
</table>
The British and French had been rivals for centuries. As the British moved closer to French-held territories in North America, tensions between the British and French colonists increased. The French did not want British land companies or colonists to share in the profits of their fur trade in the Ohio River valley. In the 1740s, British fur traders built a fort at Pickawillany in Ohio country. The French attacked them and drove them out. The French then built forts along the rivers in the upper Ohio Valley, close to the British colonies. The French also attacked Nova Scotia in present-day Canada, which was controlled by Great Britain. New Englanders captured the French fortress, Louisbourg, on Cape Breton Island north of Nova Scotia, but Britain later returned it to France.

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

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

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

   ____________________________________________________________
   ____________________________________________________________

   ___

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

   Virginians wanted to settle the Ohio Valley. In 1753 the governor of Virginia sent George Washington to notify the British that they were on British territory and that they must leave. When they refused, Washington was sent back with a *militia*, a volunteer group of citizen soldiers. They found the French were building a fort on the site. Washington established a small post located nearby. Washington’s militia attacked a French scouting party. Because they were outnumbered and inexperienced, they lost and had to surrender. The French eventually released the soldiers and let them return to Virginia where they were regarded as heroes.
Delegates from New England, New York, Pennsylvania, and Maryland met in Albany, New York, to discuss the threat of war and plan their defense. They also wanted to sway the Iroquois to become their allies against the French. Benjamin Franklin’s plan, called the Albany Plan of Union, was adopted by the delegates. It called for a general government for the American colonies. It further proposed an elected legislature with the power to collect taxes, establish an army, and regulate trade. None of the colonies approved the plan or united to fight the French. A series of battles and a war followed, called the French and Indian War. The British were fighting the French and their Native American allies.

2. What were the first steps toward the French and Indian War?
THE FRENCH AND INDIAN WAR

KEY TERMS

alliance
A union based on a common interest (page 122)

speculator
An investor who buys shares of a company to make a profit (page 125)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Land Claims in North America, 1754</th>
<th>Land Claims in North America after the Treaty of Paris, 1763</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
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</tr>
</tbody>
</table>
• The British Take Action (pages 121–124)

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

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

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

• The Fall of New France (page 124)

In 1759 the British captured several French islands in the West Indies and the city of Havana in Cuba. The French were defeated in India, and a French fleet of ships was destroyed. General James Wolfe surprised and defeated the French forces outside the Fortress of Quebec. Wolfe was killed in battle. General Amherst and his troops captured Montreal the next year. The victories in Quebec and Montreal ended the fighting in North America.
The Treaty of Paris was signed in 1763. Britain was given most of the Canadian and French lands east of the Mississippi River from France, and gained Florida from Spain. Spain received the Louisiana Territory west of the Mississippi River. France kept some of its sugar-producing islands in the West Indies. The continent was divided along the Mississippi River between Britain and Spain. Native Americans who lived on the lands were not covered by the Treaty of Paris.

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

- Trouble on the Frontier (page 125)

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

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

3. What was the Proclamation of 1763?
TAXATION WITHOUT REPRESENTATION

KEY TERMS

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

<table>
<thead>
<tr>
<th>Order or Act</th>
<th>Provisions of Order or Act</th>
<th>Colonists’ Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar Act of 1764</td>
<td></td>
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<tr>
<td>Stamp Act</td>
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<tr>
<td>Townshend Acts</td>
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</tbody>
</table>
READ TO LEARN

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

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

**A.** The British planned to send 10,000 soldiers to the colonies and the frontier to help stop conflicts over land with the Native Americans.

**B.** They declared in the Proclamation of 1763 that colonists were not allowed to move into Native American lands west of the Appalachian Mountains.

**C.** The king and Parliament of Britain also planned to tax the colonists for *revenue*, or to raise money, to help pay for the cost of the French and Indian War.

**D.** Customs officers obtained *writs of assistance*, or legal permission to search homes and warehouses for smuggled goods without warning.

**E.** They passed the Sugar Act in 1764 to lower the tax on imported molasses, hoping to encourage colonists to pay the tax instead of smuggling sugar from the West Indies.

**F.** They established special courts to hear smuggling cases, which denied colonists the right to a jury trial.

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

• **The Stamp Act (page 134)**

In 1765 Parliament passed the Stamp Act, a law that taxed almost all printed material in the colonies. Colonists united against the British for taxing them directly without the consent of the colonial legislatures. Patrick Henry persuaded members of the Virginia House of Burgesses to pass a *resolution*, or formal opinion, which stated that only they could levy taxes on their citizens. Samuel Adams and the Sons of Liberty protested the Stamp Act in Boston by burning *effigies*, life-size rag figures representing the hated tax collectors. They marched through the streets and raided
and destroyed the homes of royal officials. Colonists refused to use the stamps. They boycotted, or refused to buy or use, imported British or European goods and signed nonimportation agreements pledging not to use goods from Britain. Delegates, or representatives, from nine colonies met in New York at the Stamp Act Congress. They sent a petition to the king and Parliament stating that only colonial legislatures could tax colonists. These actions cost British merchants to lose money, so Parliament repealed, or officially cancelled, the Stamp Act. Parliament also responded with the Declaratory Act of 1766, stating that they could legally tax and make decisions for the colonies.

2. How did the colonists protest the Stamp Act?

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• New Taxes (page 135)

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

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

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________________________________________________________________________
BUILDING COLONIAL UNITY

KEY TERMS

- **propaganda**: Information designed to influence opinion (page 137)
- **committee of correspondence**: An organization used to circulate writings about colonists’ grievances against Britain (page 137)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

**Cause and Effect**

- British troops occupied Boston.
- Tea Act of 1773
- United colonists against Britain
READ TO LEARN

• Trouble in Boston (pages 136–138)

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

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

1. What was the Boston Massacre?

• A Crisis Over Tea (pages 138–139)

Parliament passed the Tea Act of 1773 to save the British East India Company from financial ruin. The Tea Act allowed the company to ship tea to the colonies without paying most of the taxes. It also allowed them to sell directly to shops that made their price cheaper than the colonists’ tea. The British East India Company had an unfair advantage, which further enraged colonial merchants. Colonists promised to prevent company ships from unloading their tea. The Daughters of Liberty passed out pamphlets supporting a boycott. Some women marched and burned their tea. Colonists
succeeded in turning company ships away from their ports in every city except Boston. The royal governor would not let the company ships turn around and leave. Samuel Adams and members of the Sons of Liberty, dressed as Mohawks, boarded the East India Company ship one night and dumped 342 chests of tea overboard in protest. This event became known as the Boston Tea Party.

• The Intolerable Acts (page 139)

King George III and Parliament punished Boston after the Boston Tea Party. In 1774 the Coercive Acts, harsh laws against Boston, were passed. The colonists called them the Intolerable Acts. The acts closed Boston Harbor, cutting off food and supplies, until the colonists paid for the tea. Rights were taken away, including the right to hold town meetings. Colonists were forced to let British soldiers stay in their homes with them. The acts strengthened the colonists’ determination. Other colonies sent food and supplies in support.

2. What events led up to the Boston Tea Party?
A CALL TO ARMS

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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<tr>
<th>Resolutions Passed by the Continental Congress</th>
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READ TO LEARN

• The Continental Congress (pages 141–142)

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

A. They wrote a statement of grievances, or complaints, calling for the repeal of 13 acts of Parliament passed since 1763.

B. They voted to boycott all British goods and trade, not allowing any British goods to be brought into the colonies or any colonial goods to be shipped to Britain.

C. They passed a resolution to form militias, or their own armed forces of citizen soldiers.

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

• The First Battles (pages 142–144)

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

King George and Parliament sent several thousand troops to the Boston area and had more on the way. The troops were sent to take all weapons from the Massachusetts militia and arrest all leaders. They hoped to stop the rebellion. Seven hundred British troops were sent to Concord, where arms and ammunition were being stored by the colonists. Dr. Joseph Warren saw the British troops march out of the city, and he warned Paul Revere and William Dawes, leaders of the Sons of Liberty. They rode on horseback to Lexington, east of Concord, to warn Samuel Adams and John Hancock that the British were coming.
Seventy minutemen were waiting for the British troops at Lexington. Shots were fired. When it was over, eight minutemen were dead. The British troops marched on to Concord and destroyed any supplies that were left. As they headed back to Boston, minutemen hidden along the route fired at them and killed 73 and wounded at least 174. The Battles of Lexington and Concord began the American Revolution, America’s fight for independence from Britain.

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

• More Military Action (pages 144–145)

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

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

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the accomplishments of the Second Continental Congress, which include voting to approve the Declaration of Independence.
The First Continental Congress met in 1774. The Second Continental Congress met for the first time on May 10, 1775. The delegates included John Adams, Samuel Adams, Patrick Henry, Richard Henry Lee, and George Washington. These men, the greatest political leaders in America, were also delegates to the First Continental Congress. Benjamin Franklin, John Hancock, and Thomas Jefferson were new delegates.

The Second Continental Congress accomplished many things:

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

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

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

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

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

The Declaration has four major sections:

A. The introduction, or preamble, explains the reasons for forming a new country. It also states that all men are created equal and have the right to life, liberty, and the pursuit of happiness.

B. The second and third sections list the colonists’ rights and their complaints against Britain.

C. The fourth and final section announces the establishment of a new nation.

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
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<tr>
<th>Americans</th>
<th>British</th>
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<td>Advantages</td>
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<td>Disadvantages</td>
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READ TO LEARN

• The Opposing Sides (pages 162–165)

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

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

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

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

1. Did all Americans support the war for independence? Explain.
Fighting in New York (pages 166–167)

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

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

• Patriot Gains (page 167)

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

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

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

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

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

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Study Guide

Chapter 6, Section 1 (continued)

• A British Plan for Victory (pages 167–168)

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

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

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

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

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

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________________________________________________________________________
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• Life on the Home Front (pages 175–176)

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

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

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

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

Chapter 6, Section 3

For use with textbook pages 177–182

THE WAR MOVES WEST AND SOUTH

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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


**Study Guide**

**Chapter 6, Section 3 (continued)**

**READ TO LEARN**

- **War in the West** *(pages 177–178)*
  
  Many Native Americans on the Western frontier helped the British who were less of a threat to them. They raided American settlements and attacked Americans. British commander Henry Hamilton in Detroit paid money to the Native Americans for the scalps of settlers. George Rogers Clark of the Virginia militia and his soldiers wanted to end the attacks on settlers. They captured the British post at Kaskaskia in what is now Illinois and captured the town of Vincennes in present-day Indiana. The British soldiers recaptured Vincennes and later surrendered to Clark. This gave the Americans a stronghold in the West.

1. How did George Rogers Clark weaken the British?

   ...

   ...

   ...

- **Glory at Sea** *(pages 178–179)*

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

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

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

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

3. What was a popular war strategy of the Patriots in the South?
For use with textbook pages 183–187

**THE WAR IS WON**

**KEY TERMS**

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

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<tr>
<th><strong>The Battle of Yorktown</strong></th>
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Victory at Yorktown (pages 183–185)

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

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

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

1. Why were the Americans able to defeat the British at Yorktown?
• Independence (pages 185–187)

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

Many factors contributed to American victory and independence:

A. Americans fought on their own soil; the British had to bring troops and supplies across the Atlantic Ocean.

B. The British relied on their powerful navy for support; they had no support from the navy at Yorktown because their ships were blocked.

C. The British were successful at overtaking cities, but they had trouble out in the country.

D. The Patriots were familiar with the territory and knew where to set up an ambush, or a surprise attack.

E. The Americans received help from other nations.

F. The Patriots shared great determination and spirit.

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

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the powers of government under the Articles of Confederation.
• Thirteen Independent States (pages 192–193)

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

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

• Forming a Republic (pages 193–195)

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

The Confederation of Congress officially became the United States after all 13 states approved the Articles of Confederation on March 1, 1781. Each state had one vote. All states agreed to give up land claims west of the Appalachian Mountains.
The Confederation won the war for independence and provided for new states in the West. However, the government, under the Articles of Confederation, was not strong enough to handle all of the problems it faced. Its authority was limited. Nine states had to vote in favor of any new laws. Any change to the Articles required the agreement of all 13 states.

2. What authority did the Confederation of Congress have?

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• New Land Policies (pages 195–196)

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

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

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

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

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

4. Why did the American economy fail after the American Revolution?
CONVENTION AND COMPROMISE

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

Provisions of the Virginia Plan

Provisions of the New Jersey Plan

Provisions of the Great Compromise
ORGANIZING YOUR THOUGHTS

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

READ TO LEARN

- Economic Depression (pages 199–201)

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

Farmers in Massachusetts disliked the way the government treated its citizens. Citizens were upset with the government for taking farmers’ lands and putting people in jail because they could not afford to pay their debts. They wanted the government to help people in debt. In 1786 Daniel Shays and a group of farmers rebelled, forcing courts to close. Their actions prevented judges from taking farmers’ lands away. Then, in 1987, Shay and more than 1,000 farmers tried to take weapons and ammunition from the federal arsenal in Springfield, Massachusetts. Shay and his followers refused to stop even after they were warned. The state militia fired their weapons and killed four rebels, ending Shays’s Rebellion.

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

1. What were the causes of Shays’s Rebellion?
• **A Call for Change** *(page 201)*

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

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

---

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

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

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

3. What three branches of government did the Virginia Plan propose?
Compromise Wins Out (pages 203–205)

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

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

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

4. What compromises were made during the Constitutional Convention?
Study Guide

Chapter 7, Section 3

For use with textbook pages 207–213

A NEW PLAN OF GOVERNMENT

**KEY TERMS**

*Enlightenment* Movement of the 1700s that promoted knowledge, reason, and science as means to improve society (page 208)

*federalism* Sharing power between federal and state governments (page 208)

*article* Part of the Constitution (page 209)

*legislative branch* Lawmaking branch of the government (page 209)

*executive branch* Branch of government headed by the president that carries out laws and policies (page 210)

*Electoral College* Special group of presidential electors (page 210)

*judicial branch* Court system that enforces the laws (page 210)

*checks and balances* The roles the three branches of government have to ensure that no single branch can dominate the government (page 210)

*ratify* To approve (page 211)

*Federalist* Supporters of the new constitution (page 211)

*Antifederalist* Those who opposed ratifying the new constitution (page 212)

*amendment* Something added to a legal document (page 213)

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

Use the Venn diagram on the next page to help you take notes as you read the summaries that follow. Think about how the Constitution divides the powers of the federal and state governments.
It took the delegates four months to study, discuss, and write a constitution for the new national government of the United States. By studying different forms of government in Europe throughout history, the delegates hoped to avoid past mistakes. The delegates were influenced by other forms of government, including the way the British system protected individual rights and prevented the monarch from becoming too powerful. They were also influenced by the English Bill of Rights. Many Americans believed the Constitution of the United States should also have a bill of rights.

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

1. What were the sources of inspiration for the new constitution?
• The Federal System (pages 208–209)

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

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

• The Organization of Government (pages 209–211)

The federal government was divided into three branches.

A. Congress was the legislative branch that made the laws. Congress had the power to collect taxes, coin money, regulate trade, declare war, and raise and support armies.

B. The executive branch, headed by the president, carried out the laws and policies of the country. The president was the commander in chief of armed forces. The president and vice president are chosen to serve a four-year term by electors, a special group selected by state legislatures.

C. The judicial branch enforced the laws made by Congress. The Supreme Court had the final authority over any disagreements about the constitution, laws passed by Congress, and between states.

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

3. What are the roles of the three branches of government?
The Constitutional Debate (pages 211–212)

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

4. Why were the Antifederalists opposed to the Constitution?

Adopting the Constitution (page 213)

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

A. The State Department was established to handle foreign relations. Thomas Jefferson was named Secretary of State.

B. The Treasury Department was established to handle financial matters. Alexander Hamilton was named Secretary of the Treasury.

C. The War Department was established to oversee national defense. Henry Knox was named Secretary of War.

D. The office of attorney general was established to handle the government’s legal matters. Edmund Randolph was named attorney general.

E. The office of postmaster was established to oversee the postal service.

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

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

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

Chapter 8, Section 1 (continued)

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

---

- **Financial Problems** *(pages 260–261)*
  
  The amount of money the government owed, called the *national debt*, was increasing. Alexander Hamilton, the Secretary of the Treasury, proposed that the new government pay off the debt accumulated by the Confederation government. Many people were opposed to this because they were not sure how it could be done fairly, including Congress. Congress did agree to pay the debts owed to foreign countries. Southern states also were against Hamilton’s plan because they had less accumulated debt than the Northern states.

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

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

---

- **Building the Economy** *(page 262)*
  
  Hamilton proposed three actions to help build a strong economy. He proposed creating a national bank, the Bank of the United States. Madison and Jefferson believed that doing so would be *unconstitutional* because the creation of a national bank was not provided for under the terms of the Constitution. President Washington agreed with Hamilton and signed a bill that created a national bank.

  Hamilton also proposed collecting a tax, called a *tariff*, on imported goods. He wanted to encourage the development of manufacturing. He also hoped to encourage people to buy goods made in the United States, instead of buying goods from other countries. Congress approved low tariffs to collect money but not to protect American industry.
Last, Hamilton proposed collecting federal taxes to pay for the operation of the federal government and to pay off the national debt. Congress approved different taxes, including a tax on whiskey made in the United States. Hamilton’s proposals gave the federal government new powers. They also divided Congress and the nation. Many people, including Jefferson and Madison, were afraid of a strong national government with economic powers controlled by the rich and powerful at the expense of the average American.

3. Why did Southerners oppose many of Hamilton’s proposals for building a strong economy?
Drawn from Experience

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

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

Organizing Your Thoughts

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

Challenges the New Government Faced

- **Home**
  1. 
  2. 
  3. 

- **Abroad**
  1. 
  2. 
  3. 

Key Terms

- *Neutrality*: Not taking sides in a conflict (page 265)
- *Impressment*: The act of forcing men into military service (page 265)
• The Whiskey Rebellion (pages 263–264)

In July 1974, a large mob of people from western Pennsylvania rebelled and attacked the tax collectors who were trying to collect Hamilton’s tax on whiskey. The farmers needed to make whiskey and other goods to trade for items they needed. They did not have the money to pay the tax or pay for the goods they needed. The tax made them angry because it affected their way of life. Washington sent an army to stop the Whiskey Rebellion. He wanted citizens to learn that there were peaceful ways to change the law. He was willing to use force as needed to prevent uprisings. The farmers’ rebellion ended when the army crossed the Appalachian Mountains.

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

• Struggle Over the West (pages 264)

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

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

2. How did the Treaty of Greenville end the problems Americans faced in the West?
Problems With Europe (pages 264–266)

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

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

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

3. Why was Jay’s Treaty unpopular?
Washington’s Farewell (page 266)

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

4. What precedents set by Washington are still in effect today?
THE FIRST POLITICAL PARTIES

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Viewpoints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federalists</td>
<td></td>
</tr>
<tr>
<td>Democratic-Republicans</td>
<td></td>
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</tbody>
</table>
Opposing Views (pages 267–270)

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

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

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

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

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

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

  French and American naval forces fought with each other between 1798 and 1780. Americans took control of more than 90 armed French ships. While they fought an undeclared war on the seas, many Republicans who supported France in the past were voted out of office. Americans also wondered whether immigrants who were living in the country but were not citizens would support the United States if it declared war with France. Federalists in Congress passed the Alien and Sedition Acts in 1798 for security reasons. These acts included provisions for *sedition*, or activities that weaken the established government.

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

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

2. How did Madison and Jefferson respond to the Alien and Sedition Acts?
THE REPUBLICANS TAKE POWER

KEY TERMS

laissez-faire A French term meaning “let the people do as they choose”; a government that plays only a small part in the economic concerns of a country (page 279)

customs duties Taxes on foreign imported goods (page 280)

judicial review The right of the Supreme Court to review and rule on acts of the other branches of government (page 281)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the changes that were made when Federalists stepped down and Republicans took over.
• The Election of 1800 (pages 278–279)

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

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

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

1. Why did the House of Representatives make the final decision in the election of 1800?
Jefferson’s Policies (page 280)

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

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

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

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

Jefferson and the Courts (pages 280–281)

Federalists passed the Judiciary Act of 1801 before Jefferson became president. Regional courts were established and 16 judges and hundreds of judicial officials were appointed before John Adams left office. Adams and the Federalist-controlled Congress made sure Federalists would control the courts before Jefferson took office. Adams appointed his secretary of state, John Marshall, to serve as chief justice of the United States. Adams and Marshall were processing the paperwork for the appointments right up until the inauguration of President Jefferson. When the commissions, or papers, were delivered, the appointments took effect. Jefferson told Madison not to deliver the few commissions that had not been sent out when he took office. This included a commission to William Marbury.
Marbury filed a lawsuit, *Marbury v. Madison*, which was sent to the Supreme Court, under the terms of the Judiciary Act of 1789. Chief Justice John Marshall denied the request. He said that the Constitution did not give the Supreme Court the power to decide his case. For the first time, Marshall used the power of *judicial review*, the right of the Supreme Court to review and rule on acts of other branches of government.

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

3. What precedent did *Marbury v. Madison* set?
THE LOUISIANA PURCHASE

KEY TERMS

*Conestoga wagon* Sturdy vehicle topped with white canvas *(page 283)*

*secede* To withdraw *(page 285)*

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spain gave the Louisiana Territory to France</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>
READ TO LEARN

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

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

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

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

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

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

  Fearing that the United States would ally itself with Britain against them, Napoleon told Monroe and Livingston that he would sell the Louisiana Territory to the United States. France needed money to fight the British. Jefferson believed the purchase was legal under the treaty-making powers of the Constitution. There were no provisions in the Constitution for acquiring new lands. Congress agreed. For $15 million, the Republicans doubled the size of the United States.
Congress sponsored an expedition, led by Meriwether Lewis and William Clark, to learn more about the Louisiana Territory. Lewis and Clark and their crew left from St. Louis in the spring of 1804. They traveled almost 4,000 miles in 18 months and reached the Pacific Ocean. A Shoshone woman named Sacagawea, whom they met along their journey, joined their group. The explorers took separate routes back East and returned in September 1806. The explorers shared information about the people, plants, animals, and geography of the Western region.

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

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

2. Why did many Federalists oppose the Louisiana Purchase?
A TIME OF CONFLICT

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

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

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

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

  Jefferson easily defeated his opponent, Charles Pinckney, and was elected to a second four-year term as president. After his reelection the war between France and Britain took a toll on American shipping. The United States enjoyed *neutral rights*, the right to sail the seas as long as it did not choose sides, and continued to profit from foreign trade. Then France and Britain threatened to search and seize American ships caught trading with their opponent. The British navy forced Deserters from the British navy into military service. Many American sailors were also *impressed*, or forced into service against their will. This violated the United States’ neutral rights. British ships sailed along the American coast and intercepted American ships. When the captain of the *Chesapeake* refused to allow the British to search his ship for British deserters, the British attacked, killing and wounding the American crew. This act angered many Americans.
Americans were outraged by Britain. Some trade with Britain was banned as a result of its practice of impressment, and its violations of neutral rights. After attacks on American ships in 1807, Congress passed the Embargo Act, prohibiting trade with all foreign countries. The embargo did not stop Britain from trading with other countries. It was a disaster for many Americans. The act was repealed, or withdrawn, in 1807. It was replaced with the Nonintercourse Act, which prohibited trade with Britain and France only. Americans opposed both the Embargo Act and the Nonintercourse Act.

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

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

• War Fever (pages 291–294)

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

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

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

In 1811, while Tecumseh was out of town, Harrison attacked Prophetstown and defeated the Native Americans in the Battle of Tippecanoe. This action caused Tecumseh and the Native American confederation to form an alliance with the British who supplied them with guns.
In 1810 many young Republicans in Congress from the South and West, known as the War Hawks, wanted President Madison to declare war with Britain. The nationalism, or concern for their country, shown by Henry Clay of Kentucky and John Calhoun of South Carolina, leaders of the War Hawks, rekindled American patriotism. In the spring of 1812, Madison asked Congress for a declaration of war against Britain. Congress agreed. At the time the United States declared war with Britain, Britain ended its policy of seizing American ships. News traveled slowly across the Atlantic Ocean. The war efforts were in progress by the time the United States learned of Britain’s policy changes.

3. Why did conflicts between Native Americans and frontier settlers increase?
THE WAR OF 1812

KEY TERMS

**frigate**  
Warship (page 297)

**privateer**  
Armed private ship (page 297)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

Where the Fighting Took Place During the War of 1812

- **United States**
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7.

- **Canada**
  1. 
  2.

- **At Sea**
  1. 
  2. 
  3.
READ TO LEARN

• War Begins (pages 296–298)

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

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

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

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

• The British Offensive (pages 298–300)

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

The British then headed for Baltimore where Americans had blocked the roads and blocked the harbor. British troops were attacked from Fort McHenry in the harbor and prevented them from entering the town. After witnessing this battle, Francis Scott Key wrote a poem called “The Star-Spangled Banner,” which later became the national anthem of the United States.
In spite of every military advantage, the British were defeated in the Battle of Plattsburgh in New York State. This victory protected the northern boundary of the United States. After this loss, the British decided they had little to gain from war with the United States.

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

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

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

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

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

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

  ___________________________________________________________

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

  Britain wanted to keep British inventors from sharing their ideas with anyone else. Inventors and mechanics were not allowed to leave the country. A few escaped Britain and shared their knowledge with Americans. Some people such as Samuel Slater left Britain and reproduced the machinery in the United States. His mills were an important step in the Industrial Revolution.
Francis Cabot Lowell’s textile mill was the beginning of the factory system. His factory produced cloth from start to finish under one roof. Bringing the steps together saved time and money. He employed young women and girls to work in his factory. They worked long hours for low pay. Most workers repeated one task over and over, day after day. The noise from the machines was loud and the work was boring. The women lived in boardinghouses where they were supervised. The women attended church and had a curfew, a set time when they had to be in the boardinghouse each night. Most workers left the mill when they married. Others left and became teachers or maids. In the 1930s and 1940s, many factories employed immigrants. Immigrants faced more difficult working conditions than the young women and girls in the early factories.

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

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

• Agriculture Expands (page 310)

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

3. How did the development of textile mills affect farming?
Economic Independence (pages 310–311)

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

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

**States Admitted to the Union**

- **Between 1791 and 1803**
  1. 
  2. 
  3. 
  4. 

- **Between 1803 and 1816**
  1. 

- **Between 1816 and 1821**
  1. 
  2. 
  3. 
  4. 
  5.
• **Moving West** *(pages 314–317)*

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

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

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

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

• **Canals** *(pages 317–318)*

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

Western Settlement (pages 319)

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

---

**Sectionalism**

- **Westerners**
  1. 
  2. 
- **Southerners**
  1. 
  2. 
  3. 
- **Northerners**
  1. 
  2. 

---

The American Journey
• **The Era of Good Feelings** *(pages 321–322)*

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

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

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

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

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

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

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

In 1824 Henry Clay proposed an *American System*, policies that would benefit all sections of the United States. His proposal included a tariff to protect American industries from foreign competition, internal improvements such as roads and canals, and a national bank to establish one currency for all states and to lend money to build large businesses. Jefferson opposed the system, believing it would only benefit wealthy manufacturers in New England. Only a small part of Clay’s American System was approved. Congress approved some internal improvements and the Second National Bank, created in 1816.
The Supreme Court contributed to the sectional and states’ rights debates. It ruled that states could not interfere with federal institutions. It also ruled that states could not make laws that interfere with Congressional power over commerce between states. Their rulings favored the powers of the national government.

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

• Foreign Affairs (pages 325–326)

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

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

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

4. From what two treaties with Britain and Spain did the United States benefit?
The Spanish empire in the Americas included what is now the southwestern United States, Mexico and Central America, and all of South America except Brazil. Most of South America had won its independence from Spain by 1824.

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

5. What is the Monroe Doctrine?
JACKSONIAN DEMOCRACY

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

Use the chart on the following page to help you take notes as you read the summaries that follow. Think about how the political system changed under Andrew Jackson.
The Election of 1824 (pages 334–335)

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

Jackson won the vote of the people, or popular vote. He also won the largest single share, or plurality, of electoral votes. Under the terms of the Twelfth Amendment to the Constitution, the House of Representatives decided the election. The House decided since no candidate won the majority, or more than half, of electoral votes. Henry Clay, Speaker of the House, used his influence to help defeat Jackson, and John Quincy Adams was elected president. Adams then appointed Clay as secretary of state. Many people accused the men of making a corrupt or unfair bargain. Adams’s policies that supported a strong federal government were opposed by Congress and the majority of Americans. The House and the Senate voted against many of his proposals.
1. How did John Quincy Adams win the election of 1824?

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

• The Election of 1828 (pages 335–336)

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

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

• Jackson as President (pages 336–337)

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

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

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

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

4. Why did South Carolina threaten to secede?
For use with textbook pages 341–345

CONFLICTS OVER LAND

KEY TERMS

relocate  To move from one place to another (page 342)

guerrilla tactics  Surprise attacks followed by a quick retreat (page 344)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

Relocating Southeastern Native American Peoples

Native American Group Who Resisted Peacefully

1.

Native American Groups Who Resisted With Force

1.

2.

3.
• **Moving Native Americans** (*pages 341–344*)

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

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

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

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

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

2. How did the Seminole people resist removal from their lands?
JACKSON AND THE BANK

KEY TERMS

**veto**
To reject (page 349)

**depression**
A period in which business and employment fall to a very low level (page 350)

**laissez-faire**
The principle that government should interfere as little as possible in the nation's economy (page 350)

**log cabin campaign**
A campaign to show the laborers and farmers that the candidate was a “man of the people” (page 351)

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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

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

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

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

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

In the election of 1840, the Whigs chose William Henry Harrison and John Tyler as their candidates for president and vice president. Harrison was famous for defeating Tecumseh in the Battle of Tippecanoe during the War of 1812. The Whigs’ *log cabin campaign* used the slogan, “Tippecanoe and Tyler, Too.” A log cabin symbolized their candidate as an ordinary person. They tried to appeal to Jackson’s supporters. They accused Van Buren of being a wealthy man who spent money lavishly during his presidency. Harrison was elected the first Whig president, but he died of pneumonia on April 4, 1841. Under the terms of the Constitution, Tyler became president.
Tyler upset the Whig party and many of his supporters with his actions as president. The Whigs had elected him, but he supported Democratic policies. Tyler was expelled from the Whig party. Most of the cabinet members resigned. The Whig party was divided and lost the next election in 1844 to the Democrats. James Polk was elected president.

2. How did the Whigs campaign for William Henry Harrison?
### THE OREGON COUNTRY

#### KEY TERMS

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

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#### DRAWING FROM EXPERIENCE

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

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

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#### ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Claim to Oregon</th>
<th>Result of Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
<tr>
<td>Britain</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>
READ TO LEARN

• Rivalry in the Northwest (pages 356–358)

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

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

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

1. In what way did the United States and Britain compromise in their claim for Oregon?
• Settling Oregon (page 358)

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

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

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

• The Division of Oregon (pages 359–360)

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

---

**Battles to Gain Texas**

1.  
2.  
5.  

Statehood for Texas

3.  
4.  

**Key**

- □ = military victories
- ○ = military setbacks
A Clash of Cultures (pages 362–365)

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

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

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

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

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

The Struggle for Independence (pages 365–367)

The conflict began in 1835 between the Texans and Mexican troops sent by Santa Anna. The Texans claimed victories in the towns of Gonzales and San Antonio with the help of volunteers like Davy Crockett, African Americans, and Tejanos. Many people left after these victories, believing that the war had been won. Santa Anna was preparing for his next battle.
Santa Anna returned with his large army to San Antonio and attacked a mission called the Alamo. There were 150 Texans defending the Alamo, including Davy Crockett and a team from Tennessee, Jim Bowie, and the leader, William B. Travis. The defenders of the Alamo fought for 12 days until the Mexican army broke through the Alamo walls. A few women, children, and servants escaped. Everyone else was killed by the overwhelming attack.

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

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

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

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• The Lone Star Republic (pages 367–368)

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

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

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

KEY TERMS

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

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President James Polk’s Plan for Manifest Destiny

- Commander
- Polk’s Order

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The American Journey
The American Journey

Study Guide

Chapter 12, Section 3 (continued)

READ TO LEARN

• The New Mexico Territory (pages 369–370)

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

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

1. How did American interest in New Mexico begin?

• California’s Spanish Culture (pages 370–371)

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

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

- **War With Mexico (pages 371–374)**

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

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

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

  A group of Americans took control of Sonoma, California, and declared it the independent Republic of California. They named the country the Bear Flag Republic. John C. Frémont and Kit Carson soon joined the American group. Frémont announced plans to conquer California and angered the **Californios**, the Mexicans living in California. United States Navy Commodore, John Sloat, captured San Francisco and San Diego, declaring that California was annexed to the United States. He replaced the Bear flag with the American flag. Sloat, Carson, Frémont, and Kearney traveled across the territory declaring California to be under American control. There was conflict with the Californios as a result. By early 1847, California was completely under the control of the United States.
President Polk’s final goal was to capture the Mexican capital, Mexico City. General Winfield Scott carried out Polk’s plan by attacking the Veracruz port and marching 300 miles into Mexico City, fighting the Mexican army and civilians along the way. They eventually overtook the capital.

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

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

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______________________________________________________________

______________________________________________________________

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NEW SETTLERS IN CALIFORNIA AND UTAH

**KEY TERMS**

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

<table>
<thead>
<tr>
<th>California</th>
<th>Utah</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO populated the state?</td>
<td></td>
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<tr>
<td>WHAT did they do?</td>
<td></td>
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<tr>
<td>WHERE did they live?</td>
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<tr>
<td>WHEN did they go?</td>
<td></td>
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<tr>
<td>WHY did they go?</td>
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</tr>
</tbody>
</table>
READ TO LEARN

• California Gold Rush (pages 375–377)

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

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

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

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

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

1. How did people become wealthy in California, besides mining for gold?
• A Religious Refuge in Utah (pages 377–378)

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

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

2. Why did the Mormons resist the Utah Territory becoming a state?
THE NORTH’S ECONOMY

**KEY TERMS**

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

<table>
<thead>
<tr>
<th>Segment of Economy</th>
<th>Inventions/Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td></td>
</tr>
</tbody>
</table>
READ TO LEARN

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

  In the early 1800s, machinery replaced much of the work previously done by hand. Industrialization, or the production and sale of goods as a business, and technology changed American life. There were three phases of development of industrialization in the North.

  1. Tasks or jobs in the manufacturing process were divided among workers.
  2. Factories were built to include all specialized workers under one roof.
  3. Machinery performed some of the work.

  The factory system made mass production, the process of making many identical items or products at one time, more efficient and the goods less expensive. In the early 1800s, cotton textiles were mass produced in New England. The invention of the sewing machine in 1846 by Elias Howe led to the mass production of clothing. At least two-thirds of the country’s manufactured goods were made in factories located in the Northeast.

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

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

  The Erie Canal built in 1825 and the railroads of the 1830s allowed for direct movement of goods and passengers between the East and the Midwest. Before, goods and passengers had to be transported down the Mississippi River, through the port of New Orleans, and then to the East coast and other countries. Fast and affordable travel methods saved time and money. The savings resulted in lower priced goods and population growth in the Midwestern states of Ohio, Indiana, and Illinois.
Faster communication was made possible by advances in technology. Samuel Morse invented the **Morse code**, a series of dots and dashes representing the alphabet. The code was tapped out on a **telegraph** machine, which used electric signals to instantly send messages across wires. About 23,000 miles of telegraph lines were constructed in the United States by 1852. Communication helped connect different regions of the United States.

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

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

2. **What inventions revolutionized or changed agriculture in the United States?**

   1. John Deere invented the steel-tipped plow in 1837. This plow could cut through hard-packed sod on the prairies.
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**Agriculture (page 390)**

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

1. John Deere invented the steel-tipped plow in 1837. This plow could cut through hard-packed sod on the prairies.
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**Study Guide**

**Chapter 13, Section 1 (continued)**
THE NORTH’S PEOPLE

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Cause/Effect</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Failed German movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Irish Potato Famine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY TERMS

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

• Northern Factories (pages 391–393)

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

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

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

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

1. Why did factory workers organize trade unions?
Study Guide

Chapter 13, Section 2 (continued)

• The Rise of Cities (page 393–395)

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

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

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

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

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

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

DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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

<table>
<thead>
<tr>
<th>Southern Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture</strong></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
</tr>
</tbody>
</table>
**READ TO LEARN**

- **Rise of the Cotton Kingdom** *(pages 397–399)*
  
  Between 1790 and 1850, the economy of the South changed greatly. In 1790 most Southerners lived along the Atlantic coast in the Upper South: Maryland, Virginia, and North Carolina. By 1850 many Southerners lived farther inland in the states of the Deep South: Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas. In earlier times tobacco, rice, sugarcane, and indigo were important cash crops in the South. By the 1850s cotton changed the economy of the South, becoming the leading cash crop.

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

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

- **Industry in the South** *(page 399–400)*
  
  The South was mainly a rural, agricultural region. Little industry was found in the South. Farmers made so much money growing cotton that they were not interested in starting businesses. Farmers also had their money invested in enslaved African Americans and land. They did not have enough money, or *capital*, to invest in starting businesses. Many people in the South were enslaved African Americans who did not buy goods from merchants, so there was less demand for manufactured goods in the South. Some leaders worried that the South was too dependent on the North for manufactured goods. They wanted to see industry develop in the South. Some believed that factories might help the economy of the Upper South, which was less successful than the economy of the Deep South. While industry in the South was limited, it did exist.
The South had few canals or roads on which to move goods and people from place to place. They relied instead on natural waterways. As a result, Southern cities grew slowly. The lack of railroads would negatively impact the South during the Civil War.

2. Why was there so little industry in the South?
The South’s People

KEY TERMS

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

**DRAWING FROM EXPERIENCE**

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

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

**ORGANIZING YOUR THOUGHTS**

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

<table>
<thead>
<tr>
<th>Southern Class System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest</strong></td>
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<tr>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</table>
READ TO LEARN

**Small Farms** *(pages 401–402)*

There were four groups or classes of white Southerners.

A. Plantation owners usually owned a handful of slaves and a comfortable house. Only 12 percent of plantation owners could afford the mansions and many enslaved Africans shown in movies about the South.

B. Most Southerners called *yeomen* were farmers who owned land but not enslaved laborers.

C. *Tenant farmers* rented land and worked on landlords’ estates.

D. Poor rural farmers lived in small cabins in wooded areas. They took care of themselves, growing what they could, fishing, and hunting.

1. What was the Southern class structure?

**Plantations** *(pages 402–403)*

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

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

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

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

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

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

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

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

3. What were the slave codes?
City Life and Education (pages 406–407)

The main cities in the South during the mid-1800s were Baltimore and New Orleans. Charleston, Richmond, and Memphis were growing, too. White people, some enslaved laborers, and free African Americans lived in these cities. African Americans formed their own communities and provided services there. They became barbers, carpenters, and small tradespeople. They established churches and other institutions. They were not permitted to move to other states. Arkansas made all free African Americans move out of state in 1859, however. The rights of free African Americans were limited by laws passed by Southern states between 1830 and 1860.

4. What was life like for free African Americans in Southern cities?
SOCIAL REFORM

KEY TERMS

- **utopia**: Community based on a vision of a perfect society (page 412)
- **revival**: Religious frontier camp meeting (page 413)
- **temperance**: Drinking little or no alcohol (page 413)
- **normal school**: A school for training high school graduates as teachers (page 413)
- **transcendentalist**: An artist or a writer who stresses the relationship between humans and nature as well as the importance of the individual conscience (page 415)

DRAWING FROM EXPERIENCE

Does your school have a drug-resistance program? What kinds of things are you taught in this program?

This section focuses on reformers who worked for social and cultural change during the early to mid-1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how religious and social reformers tried to improve American life and education, and to help people with disabilities.
READ TO LEARN

• The Reforming Spirit (pages 412–413)

Many Americans believed that the Declaration of Independence and the Constitution guaranteed liberty and equality to all Americans. Many men and women worked for change, or reform, in America to reach these goals. Religion, education, politics, art, and literature in America began to change as a result. Utopias, or peaceful, harmonious communities, were established by social reformers. Cooperation rather than competition was emphasized. Communities were built by religious groups, including the Mormons. Except for the communities established by the Mormons, most utopian communities did not last more than a few years.

Religious reformers inspired the Second Great Awakening with a series of religious frontier camp meetings called revivals. People came together to listen to enthusiastic preachers, pray, and renew their commitment to change their lives and the world. More people joined churches, became involved in missionary work, and joined social reform movements. In 1826 the American Society for the Promotion of Temperance was established by religious reformers. Religious reformers preached the evils of alcohol and called for temperance, or little or no alcohol consumption. They blamed poverty and crime on the abuses of alcohol. Many states passed laws that made the manufacture and sale of alcoholic beverages illegal. Within a few years, these laws were repealed, or cancelled. In the early 1900s, the temperance movement led to a constitutional amendment, which will be discussed in Chapter 21.

1. What did the members of the temperance movement hope to do?

• Reforming Education (pages 413–415)

Thomas Jefferson and other Americans believed that a successful democracy depended upon educated citizens. In the early 1800s, education was limited. Only Massachusetts offered free elementary education. Most parents had to pay for their children’s education or send them to schools for the poor. Many children received no education at all.

Horace Mann, a lawyer, became the leader of the educational reform movement. In 1837 Mann became the head of the Massachusetts Board of Education. His accomplishments included: lengthening the school year to six months, developing teacher training programs, increasing teachers’ salaries, and improving the curriculum.
In 1839 the first state-funded school for teacher training of high school graduates, called a normal school, was established in Massachusetts. Other states soon followed Mann’s reforms, or changes, in education.

All states agreed upon three basic principles of public education by the 1850s.

1. Schools should be free and funded by taxes.
2. Teachers should be trained.
3. Children should be required to attend school.

Many states did not practice these principles, however. Some people did not believe women needed an education. Schools did not exist in every area. African Americans were often denied an education.

Many colleges and universities were established by religious groups between 1820 and 1850. Most admitted men only. In time some colleges and universities admitted women and African Americans. Methods of educating people with disabilities, such as hearing or vision impairments, were developed. In 1817 Thomas Gallaudet established the Hartford School for the Deaf in Connecticut. Dr. Samuel Gridley Howe established the Perkins Institute for the Blind in Boston, Massachusetts.

2. How did reformers improve education for Americans, including women, minorities, and people with hearing and visual impairments?

**Cultural Trends (page 415)**

Beginning in the 1820s, the American spirit of reform influenced American artists and writers. Instead of modeling their work after Europe, they began to develop and explore American style and themes. Transcendentalists emphasized the relationship between humans and nature as well as the importance of the individual conscience. Artists and writers promoted social and political reform through their art and writings. Their work explored such issues as slavery, women’s rights, and prejudice. Female authors and poets published the most popular books, yet they were not taken seriously.

3. Why did Americans begin to create American literature in the 1820s?
For use with textbook pages 418–424

THE ABOLITIONISTS

KEY TERMS

abolitionist Reformer who worked to abolish, or end, slavery (page 418)

Underground Railroad Network of escape routes out of the South (page 422)

DRAWING FROM EXPERIENCE

Do you feel strongly about a controversial issue? What is that issue? What do you believe about the issue? Are you willing to stand up for your beliefs?

In the last section, you read about how religious and social reformers worked to improve American life and education, and to help people with disabilities. This section focuses on how leaders, such as Harriet Tubman and William Lloyd Garrison, strengthened the abolitionist movement.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the movement to end slavery in the United States.

Southern cotton boom creates demand for more slavery.

Conflict between pro-slavery and antislavery groups
Early Efforts to End Slavery (pages 418–419)

In the early 1800s, many reformers called abolitionists turned their attention to ending, or abolishing, slavery in the United States. Previous attempts to end slavery were made before the American Revolution. A compromise allowing each state to decide the issue of slavery was made in 1787 at the Constitutional Convention. In the early 1800s, Northern states ended slavery, while Southern states continued to rely on slave labor. The antislavery movement began again as a result of the spirit of reform in the early to mid-1800s. The movement was led by men and women of the Quaker faith.

In 1816 a group of white Virginians formed the American Colonization Society. The society worked to buy enslaved African Americans from their slaveholders and send them to colonies in West Africa and the Caribbean. Private donors, Congress, and some state legislatures paid the cost of sending enslaved African Americans to these new colonies. Liberia, a colony in Africa, was settled in 1822. In 1847 Liberia became a separate country. In spite of their efforts, slavery continued to grow. The Society could only resettle so many enslaved African Americans. Most enslaved African Americans wanted to be free, yet remain in America.

1. Who were abolitionists?

The Movement Changes (pages 419–421)

The cotton boom in the Deep South created a demand for more slave labor. The number of enslaved persons increased. Beginning in the 1830s, the renewed antislavery movement was the most important social concern for reformers. William Lloyd Garrison was one of the first white abolitionist to demand the emancipation, or freeing, of enslaved people. He motivated others in the antislavery movement through his Boston newspaper, The Liberator. He formed the New England Antislavery Society in 1832 and the American Antislavery Society in 1833. By 1838 more than 1,000 chapters, or local branches, of these organizations were formed by Garrison’s followers.
Sarah and Angelina Grimké, sisters from a wealthy slaveholding family in South Carolina, were the first women to lecture and write against slavery. For their share of the family inheritance, the sisters asked for and received many of the family’s enslaved workers instead of money. They then freed the workers. Angelina and her husband, Theodore Weld, wrote a very convincing abolitionist publication called *American Slavery As It Is*. It was a collection of real-life experiences of enslaved people.

The free African Americans of the North lived in poverty and were banned from most jobs in many Northern cities. They were proud to be free, however. Many joined the American Antislavery Society and subscribed to Garrison’s newspaper, *The Liberator*. America’s first African American newspaper, *Freedom’s Journal*, was started by Samuel Cornish and John Russwurm. Sojourner Truth, born Isabella Baumfree, became free when New York banned slavery in 1827. She worked for women’s rights and the abolitionist movement. Free African American leaders met in Philadelphia in 1830 at their first convention. Their discussions included establishing an African American college and persuading free African Americans to move to Canada.

Frederick Douglass, a runaway enslaved African American, became a well-known abolitionist speaker and writer. He lectured around the world and edited an antislavery newspaper called the *North Star*. He was a member of the Massachusetts Antislavery Society. Douglass supported freedom and full equality with whites. In 1847 his friends helped him buy his freedom from the Maryland slaveholder from whom he escaped.

2. What contributions did some of the famous abolitionists make to the effort to end slavery?

   • *The Underground Railroad* (pages 422–424)

   Abolitionists took many risks as they helped enslaved Africans escape. If caught, they faced prison or death. Escaped Africans traveled at night to avoid capture. They ate, rested, and hid during the day in barns, attics, church basements, or other “stations” along the *Underground Railroad*, which was the name given to a network of safe hiding places along the route to freedom in the North. White and African American “conductors” along the route helped the enslaved escape to freedom in the North. “Passengers” traveled on foot or in wagons with secret compartments, guided through the darkness by the North Star. Harriet Tubman, an escaped African, became the most famous conductor on the Underground Railroad. Most enslaved Africans who were able to escape came from the states located between the northern states and the Deep South. Only a small percentage of enslaved Africans were actually helped by the Underground Railroad. For many others, it offered hope.
Many Southerners were against the abolitionist movement because they depended on slavery for the success of their plantations and farms. Some Northerners opposed the movement because they considered free blacks a threat to their social order. Some believed that free blacks would take jobs away from whites. Some were afraid of a war between the North and South. Angry whites acted out violently toward abolitionists. Abolitionists were attacked, buildings were burned, and some were killed. Southerners defended the practice of slavery. They believed that they could take care of African Americans better than they could take care of themselves. They argued that slavery was better than working in Northern factories.

Conflict continued between those in favor of and those opposed to slavery. Abolitionists continued to fight for the end of slavery and joined the growing women’s rights movement as well.

3. What was the Underground Railroad?
THE WOMEN’S MOVEMENT

KEY TERMS

- **suffrage** The right to vote *(page 426)*
- **coeducation** The teaching of boys and girls together *(page 427)*

DRAWING FROM EXPERIENCE

Do girls and boys in your family follow the same rules? Do girls and boys in your family have similar educational opportunities? Are the opinions of girls and boys in your family encouraged? Do girls and boys share equally in the chores and decision making?

In the last section, you read about the movement by abolitionists to end slavery in the United States. This section focuses on the progress toward equality made by the women’s rights movement in the 1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how women reformers worked to achieve their own rights.

<table>
<thead>
<tr>
<th>Seneca Falls Convention of 1848</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</table>
Women and Reform (pages 425–427)

Many women abolitionists began to think of their own freedom as they worked to end slavery in the United States. They did not agree with the sexism, or prejudice against women, in the antislavery movement. They did not agree with American laws that discriminated against women. Lucretia Mott, a Quaker, lectured on temperance, peace, workers’ rights, and abolition. She created the Philadelphia Female Anti-Slavery Society and helped runaway enslaved African Americans. Lucretia Mott and Elizabeth Cady Stanton, another female abolitionist, worked together for women’s rights. They helped organize the first women’s rights convention.

The Seneca Falls Convention, which was held in New York in 1848, issued a declaration that stated that all men and women are created equal. The declaration called for ending laws that discriminated against women. It demanded that women be allowed to work in male-dominated trades, professions, and businesses. The declaration called for woman suffrage, or the right to vote. Many convention delegates thought woman suffrage was too controversial. Elizabeth Stanton persisted until it was included in the declaration.

The convention marked the beginning of the women’s rights movement in America. Many more conventions were held in the 1800s. Male and female reformers joined the struggle for women’s rights. The first women’s temperance association, Daughters of Temperance, was formed by Susan B. Anthony, the daughter of a Quaker abolitionist from New York. She worked for women’s rights, temperance, and changes in New York property and divorce laws. She supported equal pay and college training for women, and coeducation, the education of boys and girls together. For the rest of the 1800s, Elizabeth Cady Stanton and Susan B. Anthony led the women’s movement. Eventually, several states allowed women to vote, beginning with Wyoming in 1890. In 1920 women throughout the United States had the right to vote.

1. Why was the Seneca Falls Convention important to the women’s rights movement?
In the 1800s women had few career choices. Women were limited by the expectations and social customs of the times. No university or college accepted women before the 1830s. Most Americans believed that an education would make women unhappy with their lives. Some Americans opposed teaching girls how to read and write. They believed women were too delicate to handle the stress of studying advanced subjects. Educational opportunities for women were limited to courses on becoming good wives and mothers. Female elementary school teachers were paid less than male teachers.

Female leaders helped create new opportunities for other women. Emma Willard founded the Troy Female Seminary in 1821. Willard was self-taught in many subjects, including science and mathematics. In 1837 Mary Lyons founded Mount Holyoke Female Seminary, which later became Mount Holyoke College, in Massachusetts. New property laws in several states recognized the right of women to own property after marriage. Previously, all property owned by women before marriage was transferred to their husbands after marriage. Women in several states won the right to divorce alcoholic husbands. Husbands and wives were granted joint guardianship of their children. Many bright, young women entered male-dominated professions. Many strong women struggled to achieve their goals.

2. Why were educational opportunities so important to the women’s rights movement?
SLAVERY AND THE WEST

KEY TERMS

**sectionalism**  Exaggerated loyalty to a particular region of the country *(page 437)*

**fugitive**  Someone who runs away from the law *(page 438)*

**secede**  To separate or leave the Union *(page 438)*

**abstain**  To not cast a vote *(page 439)*

DRAWING FROM EXPERIENCE

Have you ever had to give up something to get something you wanted more? How did you decide which item was more important? What were some times when you would not compromise?

This section focuses on how the Northern states and the Southern states debated and compromised over the issue of slavery in new states.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the proposals presented to Congress in the mid-1800s concerning slavery.

<table>
<thead>
<tr>
<th>Successful Proposals to Congress</th>
<th>Unsuccessful Proposals to Congress</th>
</tr>
</thead>
</table>

The American Journey
The Missouri Compromise (pages 436–437)

When Missouri asked to join the United States in 1817, it caused a debate around the country. Many settlers to Missouri had brought their enslaved workers with them. They applied to the United States as a slave state. Up to this point, the country had an even number of slave states and free states. To allow Missouri into the United States would upset that balance in the Senate.

The North and the South were also divided over the land in the West. Many Northerners wanted to limit or eliminate slavery completely. Even the Southerners that were against slavery were opposed to the interference from the North. This division between the states created sectionalism. Sectionalism occurs when people are overly loyal to their section of the country.

The Senate suggested a compromise. The idea was to admit Missouri into the country as a slave state. Maine would also be added to the country, but as a free state. This compromise also restricted slavery in any land, except Missouri, north of the 36°30’N latitude that was gained in the Louisiana Purchase. Speaker of the House Henry Clay led efforts in the House to pass this agreement in 1820, called the Missouri Compromise.

1. Why was there controversy in admitting Missouri into the United States?

New Western Lands (pages 437–438)

The controversy between the Southern states and the Northern states arose again in the 1840s. Slavery was already established in Texas, and the Southern states strongly supported its admission to the country. They also wanted to take over New Mexico and California, which were still part of Mexico. David Wilmot of Pennsylvania introduced the Wilmot Proviso to Congress. The Wilmot Proviso declared that slavery should not be allowed in any land obtained from Mexico. An opposing proposal was created by John C. Calhoun of South Carolina. It said that Congress had no right to eliminate or limit slavery in a territory. Neither proposal passed in Congress.

In the election of 1848, a new political party was formed. The Whigs chose Zachary Taylor, a Southerner, for their candidate. The Democrats chose Senator Lewis Cass from Michigan. Neither candidate took a strong stance on slavery. Members from both parties that were against slavery joined together to create a new political party, the Free-Soil Party. The Free-Soil Party agreed with the Wilmot Proviso and selected Martin Van Buren as their candidate. Zachary Taylor won the election, but the Free-Soil Party gained several seats in Congress.
President Zachary Taylor believed that as New Mexico and California became states, the citizens could decide whether to allow slavery or not. Other issues came up in Congress. Many people wanted to do away with slavery in Washington D.C. Southerners wanted a law that required states to send fugitive, or runaway, enslaved African Americans back to their slaveholders. Southerners were most concerned that California, New Mexico, Oregon, and Utah would be admitted to the country as free states. This would give the South no power in Congress. The people of the South started discussing seceding, or leaving, the United States.

2. What stance did each candidate of the election of 1848 take on slavery?

A New Compromise (pages 438–439)

In 1850 Henry Clay wrote a plan to settle the issues in Congress. His plan contained several parts.

1. California would be admitted as a free state.
2. The New Mexico territory would have no slavery restrictions.
3. The New Mexico-Texas border would favor New Mexico.
4. Slave trade, not slavery, would be eliminated in Washington D.C.
5. Stronger fugitive slave laws would be created.

Senator John C. Calhoun of South Carolina was against Clay’s plan. He thought that the limitations on slavery would destroy the Union. Southern states would need to leave. Senator Daniel Webster of Massachusetts agreed with Clay. He felt the compromise was the only way to save the Union.

There was much disagreement about Clay’s compromise. People agreed with some parts, but opposed other parts. Stephen A. Douglas, from Illinois, solved the problem by dividing Clay’s plan. Each section would be voted on separately. President Fillmore, who became president after Zachary Taylor’s death, convinced members of the Whig party not to cast a vote, to abstain, on the issues they opposed. The multi-part plan finally passed and became known as the Compromise of 1850.

3. Why was Henry Clay’s plan divided into five separate bills?
A NATION DIVIDING

KEY TERMS

popular sovereignty The idea that allows the people to make their own decisions about the area in which they live (page 442)

border ruffians Armed groups from another state that cross a border solely to vote (page 443)

civil war A conflict between citizens of the same country (page 444)

DRAWING FROM EXPERIENCE

Have you ever been part of one group that split into two smaller groups because of a disagreement? Did you or anyone try to bring the group back together? Could the disagreement be resolved?

In the last section, you read how Western states were added to the Union with compromises from the North and the South. This section focuses on how the issue of slavery further divided the North and South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the different reactions of the North and the South as a result of the Fugitive Slave Act.

<table>
<thead>
<tr>
<th>The Fugitive Slave Act</th>
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<tbody>
<tr>
<td>The Northern Reaction</td>
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<tr>
<th>The Northern Reaction</th>
<th>The Southern Reaction</th>
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READ TO LEARN

• **The Fugitive Slave Act** (*pages 441–442*)

  In 1850 Congress passed the Fugitive Slave Act. This law required that every citizen help return runaway enslaved African Americans. Anyone that helped a runaway would either pay a fine or go to jail. Southerners thought this law would force Northerners to help them. They tried to capture African Americans living in the North, whether they were runaways or not.

  Many Northerners refused to obey this law. The Underground Railroad was developed. It was a system where groups of people, white and African American, helped runaways escape to freedom. Other antislavery groups collected money to help buy the freedom of enslaved African Americans. Northern juries would not convict anyone accused of breaking the Fugitive Slave Act.

  1. **What was the Fugitive Slave Act?**

• **The Kansas-Nebraska Act** (*pages 442–443*)

  Stephen A. Douglas wanted to expand the nation to include Kansas and Nebraska. According to the Missouri Compromise, the two territories were destined to become free states. The Southerners in Congress would not accept two more free states. That would upset the balance of free states and slaves states. In order to promote expansion, Douglas suggested that the Missouri Compromise be abandoned. He wanted to let the settlers in the territory decide if they would allow slavery. This was called **popular sovereignty**.

  Northerners were strongly against this plan. It would allow slavery on lands that had been free for a long time. Southerners, however, were strongly in favor of the plan. Many slaveholders from Missouri would settle in Kansas and vote to bring slavery to the state. Northern Democrats and President Franklin Pierce also supported this proposal. The Kansas-Nebraska Act passed in 1854. The division within the country grew stronger.

  2. **Why did Douglas want to abandon the Missouri Compromise?**
• **Conflict in Kansas** (*pages 443–444*)

  When the Kansas-Nebraska Act passed, both sides sent people to vote. About 1,500 voters lived in the Kansas territory, yet more than 6,000 people voted in the elections. Many of the voters came from Missouri. Armed groups traveled into Kansas solely to vote in support of slavery. They became known as **border ruffians**. The elections resulted in a proslavery legislature. The Kansas legislature began passing laws in support of slavery. Antislavery groups opposed these laws. They held their own elections and started a new constitution that outlawed slavery. The state was split. Both sides wanted a voice in Congress.

  The disagreement over slavery turned violent. Supporters of slavery attacked the town of Lawrence. Lawrence was the antislavery capital. John Brown was committed to ending slavery. He and others grabbed and killed five supporters of slavery for revenge. More violence continued. Kansas became known as “Bleeding Kansas.” People also called it “the Civil War in Kansas.” A civil war happens when citizens within the same country fight. Not until October of 1856 did John Geary, the newly appointed territorial governor, stop the bloodshed in Kansas.

  The violence from the state of Kansas spilled into Congress. Charles Sumner, from Massachusetts, gave a speech called “The Crime Against Kansas.” He spoke strongly against the slavery in Kansas. He also spoke against the senators who supported slavery. He especially criticized the senator from South Carolina, Andrew C. Butler. A relative of Butler’s attacked Sumner in the Senate chamber a few days later. Sumner was bleeding and knocked unconscious. His injuries were so bad that he could not return to the Senate for years.

3. Why were there two constitutions in Kansas?
CHALLENGES TO SLAVERY

KEY TERMS

arsenal  A storage place for weapons and ammunition (page 448)
martyr  A person who dies for a great cause (page 448)

DRAWING FROM EXPERIENCE

Have you ever taken an argument to someone else to settle? Were you pleased or disappointed with the result? Did you think the decision was fair?

In the last section, you read about the growing division of the country over slavery. This section focuses on decisions and beliefs about slavery that drive the North and South even further apart.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the decisions made in the Dred Scott case affected the country.

<table>
<thead>
<tr>
<th>Rulings Within the Dred Scott Decision</th>
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<tbody>
<tr>
<td>1.</td>
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</table>
• **A New Political Party** *(pages 445–446)*

In the 1850s the political parties were changing. The Democratic Party was split between the North and South. Northern Democrats left the Party. Whigs, Northern Democrats, and Free-Soilers joined together to form the Republican Party. They were strongly against slavery. The Republicans believed it was the duty of the government to stop slavery from spreading. In 1854 the Republicans gained control of the House of Representatives.

In the election of 1856, the Republicans chose John C. Frémont as their presidential candidate. He had been a Western explorer and did not have any political record. Republicans hoped voters would be impressed with his life. The Democrats did not choose Franklin Pierce this time because he had too much involvement with the Kansas controversy. They chose James Buchanan as their candidate instead. Buchanan had been overseas and had not been involved in the disagreements. The Democrats supported popular sovereignty. A third party called the American Party nominated Millard Fillmore, a former president. The American Party was against immigration. They did not take a strong stance on slavery. Buchanan won the election with the help of the Southern votes. After the election, some members of the American Party joined the Republican Party.

1. Why were there almost no Southerners in the Republican Party?

• **The Dred Scott Decision** *(pages 446–448)*

In 1857 the Supreme Court sent a strong message in favor of slavery. An African American named Dred Scott had been purchased in Missouri, a slave state. The family who bought him moved to Illinois and then Wisconsin. Both states were free. The family returned to Missouri and the owner of Dred Scott died. Scott sued for his freedom. He believed that, because he had lived on free soil at one time, he should be free. It took 11 years for the case to reach the Supreme Court.

The Court ruled that Dred Scott was enslaved no matter where he lived. He was considered property that could not be taken away from someone without a legal process. The Court said Scott could not file a lawsuit because he was an enslaved person, not a citizen. The Court also declared that Congress had no right to limit slavery in any way. That meant that the Missouri Compromise and popular sovereignty were unconstitutional. Southerners were pleased by the decision, but Northerners were angry.
In the election of 1858, everyone in the country was watching the Senate race in Illinois. Stephen A. Douglas and Abraham Lincoln were the candidates. Douglas had established a reputation during his time as Senator. He was called “the Little Giant” because he was short but powerful. He thought that the growth of the nation was more important than the issue of slavery. He believed that popular sovereignty would solve the slavery debates. Abraham Lincoln was not well-known at the time. He was a lawyer but had little formal education. He believed that slavery was wrong. He knew it may be too difficult to eliminate slavery, but he felt it should not spread.

The two candidates debated seven times throughout Illinois. In Freeport Lincoln asked Douglas about his views on popular sovereignty. How could people outlaw slavery in a territory that had not yet become a state? Douglas said they could refuse to make laws that protect the rights of the slaveholders. Southerners were not pleased with Douglas’s answer. His answer became known as the Freeport Doctrine. Douglas wanted to show Lincoln as extreme in his antislavery views. Lincoln said the issue was that some people did not see slavery as wrong. Other people, such as Republicans, did see it as wrong.

The Republican Party was gaining strength. Abolitionist John Brown led an attack on Harpers Ferry, Virginia. His goal was to get the arsenal. An arsenal is a storage place for weapons and ammunition. He was quickly defeated and local citizens and federal troops captured John Brown and his followers. Brown was found guilty of treason and murder and was sentenced to death. Some Republican leaders publicly criticized Brown for his violent acts, while other Northerners praised him. To his supporters, Brown became a martyr, someone who dies for a great cause.

2. What did the Supreme Court rule in the Dred Scott case?
SECESSION AND WAR

KEY TERMS

- **secession**: Withdrawal from the Union (page 451)
- **states’ rights**: The rights of the state overrule the rights of the federal government (page 451)

DRAWING FROM EXPERIENCE

Have you ever had to make a difficult decision? Did it affect other people? What kind of difficult decisions do you think your parents have to make? What difficult decisions do your teachers, police, or the president of the United States have to make?

In the last section, you read about the decisions on slavery that caused growing division in the United States. This section focuses on how the Southern states separated from the Union.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the election of 1860 affected the country.

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Candidate</th>
<th>Main Issue</th>
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<tbody>
<tr>
<td>1.</td>
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READ TO LEARN

The Election of 1860 (pages 449–450)

There were four political parties that nominated candidates for the election of 1860. The Democrats had split into a Northern and a Southern section. The Northern Democrats nominated Stephen Douglas. He supported popular sovereignty. The Southern Democrats wanted to maintain slavery. They chose John C. Breckinridge. He supported the Dred Scott decision. A group called the Constitutional Party did not have a position on slavery. They chose John Bell from Tennessee. The Republicans nominated Abraham Lincoln as their candidate. The Republicans said slavery could remain in place, but it should not spread to new territories. Lincoln won the election because all the Northern states supported him.

1. What was Republican position on slavery?

The South Secedes (pages 451–452)

The Southern states did not trust the Republican stance. With Abraham Lincoln as president, Southerners thought their rights would not be protected. A special meeting was held in South Carolina. They voted to leave the Union on December 20, 1860. Many people wanted the Union to stay together. Kentucky Senator John Crittenden proposed a compromise after South Carolina’s secession, or withdrawal, from the Union. He suggested bringing back the guidelines of the Missouri Compromise. Any states or land gained south of the 36°30’ N line would uphold and protect slavery. He wanted this compromise added to the Constitution. The Republicans were strongly against this plan. It would mean some free land would become slave land. It would be a step backward. Southerners were also unwilling to compromise.

In 1861 Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia all voted to secede from the Union. Representatives from these states and from South Carolina met to form a new nation. The new country was called the Confederate States of America. They chose Jefferson Davis as their president. The Southern states felt they had the right to leave the United States due to states’ rights because the states entered the Union voluntarily. As independent states they made an agreement or contract with the Union when they entered. They felt that the United States did not fulfill its side of the agreement. Therefore, the contract was not valid anymore. The Southern states felt free to leave the Union.
Many Southerners celebrated their secession from the United States. Other Southerners, such as Robert E. Lee, were deeply saddened by the direction the South had taken. Some of the more extreme Northerners were pleased that the Southern states had left the country, but most Northerners wanted the Union to remain together. Lincoln had not taken the presidential office yet. President Buchanan believed he was powerless to stop the Southern states from leaving the country. Lincoln disagreed. He felt it was the duty of the president to maintain the Union and the laws that had been established. In his Inaugural Address, Lincoln did attempt to win back the South. He also made it clear that secession was not an option. Federal property would be held and laws of the United States would be enforced in the South.

2. How did Senator John Crittenden attempt to keep the South from seceding from the Union?

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• **Fort Sumter (page 453)**

Confederate soldiers began to claim forts in the South that belonged to the United States. The commander of Fort Sumter sent a message to Lincoln on the day after Inauguration Day. The fort was low on supplies. The Confederates were expecting the fort to surrender.

Lincoln sent a message back to the governor of South Carolina. Unarmed groups would be bringing only supplies to the men at Fort Sumter. The United States would fire no shots unless the Confederates fired upon them. Jefferson Davis ordered the Confederate troops to attack Fort Sumter before the supplies arrived. Due to high water, the Union troops could not relieve the men at Fort Sumter. They fought for 33 hours. Though there was much gunfire, nobody on either side was killed.

The attack caused Lincoln to order troops to war to save the Union. Many volunteered. The remaining Southern states joined the Confederacy. The Civil War had started.

3. Why did the Confederates attack Fort Sumter?
THE TWO SIDES

KEY TERMS

- **border state**: A slave state that remained in the Union (page 461)
- **blockade**: To close (page 463)
- **offensive**: On the attack (page 463)
- **Rebel**: Confederate soldier (page 464)
- **Yankee**: Union soldier (page 464)

DRAWING FROM EXPERIENCE

Have you ever played chess or checkers? What kind of strategy, or plan, did you use to play the game?

This section focuses on comparing military strategies of the North and South and the role of the border states in the war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the advantages and disadvantages of the North and South in the war.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td><strong>North</strong></td>
<td></td>
</tr>
<tr>
<td><strong>South</strong></td>
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</tbody>
</table>
• Choosing Sides (pages 460–462)

In early 1861 President Lincoln approved military action to preserve the Union after Fort Sumter had been attacked by Confederate soldiers. Seven states had seceded, or left the Union, and formed their own government known as the Confederate government. Four states—Virginia, North Carolina, Tennessee, and Arkansas—joined the Confederacy after Lincoln approved military action. The capitals of the Union (Washington, D.C.) and the Confederacy (Richmond, Virginia) were only 100 miles apart. The border states, four Union states that permitted slavery, were still debating which side to support. Three of the states (Missouri, Kentucky, and Maryland) were leaning toward secession and joining the Confederacy.

The North needed the border states to remain in the Union because of their strategic locations. Maryland was especially important because important railroad lines and the Union capital were located in Maryland. It was also close to the Confederate capital, Richmond, Virginia. Missouri was located along parts of the Mississippi River and major routes to the West. Kentucky controlled the Ohio River. Delaware was close to the city of Philadelphia.

President Lincoln had to be careful not to anger the border states for fear of losing them to the Confederacy. He decided to use his power to suspend constitutional rights, such as freedom of speech, and arrest supporters of secession. His plan worked. The border states stayed in the Union, although some citizens joined the Confederate army. Groups of citizens in Tennessee and Virginia were against secession, including people in the Appalachian region. They established a separate state called West Virginia, which was admitted into the Union in 1863.

1. What role did the border states play in the war?

• Comparing North and South (pages 462–463)

Each side had advantages and disadvantages. How they were used would decide the outcome of the war. The advantages of the North included more people, more industry, more resources, more money, more ships, more trains, and a larger railroad system. The North also had Abraham Lincoln. The advantages of the South included the support of the people, familiar territory, and military leadership.
The major disadvantage of the North involved the difficulty of invading unfamiliar territory full of people who opposed them. The disadvantages of the South included a smaller population from which to pull together an army, fewer factories to make weapons and supplies, less food production than the North, and fewer trains and tracks for delivering food and supplies. The belief in states’ rights ended up hurting the South. The individual states did not give the Confederates enough power to be an effective force.

Both sides had different goals. The North wanted to bring the Southern states back into the Union. As the war progressed, the North also wanted to end slavery in the South. The South wanted to be recognized as a separate, independent country. The North’s plan included three main strategies: to blockade, or close, Southern ports, to control the Mississippi River, and to capture the capital city of Richmond. They hoped these strategies would cut off supplies and money to the South. At times the Southern leaders went on the offensive and attacked Northern cities. Their main strategy was to defend Southern territory until the North gave up, however.

2. What were the strategies of the North and South?

---

American People at War (pages 463–464)

Americans were at war with one another. People from the same families or communities were often on opposing sides. Military leaders from both sides had gone to school together at the United States Military Academy at West Point. Now they were fighting one another.

The soldiers were young. Almost half of them were younger than 21. The majority of them came from farms. They were called to serve for 90 days. When the war did not end, they served much longer. African Americans were not allowed to join the Union army until later in the war. By the end of the war, about 2.1 million Union soldiers called Yankees fought for the North. This number includes almost 200,000 African Americans. About 850,000 Confederate soldiers called Rebels fought for the South. About 10,000 Hispanic soldiers fought in the Civil War. Neither side expected the war to last long. Northern General William Tecumseh Sherman was one of the few who correctly predicted that the war would be long and difficult.

3. Who were the brave soldiers who fought for the North and South?
EARLY YEARS OF THE WAR

KEY TERMS

**Blockade runner**  Confederate ships that sailed in and out of Southern ports during the attempts by the North to close them (*page 468*)

**ironclad**  Wooden ship covered with thick iron plates (*page 468*)

**casualty**  People killed or wounded (*page 469*)

DRAWING FROM EXPERIENCE

Have you ever heard the words, “Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal . . .”? What does this quote mean?

In the last section, you read about the advantages and disadvantages of the North and South at the time of the Civil War. This section focuses on how the war was fought in different geographic regions.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the outcomes of the battles in the beginning of the Civil War.

<table>
<thead>
<tr>
<th>Union Victories</th>
<th>Confederate Victories</th>
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</table>
READ TO LEARN

• First Battle of Bull Run (pages 466–467)

   The First Battle of Bull Run was the first major battle of the Civil War. It was fought in northern Virginia near the town of Manassas Junction and the Bull Run River. Inexperienced Union troops attacked inexperienced Confederate troops. The Confederates were pushed back and then, with reinforcements under General “Stonewall” Jackson, counterattacked. They broke the Union lines and caused the Union troops to retreat in a panic. The Confederates were too tired to follow the Yankee soldiers. The Yankees were surprised that they lost the battle. Lincoln called for more soldiers. He appointed George B. McClellan to head the Union’s Eastern army, called the Army of the Potomac.

1. How did the Battle of Bull Run affect the Union army?

• War at Sea (pages 467–468)

   Lincoln ordered the Navy to blockade, or close off, Southern ports so the South could not export cotton and import supplies. They didn’t have enough ships to cover the entire coast, however. Southern ships called Blockade Runners sailed in and out of ports in between the Union ships. More ships were built by the Union. The blockade reduced the amount of trade by more than two-thirds. There were shortages of food and supplies in the South.

   The Confederates took control of a naval shipyard in Norfolk, Virginia. They rebuilt an old Union warship called the Merrimack, covering it with thick iron metal plates. Bullets and shells could not sink the Ironclad ship, which was renamed the Virginia. The North built the Monitor, also an ironclad ship. When they fought each other, neither one could win. The Union blocked the Virginia into its harbor so that it was unable to attack Northern ships again. The battle between metal-covered ships changed naval warfare forever.

2. Why was the battle between ironclads a turning point in naval history?
Generals on both sides in the East spent time training soldiers after the First Battle of Bull Run. War efforts continued in the West. The North wanted to control the Mississippi and Tennessee Rivers to divide the Confederacy. The South would then be unable to ship goods. Cairo, Illinois, located where the Ohio and Mississippi Rivers met, was the starting point for the Union actions in the West. The Cumberland and Tennessee Rivers were nearby.

Ulysses S. Grant commanded the Union forces from Cairo. With the help of a new ironclad, Grant captured Fort Henry on the Tennessee River and Fort Donelson on the Cumberland. These victories gave the Union a route to other Southern states. They also pushed Confederates out of Kentucky.

The Union narrowly defeated the Confederates in the Battle of Shiloh. Both sides suffered many casualties, soldiers killed or wounded. The battle lasted for two days. General “Stonewall” Jackson was killed. The Union took control of Corinth and Memphis, Tennessee. The Union Navy captured New Orleans, Louisiana. The Confederacy lost the use of the Mississippi River for shipping. Almost all of the Mississippi River was controlled by the Union.

3. Which two goals did the Union army achieve?

As a military leader, General McClellan was overly cautious and slow to act. His job was to lead the Army of the Potomac and capture the Confederate capital of Richmond. He spent too much time analyzing each situation and ended up missing the right opportunities. Even President Lincoln begged him to act. McClellan ignored Lincoln’s directions to take his troops directly to Richmond by land. Instead he took them by ship and attacked the Confederates from a peninsula of land between the York and the James Rivers. This offensive became known as the Peninsular Campaign.

McClellan and his troops finally fought a series of battles, known as the Seven Days’ Battles, against Robert E. Lee and his Confederate troops. Lee’s cavalry leader, James E.B. Stuart, surrounded the Union troops, and pushed them back to the James River. McClellan and his Union troops failed to capture Richmond.

Northern morale was low. The troops felt hopeless. McClellan’s army was still close to Richmond and included more troops than Lee’s. McClellan missed another opportunity to capture Richmond. Lincoln ordered him north to join forces with another troop in Virginia.
Confederate forces led by Lee and Jackson were attacked by Union forces in the Second Battle of Bull Run. The Confederates defeated the Union and saved Richmond. The Confederates were only 20 miles from Washington, D.C.

Jefferson Davis, the President of the Confederacy, ordered an offensive into Maryland, led by Robert E. Lee. Two of McClellan’s soldiers found Lee’s orders dropped in a field. They learned of Lee’s plans and knew what Lee planned to do. Instead of acting quickly, McClellan took too much time, which gave Lee more time to gather his troops. The largest number of casualties of the Civil War happened during the Battle of Antietam in Maryland. The Confederate army retreated to Virginia. McClellan did not go after them. General Burnside replaced McClellan who was removed because of his failures.

The Battle of Antietam changed the goals of the North. Lincoln decided to fight against slavery.

4. How did McClellan’s leadership affect the Union?
A CALL FOR FREEDOM

KEY TERMS

- **emancipate**: To free (page 475)
- **ratify**: To approve (page 476)

DRAWING FROM EXPERIENCE

Have you ever been treated unfairly? Has someone you know been allowed to do something that you were not allowed to do? How did you feel?

In the last section, you read about the battles fought between the North and South in different geographic regions. This section focuses on the contributions of African Americans to the war effort.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the contributions African Americans made during the Civil War.

### African American Contributions During the Civil War

- [ ]
- [ ]
- [ ]
Emancipation (pages 473–476)

The goal of the North was to keep the Union together. At first abolishing slavery was not a goal of the North. Lincoln was opposed to slavery and said he would prevent the expansion of slavery. He did not want to make abolishing slavery a goal of the Civil War for fear of losing the support of the slaveholding border states.

The goals of the North began to change, however, because many Northerners believed slavery was helping the Southern war efforts. Northerners felt that by weakening slavery, they would weaken the war efforts of the South. Congress passed laws in 1861 and 1862 that freed enslaved people held by people in the Confederacy. Lincoln hoped that Britain and France would decide not to help the South if the North fought slavery. He also wanted the president to be the one to end slavery instead of the Republican Congress.

Lincoln decided to free, or emancipate, enslaved workers in Southern states by signing the Emancipation Proclamation in 1863. The Union did not control Confederate states at the time, so no one was really freed. Lincoln hoped that enslaved African Americans would hear about the Proclamation and run away from their slaveholders. If enslaved African Americans made it safely into Union territory, they would be free. Lincoln’s plan worked. Britain and France refused to recognize the Confederacy. African Americans in the North were thrilled with the proclamation.

In 1864 Republicans in Congress proposed the Thirteenth Amendment to abolish slavery in the United States. The Thirteenth Amendment was approved, or ratified, in 1865.

1. What was the Emancipation Proclamation?

African Americans in the War (pages 476–477)

During the Civil War, Southerners were afraid that enslaved people would rebel. About 30 percent of the Southern population consisted of enslaved people. Southerners did not want to provide them with weapons. Therefore, African Americans were not allowed to fight in the war at first. In 1865 when the Confederacy desperately needed soldiers, the Confederate Congress passed laws to allow African Americans to fight. The war ended before the Confederacy was able to organize African American troops.
At first the Union army did not allow African Americans to fight, but the Union navy did. African Americans joined the navy and supported the war effort in many other ways. Because they knew the South very well, many African Americans, including Harriet Tubman, served as spies or guides. In 1862 Congress passed a law allowing African Americans to fight in the army. Many signed up. By the end of the war, 10 percent of the Union army and 18 percent of the Union navy consisted of African American volunteers.

African American soldiers served in separate regiments from white soldiers. Their commanders were white, however. African American soldiers received less pay than white soldiers until 1864. The bravery of African American troops on the battlefield earned the respect of fellow Union soldiers. Confederate soldiers were furious that African Americans were allowed to fight for the Union. Some African Americans were captured by Confederates and executed. Seeing African Americans serving in the Union army made a big impression on enslaved workers in the South. For the first time, they understood what the war was all about.

2. How did African American soldiers serve in the military during the war?
For use with textbook pages 478–483

LIFE DURING THE CIVIL WAR

Did you know that there has never been a war of ground troops on American soil since the Civil War? All other wars have been fought in foreign countries. How might your life change if you lived during a war fought in the United States? How would you feel?

In the last section, you read about the contributions of African Americans during the Civil War. This section focuses on how the war affected the economies of the North and South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the role civilians played during the war.

KEY TERMS

- habeas corpus: The right to a hearing before being jailed (page 481)
- draft: A law that required men to serve in the army (page 481)
- bounty: Payments to volunteers who enlist in the army (page 482)
- greenback: Northern paper money (page 483)
- inflation: General increase in prices (page 483)
READ TO LEARN

• The Lives of Soldiers (pages 478–479)

Many men and boys were eager to enlist in the army at the beginning of the war. It did not take long for their excitement to turn to fear and horror. War was not pleasant. Soldiers and civilians suffered many hardships. In between battles, soldiers lived in camps where the days were long and boring. They practiced their drills and marches. The food was terrible. It rained. Letters from family and friends cheered them up. In between battles, some Confederate and Union soldiers traded stories, tobacco, coffee, and newspapers.

During battle thousands of men from the North and South were killed or wounded. The new rifles were more accurate than weapons used during the American Revolution. The medical facilities could not keep up with all of the injured soldiers. Many men died waiting to be treated. Union and Confederate soldiers ran away or deserted the army because they were scared, hungry, or sick. Many Southern soldiers were starving. The South experienced severe food shortages during the war. General Lee invaded Maryland just so his troops could eat food grown in the North.

1. What was life like for Union and Confederate soldiers?

• Women and the War (pages 479–481)

Women took on many of the jobs that men performed before they left to fight in the war. They ran offices and businesses. They became teachers, salesclerks, and government or factory workers. Many women managed farms and plantations. Women also helped the war effort by rolling bandages, making blankets, and making ammunition. They distributed food, clothing, and medicine to the soldiers. They raised money to buy supplies.

Most of the fighting took place in the South. While everyone was talking and thinking about the war, Northerners did not experience the fighting firsthand. They read about the war through letters soldiers sent home during the war. The Southerners’ lives were really changed during the war. Many Southerners lost their homes and crops. Armies that came through took everything to help the troops. The Union’s blockade of Southern ports made importing goods and exporting crops impossible. The South experienced severe shortages in many areas. They ran out of necessary goods such as meat, clothing, medicine, and shelter.
Many women served as spies for both the North and South. Harriet Tubman became a spy for the North because she was so familiar with the Southern territory. Other women became informants, finding out information and passing it on to the opposing side. Loretta Janeta Velázquez and other women disguised themselves as men and fought for the South. Velázquez also served as a Confederate spy.

Before the Civil War, all nurses were males. Women became army nurses for the first time during the Civil War. Many people thought women were too delicate for such work and disapproved. Dorothea Dix organized military nurses. Clara Barton worked with wounded soldiers. Sally Tompkins established a military hospital in Richmond, Virginia. These women and many others performed a valuable service under difficult conditions.

2. What roles did women play in the war?

Opposition to the War (pages 481–482)

Politicians and American citizens protested the war. They disagreed with policies of the military leaders or the way the war disrupted their lives. Northern Democrats were divided over the war. One group supported Lincoln. The “Peace Democrats,” also called “Copperheads,” supported negotiations instead of war. The Peace Democrats gained more support when the Union was doing badly. The Peace Democrats were suspected of helping the South. President Lincoln gave permission to arrest anyone who interfered with the war effort, without habeas corpus, the right to a hearing before being jailed.

People grew tired of the war. It was harder to find volunteers for the military. The Confederate Congress passed a law in 1862, making it legal to draft, or require men to serve in the military for three-year terms. Men could avoid the draft if they found someone willing to take their place. Later laws were passed that allowed certain groups, such as slaveholders of more than 20 enslaved laborers, freedom from the draft. People protested that poor citizens were fighting a war to protect the slavery system of the rich. The North paid volunteers who signed up for the military a bounty, or fee. When that did not work, the North began to draft men like the South did. Southerners could avoid the draft by finding a substitute or paying the government $300. The draft laws caused citizens to start four days of riots and violence. Angry protesters set fires, went on stealing sprees, and killed in protest of the draft. The Army of the Potomac was called in to end the riots. More than 100 people were killed during the rioting. Because of all of the violence, Jefferson Davis, president of the South, arrested people without habeas corpus, just as Lincoln had done. This angered even more Southerners who valued their freedom.
3. Why did many Americans oppose the draft?

- **War and the Economy** *(pages 482–483)*

The war caused both sides extreme financial problems. The North fared better than the South because of greater resources. Both sides were left in debt, however. Both sides had to borrow money, raise taxes, and print paper money to pay for the war. Paper money in the North was called *greenbacks*. Income taxes were imposed on both sides in 1861. People paid a percentage of the amount of money they earned during the year. Prices rose faster than a person’s income. This period of *inflation* hurt every citizen. Prices increased while income decreased or stayed the same. People could not afford the things they were used to. People in the North made a profit during the war. Union troops bought food from Northern farmers. Northern factories made weapons, ammunition, and clothing. The farmers sold their crops to feed the large Northern military.

The South was devastated by the war. Its few factories were busy trying to manufacture weapons and ammunition. The South was unable to provide other necessary goods they had imported before the war. Food was scarce. People were hungry. There were severe shortages of many goods. The prices of goods in the South rose at a much higher rate than prices in the North. The South suffered much destruction from the fighting within its boundaries. Cities were burned, railroads were torn up, farmland was overgrown. Soldiers worried about how their families were coping with the challenges. Many deserted, or left without permission, to go home and take care of their families.

4. How did the Civil War affect the economies of the North and South?
Chapter 16, Section 5

For use with textbook pages 485–491

THE WAY TO VICTORY

KEY TERMS

- entrench Set up in a strong position (page 486)
- total war Destroying anything useful to the opposition (page 490)

DRAWING FROM EXPERIENCE

What have you learned about President Abraham Lincoln? What were some of the qualities that made him a good president? Do you know how he died?

In the last section, you read about the effects of the Civil War on the economies of the North and South. This section focuses on the brave soldiers who fought during the Civil War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the lives lost and the outcome of the war.

Cause

General Grant ordered General Sherman to wage total war against the Confederates.

Effects

1.
2.
3.
4.
READ TO LEARN

• Southern Victories (pages 485–486)

Dedicated soldiers and civilians endured many hardships during the war. They witnessed death and destruction. Each side had its hopes go up and down during the years of the Civil War. In the winter of 1862–1863, the North was gloomy while the South was hopeful. No one thought Robert E. Lee’s army could be beaten. Lee had surprised and beaten weak Union generals.

The South won the Battle of Fredericksburg easily because its soldiers were entrenched, or set up in a strong position, on the hills. They could see the enemy as it approached. Thousands of Union soldiers died. In late 1862 Lee’s army beat Burnside’s army. Burnside resigned. General Joseph Hooker took over command. Lee’s army defeated Hooker’s troops at Chancellorsville, Virginia. General Stonewall Jackson died from complications after being accidentally shot in the arm by another Confederate soldier. Hooker was replaced by General George Meade after he ignored Lincoln’s orders to attack Lee’s troops.

1. Why were so many Union generals replaced?

• The Tide of War Turns (pages 486–488)

Meade was directed to protect Washington and Baltimore from the Confederates. In 1863 the two armies accidentally ran into each other near Gettysburg. The Northerners were surprised and outnumbered. The Battle of Gettysburg lasted for three days. The Northerners retreated to Cemetery Ridge. General George Pickett led a Confederate attack on the third day across wide-open land. Half the Confederate soldiers were killed during Pickett’s Charge. Lee blamed himself.

At the same time, another battle was being fought at Vicksburg, Mississippi. The Union needed to control Vicksburg in order to control the Mississippi River. The North under the command of Ulysses S. Grant defeated Confederate troops at Vicksburg and again at Gettysburg. This was a major turning point in the war.

President Lincoln’s famous Gettysburg Address was a two-minute speech he made at a cemetery dedication ceremony at Gettysburg in November 1863. Lincoln’s words inspired Americans to refocus on their shared goals.
2. What was the major turning point in the war?

• Final Phases of the War (pages 488–490)

After Vicksburg and Gettysburg, Grant and Sherman defeated the Confederates at Chattanooga, Tennessee. Lincoln asked Ulysses S. Grant for help. Grant had resigned because of a drinking problem seven years earlier. He joined the army again at the beginning of the Civil War. President Lincoln needed a leader who attacked when ordered to do so. He needed someone who was not afraid to attack again if at first they did not succeed. Grant was placed in charge of all Union armies after his victory at Chattanooga. Grant came up with a plan to attack the Confederate armies on many fronts to win the war.

Union soldiers fought three battles against the Confederates. When the Confederates held their positions, Grant attacked again. Many people called Grant a “butcher” because so many people died. Grant attacked again and again. He was willing to do what needed to be done, no matter how long it took. It ended up lasting nine months.

People were putting pressure on Lincoln to end the war and find a peaceful solution. The Peace Democrats were pushing for peace. Lincoln pushed to restore the Union. After defeating the Confederates at Mobile Bay, the Gulf of Mexico was controlled by the Union. Next, Sherman captured Atlanta for the North. He talked Grant into a daring plan called total war. His army marched to Savannah, Georgia, living off the land and anything else they could find along the way. They destroyed anything the South could use. Their path of destruction was 50 miles wide. On its way through South Carolina to meet Grant’s troops in Virginia, Sherman and his army destroyed everything in their path.

3. Why was Vicksburg an important city to the Confederates?
Victory for the North (pages 490–491)

Grant continued the attacks at Petersburg. The Confederates were weak. They were sick and hungry. Their forces were weakened by deserters and casualties. In April 1865 the Confederates broke lines and Lee withdrew his troops. On the same day, they also lost their capital, Richmond. They burned the city so that the Union had nothing to control. The Union army blocked the Confederates’ escape. Lee surrendered in Virginia at the Appomattox Court House. Grant let the Confederates keep their horses and go home after they turned in their weapons. He even ordered that the Confederate troops be given three days’ worth of food. Confederates in North Carolina surrendered several days later. Jefferson Davis was captured in Georgia. The Civil War finally ended. The North won.

More than one-half million soldiers died in the Civil War. The war caused billions of dollars in damage. Most of the destruction was in the South. The effects of the war lasted for generations. Millions of African Americans were freed at last. The North saved the Union. The power of the federal government over states’ rights was determined once and for all.

4. How did the Civil War end?
Chapter 17, Section 1

For use with textbook pages 500–503

RECONSTRUCTION PLANS

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Reconstruction</td>
<td>The period of rebuilding the South after the Civil War and the various plans for accomplishing the rebuilding (page 501)</td>
</tr>
<tr>
<td>amnesty</td>
<td>A pardon (page 501)</td>
</tr>
<tr>
<td>radical</td>
<td>Extreme (page 501)</td>
</tr>
<tr>
<td>freedmen</td>
<td>Former enslaved persons (page 502)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Have you ever forgiven someone for doing something that hurt you? Was it hard to forgive them? Did you feel better afterwards?

This section focuses on three different plans for rebuilding the economy and institutions of the South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about who supported the various plans for Reconstruction.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Supported by</th>
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<tbody>
<tr>
<td>Ten Percent Plan</td>
<td></td>
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<tr>
<td>Wade-Davis Bill</td>
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<tr>
<td>Reconstruction</td>
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READ TO LEARN

- **Reconstruction Debate** *(pages 500–502)*

  Reuniting the Union after the Civil War was not easy. Cities, towns, plantations, roads, bridges, and railroads in the South had been destroyed during the war. A quarter of a million Confederate soldiers were dead and thousands more were injured or ill. Families had few resources and few men to help them rebuild their lives. People throughout the Union agreed that the South needed help rebuilding. There were very different opinions about how the **Reconstruction**, or process of rebuilding and the plans for rebuilding, should be done.

  President Lincoln announced the Ten Percent Plan in December, 1863. Under the terms of his plan, a state could form a new government and adopt a new constitution banning slavery once ten percent of the voters of the state took an oath of loyalty to the Union. White Southerners, except for Confederate leaders, who were willing to swear loyalty to the Union were offered **amnesty**, or a pardon. Lincoln did not force states in the South to give African Americans the same rights as white Americans. He did support granting educated African Americans, and those who had served in the Union army, the right to vote. Three states formed governments under the Ten Percent Plan. They were Louisiana, Arkansas, and Tennessee. Congress refused to recognize the representatives from these states.

  A group of Republicans in Congress supported a harsher plan. Radical Republicans who supported a more **radical**, or extreme, plan, believed that Congress should decide the Reconstruction policy. They did not want the president to have that right. They voted to deny states admittance to the Union under the Ten Percent Plan. Congress established the Wade-Davis Plan in July, 1864. The plan required a majority of all white males to swear loyalty to the Union. Only white males who had never fought for the South during the Civil War could vote for delegates to the state constitutional convention. Former Confederates were prohibited from holding public office. New state constitutions were required to abolish slavery. After these conditions had been met, the state could be readmitted to the Union. Lincoln refused to sign this bill into law.

  Congress and the president formed the **Freedmen’s Bureau**, an agency to help former enslaved persons, in March, 1865. The Bureau helped many African Americans make the transition from slavery to freedom. The Freedmen’s Bureau provided food, clothing, and medical services, formed schools, and assisted African American colleges and universities, such as Atlanta University, Howard University, and Fisk University. It also helped people buy land. It offered free transportation to the countryside for jobs.
1. How did the Radical Republicans’ Wade-Davis Bill for Reconstruction differ from Lincoln’s Ten Percent Plan?

2. What provisions were included in Johnson’s “Restoration” plan?

Lincoln Assassinated! (pages 502–503)

On April 14, 1865, President Lincoln was shot and killed while he was attending a play at the Ford Theater in Washington, D.C. John Wilkes Booth assassinated, or killed, the president. Booth escaped to Virginia on horseback. He was tracked down and shot to death by Union troops. Other members of his group were plotting to kill other important members of the United States government. Eight people were convicted for their role in the plot by a military court. Four were hanged and four were sent to prison for the rest of their lives.

Vice President Andrew Johnson became the president after Lincoln was assassinated. He had been a Democratic senator from Tennessee. He was the only Southern senator who supported the Union during the Civil War. Johnson wanted to punish slaveholders in the South. He supported states’ control over many decisions. He did not wish to help African Americans. Johnson’s plan for Reconstruction, called “Restoration,” was announced in the summer of 1865. Under his plan, Southerners had to swear loyalty to the Union in order to be pardoned, or granted amnesty. High-ranking Confederate officials and wealthy landowners had to apply personally to the president. Johnson believed that wealthy landowners and Confederate officials had tricked average Southerners into seceding from the Union.

Governors were appointed by Johnson to Southern states. They were required to hold elections for state constitutional conventions. Only white Southerners who had been pardoned or granted amnesty could vote. Johnson opposed equal rights, including the right to vote, for 911 freed African Americans. He believed that white men should manage the South. He also believed that Southern states should decide what to do about freed African Americans. Southern states were required to abolish slavery and denounce secession at their constitutional conventions before they were admitted into the Union. They also had to approve, or ratify, the Thirteenth Amendment to the Constitution, which abolished slavery in the United States. All former Confederate states, except Texas, formed new governments under Johnson’s plan by the end of 1865. Johnson thought that “Restoration” was almost complete.
RADICALS IN CONTROL

KEY TERMS

black codes A series of laws aimed to control freed men and women and enable plantation owners to exploit African American workers (page 505)

override To defeat (page 505)

impeach To formally charge with wrongdoing (page 507)

DRAWING FROM EXPERIENCE

What are your rights as a citizen of the United States? How are these rights protected?

In the last section, you read about plans to rebuild the economy and institutions of the South. This section focuses on how the Southern states created new governments and elected new representatives.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the Radical Republicans were able to put their version of Reconstruction into action.

<table>
<thead>
<tr>
<th>Radical Republicans and Reconstruction</th>
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African Americans’ Rights (pages 504–507)

Voters of Southern states established new governments and elected new representatives under Johnson’s plan during the fall of 1865. The group of more than 12 representatives included former Confederate leaders, including the vice president of the former Confederacy. Congress refused to recognize the newly elected members of Congress from the Southern states. Many Republicans in Congress rejected Johnson’s plan and refused to readmit the Southern states to the Union. They believed the terms of Johnson’s plan were not strict enough. They felt they were being robbed of their hard-won victory. They also wanted the Southern states to improve their treatment of African Americans.

A series of laws called black codes that allowed plantation owners to exploit African Americans, or treat them unethically, were passed in 1865 and 1866. Important parts of these laws were designed to control freed African American men and women. These laws violated the rights of African Americans. Local officials were permitted to arrest and fine unemployed African Americans. The laws forced them to work for white employers to pay off their fines. African Americans were prohibited from owning or renting farms. Orphaned African American children were used as unpaid apprentices by whites. The black codes re-created a new form of slavery.

The Freedmen’s Bureau was extended and given new powers by Congress in early 1866. Special courts were established to prosecute people who were charged with violating the rights of African Americans. African Americans were permitted to serve on juries. Under the terms of the Civil Rights Act of 1866, African Americans were given full citizenship. The federal government was granted power over the states to protect the rights of African Americans. This law did away with the black codes. It also overturned the 1857 Dred Scott decision, in which the Supreme Court ruled that African Americans were not United States citizens. Johnson vetoed the Freedmen’s Bureau bill and the Civil Rights Act. Congress had enough votes to defeat, or override, Johnson’s vetoes. They became laws. The differences between Congress and President Johnson grew. The Radical Republicans in Congress created their own plan for Reconstruction.

Congress wanted to make certain that rights granted to African Americans under the Civil Rights Act were never overturned in court. They passed the Fourteenth Amendment to the Constitution in 1866. The Fourteenth Amendment granted full citizenship to all people born in the United States. The amendment stated that a person could not lose life, liberty, or property “without due process of law.” Furthermore, it stated that all citizens were guaranteed “equal protection of the laws.” States would lose their representation in Congress if they prevented any white adult male citizen from voting. The amendment prohibited former Confederates from holding national or state office unless two-thirds of Congress granted them amnesty. African Americans
were not granted voting rights under the amendment, however. In order to be readmitted into the Union, Southern States had to approve the Fourteenth Amendment. Tennessee was the only state out of eleven Southern states to do so. The Fourteenth Amendment was eventually adopted in 1868.

Johnson pressured Northern and Southern states to reject the Fourteenth Amendment. He also campaigned heavily against Republican candidates in the congressional elections of 1866. Johnson’s nasty campaign upset many Northerners. Northerners also worried about further violence between whites and African Americans. Violent riots between the two groups had occurred in Memphis, Tennessee, and New Orleans, Louisiana. The Republicans were victorious. They increased their majorities in Congress and controlled the governments in every Northern state. Congress had the power to follow its own plan for Reconstruction.

1. How did African Americans suffer under reconstructed governments?

• **Radical Reconstruction** (*pages 506–508*)

  Congress had the power to override, or defeat, Johnson’s vetoes. There was nothing Johnson could do. Congress passed a number of laws that began the period known as Radical Reconstruction. The First Reconstruction Act, passed in March 1867, created new governments in the ten Southern states that had not approved the Fourteenth Amendment. Tennessee was readmitted into the Union because it had approved the amendment. The ten Southern states were divided into five military districts under the authority of a military commander until they formed new governments. The act allowed African American males to vote in state elections. It prohibited former Confederate officials from holding public office. States had to approve the Fourteenth Amendment and submit new state constitutions to Congress for approval before they could be readmitted into the Union. Military commanders were required to register voters and organize new state constitutional conventions under the terms of the Second Reconstruction Act.

  Thousands of African American voters took part in the elections for constitutional conventions and state governments. Many whites refused to take part. Republicans took control of Southern state governments. Seven Southern states—Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, and South Carolina—established new governments and were readmitted into the Union in 1868.
Congress passed laws limiting the powers of the president. Johnson, as commander in chief of the military, controlled the actions of the military governors. He was strongly opposed to Radical Reconstruction. The Tenure of Office Act of March 1867 prohibited the president from removing government officials without Senate approval. The president no longer controlled his own cabinet.

Johnson responded by suspending his Secretary of War, Edwin Stanton, without Senate approval. He purposefully violated the Tenure of Office Act and appointed military commanders the Republicans opposed as commanders of military districts in the South. Johnson was formally charged with wrongdoing, or impeached, by the House of Representatives. The case went on trial before the Senate and lasted almost three months. The result fell one vote short of convicting the president. Johnson finished out his term of office.

The Republicans chose the Civil War hero, Ulysses S. Grant, as their candidate in the election of 1868. Most Southern states were readmitted to the Union by this time. The Democrats nominated Horatio Seymour, a former governor of New York. Grant won the election.

The Fifteenth Amendment to the Constitution, which became law in February 1870, granted African American males the right to vote. State and federal governments could no longer deny any male citizen the right to vote based on “race, color, or previous condition of servitude.”

2. Why did Congress pass the Tenure of Office Act in 1867?
THE SOUTH DURING RECONSTRUCTION

**KEY TERMS**

- **scalawag**: Scoundrel or worthless rascal (page 510)
- **carpetbagger**: Northern whites who moved to the South after the war and served as Republican leaders (page 510)
- **corruption**: Dishonest or illegal actions (page 510)
- **integrate**: To include whites and African Americans (page 512)
- **sharecropping**: Farming a piece of rented land and sharing a percentage of the crop with the landowner (page 512)

**DRAWING FROM EXPERIENCE**

Have you ever heard someone called a scalawag or a carpetbagger? What is meant by these two words?

In the last section, you read about the disagreement between Johnson and the Radical Republicans over Reconstruction plans. This section focuses on how the Republican Party dominated Southern politics during Reconstruction.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about life in the South during Reconstruction.

![Changes in the South During Reconstruction diagram]
READ TO LEARN

• **New Groups Take Charge** *(pages 509–511)*

   The Republican Party controlled politics in the South during Reconstruction. African Americans, white Republicans from the South, and white settlers from the North controlled state constitutional conventions and state legislatures. African Americans contributed as voters and elected officials. They contributed to Republican victories. Some African Americans held important positions. They briefly controlled the majority in the lower house of the South Carolina legislature. Between 1869 and 1880, 16 African Americans were elected to the House of Representatives and two to the Senate at the federal level. Hiram Revels and Blanche K. Bruce were two African American senators from the South.

   Some Republican Southern whites were nonslaveholding farmers or business leaders. They had opposed secession during the Civil War. Confederates called them *scalawags*, meaning scoundrels or worthless rascals. Other Republican leaders in the South were Northern whites who moved to the South after the war. They were often called *carpetbaggers*, because they moved South with cheap suitcases made of carpet fabric. Most carpetbaggers were former Union soldiers or members of the Freedmen’s Bureau who wished to settle in the South. Some greedy Northern whites did take advantage of the situation in the South. Many were reformers, however, who wanted to help rebuild the South.

   Reconstruction governments were accused of dishonest, illegal activities and financial mismanagement, called *corruption*, by some critics. There was more corruption in the North, however.

   Most white Southerners were against increasing the rights of African Americans. Life was difficult for free African Americans in the South. Some plantation owners told former enslaved workers that they could not leave. Others refused to rent them land. Employers refused to hire them. Fear and force were used to keep African Americans in line. They were unable to find work or obtain credit.

   Secret societies, such as the Ku Klux Klan, were organized to oppose African Americans’ rights. They believe whites should have all the power. The Ku Klux Klan organized many violent rampages against African Americans. Wearing white sheets and hoods to conceal their identity, members of the Ku Klux Klan burned African Americans’ homes, schools, and churches in the middle of the night. They murdered many African Americans and tried to scare them before elections so they would not vote. Many Southerners supported these violent actions. They justified violent actions as a defense against Republican rule. They wanted life in the South to remain the same. Congress passed laws to stop the terrorism. The laws were not successful because most white Southerners would not testify against the attackers.
1. Why did terrorist groups form in the South during Reconstruction?

2. In what ways did life in the South improve?

**Some Improvements** *(pages 511–512)*

Education went through important changes in the South during Reconstruction. African Americans and whites benefited from the improvements in education. More than 4,000 schools were established by 1870, through the efforts of the Freedmen’s Bureau and private charities. Many free African Americans and Northern whites served as teachers in the new schools. Reconstruction governments began establishing public schools for African Americans and whites in the 1870s. Before the war, there were no public schools for both races in the South. Academies for advanced learning became colleges and universities for African Americans, established by Northern missionary societies. Most Southern states had separate schools for the races. Schools in Louisiana, South Carolina, and Florida were *integrated*, or included both whites and blacks together, by law. The laws were not enforced, however.

The Freedmen’s Bank, established in 1865, helped some African Americans buy their own land. Most African Americans were unable to afford to buy their own land, however, so they worked as *sharecroppers*. In return for a percentage of the crops, a sharecropper rented a plot of land, seeds, tools, a small shack in which to live, and sometimes a mule. They had almost nothing left over after paying the landowner. They often had barely enough to feed their families. Sharecropping was not much different from slavery.
CHANGE IN THE SOUTH

KEY TERMS

reconciliation  Coming together again (page 514)
commission  Group or committee (page 516)
cash crop  A crop that is sold for money (page 518)
poll tax  Fee people paid before voting (page 519)
literacy test  A test that required a person to read and explain difficult parts of a state constitution or the federal Constitution (page 519)
grandfather clause  Laws that allowed individuals who did not pass the literacy test to vote if their fathers or grandfathers had voted before Reconstruction (page 519)
segregation  The separation of people according to race (page 519)
lynching  When an angry mob illegally kills a person, usually by hanging (page 520)

DRAWING FROM EXPERIENCE

Have you ever been treated unfairly? How did you feel? Were you eventually able to get fair treatment?

In the last section, you read about life in the South during Reconstruction. This section focuses on the end of Reconstruction as the Democratic Party began to control Southern politics.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the causes and effects of decreased support for Reconstruction policies in the South.

Factors That Contributed to Democratic Control of Southern Politics

1.
2.
3.
4.
READ TO LEARN

- Reconstruction Declines (pages 513–515)

As Southern Democrats regained political and economic control in the South by 1876, Northern support for Reconstruction decreased. Many Northerners thought it was time for the South to take care of its own problems. Many believed Reconstruction was preventing the Southern economy from growing. Northerners were worried about the racial tension in the South. Grant used federal troops to enforce the law and stop the violence in the South only when necessary. He wanted to avoid conflicts in the South. Many conservative Republicans still felt that states’ rights were being violated.

Grant had other matters to worry about during his presidency. Some Republicans, called Liberal Republicans, broke away from the party in the early 1870s because they opposed the corruption in the government and Reconstruction. They believed in restoring the relationship, or a reconciliation, with Southern whites. Liberal Republicans and Democrats supported Horace Greeley of New York in the 1872 presidential election. Democrats thought Greeley would beat the Republicans. Grant survived the split in the Republican party and was reelected.

The Amnesty Act, supported by Liberal Republicans, was passed by Congress in May 1872. Under this law, most former Confederates were pardoned. They were able to vote and hold office again. Most of those pardoned supported the Democratic Party. In Southern states where most voters were white, Democratic control of state governments replaced Republican control. In states where African American and white populations were almost equal, the Ku Klux Klan, other violent secret societies, and Democrats frightened African Americans from voting. White Republicans were also threatened. These actions helped Democrats win seats in the government previously held by Republicans. Only three Southern states held a Republican majority in Congress by 1876—Florida, South Carolina, and Louisiana.

Some Republicans also shared the blame for Republican losses. Scandals involving top government officials including the vice president and secretary of war were uncovered. Scandals, combined with an economic depression, damaged the Republican Party.

1. How did the Republican Party begin to lose its power in the South?
The End of Reconstruction (pages 515–517)

In the election of 1876, Republicans nominated Rutherford B. Hayes for president. They hoped to win back the Liberal Republicans by choosing a candidate with a reputation for honesty and moderate beliefs about Reconstruction. New York governor Samuel Tilden was the Democratic candidate. He had a reputation for fighting corruption in New York City. Tilden won the popular vote, or vote of the people. He narrowly lost the electoral vote after a disputed election.

Hayes was granted 20 disputed electoral votes after an investigation by a commission created by Congress. The commission was made up of a group of seven Republicans, seven Democrats, and one independent. A Republican replaced the independent after his resignation. Hayes won the commission’s vote, 8 to 7, which followed party lines. Instead of fighting the outcome of the election, Democrats in Congress agreed to support Hayes under certain conditions. The Compromise of 1877 stated that all federal troops would be removed from the South. The South would receive more federal aid. In return Democrats agreed to maintain African Americans’ rights and support Hayes for president. The compromise restored states’ rights. Reconstruction ended.

2. How did the Republicans win the election of 1876?

Change in the South (pages 517–518)

Democrats returned to power in the South after the end of Reconstruction. Democrats who called themselves “Redeemers” for saving the South from Republican rule controlled Southern governments. These conservatives supported economic development, lower taxes, less public spending, and reduced government services. They opposed interference from the North. These conservative Democrats controlled Southern politics into the 1900s.

After the Civil War, the South continued to have a poor, rural economy. An attempt was made to increase industry and manufacturing in the South and build a “New South.” Many resources, including coal, iron, tobacco, cotton, and lumber, were available in the South. After Reconstruction, the textile industry grew in the South. Many Northern textile mills moved to the South. Lumbering and tobacco processing grew. James Duke of North Carolina owned the American Tobacco Company, which controlled almost all tobacco manufacturing in the country. Southern mills produced 20 percent of the nation’s iron and steel.
African American families worked long hours for little pay in Southern mills and factories. Industry in the South grew as a result of the available workforce. The Southern railroad was rebuilt by 1870. The miles of track more than doubled by 1890. Even with its industrial growth, the Southern economy continued to lag behind the Northern economy.

In an effort to change agriculture in the South, many large landowners broke up their properties, renting to sharecroppers and tenant farmers. These practices did not make much money. Poor farmers went into debt. Farmers began to grow crops for profit, called **cash crops**, in order to pay back the money they owed. They grew more and more cotton because it was the biggest cash crop. The oversupply of cotton caused the prices to fall. Then farmers had to sell even more cotton to get the same prices. The rural economy fell deeper into debt and poverty.

3. Why did Southerners focus on increasing industry and manufacturing in the South?

- **A Divided Society (pages 519–520)**

  After Reconstruction, racism increased. African Americans did not experience the justice they had hoped for. They were denied their basic rights. African Americans and poor whites were prevented from voting due to newly adopted voting requirements in the South. Many states made voters pay a fee called a **poll tax** to vote. Many African Americans and poor whites could not afford to vote. Some states required voters to pass a **literacy test** in order to vote. People with limited schooling could not read and explain the difficult parts of a state constitution or the federal Constitution required to vote. A grandfather clause was added to permit whites who could not pass the test the right to vote. The **grandfather clause** allowed people whose fathers or grandfathers had voted before Reconstruction to vote. This still excluded African Americans from voting, since their fathers and grandfathers were not permitted by law to vote before Reconstruction.

  Southern states continued to divide, or segregate, the South by race with the passage of a set of laws known as Jim Crow laws. These laws required whites and African Americans to be separated in every public place. The Supreme Court, in *Plessy v. Ferguson*, ruled that **segregation** laws were constitutional as long as public facilities and accommodations for African Americans and whites were equal. Segregation, or the separation of African Americans and whites, in public places lasted for more than 50 years. The facilities and accommodations for the two races were never equal.
Violence against African Americans in the South increased. Angry mobs killed African Americans who were suspected of committing crimes by lynching, or hanging. African American dreams of justice were lost in the deeply segregated South that followed Reconstruction. Reconstruction helped the South rebuild after the Civil War, but the promise of real freedom for African Americans was never realized. The poor, rural Southern economy continued, despite advances in industry, manufacturing, and agriculture.

4. What happened to African Americans after Reconstruction?
For use with textbook pages 528–532

THE MINING BOOM

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>lode</td>
<td>Underground layers of ore sandwiched between rock (page 529)</td>
</tr>
<tr>
<td>ore</td>
<td>A type of rock that can contain gold found underground (page 529)</td>
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<tr>
<td>vigilantes</td>
<td>Citizens who take the law into their own hands (page 529)</td>
</tr>
<tr>
<td>ghost towns</td>
<td>Boomtowns that became deserted (page 530)</td>
</tr>
<tr>
<td>subsidy</td>
<td>Financial aid and land grants from the government (page 530)</td>
</tr>
<tr>
<td>transcontinental</td>
<td>To span, or go across, the continent (page 531)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Have you ever traveled across the country or to a distant state? Did you travel by plane, car, or train? How long did the journey take? Can you imagine the difficulties of crossing the country on a horse?

This section focuses on the impact the mining and railroad industries had on Western settlement.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the unique characteristics of the boomtowns that contributed to Western growth.
READ TO LEARN

• Mining Is Big Business (pages 528–529)

When the California Gold Rush ended, miners looked for other Western areas to mine. Gold was discovered in 1858 on Pikes Peak in the Colorado Rockies. Prospectors rushed to Colorado. They searched for gold in streams and on the surface of the land. Most of the gold was found underground in lodes. Lodes have streaks of ore between layers of useless rock. The ore is the rock that contains the gold. Expensive machinery, workers, and organization were necessary to mine the gold. It was too difficult for the individual miner. Mining companies were developed with funds from investors. Mining companies replaced the individual miner.

Several prospectors discovered a rich lode containing gold by the Carson River in Nevada. It was named the Comstock Lode. Comstock was one of the men who partly owned the claim. Thousands of mines opened nearby. Many of the mines were not successful, though. The mining companies gained the most profit. More than $300 million in gold and silver came from the Comstock Lode.

1. Why did mining companies take over the mining industry?

• The Mining Frontier (pages 529–530)

Towns sprouted quickly where gold was discovered. These towns were known as boomtowns. Virginia City, Nevada, arose from the Comstock mine. Within two years it changed from a mining camp to a town with banks, hotels, newspapers, and opera. People became rich quickly, but they also lost their wealth quickly in the boomtowns. Food, shelter, clothing, and other products were very expensive. Violence, cheating, and stealing were common in boomtowns. Most towns did not yet have police or jails. Citizens, or vigilantes, would take the law into their own hands. They would make the decisions of a judge, jury, and possibly executioner.

Mostly men populated the boomtowns. The women that did live there found ways to make money. Women opened businesses or worked as cooks or entertainers. They also added schools and churches to the communities. These institutions helped the towns gain stability and order.
When the ore had been mined out of a location, people left the towns. Boomtowns became ghost towns as people left to find better mining opportunities. After the gold and silver had been mined, lower metals were found to also bring profit. Copper, zinc, and lead could be mined and sold as raw materials. Many people stayed in the West, and the frontier territories became states. Colorado joined the Union in 1876. North Dakota, South Dakota, Washington, and Montana were added in 1889. Wyoming and Idaho became states in 1890.

2. What mining continued after the gold and silver was gone?

Railroads Connect East and West (pages 530–532)

Transportation was critical for the mining communities. They needed to get their raw materials to factories, ports, and markets to sell. They also needed food and supplies. The demand was too great for wagon trains and stagecoaches. Railroads became the answer. Large subsidies from the government paid for the railroad. A subsidy is financial aid and land grants from the government. Railroad companies said it was the responsibility of the government to support the railroad because it benefited the entire country. The federal government agreed and gave the railroad company more than 130 million acres. Much of the land was obtained from the Native Americans. The strips of land were 20 to 80 miles wide. The railroad company could then sell some of the land to pay for construction costs. States and towns also contributed money to the railroads. The contributions ensured that the railroad would come through their town.

A transcontinental rail line, one that spans the continent from coast to coast, became a necessity. During the Civil War, a northern route was chosen. The challenge was to lay track over 1,700 miles. The tracks would be over the hot plains and through the mountains. Two companies took the job. The more track a company laid, the more government assistance it received. One company hired mostly Chinese workers. The other company hired Irish and African American workers. All employees worked under harsh conditions for little money. The transcontinental railroad was finished in 1869. The governor of California drove the last golden spike to join the two parts of the railroad.

Two more transcontinental railroads and smaller lines were added later. They connected the cities in the West with the rest of the country. Workers came west to work on railroads. Trains transported metals, goods, and people back and forth. More tracks were laid. The need for steel, coal, and construction increased. These industries grew as the railroad grew. Towns along the railroad expanded into large cities.
The railroads also affected how time was measured. Clocks between two cities like New York and Boston were 11 minutes apart. The railroad needed consistent times to maintain a schedule and developed the time zones across the country. The country was divided into four sections. Each zone would be one hour before or after the surrounding zones. Congress accepted this practice and made it law in 1918.

3. Why did the federal government agree to subsidize the transcontinental railroad?

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For use with textbook pages 534–539

RANCHERS AND FARMERS

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>open range</td>
<td>Land not fenced or divided into lots (page 534)</td>
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<tr>
<td>brand</td>
<td>A symbol (page 534)</td>
</tr>
<tr>
<td>vaquero</td>
<td>A Hispanic ranch hand (page 536)</td>
</tr>
<tr>
<td>homestead</td>
<td>To earn ownership of land by settling on it (page 537)</td>
</tr>
<tr>
<td>sodbuster</td>
<td>A farmer in the Plains where there is little rain (page 539)</td>
</tr>
<tr>
<td>dry farming</td>
<td>To plant seeds deep in the ground where there was moisture (page 539)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Have you ever seen a cowboy movie? What kind of life did the cowboys have in the movie? Was it adventurous? What challenges did they face? What would it take to be a real cowboy or cowhand?

In the last section, you read about the growth of the West due to the miners and the railroad. This section focuses on how ranchers and farmers settled the remaining Western land.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the challenges the cowhands and the farmers faced in trying to build a life in the West.

<table>
<thead>
<tr>
<th>Challenges on the Trail</th>
<th>Challenges on the Farm</th>
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<td>1.</td>
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Cattle on the Plains (pages 534–535)

The Spanish brought a tough breed of cattle with them when they settled in Mexico and Texas. This breed was the longhorn cattle. Most of Texas was open range, not divided into lots or fenced. Wild breeds were added to the herds of the ranchers. Ranchers would burn a symbol, or a brand, on the hide of the cattle. That symbol would show who owned the cattle. The arrival of the Missouri Pacific Railroad into Missouri boosted the price of Texas cattle. The trains could take the cattle to the North and the East.

Cow towns were towns near the railroads that would transport the cattle. Every year Texas cattle would be herded more than 1,000 miles to the cow towns in Missouri. This journey became known as the Long Drive. The drives would take place in the spring when there was enough grass to feed the cattle along the way. Underweight cattle could not be sold.

1. Why were cattle burned with a brand?

Life on the Trail (pages 535–537)

Many groups became cowhands. Many had been in the Confederate Army during the Civil War. Some African Americans left the Southern region to try to build a new life in the West. Hispanics started many of the practices used in herding cattle. These vaqueros, Hispanic ranch hands, first used the riding, roping, and branding methods the cowhand used on the drives. The wide-brimmed hats and the leather leg coverings, or chaps, were equipment borrowed from the vaquero style of ranching. The vaqueros also borrowed the lariats, or ropes, to lasso stray cattle.

Life on the trail was very difficult. Good conditions included wind, rain, hot sun, and 15 hours on a saddle. Cowhands had to face violent storms and cross fast-moving rivers that drowned some cattle. There were rustlers on the drive. Rustlers were people who tried to steal the cattle during the drive. A serious threat during a drive was a stampede. Thousands of cattle would run in panic at the sound of thunder or a gunshot. It was the cowhand’s responsibility to get them back under control. Another challenge on the drive was the discrimination of the various minorities involved in the drive. Members of the minority groups rarely became trail bosses and would frequently receive less pay for their work. After the challenge of many weeks on the trail, cowhands would relax in the cow towns. Like the boomtowns, the cow towns started as rowdy and violent towns.
The cattle business moved north of Texas as the profits grew. The longhorn cattle were crossbred with the fatter local cattle. The new breed was strong and fat. Ranching replaced cattle driving as the cattle population grew. The ranchers were successful at first, but soon faced challenges. Too many cattle lowered the demand in the beef market. This caused the price of cattle to fall. There were so many cattle grazing that the grassland became limited. Finally the ranchers faced two harsh winters in a row. The bitter cold killed many cattle. The “Cattle Kingdom” was coming to an end.

2. How did the Spanish influence the cattle business?

Farmers Settle the Plains (pages 537–539)

Farming on the Great Plains seemed impossible to the first settlers. It was too dry and open. The railroads made western travel easier and cheaper, and free land was being offered. There was a year of good rain that attracted settlers to farming. In 1862 Congress passed the Homestead Act. This Act gave 160 acres of land to anyone who would settle and live on the land for five years. Thousands traveled west to homestead, earn ownership of land by settling on it. Immigrants and unmarried women were part of the crowd that headed west. Married women were not eligible to file for land. However, widowed or single women had the same rights as men. Women were 12 percent of the homesteaders in Colorado and Wyoming. Railroad companies wanted to sell some of their government land to raise more money. Steamships advertised for the railroad companies in Scandinavia. Thousands of Swedes and Norwegians traveled to Minnesota and the Dakotas to settle. The Scandinavian influence remains in those areas today. African Americans traveled west after Reconstruction. Because they no longer received federal protection in the South, many sought a better life by homesteading.

Farming on the Great Plains was extremely difficult. Some years there was no rain and crops died. Some years there was too much rain and crops died. Brushfires would cross the Plains in dry seasons. Summer could also bring grasshoppers. A swarm of grasshoppers would leave nothing left of a crop. Winters were the most challenging. The winds were fierce. The snow could bury animals and trap people. The men worked hard in the fields. The women worked in the field and cared for the children. Farm wives would sew clothes, make candles, preserve food, and cook meals. They took over all farm duties when the farmers were away to sell the harvest or buy supplies. The children worked the farm as soon as they were old enough. Most missed school to help on the farm. The farmers on the Plains became known as sodbusters. They had to invent new methods of farming the dry soil. One way was dry farming, planting the seed
deep in the ground where there was some moisture. The farmers used windmills to pump water from deep in the ground. Dry farming was not very successful. Many farmers went into debt. Some lost their farms.

Oklahoma was the last part of the Plains to be opened for homesteaders. Oklahoma had been “Indian Territory” for over 50 years. Homesteaders were to line up one day in 1889 at the edge of Oklahoma. At the sound of the bugle, the homesteaders, or boomers, could cross the border and choose their claim. They discovered that other settlers, or sooners, had already settled on the best land. The frontier was officially declared closed after the 1890 census. Settlements covered the nation.

3. What minority groups settled on the available land in the West?
NATIVE AMERICAN STRUGGLES

Have you ever seen a movie that showed Native Americans? Were they shown in a positive or negative light? How accurate do you think the movie was? What might be some misconceptions people have about the lives of Native Americans in the 1800s?

In the last section, you read about the settlement of the West with the arrival of ranchers and farmers. This section focuses on how the settlements affected the Native Americans who already occupied the land.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the factors that caused the loss of the Native American way of life.

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Effect
Loss of Native American traditions and culture
• **Following the Buffalo** *(pages 542–544)*

Every group that settled in the West made it more difficult for the Native Americans. The Sioux lived in the northern Plains. Like other Plains Indians, they had a *nomadic* lifestyle. They settled in one place for only part of the year. Most of the year was spent following the buffalo across the open Plains. The buffalo was critical in the life of the Sioux. Buffalo skins were used for teepees, clothing, and bags. The bones were made into hoes, knives, and fishhooks. The meat of the buffalo was dried and eaten all winter. Even the manure was used for fuel. The Sioux traded buffalo and beaver skins for supplies and food that the buffalo did not provide. Extended families lived and hunted together. The women raised the children to follow the Sioux traditions.

Before the Civil War, the Native Americans on the Plains had millions of buffalo to maintain their way of life. Later, buffalo was used to feed the crews working on the railroad. The railroad wanted to prevent the buffalo from blocking the trains. Kansas Pacific Railroad hired William Cody to kill thousands of buffalo in less than two years. He was then known as Buffalo Bill. Buffalo were killed for sport and for their hides. Within three years more than nine million buffalo were killed for their hides. The hides were sold back East. The rest of the animal was left on the Plains to rot.

1. Why did the railroad company begin the slaughter of buffalo?

• **Conflict** *(pages 544–547)*

The Indian Peace Commission was started in 1867. It recommended that the Native Americans be moved to *reservations*. Reservations are tracts of land set aside for Native Americans. The “Indian Territory” had already been established in Oklahoma. Another reservation was set in the Dakota Territory for the Sioux. Land that the white settlers did not want became land for the reservations. The government had promised supplies and goods for the Native Americans. Many times, the supplies never arrived or were of poor quality. Many Native Americans accepted the move to the reservations. Some, however, strongly opposed the move.

The Cheyenne and the Sioux were two groups who fought the relocation. A Cheyenne group near Sand Creek, Colorado, refused to move to a reservation. Colonel J.M. Chivington attacked the group, even after they tried to surrender. His army killed more than 100 people, including women and children. In response Chief Black Kettle encouraged Cheyenne warriors to fight back. Most Cheyenne gave up and moved. George Armstrong Custer of the United States Army fought and defeated Black Kettle and his
followers. Meanwhile the Sioux were facing a challenge in the Dakota Territory. The government had promised the Sioux that no white person would live or pass through the Black Hills of the Dakotas. However, prospectors rushed to the area in hopes of gold. The Sioux complained about the intruders. The government offered to purchase the land. Sitting Bull, a Lakota Sioux leader, refused to sell any land at all. Sitting Bull called the Sioux and Cheyenne warriors to the Little Bighorn River. Crazy Horse, a Sioux leader, and his warriors joined them to create a force of thousands. The government wanted these Native Americans moved back to the reservations. General Custer was to evaluate the situation. Instead, he chose to attack with his army of 250 soldiers. The Native American force killed Custer and his troops. The United States responded with increased firepower. The Native Americans were forced back to the reservation.

Native American fighting also occurred in the Southwest. The Chiracahua Apache were moved to the San Carlos reservation in Arizona. Geronimo, an Apache leader, led a group to Mexico. He raided settlers and the army in Arizona. Many troops wanted to capture Geronimo. He returned to the reservation only to escape later. He finally surrendered for the last time in 1886.

The good intentions of reformers led to the downfall of the Native American culture. Helen Hunt Jackson and other reformers were shocked by the killing and harsh conditions of the Native Americans. The Dawes Act of 1887 aimed to improve the lives of Native Americans. It served instead to divide the culture. The Dawes Act gave each individual Native American a plot of land within the reservation. The land was no longer for the whole group. The idea was for the Native Americans to become farmers and citizens of the United States. The children were sent to white schools. The land was sold to support their schooling. The best land was sold. Many Native Americans could not farm the land on which they lived. As their culture weakened, the Native American sought a prophet, Wovoka. He said that the Sioux could regain their strength if they performed the Ghost Dance. The government officials of the territory viewed the Ghost Dance as a threat. The dance would no longer be allowed. The government blamed the Sioux chief, Sitting Bull, for his people’s difficult adjustment to reservation life. In their attempts to arrest him, they killed Sitting Bull. In response to his death, hundreds of Lakota Sioux met at a creek called Wounded Knee in South Dakota. The Sioux were dying of cold and hunger when the army came to collect their weapons. A single shot was fired. The army’s response was to fire with machine guns, killing more than 300 Lakota. The battle at Wounded Knee was the last armed battle between the United States and the Native Americans.

2. How did the Ghost Dance affect the Sioux?
FARMERS IN PROTEST

KEY TERMS

National Grange  The first network of local self-help organizations for farmers (page 549)

cooperative  A store where farmers bought products from one another (page 549)

Populist Party  A political party developed to appeal to the common people (page 550)

free silver  The unlimited production of silver coins (page 550)

DRAWING FROM EXPERIENCE

Have you ever borrowed money from someone? Did you pay that person back? What if you did not have the money to repay that person? How could the situation be resolved?

In the last section, you read about the confrontations between the Native Americans and the United States government. This section focuses on the financial troubles of the farmers in the late 1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the goals and accomplishments of the Populist Party affect our lives today.

<table>
<thead>
<tr>
<th>Goals of the Populist Party</th>
<th>Outcome</th>
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<tr>
<td>The government should own the railroads and telegraph lines</td>
<td>no</td>
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The Farmers Organize (pages 548–549)

Farmers were successful in producing crops in the West. Unfortunately, the demand was not there for all the crops grown. The price a farmer could get for his produce dropped significantly. The farmer still had to pay high prices for his equipment, the seed, and transportation of his harvest to market. There were three groups the farmers blamed for their problems. The railroad companies charged the farmers more than the manufacturing company to ship their goods. The Eastern manufacturers kept their prices high for their products. The bankers charged high interest rates on borrowed money. Farmers could lose their land if they had a poor crop one year and could not repay the loan.

In order to solve these problems, the farmers organized. The first farmers’ organization was known as the National Grange. It was a network of local self-help organizations that provided the farmers with education, social support, and encouragement. They promoted financial independence. “Cash-only” cooperatives were created where farmers bought products from one another. The cooperatives were able to keep lower prices than other stores. It was also a local place where the farmers could sell some of their crops. The “cash-only” policy was a way to eliminate the pressure of repaying loans. The cooperatives failed because farmers had little cash until they sold their next crop. Loans were necessary in the life of farmers. The National Grange faded by the late 1870s. New organizations would follow.

In the 1880s farming organizations developed in the West and South. They were called the Farmers’ Alliances. There was a successful Southern Alliance, a Colored Farmers’ National Alliance for African American farmers, and an Alliance group in the Plains. The Alliances supported education and cooperative buying. They developed a plan with the federal government to assist the farmers. The government would offer loans to farmers. The crops would be stored in warehouses. The loans would be repaid when the crops in storage were sold. This plan eased the burdens put on the farmer from the banks, railroads, and manufacturers. The Alliances could have been more powerful, but the three groups would not work together as one force.

1. How did the federal government help the farmers?
A Party of the People (pages 550–551)

The leaders of the Alliance wanted to create a new political party. It would be a party that supported the common people, called the Populist Party. The goals of the Party were made to help the farmers and the general public.

1. The Party believed that the government should own the railroads and telegraph lines.
2. The Populists wanted to change the form of money in the country. The country was using gold as currency. The Populists supported free silver. Free silver was the unlimited production of silver coins. More silver money in circulation gave farmers more money to repay loans.
3. The Populists wanted to limit the term of the president and the vice president to one term in office.
4. They wanted to directly elect senators.
5. The Populists introduced the idea of using secret ballots for voting.
6. They wanted shorter hours for workers.
7. The Party also called for the formation of an income tax on a national level.

The Populist Party nominated James B. Weaver for president in 1892. Grover Cleveland, a Democrat, won the election. The Populists later won many state and local elections, however. In the following election, the Populist Party had strong candidates, but little money and organization.

The Populist Party struggled to join the Northern and Southern regions of the country together. African American Populists were a growing group. Many Southerners would not be a part of the same political party. The South also created laws that limited the voting rights for African Americans. Many African Americans would have voted for the Populist candidate, but they were not allowed to vote. The Populists continued to push for free silver. The banks and businesses claimed that free silver would ruin the economy. Silver-mining companies and people with debt joined the fight for free silver under the Democratic Party.

The Democrats did not nominate Grover Cleveland again. He was against free silver. Instead they chose William Jennings Bryan. Bryan strongly supported free silver and other Populist goals that helped the farmer. The Populists backed the Democratic choice for president. The Republicans selected William McKinley for their candidate. He was against free silver. By the time of the election, the economic tone of the country had turned. The goals for financial help no longer seemed so necessary. McKinley won the election. Although the Populist Party had lost another election, many of its goals eventually passed through Congress. Gold was no longer the base of money. An eight-hour workday and the national income tax became laws. The secret ballot was introduced. Senators were elected directly by the voters, not through representatives. These Populist goals are still in effect today.
2. What did the Populist Party hope to accomplish with free silver?
**RAILROADS LEAD THE WAY**

**KEY TERMS**

- **consolidation**: The practice of combining separate companies *(page 557)*
- **standard gauge**: A uniform width for all railroad tracks *(page 558)*
- **rebate**: A secret discount *(page 559)*
- **pool**: A secret agreement between railroad companies that divided the business and set rates for a region *(page 559)*

**DRAWING FROM EXPERIENCE**

What new technologies have been developed during your lifetime? How has the invention of these new technologies made your life easier? What was your life like before these new technologies were invented?

This section focuses on how the centers of industry moved westward with the expansion of the railroad system.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how the growing railroad system moved people, products, and information across the nation.

**Effects**

1. 
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3. 
4. 
5. 
6. 
7.

**Cause**

Railroads expanded from coast to coast in the mid-to-late 1800s.
READ TO LEARN

• Railroad Expansion (pages 556–557)

Trains were used during the Civil War to carry supplies and troops. The North had many more miles of track than the South. This helped them win the Civil War. America’s economy grew along with the expansion of the railroad system. In 1869, the first railroad connecting the East and West, or transcontinental railroad, was completed. After this, many other railroads were built. Five other railroads crossed the country by 1869, and hundreds of other smaller lines linked cities and towns. The railroad system grew quickly, from 30,000 miles of track in 1860 to nearly 250,000 miles of track in 1900. Many big railroad companies bought smaller companies or forced them out of business. Consolidation, or combining separate companies into one larger company, helped make the railroad system more efficient. It also made the railroad owners, called railroad barons, wealthy and powerful.

Cornelius Vanderbilt owned the New York Central line and consolidated many other smaller companies. His railroads connected New York with the Great Lakes. The Great Northern line between Minnesota and Washington State was owned by James J. Hill. The Central Pacific line, which connected California and Utah, was owned by Collis P. Huntington, Leland Stanford, and two of their partners.

1. How did Americans grow rich from railroad construction in the 1800s?

• Railroads Stimulate the Economy (pages 557–559)

The expanding national railroad system caused the economy in the United States to grow. Trains carried raw materials to factories. Trains transported manufactured goods from factories to market. Produce from agricultural regions was transported by train to cities. The expanding railroad system created a demand for iron and later steel to make railroad tracks, which stimulated the iron and steel industries. Manufacturers built locomotives. The lumber industry supplied wood for railroad ties. The coal industry provided fuel for locomotives. Manufacturers built railway cars and equipment. Thousands of workers made their living building the railroad tracks and train stations as the railway system expanded.
The early railroad lines each used their own tracks, which differed in width. As a result, trains could not share tracks. Travel was slow and inefficient. Goods and people had to be unloaded and reloaded when they traveled from one railroad line to another. The railroad barons agreed to use tracks of the same width, or a **standard gauge**, during the late 1880s. It made travel and transporting goods less expensive because goods and materials did not have to be unloaded and reloaded every time lines changed. Trains could share tracks and make the whole trip.

Four new technologies improved the railway system. Air brakes, invented by George Westinghouse, helped trains stop. Eli H. Janey invented car couplers that hooked train cars together. Gustavus Swift invented refrigerated cars to transport meat and other perishable goods. George M. Pullman invented the sleeping car, which had seats that pulled out into beds for long trips. He also developed better dining cars. Pullman’s inventions made traveling by railroad a much more comfortable experience.

Railroad companies competed for customers. Some large companies offered secret discounts, called **rebates**, to their biggest customers to keep them coming back. Those that shipped smaller amounts of goods ended up paying more. **Pools**, or secret agreements between railroad companies that divided business into regions and set rates for each region, were established. As a result, there was no competition. Each company could then charge higher rates that earned them higher profits. Laws regulating the railroads were passed by some states and Congress, but they did not stop the railroad barons.

With transportation available from coast to coast, industry moved westward. In the 1800s the flour milling industry moved westward from the East Coast to Ohio, Minneapolis, and finally Kansas City. Agricultural equipment, which was once manufactured in central New York State, was later made in Illinois and Wisconsin because farmers settled the Great Plains.

Railroads made it possible for more people to move from the East Coast to the Great Plains and the West. Four time zones were created. People measured distances according to the time it took to travel from place to place, instead of by how many miles were traveled.

Different regions of the country were linked by the railroad system. Cities and towns grew along the railroad lines. With the establishment of new cities and towns came additional opportunities for economic growth. Americans were united in many new ways as a result of inventions that changed transportation and communication.

2. How did the railroad system help America grow and prosper?
INVENTIONS

KEY TERMS

- **assembly line**: Each worker performs the same task in the manufacturing process over and over again as the products move through a line of workers (page 565)
- **mass production**: Producing large quantities of goods quickly (page 566)

DRAWING FROM EXPERIENCE

Can you imagine what life would be like without the forms of communication you enjoy today? What inventions do you use regularly to communicate with friends? Do you use cellular or cordless telephones? Do you or anyone you know use a fax machine? Do you use e-mail and instant messaging on the Internet? What inventions have revolutionized global communication during your lifetime?

In the last section, you read about how people, products, and information spread across the country as a result of railroad expansion. This section focuses on the economic growth that resulted from new inventions.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how transportation and communication improved with the development of new inventions.
COMMUNICATION CHANGES (PAGES 561–563)

Many inventions developed after 1870 changed the way people communicated across long distances. The telegraph was invented in 1844 by Samuel Morse. Messages were sent over telegraph lines using the Morse code, a system of dots and dashes. The telegraph made instant communication possible. In 1866 Cyrus Field laid a telegraph cable across the Atlantic Ocean. Americans could communicate instantly with Europe.

The telephone was invented in 1876 by Alexander Graham Bell. Bell’s telephone transmitted voices through electrical wires. In 1877 Bell established the Bell Telephone Company. Several hundred thousand phones were sold by the 1890s.

1. What inventions transformed communication worldwide in the late 1800s?

THE GENIUS OF INVENTION (PAGES 563–564)

More than 400,000 patents were issued by the United States government in the second half of the 1800s. Patents protect inventors’ exclusive rights to manufacture and sell their inventions. Inventions made life easier at work and at home. The typewriter was invented in 1868 by Christopher Shole. The adding machine was invented in 1888 by William Burrough. The vacuum cleaner was invented in 1899 by John Thurman.

Thomas Edison invented many new devices. He never did well in school because of poor hearing and lack of attendance. His mother decided to teach him at home. Edison, who loved science, set up a chemistry lab in the basement of his home. He began working for the railroad when he was 12 years old. He set up a new lab in an empty freight car. Edison invented a part that enabled telegraph messages to be sent automatically. In 1876 Edison went into the invention business in Menlo Park, New Jersey. He was responsible for many inventions, including the phonograph, motion picture projector, telephone transmitter, storage battery, and electric light bulb. Edison designed power plants that made the electric power needed by the light bulbs he invented. In 1882 he built the first electric power plant in New York City. The power plant produced enough electricity to light up 85 buildings.
George Westinghouse built upon Edison’s work with electricity. He designed and built transformers. The transformers sent electric power over longer distances for less money. Electricity changed the way factories, trolleys, streetlights, and lamps were powered across the country.

Many inventors were African Americans. Lewis Howard Latimer invented an improved filament for the lightbulb. Granville Woods patented many inventions including the electric incubator. He improved the railroad with his inventions of the electromagnetic brake and the automatic circuit breaker. Oiling machinery became easier with a device invented by Elijah McCoy. The shoe-making machine invented by Jan E. Matzeliger replaced tasks that were previously done by hand. It was used in factories worldwide.

2. What inventions were created by Thomas Edison?

• A Changing Society (pages 564–566)

The automobile changed the way people traveled. Henry Ford built an automobile engine that was powered by gasoline. He designed and built many cars, including the Model T in 1908. He sold 15 million Model Ts because they were affordable, easy to drive, and easy to repair. Ford was responsible for creating a manufacturing system that reduced costs and enabled mass production, or manufacturing many items faster and less expensively. Instead of having each worker build an entire product, Ford created an assembly line, where each worker performed the same task over and over again all day. The products moved through a line of workers until they were finished. As a result, products cost less to make and were cheaper to buy.

3. How did the assembly line revolutionize manufacturing?
AN AGE OF BIG BUSINESS

KEY TERMS

- **corporation**: A company that sells shares of its business to the public *(page 568)*
- **stock**: Shares or part ownership in a corporation *(page 568)*
- **shareholder**: People who invest in a corporation by buying shares of stock *(page 568)*
- **dividend**: Cash payments from a corporation’s profits *(page 568)*
- **horizontal integration**: Combining competing firms into one corporation *(page 569)*
- **trust**: A group of companies managed by the same board of directors *(page 570)*
- **monopoly**: Total control of an industry by a single producer *(page 570)*
- **vertical integration**: Acquiring companies that provide the services and equipment needed by a corporation *(page 570)*
- **philanthropy**: The use of money to benefit the community *(page 570)*
- **merger**: The combining of companies *(page 571)*

DRAWING FROM EXPERIENCE

Have you ever played the game Monopoly? What are the directions for playing the game? How does a player win? What have you learned about business and money from playing Monopoly?

In the last section, you read about new inventions that promoted economic growth. This section focuses on how corporations changed the American economy of the late 1800s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the corporations formed by Carnegie and Rockefeller grew to dominate their industries.
Foundations for Growth (pages 567–569)

In the 1850s researchers discovered that petroleum found in the ground in Pennsylvania was valuable. Petroleum could be burned to produce heat and smoke-free light. In 1859 Edwin L. Drake drilled a well in Titusville, Pennsylvania and discovered a pool of oil. His discovery led to the birth of a multimillion dollar industry.

Companies and railroads wanted to expand, but they needed money to do so. They raised money, or capital, by becoming a corporation. A corporation is a company that sells partial ownership, or shares, of its business to public investors. The shares of partial ownership are called stock. The shareholders, or investors who buy shares of stock, hope the corporation will be successful and the value of their stock will increase. Then they can sell their shares for a profit. Some corporations also pay dividends, or a percentage of its profits, to shareholders. Special markets called stock exchanges were created to buy and sell stocks. Thousands of people bought and sold stocks in the late 1800s.

Many railroads and businesses incorporated, or formed corporations. Businesses also borrowed money from banks to pay for start-up or expansion costs. Banks made profits on the loans.

1. How did people raise enough money to expand their businesses?

The Oil Business (page 569–570)

After Drake discovered pools of oil underground, “oil rush” towns sprang up all over Pennsylvania. Others hoped to become rich by discovering oil. Oil was found in Ohio and West Virginia. The oil boom expanded.

John D. Rockefeller created the most famous corporate empire of the times. When he was 26 years old, Rockefeller and four partners set up an oil refinery to process oil in Cleveland, Ohio. In 1870 Rockefeller formed the Standard Oil Company of Ohio. He bought most of the other oil refineries in Cleveland and other cities. He combined the competing companies into one corporation, a practice known as horizontal integration. The corporation produced other equipment and materials it needed, such as tank cars, pipelines, and wooden barrels. Standard Oil became wealthy and powerful.
Rockefeller used other methods to control the oil industry. He lowered his prices so other companies would go out of business. He put pressure on his customers to keep them from using other companies. He received rebates, or secret discounts, from the railroad in exchange for his business. Rockefeller bought stock in many different oil companies. The shareholders traded their stock for stock in Standard Oil. Rockefeller formed a trust, or group of companies managed by the same board of directors, in 1882. Rockefeller’s trust became a monopoly, which means that a single producer had almost total control of the oil industry.

2. How did John D. Rockefeller become the leader of the oil industry?

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**The Steel Business (pages 570–571)**

New manufacturing techniques, such as the Bessemer and open-hearth processes, made manufacturing steel affordable. The steel industry grew into a huge business in the late 1800s. Steel was used for railroad tracks, bridges, and other products because it was strong and durable. Steel is made from iron treated with carbon. Steel mills were built near sources of iron ore, such as Pittsburgh, Pennsylvania; Cleveland, Ohio; Chicago, Illinois; Detroit, Michigan; and Birmingham, Alabama.

Andrew Carnegie dominated the steel industry by 1890. By 1900 he produced one-third of the nation’s steel. He built a steel mill near Pittsburgh that used the Bessemer process. He named his company after his biggest customer, the president of the Pennsylvania Railroad, J. Edgar Thompson. Carnegie utilized an approach known as vertical integration. He bought companies that offered services and manufactured equipment his company needed. In this way, he was able to control all phases of the business. His companies were combined into the Carnegie Steel Company in 1900. He sold the steel company to J. Pierpont Morgan. Morgan combined Carnegie Steel with his other businesses to create the first billion-dollar corporation in the world, United States Steel.

Both Rockefeller, Carnegie, and other millionaires believed in philanthropy. They donated generously to organizations and institutions that benefited the community. They built schools, universities, libraries, concert halls, and medical research facilities.
The laws of different states either encouraged or discouraged monopolies. Companies incorporated in states with laws that encouraged monopolies. Instead of buying companies, their holding companies bought enough stock in the company to control it. Corporations expanded through **mergers**, or combining companies. Corporate mergers enabled a few huge companies controlled by a few powerful men to have most of the economic power. Because these individuals monopolized their industries, there was no competition. These companies did not have to keep their prices low or improve their goods or services in order to win customers. Because of the lack of competition, many states passed laws restricting monopolies during the 1880s. Corporations avoided states with such restrictions. The Sherman Antitrust Act was passed by Congress in 1890. It was not very effective.

3. How did Andrew Carnegie become so successful in the steel industry?
INDUSTRIAL WORKERS

KEY TERMS

- **sweatshop**: Crowded urban factories (page 573)
- **trade union**: Organized labor unions, representing one trade or craft (page 573)
- **collective bargaining**: When unions represent workers in bargaining with management (page 574)
- **strikebreaker**: Nonunion workers hired to replace striking workers (page 575)
- **injunction**: A court order (page 575)

DRAWING FROM EXPERIENCE

Have you ever performed a service such as delivering newspapers, baby-sitting, mowing grass, or walking dogs? Were you paid? How much were you paid per hour? How many hours did you work?

In the last section, you read about ambitious men such as Carnegie and Rockefeller who formed corporations and helped business grow in America. This section focuses on how workers joined organizations to fight for better pay and working conditions.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how industrial workers worked long hours for low wages.

<table>
<thead>
<tr>
<th>Union</th>
<th>Trade</th>
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• Working Conditions (pages 572–573)

In the late 1800s, many companies were formed. Factories became larger. New jobs were created. Workers were able to afford the goods they needed and even a few luxuries. Laborers worked long hours for little pay, however. They often worked six days a week for 10 or 12 hours. Employers could fire them for any reason at any time. When business was bad, workers were fired to save money. Many were replaced by immigrants who were willing to work for less pay.

Factories were not safe or healthy places to be. Workers were often injured or became ill. Garment workers worked in sweatshops, or crowded factories in cities. Women were paid about half of what men were paid for the same work. Children also worked long hours for little pay in factories or sweatshops. Child labor laws, passed by many states, were ignored by employers. The laws stated that children must be at least 12 years old and could work no more than 10 hours each day. These laws did not apply to children who worked on farms.

1. What were the working conditions in factories?

• Labor Unions Form (pages 573–574)

Workers organized labor organizations to fight for better pay and working conditions. Trade unions represented skilled workers in a trade, such as carpentry. They were not very successful because they only represented one trade. Labor leaders expanded their unions in the mid-1800s. The Noble and Holy Order of the Knights of Labor, a garment cutters union in Philadelphia, was formed in 1869. They met secretively and had secret handshakes to keep their union membership hidden. Employers fired workers who joined unions. This union became a national organization that allowed women, African Americans, immigrants, and unskilled laborers to join. In the 1890s, the group lost power and members because of a series of strikes, where workers refused to work until their working conditions and pay were improved.

The American Federation of Labor (AFL) was created in 1886. Different national trade unions came together to form this federation. The AFL represented skilled workers in different trades. The AFL fought for better pay, shorter hours, better working conditions, and the right of the union to represent workers in bargaining with company management personnel, known as collective bargaining. Despite many violent strikes, the AFL continued to grow.
Women were not allowed to join many unions. They formed unions of their own. The International Ladies’ Garment Workers Union (ILGWU) pushed for a safer working environment after a disastrous fire in 1911. When a fire broke out in a crowded sweatshop in New York City at the Triangle Shirtwaist Company, almost 150 workers died. They could not escape the fire because the doors were locked to prevent them from leaving early.

2. Why were labor unions formed?

• The Unions Act (page 575)

Many workers were fired during economic depressions in the 1870s and 1890s. Those who were not fired earned less pay. Workers went on strike. Employers hired nonunion workers, called strikebreakers, to replace the striking workers. Violence and riots often erupted. People were sometimes killed. Federal troops were often called in to restore order. The Haymarket Riot at Chicago’s McCormick Harvester Company in 1886 was bloody and workers were killed. Someone threw a bomb, killing a police officer. Many Americans did not like unions because of the violence.

Two other famous strikes happened at the Carnegie Steel plant in Pennsylvania, and the Pullman railway-car plant near Chicago. In 1892 at the Carnegie plant, managers tried to weaken the union by cutting wages. The strike that followed left at least 10 people dead. Three hundred armed guards were brought in for protection. George Pullman closed his plant when workers went on strike protesting reduced wages. The American Railway Union supported the striking workers at the Pullman plant and refused to run the Pullman cars. This action stopped railway traffic. The U.S. Attorney General Richard Olney granted a court order, or injunction, which made the workers stop holding up the railway system. The labor unions lost many of their battles, which weakened the labor movement.

3. Why did the labor movement have little success?
THE NEW IMMIGRANTS

KEY TERMS

emigrate To leave a person’s homelands (page 583)

ethnic group A minority that speaks a different language or follows different customs from most people in a country (page 583)

steerage Cramped, noisy quarters on the lower decks (page 584)

sweatshop Dark, crowded workshops where workers make clothing (page 585)

assimilate To become part of the culture (page 585)

DRAWING FROM EXPERIENCE

Have you ever wondered why many people move to the United States from other countries? Do you know anyone in school or in your neighborhood who recently moved to the United States? Do you have relatives who moved to America from another country? Do they speak English or are they learning to speak English? How would you feel if you moved to a foreign country and could not speak the language?

This section focuses on the increase in immigration from southern and eastern Europe.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the pattern of immigration was changing in the late 1800s and early 1900s.

Changing Pattern of Immigration in the United States

Before 1865

1.
2.
3.
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5.

After 1865

1.
2.
3.
4.
5.
6.
Study Guide
Chapter 20, Section 1 (continued)

READ TO LEARN

• A Flood of Immigrants (pages 582–584)

Before 1865 most immigrants came to America from northern and western Europe or as enslaved African Americans. The European immigrants spoke English, were Protestant, and fit easily into the American culture. In the mid-1880s, immigrants came to the United States from Greece, Hungary, Russia, Italy, Turkey, and Poland. These countries are located in eastern and southern Europe. Many of these newer immigrants were Catholics or Jews. Most did not speak English. They settled in urban neighborhoods with others who shared their languages, religions, customs, and traditions. Chinese, Japanese, and Mexican immigrants came to America after 1900. They, too, brought new religious beliefs, customs, and languages. These immigrants faced difficulties blending into the American culture. Their languages, customs, and religious beliefs were not familiar to most Americans.

Immigrants came to America in search of a better life. Many people emigrated, or left their countries, because of economic or political conditions in their homelands. Hunger, poverty, lack of jobs, discrimination, and unfair laws were problems people wanted to leave behind. Many ethnic groups left their homelands to escape persecution, or unfair treatment by the government. Ethnic minorities were often treated unfairly because they spoke different languages and practiced different customs and religions than most people of the country.

1. How did immigrants who came to America after 1865 differ from those who arrived before 1865?

• The Journey to America (page 584)

The trip to the United States was long and tiring. First people had to get to a seaport so they could board a ship bound for the United States. Many people lived hundreds of miles away from a seaport. Some walked and some rode on horseback. They often traveled through other foreign countries to get to a seaport. When they arrived, immigrants faced a long sea voyage in steerage. The crowded and noisy quarters in the lower levels of a ship were the least expensive and most affordable for immigrants.
When European immigrants arrived in New York, they passed the Statue of Liberty, which was a present from the French government. The Statue of Liberty reminded them that the United States was a country of immigrants. The Statue of Liberty seemed to promise new opportunities. Next, all immigrants passed through government reception centers like Castle Garden in Manhattan before 1892 and Ellis Island afterward. On the West Coast, immigrants from China and Japan were processed on Angel Island in San Francisco Bay.

At the reception centers, immigrants gave their names, country of origin, job skills, and where they planned to live. Long or difficult names were often shortened at the reception centers. Immigrants had to pass health examinations. They were not allowed to enter the country with contagious diseases.

2. What hardships did immigrants face traveling to America?

The Immigrant Experience (pages 584–586)

Some immigrants had relatives to live with while they got settled. Others knew no one. The first thing they had to do was find a job. Many immigrants performed unskilled labor for long hours and low pay. Women and children found jobs, too. Many worked in sweatshops, which were hot, crowded workshops where workers made clothing. It was not unusual for men, women, and children to work 12 hours a day, 7 days a week.

Most immigrants wanted to fit in, or assimilate into American culture. They did not want to forget the customs and traditions of their homelands, however. Children learned English in school. Parents often spoke their original language at home. Immigrants from rural areas had to adjust to city life. Most had little or no education, so they worked at jobs that required no skill. Various ethnic communities were formed in large cities. Ethnic groups wanted to live near others with whom they shared a common language, religion, and traditions. Churches and synagogues became the center of the communities. Newspapers in different languages were published. New businesses, shops, and cultural activities were established. European women were not used to the freedoms American women enjoyed. These new freedoms often caused problems in families.

3. What kind of life did immigrants have in the United States?
Nativist Movement (pages 586–587)

American-born workers did not welcome the new immigrants. They were afraid immigrants would compete for their jobs. They worried that immigrants would be willing to accept low wages, which would pull all wages down. American-born workers were not used to the unfamiliar languages, customs, and traditions. They felt threatened. As a result, they blamed many social problems, including crime and unemployment, on the immigrants.

New laws passed by Congress resulted from anti-immigration feelings. Congress passed the Chinese Exclusion Act in 1882. Chinese workers were not allowed to enter the United States for 10 years. In reality, the law lasted much longer. It was extended in 1892 and 1902.

In 1907 Japan and the United States agreed to limit the number of Japanese immigrants to the United States. The United States agreed to treat Japanese Americans fairly. All immigrants were required to pay a tax before entering the country under a law passed in 1882. Criminals were not allowed to enter the country. Immigrants had to prove they could read and write in any language. President Cleveland opposed the literacy requirement and vetoed it. Congress responded by passing the Immigration Act of 1917 that included a literacy requirement.

Some Americans were intolerant of the new immigrants. Others supported immigration and recognized the contributions immigrants made to American life. Supporters founded the Immigrants’ Protective League. Immigrant workers provided the labor needed in the nation’s expanding industries. Their customs and cultures, languages, religions, and literature enriched American society. American cities were changed by the wave of immigration that occurred in the late 1800s and early 1900s.

4. Why did Congress pass laws limiting immigration?
MOVING TO THE CITY

KEY TERMS

- **tenement**: An apartment building in a poor, run-down urban neighborhood (page 591)
- **slum**: Poor, run-down urban neighborhood (page 591)
- **suburb**: Residential area outside of a city area (page 592)
- **The Gilded Age**: A time of extravagant wealth and terrible poverty (page 592)
- **settlement house**: Establishments in which services, such as medical care, playgrounds, nurseries, libraries, and classes in English, music, and arts and crafts, were provided for the poor (page 593)

DRAWING FROM EXPERIENCE

If you live in or near a city, have you ever wondered what it would be like to live on a farm? If you live on a farm, have you ever wondered what it would be like to live in a city?

In the last section, you read about the changing pattern of immigration in the late 1800s and early 1900s. This section focuses on how many farmers moved to cities hoping to make more money.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how cities grew rapidly in the late 1800s.
READ TO LEARN

• **Growth of Cities** *(pages 590–592)*

Cities experienced rapid growth in the late 1800s. Immigrants, farm workers, and African Americans migrated to cities in search of work. Expanding railroads, new methods of transportation, and the availability of natural resources contributed to the growth of cities. Almost half of the population lived in American cities by 1910. In 1870 only one-fourth of the population lived in American cities. Eighty percent of the population in 1890 was made up of immigrants. New York, Chicago, and Detroit became major urban centers.

Hoping to find jobs, many American-born citizens moved from rural to urban areas. New farm machinery performed much of the work previously done by farm workers. Items that were previously made by women on farms, such as clothing and household goods, could be purchased in stores or from catalogs. Women left farms to find jobs in cities. Most African Americans lived in poverty in the South. Many moved to Southern cities looking for work to pay off debts. They also hoped to find less discrimination and injustice in large cities.

Railroads carried people and raw materials to the cities. Industries were established near the natural resources they needed. Cities located near major seaports grew because of American trade with other countries. Immigrants who were willing to work for low wages provided the workforce needed in American cities.

Jobs, stores, and entertainment could be found in cities. Run-down housing and poverty were also present. There was a huge gap between the rich and the poor. The population of cities grew faster than housing could be built. Cities were crowded. Many poor people lived together in apartment buildings called **tenements**. Tenements were located in poor, run-down neighborhoods called **slums**. Tenements had many small, dark rooms. Several families shared rooms. They also shared cold running water and a toilet.

Cities were also home to many middle-class families. Many were families of professional people such as doctors, lawyers, managers, office clerks, and ministers. Transportation enabled many middle-class families to move to residential areas outside of the cities called **suburbs**. Middle-class families had houses with hot water and indoor toilets. By 1900 electricity was available. Some families had enough leisure time to enjoy music, art, and literature. Some families had one or two servants.

The very rich built enormous mansions in the cities and huge estates in the country. Some of these mansions and estates are now museums. The wealthy hosted large dinners and parties. The Vanderbilts gave a party for 1,000 people that cost $75,000 for food and entertainment. The same party would cost $1.3 million today. The late 1800s became known as **The Gilded Age**. Gilded means “coated with a thin layer of gold.” The thin layer of gold represents the wealthy. The material underneath represents the poor.
1. What attracted large numbers of people to cities in the late 1800s?

Cities in Crisis (pages 592–593)

Crime, public health issues, and overcrowding were serious problems in the cities. The sewers could not handle the amount of human waste in crowded cities. Garbage and horse manure filled the streets. The filthy cities were unsanitary. Diseases spread quickly. In 1900 many babies died before their first birthday. Whooping cough, tuberculosis, and other contagious diseases were common. New York City established public health clinics, screened schoolchildren, and provided visiting nurses.

Poverty led to crime. Children who were homeless or orphaned became pickpockets. They stole wallets and money from peoples’ pockets. Gangs committed more serious crimes. Religious groups worked to help the poor. Orphanages, prisons, hospitals, soup kitchens, and homeless shelters were created. The Salvation Army was founded in 1879. The YMCA (Young Men’s Christian Association) and YWCA (Young Women’s Christian Association) were established. They provided places where city children could meet and play. Settlement houses were established in poor neighborhoods. Many services, such as medical care, playgrounds, nurseries, and libraries, for the poor were provided at settlement houses. Most settlement workers were women. They worked to get police protection, garbage removal, and public parks for the poor areas. Jane Addams founded Chicago’s Hull House in 1889.

2. What urban problems resulted from the growth of cities in the late 1800s?

The Changing City (pages 593–595)

New kinds of buildings, public parks, and methods of transportation were developed in the late 1800s. Buildings many stories high were built. Architects used iron frames and supports. Safety elevators were invented in 1852 by Elisha Otis. The world’s first skyscraper, a 10-story office building, was built in Chicago in 1884 by William LeBaron Jenney. The Woolworth Building, 55 stories tall, was built in New York City in 1913.
Frederick Law Olmsted led the “City Beautiful” movement. He built Central Park in New York City and many parks in Boston. Olmsted also designed the grounds for the World’s Fair in Chicago in 1892 and 1893. American architects adapted European styles and created an original style of American architecture.

Public transportation originally consisted of streetcars pulled on tracks by horses. Cable-car lines powered by an underground cable and motor were built in San Francisco in 1873. The trolley car, a motorized train with overhead cables powered by electricity, was introduced in Richmond, Virginia, in 1888. The first underground railway called a subway opened in Boston in 1897.

At first streets were made of sand and gravel. Later wood blocks, bricks, or cobblestones were used. In the 1890s streets were paved with asphalt. These new roads were smoother and quieter.

Architects and engineers designed and built enormous bridges so people could cross rivers that linked sections of cities. In 1874 the Eads Bridge (520 feet long), which crossed the Mississippi River in St. Louis, opened. In 1883 the Brooklyn Bridge (1,600 feet long) connected Manhattan and Brooklyn in New York City. Both bridges are still used today.

3. What changes in building and transportation methods contributed to the growth of cities in the late 1800s?
For use with textbook pages 597–602

A CHANGING CULTURE

KEY TERMS

- **land-grant college**: Schools paid for by funds raised through the sale of federal lands granted by the Morrill Act of 1862 (page 598)
- **yellow journalism**: Style of sensational writing that exaggerates dramatic or gruesome aspects of stories (page 600)
- **realism**: Writing that focused on the real lives of the people at the time (page 600)
- **regionalism**: Writing that focused on a particular region of the country (page 600)
- **ragtime**: A type of music with complex rhythms related to jazz that began at the turn of the century (page 601)
- **vaudeville**: Variety shows with dancing, singing, comedy, and magic acts (page 602)

DRAWING FROM EXPERIENCE

Have you ever wondered what people did before books, magazines, and newspapers were printed? Do you enjoy reading? Do you visit the library regularly? What types of reading materials do you enjoy? How much free time do you spend reading each week?

In the last section, you read about how many Americans left farms and moved to the cities in the late 1800s. This section focuses on how the unique American culture that was developing affected many parts of American life.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the educational system was expanded and improved.
In 1865 Americans spent an average of four years in school. Many leaders and reformers viewed education as the key to the nation’s progress. Most states required some education by 1914. More than 80 percent of all children between the ages of 5 and 17 attended elementary and secondary schools. African Americans in the South received very little education if any. African Americans who did attend school went to segregated schools.

The “progressive education” movement influenced schools around 1900. The progressive philosophy included instruction in character development and citizenship. John Dewey believed effective instruction included hands-on activities, rather than rote memorization. He believed learning should be relevant to the students’ interests, problems, and concerns.

The Morrill Act of 1862 and charitable donations by wealthy individuals helped establish new colleges and universities. States sold federal land granted to them under the terms of the Morrill Act. They used the money from the land sales to start colleges known as land-grant colleges. Private colleges and universities were established by wealthy donors such as Ezra Cornell (Cornell University) and Leland Stanford (Stanford University). College opportunities for women increased. Women were welcome to attend land-grant colleges and private universities established for women. In the late 1800s, the women’s colleges, Vassar, Wellesley, Smith, and Bryn Mawr, were established. Almost 40 percent of all American college students were women by 1910. New colleges, such as the Hampton Institute in Virginia, were established for African Americans and Native Americans. In 1881 Booker T. Washington, an educator and graduate of Hampton Institute, founded the Tuskegee Institute in Alabama. African Americans received a practical education and teacher training at the Tuskegee Institute.

Schools were established to train Native Americans for jobs. Some of these schools were boarding schools. They were often far away from a student’s family. Children who went to boarding schools were isolated from the tribal traditions. In 1879 the Carlisle Indian Industrial School was founded in Pennsylvania. Other schools opened in the West.

1. Why was there a renewed interest in education and higher learning?
• A Nation of Readers (pages 599–601)

An interest in reading resulted from increased educational opportunities. New magazines, newspapers, and public libraries were established. Beginning in 1881, the steel industrialist, Andrew Carnegie, founded more than 2,000 libraries around the world. He donated $30 million over 30 years to cities that agreed to pay the operating costs of the libraries. Free public libraries were established in every state through the efforts of Carnegie and others and state and local governments.

Daily newspapers became available as a result of advances in printing, paper making, and communications. Joseph Pulitzer bought the New York World in 1883. Under his ownership, the paper included cartoons, illustrations, big headlines, and sensational stories. The paper grew to have more than a million readers daily. The New York Morning Journal owned by William Randolph Hearst became even more successful. Readers enjoyed the exaggerated, dramatic, gruesome details in the stories known as yellow journalism. Different ethnic groups published newspapers in their own languages. National magazines were created as a result of advances in printing and mass mailing methods. There were 700 magazines published in 1865. The number increased to 5,000 magazine titles by 1900. A few, including Ladies’ Home Journal, are still published today.

Writers described the real lives of people of the time. This style was called realism. Some writers concentrated on particular regions of the country. Their style was called regionalism. The famous author, Mark Twain, was both a realist and a regionalist. Other famous authors of this period include Jack London, Stephen Crane, Paul Laurence Dunbar, and Edith Wharton. Paperback books were published in the late 1800s.

2. Who was responsible for the establishment of public libraries?

• Art, Music, and Leisure (pages 601–602)

American writers and artists were influenced by Europe for much of the 1800s. An American style began to develop after the Civil War. Some painters, such as Thomas Eakins, Frederick Remington, and Winslow Homer, were realists. One of the best known American paintings is Arrangement in Grey and Black (also known as “Whistler’s Mother”) by James Whistler. Mary Cassatt became famous for her use of French Impressionism, which uses light, color, and patterns.
American music became popular. Rousing marches were composed by John Philip Sousa. He wrote “The Stars and Stripes Forever.” Jazz originated in New Orleans in the late 1800s by African American musicians. Ragtime music, related to jazz, dominated popular music for about 20 years. The famous ragtime composer, Scott Joplin, wrote many pieces including “Maple Leaf Rag.” Symphony orchestras were founded in New York, Boston, and Philadelphia, before 1900.

New forms of recreation were developed. Many middle-class Americans and some factory workers had more free time to pursue leisure activities. Baseball became a favorite spectator sport. Large crowds followed teams from major cities. The first World Series was held in 1903. College football, a variation of the English game of rugby, attracted many spectators by the 1890s. Professional football began in 1895. Basketball became popular in the 1890s. It was invented in Massachusetts by Dr. James Naismith for boys in YMCA classes. Basketball spread to other countries. Tennis, golf, and bicycling became favorite leisure activities.

Plays, vaudeville shows, and circuses became popular attractions in the early 1900s. Vaudeville shows included singing, dancing, comedy, and magic acts. Circuses traveled to cities and towns across the nation. “Moving pictures” were invented by Thomas Edison in the 1880s. Small theaters called nickelodeons charged five cents to see short “movies.” Nickelodeons were the beginning of today’s multimillion dollar film industry.

3. Why did recreational and cultural activities, and spectator sports flourish in the early 1900s?
**THE PROGRESSIVE MOVEMENT**

**KEY TERMS**

- **political machine** Powerful organizations linked to political parties (page 610)
- **patronage** Rewarding political supporters with jobs and favors (page 612)
- **civil service** The body of nonelected government workers (page 612)
- **trust** Combination of companies (page 612)
- **muckraker** Investigative reporters who brought problems to the attention of the public (page 613)
- **primary** An election in which the voters choose their candidate (page 614)
- **initiative** Citizens place a measure or an issue on the ballot for an election (page 614)
- **referendum** Voters accept or reject measures that have been enacted by the legislature (page 614)
- **recall** Voters remove unsatisfactory elected officials from their jobs (page 614)

**DRAWING FROM EXPERIENCE**

Have you ever known a person or group to have too much control? How did that person or group gain control? What did they do with that control? Did anyone try to take over that person or group?

This section focuses on how reform happened in response to corruption in business and government.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how journalists helped bring about change in the United States.

<table>
<thead>
<tr>
<th>The Muckrackers</th>
<th>Journalist</th>
<th>Issue</th>
<th>Result</th>
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• **Fighting Corruption** *(pages 610–612)*

In the late 1800s, there was a Progressive movement that focused on problems in society. The leaders of this movement wanted change in the cities, in government, and in business. They believed that the government and big business had too much power. Powerful organizations linked to political parties, called *political machines*, controlled the government in many cities. A leader of the machine in each city was called the political boss. The political bosses did favors for people in return for their votes. Many of these bosses were corrupt. They accepted bribes and campaign contributions from businesses. In return the businesses received special treatment from the city. They also made kickback agreements with contractors. The contractors would add charges to their bill to the city. Those extra charges were then given to the political boss that provided the job for the contractor.

Organizations such as the National Municipal League were founded to clean up city government. They wanted to weaken the power of the political bosses. New forms of government were introduced. In Galveston, Texas, the citizens established a city government run by five commissioners. The commission approach was soon adopted by almost 400 other cities. Tom Johnson, the mayor of Cleveland, Ohio, opposed corporations and political bosses in the early 1900s. He achieved lower fares for streetcars, food inspections, and parks for the city of Cleveland. Cleveland was then known as the best-governed city in the country.

*Patronage*, or rewarding political supporters with jobs and favors, was common at all levels of government. Patronage is another term for the spoils system practiced by Andrew Jackson. Many people who held government jobs were not qualified for the position. President Rutherford B. Hayes wanted to change patronage. He wanted to fix the *civil service*, or the body of nonelected government workers. He did not receive much support for this change. President James Garfield also wanted to change the civil service. However, he was assassinated before his changes could be made. When Vice President Chester A. Arthur became president, he acted to eliminate the spoils system. The Civil Service Commission was started as part of the Pendleton Act of 1883. The Commission required tough tests for federal jobs. Applicants had to prove their abilities to do the job.

1. Which presidents wanted to change the civil service by eliminating patronage?
In the late 1800s, many people were concerned that trusts, or combinations of companies, were becoming too strong. They thought these trusts controlled the economy and the government. Congress passed the Sherman Antitrust Act in 1890. It was the first law to control trusts. Supporters hoped it would allow more competition between businesses. It took about 10 years for the Sherman Act to be used against trusts. A few large companies controlled the railroads. They alone determined rates for travel. Congress passed the Interstate Commerce Act in 1887. This act said that railroads had to have fair rates. Those rates also had to be published. The Interstate Commerce Commission was created to supervise the railroads.

High tariffs on products from other countries caused higher prices. Republicans supported the high tariffs. They thought it would protect American businesses. The reformers and the Democrats wanted lower tariffs. Grover Cleveland became president in 1893. He won the election in part because he supported lower tariffs.

2. How did the government gain control over powerful businesses?

Reformers wanted solutions for the problems in society. One way to reform was socialism. Socialists believed that the government should own and run the industries. They thought that profits should not go to individuals or private companies. The industries should be run for the benefit of all people. Another way to reform was progressivism. Progressives did not want the government to own the industries. They wanted the government to regulate, or supervise, the industries. Progressives wanted the government to resist big businesses and support the working members of society. They wanted to help the people who had no money or power.

Journalists helped the reform movement. Investigative reporters brought problems to the attention of the public. They were called muckrakers. One reporter, Lincoln Steffens, uncovered the corrupt political machine in the big cities. His book, *The Shame of the Cities*, convinced people of the need for improvement in the cities. Ida Tarbell wrote about unfairness in the oil trusts. Her articles led to more government control over oil companies. Upton Sinclair wrote *The Jungle*. His book told about the horrors in the meatpacking industry. His descriptions shocked Americans. As a result, Congress passed the Meat Inspection Act in 1906. Congress passed the Pure Food and Drug Act that year. This law required correct labels on food and medicine and banned selling harmful food.
3. What was the difference between socialism and progressivism?

... (Continued)

- Expanding Democracy (pages 613–614)

  The governor of Wisconsin in the early 1900s was Robert La Follette. He supported reform and brought changes to the state. He raised taxes for corporations and improved the civil service. He especially brought changes to the electoral process in the state. Candidates had been chosen at state conventions. Party bosses ran the conventions. La Follette started the direct primary. This allowed the voters to choose the candidate for their party. The Wisconsin reform spread to other states.

  The state of Oregon also made reforms in the political process. They started the initiative, which allowed citizens to place a measure or an issue on the ballot in a state election. The referendum was established. It let voters accept or reject measures that the state legislature enacted. Voters were able to remove unsatisfactory elected officials from their jobs by the recall. These reforms were known as the Oregon System. Other states in the West soon followed Oregon’s example.

  Progressive supporters wanted people to vote for their senators directly. The Constitution gave the state legislature that responsibility. Party bosses and businesses often controlled the selection. The Seventeenth Amendment gave the people a chance to vote for their representatives directly.

4. How did Wisconsin lead reforms in the electoral process?
WOMEN AND PROGRESSIVES

KEY TERMS

- **suffragist**: A person who fought for women’s right to vote (page 616)
- **prohibition**: Laws that prohibit the making or selling of alcohol (page 619)

DRAWING FROM EXPERIENCE

Have you ever been part of a club or an organization that attempted to help people? What did the club try to accomplish? Whom did the club help? Did you gain satisfaction from being part of this organization?

In the last section, you read about reform due to corruption in government and businesses. This section focuses on how women affected reform and gained rights in the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the accomplishments made by the women’s clubs.

Accomplishments of the Women’s Clubs

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READ TO LEARN

• Women’s Roles Change (pages 615–616)

By the late 1800s, the role of women was changing in America. More women were going to college. They were pursuing careers in teaching, nursing, medicine, and other areas. The “new woman” became the term for the woman who followed interests outside the home. Women such as Jane Addams used their abilities to help people in need. Many of these women became writers, speakers, fund-raisers, and reformers. They served as examples to many other women.

Women’s clubs soon gained popularity. The clubs started by focusing on cultural events. The clubs shifted to become involved in addressing social problems. The women’s clubs offered chances for self-improvement. The members could continue their education or learn new skills. Some clubs refused African American women. African American women then developed their own clubs. Together the clubs formed the National Association of Colored Women. This association created homes for orphans and founded hospitals. It also worked for woman suffrage.

1. How did African American women respond when rejected from some women’s clubs?

• The Fight for Suffrage (pages 616–618)

The Fifteenth Amendment allowed voting to all freed men. It did not allow voting for women. People who fought for women’s right to vote were called suffragists. Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association. The organization wanted an amendment to the Constitution that allowed women to vote in national elections. Another organization worked to include the women’s vote in state elections. The two groups joined together in 1890. Some people opposed woman suffrage. They believed it would change the balance of society and lead to problems in the home.

Wyoming was the first to allow women to vote in state elections in 1869. By 1919 most states allowed women to vote in some elections. The fight for the national elections continued. Alice Paul was a leader of the National Woman’s Party in 1916. She had seen suffragists use marches and hunger strikes to gain attention in Great Britain. When President Woodrow Wilson did not support woman suffrage, Paul led a protest before the White House. The protesters were arrested for blocking the sidewalk. They then started a hunger strike. Support grew for women’s right to vote. New York and, a year later, South Dakota and Oklahoma granted equal suffrage.
President Wilson gave his support for an amendment to the Constitution. The Nineteenth Amendment allowed women to vote in the national elections. The amendment was approved in the Senate in 1919 and ratified in 1920.

2. How did Alice Paul protest President Wilson’s lack of support for woman suffrage?

• Women and Social Reform (pages 618–619)

   The women’s clubs became more involved in social reform. The clubs were mostly made up of middle-class women. Their goal was to help working women, immigrants, and society. They convinced Congress to create the Children’s Bureau in the Labor Department. They wanted federal laws that would protect children. They supported libraries, schools, and settlement houses. The clubs worked to raise money for hospitals and parks. They sponsored laws that regulated the labor of women and children in the workplace. The clubs also pushed for government inspections in workplaces. They were involved in the laws concerning the food and medicine industries. Some clubs pressured the state to provide financial support for widows and abandoned mothers. These funds are part of the Social Security system used today. The Women’s Trade Union League worked to protect the rights of women factory workers. This organization helped support workers on strike and paid bail for those arrested during a strike.

   The Woman’s Christian Temperance Union and the Anti-Saloon League tried to convince people to stop drinking alcohol. They supported laws that prohibited the making or selling of alcohol, called prohibition. Leaders made speeches connecting alcohol to violence and poverty. One woman, Carry Nation, sang hymns outside saloons. She also pushed into the saloons and broke bottles and kegs with an ax. The organizations supported other goals such as prison reform and woman suffrage.

   Some people wanted to ban alcohol for social reform. Those who had religious or moral reasons joined them. The support continued to grow. The Eighteenth Amendment to the Constitution made it illegal to make, transport, or sell alcohol in the United States. This Prohibition Law went into effect in 1919.

3. How did the Women’s Trade Union League protect the rights of women factory workers?
PROGRESSIVE PRESIDENTS

KEY TERMS

- **trustbuster**: A name given to President Roosevelt after he broke up many trusts (page 621)
- **arbitration**: Settling a dispute by agreeing to accept the decision of an impartial outsider (page 621)
- **square deal**: The promise by Roosevelt for fair and equal treatment for all (page 621)
- **laissez-faire**: A French term for “let people do as they choose” (page 621)
- **conservation**: The protection and preservation of natural resources (page 622)

DRAWING FROM EXPERIENCE

Have you ever had a teacher or leader who seemed to teach differently than other teachers or leaders? How did that person lead differently? Do you think the different methods were positive or negative?

In the last section, you read about the reforms brought about by women. This section focuses on the early reforms made by Presidents Roosevelt, Taft, and Wilson.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the Progressive changes brought about by President Roosevelt.

<table>
<thead>
<tr>
<th>Roosevelt’s Presidential Firsts</th>
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<tr>
<td>Trusts</td>
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<td>Unions</td>
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<td>Regulations</td>
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<td>Conservation</td>
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Theodore Roosevelt (pages 620–622)

Theodore Roosevelt became the vice president under President William McKinley. Some Republican leaders were not supportive of Theodore Roosevelt. Within his first year in office, President McKinley was assassinated. Theodore Roosevelt became the youngest president at age 42. President McKinley had supported big business. Roosevelt actively supported the Progressive movement.

In 1902 the Justice Department brought a suit against the Northern Securities Company. The company was a railroad monopoly that controlled transportation in the Northwest. The Supreme Court said that the business had violated the Sherman Antitrust Act by limiting trade. It ordered that the trust be taken apart. During his term, Roosevelt brought legal charges against 25 trusts in beef, oil, and tobacco. Roosevelt was called a trustbuster because he broke up so many trusts. He claimed that all trusts should not be broken, but should be regulated. The trusts that benefited the public should remain in place.

In 1902 the United Mine Workers went on strike. The strike involved over 100,000 miners. The miners demanded better pay, a shorter workday, and union recognition. The mine owners were unwilling to negotiate with the miners. The coal strike grew more serious as winter came. President Roosevelt invited the representatives from both sides to a meeting at the White House. The mine owners were still unwilling to negotiate. Roosevelt threatened to send federal troops to the mines to produce coal. It was the first time a president made threats to use force on the side of the strikers. The owners agreed to arbitration, settling the dispute by agreeing to accept the decision of an impartial outsider. Mine workers won the pay increase and a shorter workday. They did not gain union recognition.

In the election of 1904, Roosevelt ran for president. He promised to offer people a square deal, fair and equal treatment for all. The square deal included increased regulations for businesses. Most previous presidents treated businesses with a laissez-faire attitude. Laissez faire is a French term meaning “let people do as they choose.” Roosevelt backed the Meat Inspection Act and the Pure Food and Drug Act. Both of these acts allowed the government to enter businesses and inspect products.

Conservation, or the protection and preservation of natural resources, was another interest of President Roosevelt. He wanted to save the natural resources in the country. He urged Congress to set aside millions of acres of forests. He also created the first wildlife sanctuaries. In 1905 he introduced the U.S. Forest Service. Roosevelt tried to strike a balance between the interests of businesses and conservation.
1. How did President Roosevelt get the mine owners to negotiate during the coal strike?

   William Howard Taft (pages 622–624)

   Roosevelt decided not to run for president in 1908. Roosevelt chose William Howard Taft to run for president. Taft continued and surpassed many of Roosevelt’s Progressive goals. Progressives supported taxing the income of people. They believed it was a way to raise money for the federal government. The income tax would allow the government to lower tariffs. The Progressives thought the high tariffs on products were creating hardships for the poor. Taft supported the Sixteenth Amendment that gave Congress the power to tax income.

   Taft did not work to lower tariffs. He favored businesses when making conservation decisions. Roosevelt was frustrated with Taft. He decided to run against Taft for the Republican nomination for president. Roosevelt had many supporters and won the primaries. Taft had the support of the Republican Party leaders. Big businesses also supported Taft. Taft won the Republican nomination. Roosevelt and his followers started a new party, the Progressive Party. They nominated Roosevelt as their candidate.

   The split in the Republican Party led to the election of Democrat Woodrow Wilson. Wilson had criticized big business and big government. He convinced Congress to lower tariffs on essential goods such as sugar, wool, steel, and farm equipment. The income lost from the tariffs would be regained through the new income tax. The government gained control over the banking industry. Congress passed the Federal Reserve Act to regulate banking. Any national bank was required to follow the rules of the Federal Reserve System. Wilson worked to gain more governmental control over businesses. The Federal Trade Commission was started in 1914. The commission would investigate unfair trade operations. The Clayton Antitrust Act of 1914 increased the power of the government in fighting trusts. By the end of Wilson’s term, many Progressive goals had been achieved.

2. Why did Roosevelt choose to run against Taft in the election of 1912?
EXCLUDED FROM REFORM

KEY TERMS

discrimination  Unequal treatment due to race, religion, ethnic background, or place of birth (page 628)

barrio  A Mexican neighborhood (page 633)

DRAWING FROM EXPERIENCE

Have you ever seen examples of discrimination? Where or how did it occur? Was anything said or done to improve the situation? How could the discrimination be prevented the next time?

In the last section, you read about the reforms made by presidents. This section focuses on the various minority groups that experienced discrimination rather than reform.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the contributions made by African American leaders.

<table>
<thead>
<tr>
<th>African American Leaders</th>
<th>Contributions</th>
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<tr>
<td>Booker T. Washington</td>
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<td>Ida B. Wells</td>
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<tr>
<td>George Washington Carver</td>
<td></td>
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<td>Maggie Lena</td>
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Prejudice and Discrimination (pages 628–631)

In the 1800s most Americans were white and Protestant. Most had also been born in the United States. Many people thought that America should stay that way. People who were different faced discrimination, or unequal treatment because of their race, religion, ethnic background, or place of birth. The government remained uninvolved where discrimination occurred.

Many Americans faced discrimination because of their religion. Many feared the Catholic immigrants threatened their way of life. Others thought the Catholics were trying to take over the country. Jewish immigrants were often fleeing discrimination from their homeland. Some found it difficult to rent a home, find work, or attend school in the United States because of prejudice against Jews.

Many Americans faced discrimination because of their race. There was much intolerance in California against Asians. Some people claimed that the Chinese took jobs from white Americans because they would work for less money. Congress passed the Chinese Exclusion Act of 1882 so that Chinese immigrants could not enter the country. California also created difficulty for Japanese immigrants. They were not allowed to become citizens. One school board tried to make a separate school for Asians so they would not attend the same schools as white children. President Roosevelt put a stop to that separation. He did allow, however, an agreement with Japan that would limit their entrance into the United States. California and other Western states passed laws that made it illegal for Japanese immigrants to buy land.

Although African Americans were free, they still faced discrimination in both the North and the South. Most could only accept low-paying jobs or work as sharecroppers on a farm. They were separated from the white population. African Americans had their own neighborhoods, schools, parks, restaurants, theaters, and cemeteries. The Supreme Court supported this separation in the case of Plessy v. Ferguson. The Court said African Americans should have “separate but equal” facilities. A new Ku Klux Klan emerged to build up the white Protestant America. Violence broke out as African Americans and other minorities were blamed for the poor economy. Lynching of African Americans in the South and the Chinese in the West happened often.

While the Progressive movement aimed to help those facing hardships, many minorities were excluded. One reform would help one group but discriminate against another. African Americans were not allowed to join trade unions. It was believed that the negotiations would be unsuccessful if African Americans were included. The temperance movement focused on Irish Catholic immigrants. The civil service reforms required an education to pass the tests. Therefore, many immigrants could not qualify.
1. How were African Americans kept separate from white society?

• Struggle for Equal Opportunity (pages 631–633)

   Many minorities struggled against reforms that excluded them. Some worked to create their own reforms to the benefit of many others. Booker T. Washington had been born enslaved. He taught himself to read and founded the Tuskegee Institute in 1881. The institute taught farming and industrial skills to other African Americans. Washington also founded the National Negro Business League. He wanted to develop business for African Americans. His book, *Up from Slavery*, encouraged African Americans to work patiently and peacefully toward equality. Ida B. Wells was the editor of an African American newspaper. She published the names of people involved in a lynching. As a result, she was forced to leave town. Her book, *A Red Record*, claimed that most lynching was directed toward African Americans who had been successful in business. George Washington Carver was a chemist and director of agricultural research at Tuskegee Institute. He discovered plant products that helped the economy of the South. Maggie Lena was the first American woman to be a bank president. She founded the St. Luke Penny Savings Bank.

   Native American leaders formed the Society of American Indians. The goal of the group was to seek justice for Native Americans. It also wanted to improve living conditions and educate people about different cultures. Dr. Carlos Montezuma was an Apache who had been raised by white people. He became a doctor and worked for the United States Indian Service. Montezuma thought that Native Americans should leave the reservations. He believed they should become part of white society.

   In the early 1900s, many Mexicans crossed the border to the United States. Mexican Americans faced discrimination and violence. They formed self-defense associations called mutualistas. These groups raised money for insurance and legal help. In the *barrios*, or Mexican neighborhoods, they formed groups to help with overcrowding, poor sanitation, and low public services. Many leaders surfaced to seek justice and improve their circumstances.

2. According to Ida B. Wells, what was a primary reason for the lynching of African Americans?
EXPANDING HORIZONS

KEY TERMS

- **isolationism**: Noninvolvement in world affairs (page 639)
- **expansionism**: Increasing lands by settling or acquiring new territories (page 639)
- **imperialism**: Creation of large empires by nations that exercise political and economic control over weaker regions (page 639)

DRAWING FROM EXPERIENCE

Have you ever tried to persuade friends to do something they did not want to do? Were you successful? What approach did you use?

This section focuses on how Americans expanded trade with other countries and how they tried to influence other countries politically.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States expanded its economic and political influence in the late 1800s.

---

Expansion of American Economic and Political Influence

1.

2.

3.

4.

5.
• American Foreign Policy (pages 638–639)

George Washington, in his Farewell Address in 1796, told Americans to continue to expand trade with other countries. He advised Americans against getting involved politically in foreign affairs. He strongly urged Americans to avoid making permanent relationships with any countries. For about a century, the United States followed a policy of isolationism. The United States stayed out of foreign affairs. The United States did not cut itself off totally from the world, however. It increased trade with other countries.

Before and after the Civil War, Americans searched for better opportunities by settling new lands in the West and South. Many believed in expansionism, or settling new lands. Many wanted to expand the territory from the Atlantic Ocean to the Pacific Ocean. Money was made through trade with China. Americans began looking for new trading opportunities in other parts of the world. President Fillmore sent Matthew Perry to Japan in 1853 to explore opening trade relations. Perry arrived in Japan with four warships. The warships intimidated Japan. The Japanese signed the Treaty of Kanagawa in 1854, which allowed United States ships to use two Japanese ports for trading purposes. The agreement began America’s involvement in Asia.

1. How did American foreign policy change in the late 1800s?

• An Age of Imperialism (pages 639–641)

Powerful European countries were also trading with Asian countries in the late 1800s and early 1900s. They controlled weaker countries through political and economic pressure. This time period was known as the age of imperialism. Large empires were created by powerful nations. Asia and Africa had many valuable resources. They also purchased goods from foreign countries. Powerful countries competed with one another for political and economic control in Asia and Africa.

After the Civil War, there were Americans who were interested in building an empire of their own. They wanted the United States to be the most powerful nation. They believed the United States should acquire foreign lands. Secretary of State William H. Seward agreed with this point of view. He wanted the United States to control the Caribbean, Central America, and the Pacific. He believed that an American Empire needed three things in order to be successful: a canal across Central America connecting the Atlantic and Pacific, a transcontinental railroad system, and a telegraph system.
Seward bought Alaska from Russia for $7.2 million in 1867. Many people thought Seward was foolish. They did not understand why anyone would want the barren, icy land. They changed their minds after gold was discovered in the 1890s. Alaska became a United States territory in 1912.

Other Americans supported imperialism for religious reasons. They wanted to convert Western civilization, including Asia, Africa, and Latin America, to Christianity.

The United States had traded with Latin America, including the Caribbean, since colonial times. European influence in the area began to alarm Americans. As a result, President James Monroe issued the Monroe Doctrine in 1823. He discouraged European countries from forming new colonies in North or South America. The United States made agreements with and began to influence the economies of Latin America. Latin American countries feared American control. They attended the Pan-American Conference in Washington, D.C., and agreed to form the Pan-American Union. The Union agreed to share information with other members of the Union.

Captain Alfred Thayer Mahan persuaded Congress to improve and enlarge the navy. He also advised them that overseas colonies would be needed where ships could refuel on long journeys. The construction of the first steel-hulled warships was approved in 1883. Steam power and steel hulls replaced sails and wooden ships. By the early 1900s, the naval power of the United States was ready for any challenge in other parts of the world.

2. How did the United States influence foreign countries politically and economically?
IMPERIALISM IN THE PACIFIC

KEY TERMS

- **annexation**: Addition of smaller lands to a larger unit of land (page 645)
- **spheres of influence**: Section of a country where a foreign country has special rights and powers (page 647)
- **Open Door policy**: Policy in which countries may trade freely in each other’s sphere of influence (page 647)

DRAWING FROM EXPERIENCE

Has anyone ever taken something belonging to you without your consent? How did it make you feel? Did the person get away with it? How did you react?

In the last section, you read about how the United States expanded its political and economic influence in the late 1800s. This section focuses on American influence in China and the Pacific region.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States set up trading bases in the Pacific Ocean region.
**READ TO LEARN**

- **Hawaii** *(pages 644–646)*

  The United States looked to Hawaii and other regions to build its empire. Secretary of State William H. Seward bought the two small islands of Midway in the Pacific, located 3,000 miles west of California. Ships could stop there on their way to China. America increased trade with the Hawaiian Islands 2,000 miles west of California. Hawaiian shipping ports grew with the increased trade. The people of Hawaii caught many infectious diseases brought by American and European ships and died.

  Christian missionaries arrived in 1820. They built schools, developed a written Hawaiian alphabet, and translated the Bible into Hawaiian. Americans in the whaling trade settled there. Traders and missionaries bought land and established sugarcane plantations after sugarcane was introduced by an American company. Thousands of immigrants from China, Japan, and other Pacific regions worked on the plantations. Americans expanded their economic and political influence over the islands. The United States recognized Hawaiian independence in 1842.

  When the United States allowed Hawaiian sugar to be exported without being taxed, exports to the United States increased greatly. American planters in Hawaii made a lot of money. In 1887 the United States persuaded King Kalakaua to permit an American naval base to be built at Pearl Harbor. In exchange America renewed its trade agreement. American sugar producers complained that Hawaiian sugar exports were not taxed. Congress changed the policy and charged a tariff. Sugarcane prices fell and exports decreased.

  American plantation owners in Hawaii hoped to get around the tariff by making Hawaii a territory of the United States. Hawaiians wanted to take control of their lands back from the United States. Queen Liliuokalani took away the special powers of the American plantation owners. In 1893 American plantation owners revolted and set up their own temporary, or provisional, government.

  John Stevens, an American diplomat, sent the warship *Boston* to help the revolt. The provisional government sent delegates to Washington, D.C., requesting *annexation*, or the joining of the Hawaiian Islands with the United States. President Harrison signed the treaty. The Senate did not approve it before President Grover Cleveland took office. Cleveland opposed American interference in the revolt and withdrew the treaty. Congress approved the treaty in 1898 after William McKinley became president. Hawaii became a United States territory in 1900.
In the 1830s American missionaries landed in Samoa, a group of islands 3,000 miles south of Hawaii. They began converting Samoans to Christianity. In 1878 Americans were given special trading privileges. They built a naval station at the port of Pago Pago. Great Britain and Germany were also given trading rights. The three countries competed for power. They met in 1899 and decided to divide up the islands without asking the Samoans. The United States and Germany divided Samoa, and Great Britain agreed to leave in exchange for rights on other Pacific islands. The Americans annexed their share of Samoa in 1899.

1. How did the United States acquire new lands in the Pacific region?

   In the 1830s American missionaries landed in Samoa, a group of islands 3,000 miles south of Hawaii. They began converting Samoans to Christianity. In 1878 Americans were given special trading privileges. They built a naval station at the port of Pago Pago. Great Britain and Germany were also given trading rights. The three countries competed for power. They met in 1899 and decided to divide up the islands without asking the Samoans. The United States and Germany divided Samoa, and Great Britain agreed to leave in exchange for rights on other Pacific islands. The Americans annexed their share of Samoa in 1899.

2. Why did Japan and leading European powers accept a second Open Door policy?
Japan started the Russo-Japanese War by attacking a Russian fleet in southern Manchuria. It destroyed the Russian fleet in a series of attacks. There was tension between Japan and the United States because Japan ignored the Open Door policy. Japan wanted to expand its power in Asia. President Theodore Roosevelt helped the two countries achieve peace. They signed the Treaty of Portsmouth in the fall of 1905. Japan gained control of Korea in exchange for stopping its expansion. Japan became the strongest naval power in the Pacific.

Japan challenged American influence in the area. Tensions between Japan and the United States increased during the Russo-Japanese War. Americans resented increased Japanese immigration. The Japanese accused the United States of violating a 1894 treaty when the San Francisco School Board sent Japanese to separate schools. President Roosevelt made the school board send Japanese and Americans to the same schools. He convinced Japan to limit emigration. Roosevelt wanted to avoid war. He sent 16 warships around the world in 1909. The Japanese recognized the strength of American naval power and became more cooperative.

3. How did the United States encourage Japan to settle their differences?
SPANISH-AMERICAN WAR

KEY TERMS

- **yellow journalism**: Sensational, biased, and often false reporting (page 650)
- **armistice**: A peace agreement (page 652)
- **protectorate**: A country that is technically independent but actually under the control of another country (page 653)

DRAWING FROM EXPERIENCE

Do you watch news programs? What role does the United States play in global affairs? What conflicts are happening in the world? What challenges do you think Americans face with other countries today?

In the last section, you read about the economic and political influence of the United States in China and the Pacific region. This section focuses on the Spanish-American War and new territory controlled by the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the events that led up to the Spanish-American War.
The Cuban Rebellion (pages 649–652)

The people of Cuba rebelled several times against Spanish rule in the late 1800s. The Cubans were always defeated. Spain had ruled Cuba for hundreds of years. José Martí traveled to the United States for money, arms, and troops to support the Cuban independence movement. He returned to Cuba in 1895 to lead a new revolt. The revolution was devastating. Many lives were lost. Property was destroyed. Spanish troops separated Cubans from the rebels, placing them in camps. Disease and starvation took the lives of thousands of Cubans.

The United States government, business leaders, and citizens were concerned and horrified by the death and destruction. They opposed the inhumane treatment of the Cuban people by the Spanish. Many wanted the American government to step in and do something. President Grover Cleveland was against interference in Cuban affairs. The next president, William McKinley who took office in 1897, also hoped a peaceful solution would be found.

Coverage of the Cuban tragedy by the American press was graphic. Shocking reports fueled the debate about America’s role in the crisis. The reporting, known as yellow journalism, was often false, biased, and sensational. It caused many Americans to pressure McKinley to act. Many supported a war with Spain over the Cuban situation.

In January 1898, McKinley sent the warship, Maine, to Cuba to protect American citizens and property after a riot broke out in the capital city of Havana. Three weeks later, 266 officers and crew were killed when the ship exploded in Havana Harbor. The newspapers blamed Spain, even though the explosion may have been accidental. McKinley demanded a truce and ordered the Spanish to stop the inhumane treatment of the Cuban people. Spain agreed to some, but not all, of McKinley’s demands. Congress and the president were not satisfied. They officially recognized Cuba’s independence. Congress approved the use of American troops to enforce the withdrawal of Spanish troops. The United States declared war on Spain on April 25, 1898.

The first military encounter of the Spanish-American War took place in the Spanish colony of the Philippines. Commodore George Perry was ready for action in the Philippines in case war was declared. The United States navy destroyed most of the Spanish ships based at Manila Bay in a surprise attack on May 1. American troops and Filipino rebels captured the city of Manila in July. America supplied Filipino rebels with weapons. The rebels took control of the main island, Luzon, declared independence from Spain, and formed a democratic republic. They expected support from the United States, which was still being debated in America.
In Cuba the United States navy blockaded a ship in Santiago Harbor on May 19. Next, 17,000 American troops landed near Santiago, Cuba. One-fourth of them were African Americans. The troops were inexperienced and unprepared. There was heavy fighting.

Theodore Roosevelt resigned his position of assistant secretary to the navy so he could join the fight. He and the Rough Riders, a group of volunteers, joined the Battle of San Juan Hill. The American forces defeated the Spanish at San Juan Hill. They destroyed the Spanish fleet at Santiago a few days later. These victories ended the Spanish control of Cuba. The United States moved on and took control of Puerto Rico. The Spanish signed a peace agreement, called an armistice, on August 12, 1898, which ended the war. The Spanish-American War lasted less than four months and resulted in about 400 American casualties. The 10,000 African American soldiers battled discrimination during the war. More than 5,000 Americans died of diseases they contracted in the tropical climate.

1. What events led up to the Spanish-American War?

- **Acquisitions (pages 652–654)**

  The Treaty of Paris, signed on December 10, 1898, officially ended the war. Most of the Spanish empire was dissolved. Cuba became independent, but under the control of the United States. This is called a protectorate. The United States acquired the Pacific island of Guam and Puerto Rico as territories. The United States purchased the Philippines from Spain for $20 million under the terms of the treaty. The United States had created an American empire and had new responsibilities.

  Cubans were granted full independence, with certain conditions, in 1901. Their new constitution granted the United States special privileges. The Platt Amendment forbade Cuba from making treaties with other countries. The United States was given control of Guantanamo Bay. If Cuban independence was threatened, the United States was granted the right to get involved.

  Puerto Rico was under military rule until a new government was set up by the United States in 1900. The Foraker Act gave the United States control over the new administration. It made all Puerto Ricans citizens of the United States. Many Puerto Ricans wanted complete independence.
Acquiring control of the Philippines created controversy. People who opposed expansionism and the Spanish-American War fought approval of the treaty. They became known as anti-imperialists. Some were afraid of the large army needed to control the Philippines. Others feared that Filipino workers would compete for their jobs. Some famous Americans were anti-imperialists, including Andrew Carnegie, the steel baron and Mark Twain, the author. The Senate approved the Treaty of Paris in February 1899, which was a victory for the imperialists.

The celebration was short-lived. The same month Filipino leader Emilio Aguinaldo and his forces rebelled against American domination. The revolution was long, and there were many casualties. Four thousand Americans died, and 200,000 Filipino soldiers and civilians died. Aguinaldo was captured in 1901, ending the rebellion. He declared his allegiance, or loyalty, to the United States.

The government of the Philippines changed from military to civilian rule in the summer of 1901. It was headed by William Howard Taft. The Philippines earned total independence in 1946.

2. What territories did the United States acquire under the Treaty of Paris?
LATIN AMERICAN POLICIES

KEY TERMS

**isthmus** A narrow strip of land connecting two larger bodies of land (page 657)

**anarchy** Disorder and lawlessness (page 658)

**dollar diplomacy** President William Howard Taft’s policy of linking American business interests to diplomatic interests abroad (page 659)

DRAWING FROM EXPERIENCE

Do you have friends who influence you and the decisions you make? How do your friends influence you? Do you feel pressured to go along with what your friends want to do? Have you ever felt threatened in any way? How do you respond when you do not want to do what your friends want you to do?

In the last section, you read about how the United States expanded trade with other countries and competed for political influence. This section focuses on how American investments in Latin America grew in the early 1900s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States attempted to extend its political and economic influence in Latin America after the Spanish-American War.

<table>
<thead>
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<th>American Economic and Political Influence in Latin America</th>
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**READ TO LEARN**

- **Panama** *(pages 656–658)*

  Americans and Europeans searched for shorter sea routes for many years. They wanted to build a canal across Central America to make travel between the Atlantic and Pacific Oceans shorter and less dangerous than traveling around South America. After the United States acquired new territories in the Pacific region, the goal of building a canal became more important.

  A French company tried unsuccessfully to build a canal across the Colombian province of Panama in 1879. Panama was an *isthmus*, or a narrow strip of land, about 50 miles wide that connected two larger pieces of land. The isthmus of Panama was located between the Pacific Ocean and the Caribbean Sea. The United States paid the French $40 million for their lease in Panama. In 1903 Panama and the United States signed a treaty. The two countries agreed that the United States could lease the land for 99 years in exchange for $10 million and yearly rent of $250,000. The Colombian Senate rejected the treaty. They opposed the low price.

  In order to acquire the land for a canal, President Roosevelt supported a Panamanian revolt against the Colombians. He sent the warship *Nashville* to Panama. The Panamanians revolted and declared their independence from Colombia. The United States prevented Colombian troops from stopping the revolt. The United States recognized Panama’s independence and signed a treaty with Panama for a 10-mile strip of land. In exchange, the United States paid Panama the same amount of money Colombia had rejected. Roosevelt’s methods upset some members of Congress, other Americans, and many Latin Americans.

  Americans began to build the Panama Canal. Mosquitoes carrying yellow fever and malaria infected the workers. Colonel William Gorgas, an army doctor, helped the workers control the diseases. Before they could build the canal, they had to eliminate the breeding grounds of mosquitoes. Workers drained the swamps, sprayed insecticides, spread oil on standing pools of water, and cut grassy marshes. In 1906 they were ready to start digging the canal.

  Building the canal was an enormous job. It was considered one of the greatest engineering challenges of the time. It took thousands of workers approximately eight years to carve a path through the thick jungles and mountains and complete the canal. They used earth and rock to build a dam, which created a large lake. Huge locks, or gates, were built so that the water level could be raised or lowered. This allowed ships to go from sea level, up over the mountains, and back to sea level again on the other side.
The canal opened in 1914. The Ancon, a cargo ship, was the first vessel to travel through the canal. The canal cut shipping costs, took 7,000 miles off the trip from New York to San Francisco, and enabled the American naval fleet to go from the Atlantic to the Pacific Ocean. Americans became a strong presence in Latin America. The relationship between the United States and Latin America suffered because many Latin Americans were unhappy with the methods used by the United States to acquire the land for the canal.

1. How did America get permission to build the Panama Canal?

- **Policing the Western Hemisphere (pages 658–660)**

  Different presidents had different methods of handling problems with other countries. President Roosevelt believed in using military power. He quoted the African proverb, “Speak softly and carry a big stick.” He believed America should serve as an international police force to protect other countries from disorder and lawlessness, or **anarchy**.

  In 1904 he added the Roosevelt Corollary to the Monroe Doctrine. The Monroe Doctrine warned European nations against forming colonies in North and South America. The Roosevelt Corollary claimed the right of the United States to become involved in Latin America whenever the nations were unstable. Roosevelt was worried that Europeans would intervene in Latin American affairs. In 1902 Europeans had formed a blockade when Venezuela could not repay a loan on time. In 1903 revolutionaries overthrew the government of the Dominican Republic. The United States took control of the Dominican’s finances from 1905 until about 1935 under the terms of the Roosevelt Corollary. In 1906 the United States prevented a revolution in Cuba, again applying the Roosevelt Corollary.

  William Howard Taft became president after Roosevelt. He supported the use of American investments in other countries to create stability and earn a profit. He did not believe military force should be the first approach used. His approach became known as **dollar diplomacy**. Under the Taft administration, American investments in Latin America increased trade. Investors helped build roads, railroads, and harbors. Latin America and the United States benefited from dollar diplomacy.

  The results of dollar diplomacy also included the establishment of powerful American companies overseas, American political influence in other countries, and military intervention when American interests were threatened. Anti-United States feelings increased. Many Latin Americans believed the United States was interfering in their affairs.
2. How did the foreign policies of President Roosevelt and President Taft differ?

• Relations with Mexico (pages 660–661)

In the early 1900s, most Mexican people were very poor. A small group of wealthy landowners controlled the government. American businesses had invested a lot of money in Mexican oil wells and other businesses. The lives of most Mexicans grew worse under the brutal dictatorship of Porfirio Díaz. Francisco Madero and his followers overthrew Díaz in 1911. Madero was overthrown and killed in 1913 by Victoriano Huerta. Huerta supported wealthy and foreign interests as had Díaz. President Woodrow Wilson and the United States government would not recognize Huerta’s government.

The dollar diplomacy approach was unsuccessful at this point. Wilson’s approach, known as “moral diplomacy,” included teaching other republics to choose good leaders. Wilson also agreed that economic interests and military power were important. Wilson approved the sale of weapons to Huerta’s opponents, led by Venustiano Carranza after a civil war broke out in Mexico. American troops took control of the port of Veracruz after Huerta’s troops arrested some American sailors. Carranza defeated Huerta, and American troops left the region.

Francisco “Pancho” Villa led a revolt against Carranza. Villa shot 16 Americans in 1916 because the United States supported Carranza. He and his followers set fires in Columbus, New Mexico, killing 18 more Americans. The Mexican people supported him. General John J. Pershing and American troops searched for Villa in Mexico for almost a year. American troops were withdrawn from Mexico in 1917 when war in Europe was in full force. Mexican resentment toward Americans resulted from American intervention. The United States proved it would use military power whenever its interests or honor were at stake.

3. What was Woodrow Wilson’s foreign policy?
WAR IN EUROPE

KEY TERMS
- nationalism: Feeling of intense loyalty to one’s country or group (page 667)
- ethnic groups: People who share a common language and traditions (page 667)
- militarism: Increasing one’s military strength (page 667)
- alliance system: Defense agreements among nations (page 667)
- entente: An understanding between nations (page 667)
- balance of power: System that prevents any one country from dominating other countries (page 667)

DRAWING FROM EXPERIENCE
Have you ever had a disagreement with someone? Did you get your friends to take your side and get involved in your disagreement? Did the person you argued with get their friends to take their side? Did the problem become bigger once more people were involved?
This section focuses on new weapons and technology that were used in World War I.

ORGANIZING YOUR THOUGHTS
Use the chart below to help you take notes as you read the summaries that follow. Think about which nations joined sides during the war in Europe in 1914.

World War I Begins

Allied Powers
- 1.
- 2.
- 3.
- 4.
- 5.

Central Powers
- 1.
- 2.
- 3.
The American Journey

Chapter 23, Section 1 (continued)

READ TO LEARN

• Troubles in Europe (pages 666–668)

Archduke Franz Ferdinand was the heir to the throne of the Austro-Hungarian Empire. He and his wife visited the Austrian province of Bosnia in June 1914. The royal couple were assassinated during their state visit. The assassinations upset the balance of stability in Europe and led to war.

The conflicts and tensions that led up to World War I had been going on for many years. Problems between countries grew as they formed alliances, increased their armies, and created their empires.

Much of the tension was due to strong feelings of loyalty to one’s country or group, called nationalism. Nationalism had its advantages. Because of nationalism, new nations, such as Italy and Germany, united and became powers in the world. They competed with older countries such as Great Britain and France. Nationalism also had its disadvantages. Loyalty to one’s group caused some groups to split from their countries. Some ethnic groups, or groups of people who shared common languages and traditions, wanted to form independent countries.

Imperial expansion caused conflict. As nations tried to expand their empires, they competed for colonies in Africa, Asia, and other parts of the world. New colonies brought new markets, raw materials, and prestige, or importance. Expansion caused problems as many nations competed for the few areas left to colonize.

An atmosphere of militarism, or military buildup, caused conflict. When one nation increased their military, the others did, too. Each nation wanted to be able to compete militarily with other countries to protect their interests in the world. In the early 1900s, Germany, France, and Russia developed large armies. As an island nation, Great Britain had the biggest and strongest navy. Germany and Great Britain became rivals over naval power. The rivalry set off an arms race as each nation built up its military.

The alliance system caused conflict. Nations made defense agreements, or alliances, with other nations. The alliances were designed to keep peace and maintain a balance of power, preventing any one country from controlling or dominating the others. When one country attacked another, it started a war involving other countries that had made defense agreements. Two major alliances had been formed by 1914.

A. The Triple Alliance included Germany, Austria-Hungary, and Italy.
B. The Triple Entente (meaning understanding between nations) included Great Britain, France, and Russia.
1. What factors led to increased tensions in Europe?

- Crisis in the Balkans (page 667)

   In the 1900s, many nationalist and ethnic rivalries existed in the Balkans. The Balkan Peninsula was located in Southeastern Europe. Greece, Albania, Romania, and Bulgaria disagreed over territory. Slavic nationalists wanted to unite all Slavic peoples in the area. Austria-Hungary and neighboring Serbia had a bitter conflict. Slavic people wanted independence from Austria-Hungary. Austria-Hungary wanted to expand its empire, but Serbia opposed this expansion. The Serbians supported the Slavic people.

   A member of a Serbian nationalist group assassinated Franz Ferdinand and his wife. Austria-Hungary blamed the Serbian government. After making sure its ally, Germany, supported its decision, Austria-Hungary set out to destroy the Serbian nationalist movement. Austria-Hungary issued severe demands to Serbia. When Serbia refused those demands, Austria-Hungary declared war in July 1914. The war spread because of the system of alliances: Russia had agreed to defend Serbia, and Germany had agreed to defend Austria-Hungary. Germany declared war on Russia in August 1914. France was an ally of Russia, so Germany also declared war on France.

   Germany violated a treaty it signed in 1839 when it invaded Belgium. Germany had guaranteed Belgium’s neutrality under the terms of the treaty. Great Britain had agreed to defend Belgium, so it declared war on Germany.

2. What action set off the crisis in the Balkans?

- A World War Begins (pages 668–670)

   The Allied Powers, or Allies (Great Britain, France, and Russia) were on one side. The Central Powers (Germany, Austria-Hungary, and the Turkish Empire) were on the other side. Japan later joined the Allies. Italy violated its alliance with Germany and Austria-Hungary because it was promised territory in Austria after the war. It joined the Allies in 1915.
Germany expected to defeat France quickly and then attack Russia. The Belgians held out against the Germans for three weeks. This gave France and Great Britain time to get their troops in place. The French and British stopped the Germans at the Marne River. The Battle of the Marne in September 1914 saved Paris from the Germans.

Opposing armies created trenches to protect soldiers from flying bullets and artillery shells. Headquarters, first-aid stations, and storage areas were located in support trenches behind the front lines where the troops were fighting. The trench warfare, as it was called, lasted for three years.

In 1916 both sides led major attacks. The Germans started the Battle of Verdun in northeastern France in February. It lasted on and off for about 10 months. The Battle of Verdun was one of the longest battles of the war. It also had the most casualties. More than 750,000 troops from both sides died. The British and French started the Battle of Somme in northern France in July 1916. The battle caused many casualties and accomplished very little.

The reason for so many deaths was the availability of new deadly weapons. Improved cannons and artillery fired larger shells much farther than ever before. Rifles were more accurate. Machine guns fired many bullets in a few seconds. Used by the Germans in April 1915, poison gas killed or seriously injured anyone who breathed it. Later the Allies also used poison gas. Soldiers wore gas masks in the trenches.

The British invented the armored tank, which could move closer to the enemy and fire at close range. Germans copied the British and made their own tanks. Airplanes were used to monitor enemy movements and bomb enemy targets. Battles between planes in the sky were called “dogfights.”

German ports were blockaded by Great Britain’s navy. Shortages of food and other supplies caused malnutrition and illness in Germany. German submarines, called U-boats, prevented food and other supplies from getting to Great Britain. These U-boats changed the direction of the war.

3. Who was fighting whom in the early years of World War I?
Have you ever tried to stay out of an argument that a group of your friends was having? Was it easy or difficult to avoid taking sides? How did you stay neutral? How did your friends feel about your decision not to become involved in their dispute?

In the last section, you read about new weapons and technology used in fighting the war. This section focuses on how the United States ended its neutrality and entered the war.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about why the United States joined the Allies in the war.

### Reasons United States Join Allied Forces

1. 

2. 

3. 

**KEY TERMS**

- **propaganda**: Information designed to influence opinion (page 672)
- **autocracy**: Rule by one person with unlimited power (page 675)
READ TO LEARN

• **American Neutrality** *(pages 671–674)*

In the beginning of World War I, the United States decided to remain neutral. Many Americans felt the war in Europe did not involve them. They did not want to become involved in a dispute between European countries that had been going on for years. It was difficult, however, for Americans not to take sides. Many Americans were born in foreign countries or were children of parents who were born in foreign countries. Some of these people sympathized with the countries where they, or their parents and grandparents, were born. Some American citizens whose relatives came from Germany, Austria, or Ireland supported the Central Powers. Irish Americans disliked the British because they controlled Ireland. The majority of Americans, however, supported the Allied Powers. The United States shared language, customs, and traditions with the Allies. Many Americans were of British descent. President Wilson believed that a German victory would threaten the American form of government and beliefs.

Both the Allied Powers and the Central Powers tried to gather support for their sides by publishing information to try to persuade people to accept their views. This propaganda, or information designed to influence opinion, included horror stories about the wrongdoings of their opponents. The Allied *propaganda* was more effective in America where most people sympathized with the British.

For a time, Americans continued trading with both sides. Britain blockaded German ports, making trade with Germany difficult. American ships were searched and goods were often seized as they entered German ports. While the United States protested these actions, Britain was not sympathetic. As a result of the blockade, the United States was unable to continue trading with Germany. American trade with the Allies increased. American banks loaned millions of dollars to France and Britain to help pay for the war. The war benefited the economy of the United States. Germany was angry that the United States, which called itself neutral, was helping the Allies.

In February 1915, Germany vowed that their U-boats, or submarines, would sink any ship entering or leaving British ports. President Wilson warned Germany that he would hold them responsible for any casualties, but Germany ignored the warning. In May 1915, a German U-boat sank the *Lusitania*, a British passenger ship, off the coast of Ireland. More than 1,000 people were killed, including 128 Americans. The sinking outraged Americans. It was later learned that some of the cargo on board the *Lusitania* included war supplies.

A French passenger ship, the *Sussex*, was also torpedoed by a German U-boat months later. Afterwards Germany agreed to the Sussex Pledge, meaning it would warn neutral ships and passenger vessels before attacking them. The Germans also offered to pay Americans injured in the sinking incidents. Germany agreed to the Sussex Pledge in an effort to keep the United States from entering the war.
1. Why did the United States wish to remain neutral?

• The End of Neutrality (pages 674–676)

   The United States built up its military forces as a precaution. Congress passed laws in 1916 that provided the money needed. New warships were built, and the size of the army was doubled. Most Americans did not want the United States to go to war. The Democrats’ slogan, “He Kept Us Out of the War” helped President Wilson to become elected in 1916 for a second term.

   In early 1917, Germany broke the Sussex Pledge. Germany announced that it would sink all merchant vessels sailing to Allied ports without warning. The Germans knew this action might prompt the United States to enter the war, but they believed they could win it before the United States became involved. As a result, President Wilson cut off diplomatic ties with Germany.

   Americans became outraged over a secret telegram that Britain intercepted. The German foreign minister, Arthur Zimmerman, had sent Mexico a telegram. He promised to help Mexico take over Texas, New Mexico, and Arizona from the United States. He also promised financial support in exchange for Mexican help in the war. The telegram was published in newspapers across the country.

   A few weeks later, Russians revolted and overthrew the monarchy, a government ruled by a monarch. They formed a temporary democratic government and promised free elections. The new government wanted to defeat Germany. President Wilson and other Americans believed they would help the Allies. The Allies were fighting to protect democracy, a government run by the people. They were fighting against a government controlled by one person with all of the power, or an autocracy.

   In March 1917, four American ships were attacked and sunk by the Germans, killing 36 people. President Wilson now believed that American neutrality had to end. He thought long and hard before asking Congress to declare war in April 1917. It was not an easy decision. After some debate, most members of Congress passed a declaration of war to defend the rights of the United States. Representative Jeannette Rankin of Montana, the first woman to serve in Congress, voted against war along with 55 others.

   In May Congress passed the Selective Service Act, which created the military draft. Men aged 21 to 30 (and later from 18 to 45) were required to register. Out of the 24 million men who registered, 3 million were called to serve in the military. Two million more men volunteered. Thousands of women were allowed, for the first time, to serve in the armed forces. They were only allowed to do noncombat work, however. More than 300,000 African Americans joined the army and navy.
The marines would not accept African Americans at the time. Racism and discrimination continued in the military, just as they did in daily life. Most African Americans were given low-level jobs, but 40,000 fought bravely in combat. The first American to receive the French Croix de Guerre (Cross of War) for bravery was an African American named Henry Johnson. The French government also awarded one African American regiment with medals for bravery.

2. What caused the United States to declare war against Germany?
AMERICANS JOIN THE ALLIES

KEY TERMS

- **convoy**: Team of ships or other vehicles traveling together (page 678)
- **front**: Line of battle (page 679)
- **armistice**: Agreement to end the fighting in a war (page 680)

**DRAWING FROM EXPERIENCE**

What are your feelings about the United States? How would you explain your feelings towards the United States to someone from another country?

In the last section, you read about the events that caused the United States to abandon its position of neutrality and enter the war. This section focuses on how American involvement in the war led to the surrender of Germany.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how the Allies turned the tide against Germany with the help of the United States.
• Supplying the Allies (pages 677–680)

In 1917 the Allied forces were suffering. Allied soldiers were exhausted after years of trench warfare, and they were running out of food and supplies. One out of four ships that left British ports was sunk by German U-boats. Some French troops would not continue fighting.

The entry of American forces into the war made a great difference. The United States joined Britain in destroying German submarines, allowing badly needed supplies to arrive in Britain. Then teams of navy destroyers protected groups of merchant ships on their journeys to Great Britain. The merchant ships and navy destroyers traveled together in groups called convoys. The convoy system successfully protected the ships.

In Russia the Bolsheviks, a group of Communists, revolted in November 1917 and overthrew the democratic government. In December 1917, the Russians were taken out of the war by Vladimir Lenin, a Bolshevik leader, because troops were needed to set up the new Communist government. Lenin signed the Treaty of Brest-Litovsk with Germany in March 1918. Germany acquired Poland, the Ukraine, and other territories. Germany was able to move thousands of troops to the Western Front, or line of battle, in France.

The Germans attacked the Allied troops with great force. They pushed Allied forces back to within 40 miles of Paris. The Americans arrived in France in June 1917, but were not ready for fighting until the spring of 1918. The American troops in Europe, under the command of General John J. Pershing, were known as the American Expeditionary Force (AEF). Pershing insisted that the American troops remain a separate unit. France welcomed their arrival. From early June 1918 through the middle of July, American forces helped battle the Germans at Chateaux-Thierry on the Marne River and the forest of Belleau Wood. French and American troops fought off German attacks along the Marne and Somme Rivers. They stopped the German offensive and began one of their own. More battles followed east and west of Verdun. In November the Allied forces finally pushed the Germans back. The Allies broke through enemy lines, bringing the fighting to German soil.

1. In what ways did the United States make a difference in the outcome of the war?
The German forces retreated. They knew their chances of winning the war were small since the American troops had joined the Allied forces. The Germans were experiencing severe shortages of food and supplies.

In October 1918, the Germans asked the United States for an agreement, called an armistice, to end the war. President Wilson agreed, with certain conditions attached. His conditions were that Germany accept his plan and promise not to begin any new hostilities. Germany also had to remove all troops from Belgium and France. President Wilson would negotiate only with civilian, not military, leaders.

Before an agreement was reached, Germany became a republic. The new leaders, who forced Emperor Wilhelm II to give up his throne, agreed to the conditions of Wilson’s armistice. The war ended with the signing of the armistice on November 11, 1918.

2. Why did Germany ask the United States for an armistice?
THE WAR AT HOME

KEY TERMS

mobilization The gathering of resources and the preparation for war (page 683)
dissent Opposition (page 685)
socialist Person who believes industries should be publicly owned (page 686)
pacifist Person opposed to the use of violence (page 686)
espionage Spying (page 686)
sabotage Secret action to damage the war effort (page 686)

DRAWING FROM EXPERIENCE

Have you ever wondered what happens when a country goes to war? What effects do foreign wars have on the people left behind at home? What challenges do you think wars present? In your opinion, are there any advantages to war?

In the last section, you read about the difference the United States made by entering the war. This section focuses on the economic challenges and opportunities American involvement in the war presented at home.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how World War I changed life in the United States.

<table>
<thead>
<tr>
<th>Ways World War I Changed Life in the United States</th>
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• Mobilizing the Nation (pages 683–685)

Americans began the process of mobilization after declaring war against Germany in 1917. The United States gathered resources and made preparations for war. Americans felt the effects of this preparation in their daily lives. The National War Labor Board was formed in April 1918. It persuaded business owners to give in to workers’ demands for eight-hour work days, extra pay for overtime, equal pay for women, and the right to form and join unions. By meeting these demands, workers agreed not to go on strike. The government wanted to ensure there were enough workers to produce the important materials needed for the war.

Industries expanded to meet the demand for supplies and weapons. There were not enough workers. Men left to serve in the military, and European immigration was limited during the war. Women and minorities helped fill the job openings. Women took jobs usually reserved for men. Job opportunities led thousands of African Americans from the rural South to cities in the North. Mexican immigration increased as a result of job opportunities in the United States.

The United States spent about $32 billion on World War I. The government sold war bonds, or Liberty Bonds, to the American people to pay for two-thirds of this cost. The government raised taxes, required more people to pay income taxes, and taxed business profits at a higher rate. Wealthy Americans paid as much as 70 percent of their income in taxes. All of this was done to pay for the costs of the war.

Americans produced food for the Allies, as well as for the people of the United States. The government created the Food Administration headed by Herbert Hoover. The Agency encouraged voluntary rationing, or limiting the amount of food consumed. Americans ate less and produced more food, which allowed them to increase food exports to other countries.

The government created the War Industries Board, which supervised the production of manufactured goods. Factories were converted to manufacture war-related goods. The board also set the prices for necessary goods.

The newly created Committee on Public Information ran the greatest propaganda campaign in the history of the United States. The campaign’s mission was to create public support for the war. Many Americans were opposed to the United States’s involvement in the war. The committee tried to persuade the citizens of the United States that the war was a fight for democracy and freedom. The committee published and distributed pamphlets, posters, articles, and books with pro-war messages. It provided information and advertisements concerning the war to newspapers. Four-Minute Speeches were patriotic talks given before movies and plays.
1. What sacrifices did the government ask the American people to make in order to fund the war?

- **Americans and the War** *(pages 685–686)*

  World War I affected Americans in positive and negative ways. It helped the economy of the United States by increasing jobs and the production of food and manufactured goods. The war effort took away some of the freedoms American citizens had won.

  Racial tensions were present in America before and during the war. People were not tolerant of individual differences. From 1914 to 1920 the Great Migration led African Americans from the South to cities in the North. Almost 500,000 African Americans settled in crowded living conditions in segregated Northern cities. White mobs attacked some African American communities, killing people and burning houses. The worst race riot happened in July 1917 in East St. Louis, Illinois.

  The Committee on Public Information tried to quiet citizens who opposed the war, such as some German Americans and Irish Americans who supported the Central Powers. **Socialists**, people who believed all industries should be publicly owned, were also against the war. They believed that only wealthy people would benefit from the fighting. **Pacifists**, people who did not support the use of violence, were another group opposed to the war.

  The Committee on Public Information tried to quiet **dissenters**, those opposed to the war, by saying they were not patriotic. Congress passed a series of laws that aimed to quiet dissenters. The **Espionage** Act of 1917 provided harsh penalties for spying. It also penalized people who helped the enemy or interfered with recruiting people for the army. The Sabotage Act and the Sedition Act passed by Congress in 1918 made saying, printing, or writing anything negative about the government criminal offenses. Any of these acts would be considered **sabotage**, or secret actions to damage the war effort. Thousands of people were arrested and convicted under these laws. Those convicted included many immigrants, Socialists, pacifists, and labor activists.

  German Americans were under suspicion. In some areas, anything to do with Germany, including playing German music and teaching German as a foreign language, was not permitted. German-sounding words were even given new names. Many German Americans did not tell anyone that they were from Germany or were descendants of Germans.
Most Americans supported these harsh acts. During wartime, many believed traitors and disloyal Americans should be punished. Some people spoke out against these laws.

2. What constitutional rights did American citizens lose during the war?
SEARCHING FOR PEACE

KEY TERMS

Fourteen Points  Woodrow Wilson’s proposed peace plan (page 689)
League of Nations  Group of delegates from member nations whose goal was to preserve peace and prevent future wars (page 689)
reparations  Payments to repair damages (page 690)

DRAWING FROM EXPERIENCE

Have you ever forgiven someone for something they did to you? Did you become friends again? Did you talk about why you were mad at each other? Did you agree to handle problems differently in the future? What steps did you take that enabled you to be friends again?

In the last section, you read about how life changed in the United States during World War I. This section focuses on the opposition to President Wilson’s peace plan.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the changes in the world and the attempts to foster world peace that followed World War I.
• After the War (pages 688–689)

Delegates from a group of European countries met at the Paris Peace Conference in January 1919. Europeans looked to President Wilson for leadership in dealing with the challenges they faced after World War I. European countries lost millions of soldiers and civilians, had much property destroyed, and had large homeless and hungry populations. Russians were in the middle of a civil war. Many groups of people wanted to form their own independent nations out of empires that had collapsed. Peace and stability were threatened by social and political problems.

President Wilson’s proposal for peace was a plan known as the Fourteen Points. Wilson believed the people should decide how they want to be governed. He suggested boundary changes in Europe and the establishment of new countries. The plan included rules for improved international relations, including free trade between nations, freedom of the seas, the ending of secret agreements, the peaceful settling of problems, and the reduction of weapons in all countries.

The final part of President Wilson’s plan involved forming a League of Nations, made up of delegates from many countries who would preserve the peace and prevent future conflicts. Members would have to agree to respect one another’s territories and political independence. Many Europeans liked his plan, but they disagreed with how territories were divided. Each country was looking out for its own interests.

1. What did President Wilson propose at the Paris Peace Conference in 1919?

• The Peace Conference (pages 689–690)

Germany and Russia were not invited to the Paris Peace Conference. The four countries that dominated the conference were the United States, France, Britain, and Italy. The Allies disagreed about whether or not Germany should be punished for the war. President Wilson opposed punishment, but some of the Allies wanted revenge. France and Great Britain wanted Germany to pay for the damage the war caused, through reparations, or large payments. President Wilson compromised with the Allies. France, Britain, and the United States agreed to support anti-Bolshevik groups in Russia. They each sent troops to help stop the spread of communism.
After many months of negotiations, the Allies and Germany signed the Treaty of Versailles. Germany agreed to accept responsibility for the war, pay billions of dollars in damages, surrender all of its colonies overseas and some European territory, and give up all of its weapons. The treaty, signed in June 1919, created new nations out of the Austro-Hungarian and Russian Empires. There were disagreements over the borders, however. The League of Nations was included in the treaty, but many of President Wilson’s Fourteen Points were not. The Germans did not like the harsh terms of the treaty, but they had little choice.

2. What countries dominated the Paris Peace Conference?

<table>
<thead>
<tr>
<th>Country</th>
<th>Role</th>
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<tbody>
<tr>
<td>France</td>
<td>Dominant</td>
</tr>
<tr>
<td>Britain</td>
<td>Dominant</td>
</tr>
</tbody>
</table>

- **Opposition at Home (pages 690–691)**

  The Congress of the United States had to approve, or ratify, the treaty before it became final. Some people thought it punished Germany too severely. The Republican Congress saw this as an opportunity to embarrass and get back at their Democratic president before the elections of 1920. They were upset that President Wilson did not invite any Republicans to attend the Paris Peace Conference. Others were not sure if they supported the idea of a League of Nations. They worried that it would control their own foreign policy. The head of the Senate Foreign Relations Committee, Henry Cabot Lodge, was strongly opposed to the treaty. He believed the treaty would tell America when and where American ships and troops would be sent.

  President Wilson traveled the country talking to the citizens about why the treaty should be approved. He suffered a stroke while on tour, which left him partially paralyzed. His wife decided which issues he would be bothered with while he was recovering. Lodge made changes to the treaty, and Wilson urged Democrats to vote against it. The Treaty of Versailles was defeated. The United States negotiated separate treaties with each country in the Central Powers. It never joined the League of Nations. Wilson did not run for a third term in the elections of 1920.

3. Why did the Senate reject the Treaty of Versailles?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Details</th>
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<tbody>
<tr>
<td>Punishment</td>
<td>Germany was punished too severely.</td>
</tr>
<tr>
<td>Control</td>
<td>The League of Nations would control their foreign policy.</td>
</tr>
<tr>
<td>Opposition</td>
<td>Lodge made changes to the treaty.</td>
</tr>
</tbody>
</table>

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*The American Journey*
For use with textbook pages 700–703

TIME OF TURMOIL

KEY TERMS

- **capitalism**: Economic system based on private property and free enterprise (page 701)
- **anarchist**: Person who believes there should be no government (page 701)
- **deport**: To expel from the United States (page 701)

**DRAWING FROM EXPERIENCE**

Are there people you know who do not accept others who are different from them? How do they treat people of foreign heritage? How do they treat people of different races? How does it feel when people you know judge others based on their race or ethnic background?

This section focuses on the conflicts between workers and different races after World War I.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how World War I caused some Americans to be disrespectful of the practices and beliefs of others.

![Diagram](Diagram.png)
• Fear of Radicalism (pages 700–702)

After World War I, many Americans did not trust other people who had different practices or beliefs. They were suspicious of people from foreign countries or of foreign heritage. Some Americans were also suspicious of people whose beliefs were different from their own.

The Senate did not approve the Treaty of Versailles in 1919. Americans were concerned about the Communist government formed by the Bolsheviks in late 1917. Bolsheviks opposed capitalism, the economic system based on private businesses and free enterprise. American businesses and the government support capitalism. The Bolsheviks encouraged working people around the world to fight capitalism. This idea threatened the way of life in the United States.

People who were opposed to any form of government scared Americans in 1919. These people are called anarchists. Many public officials received packages containing bombs believed to be sent by anarchists. Many anarchists were foreign-born. As a result, Americans began to distrust all foreigners.

The fear of foreigners led to the government to arrest Communists, or “Reds.” The government also went after people with radical or extreme beliefs. People suspected of being Communists or anarchists were arrested in late 1919 and early 1920. Attorney General A. Mitchell Palmer and his deputy, J. Edgar Hoover, approved raiding the headquarters of suspicious groups. Thousands of people were arrested. Houses and offices were searched and records were taken. Palmer and Hoover were looking for weapons and dynamite, which they never found. Many people from foreign countries who were arrested were deported, or forced to leave the United States. Other people were let go because there was no evidence of wrongdoing. Palmer and Hoover exaggerated the threat of a possible revolution in the United States. This period became known as the Red Scare.

A murder case in Massachusetts was an example of this widespread fear of people with radical beliefs. Two anarchists were arrested for robbery and murder. Some people thought the men were accused of the crime because of their threatening anarchist views. The men, Italian immigrants named Nicola Sacco and Bartolomeo Vanzetti, had no criminal history. They were convicted and executed. Some Americans, including future Supreme Court justice Felix Frankfurter, believed the two men were wrongly convicted on little evidence. The case is still debated by historians.

1. Why were many Americans afraid of foreigners and people of different races?
• **Labor Unrest** *(pages 702–703)*

In 1919 after the war, American workers participated in more than 3,600 strikes. They called for higher wages or pay to keep up with the rising cost of goods and services. Many Americans believed anarchists and Bolsheviks were responsible for the strikes. The largest strike happened in the steel industry in 1919. Refusing to work until a better agreement was reached, 3,500 workers went on strike. Workers wanted an eight-hour workday and higher pay. The strike caused violence on both sides.

When police officers went on strike in Boston in 1919, the entire police force was fired. The governor of Massachusetts, Calvin Coolidge, supported the firings. The police officers were fired because they wanted to form a union. Many Americans falsely believed unions were connected with radicals and Bolsheviks. Membership in unions declined in the 1920s. Employers and the government pressured workers not to join unions.

An African American named A. Philip Randolph formed a new union called the Brotherhood of Sleeping Car Porters. This union increased in size during the 1930s. Randolph later became a leader in the civil rights movement in the 1950s and 1960s.

2. Why were many Americans opposed to forming and joining unions?

• **Racial Unrest** *(page 703)*

African Americans from the South competed with Northern whites for jobs after the war. The competition caused violence and hatred. The hate crimes left many people injured or dead. An African American leader named Marcus Garvey encouraged other African Americans to leave the United States to form their own country in Africa. He did not believe in integration or mixing of the races. Marcus Garvey established an organization called the Universal Negro Improvement Association (UNIA) to help promote racial unity and pride. The organization helped African Americans start businesses and held unity rallies and parades. African Americans were encouraged to be proud of their race.

3. What did Marcus Garvey want African Americans to do?
DESIRE FOR NORMALCY

KEY TERMS

lease  Rent (page 705)

isolationism  Limited role in world affairs (page 707)

DRAWING FROM EXPERIENCE

Have you ever picked teams in gym class? Did you pick your friends or the best athletes? Are you more interested in winning or having your friends on your team? Why?

In the last section, you read about problems among workers and different races. This section focuses on how President Harding and President Coolidge promised to end the conflict and help the nation heal after the war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Presidents Harding and Coolidge promised to lead the country back to the way life was before the war.

Harding and Coolidge Administrations

Beliefs

Actions

The American Journey
The Harding Presidency (pages 704–707)

Senator Warren G. Harding of Ohio was the Republican presidential nominee in the election of 1920. Harry Daugherty, an Ohio political boss, used his connections to help Harding become nominated. Harding’s campaign promise was to help the nation heal after the war. Many Americans were tired of foreign conflicts and problems at home. People wanted a return to peacefulness. Governor Calvin Coolidge of Massachusetts was the Republican candidate for vice president. He was respected for supporting the firing of the Boston police force when they went on strike.

Women were able to vote for the first time in this election. Harding and Coolidge easily won, defeating James Cox of Ohio and Franklin Delano Roosevelt of New York.

President Harding picked smart, experienced people to serve as advisers in his cabinet. He also gave jobs to his friends and supporters. Many of these friends were not qualified for the jobs, and some of them were dishonest. President Harding’s hired friends became known as the Ohio Gang.

The Ohio Gang brought problems to the Harding administration. For example, one of the Gang was found guilty of stealing money from the Veterans Bureau. Another was believed to have accepted bribes, but denied the charges.

The largest problem was the Teapot Dome Scandal. The scandal started when the owners of two oil companies secretly leased, or rented, oil reserves owned by the government. The oil reserves were located in Elk Hills, California, and Teapot Dome, Wyoming. Cabinet member Albert Fall was paid more than $400,000 for making this illegal deal possible. Fall was caught and found guilty of bribery. He became the first cabinet member ever to go to prison.

Throughout the Harding administration scandals, no one accused President Harding of doing anything illegal. The president took a vacation in an effort to get a break from the problems, but died of a heart attack during the trip. Calvin Coolidge took over the presidency.

Vice President Coolidge was visiting his father when he received the news. His father, a justice of the peace, administered the presidential oath of office in the middle of the night. Then President Coolidge went back to bed. President Coolidge was an honest, quiet man, nicknamed “Silent Cal.” He fired members of the Ohio Gang and replaced them with honest officials.
President Coolidge believed the federal government should interfere as little as possible in Americans’ lives. He and the Republican-controlled Congress believed economic growth in the United States would benefit from the expansion of businesses. Together, Coolidge and Congress cut government spending, lowered taxes on the profits made by large corporations and the richest Americans, increased the taxes or tariffs on imported goods to promote American-made goods, and eliminated many laws that controlled child labor and women’s wages.

In the election of 1924, President Coolidge won the Republican nomination. No one opposed him. The Democrats nominated John W. Davis of West Virginia, and the Progressive Party nominated Senator Robert La Follette of Wisconsin. President Coolidge won the election easily. In this election, two women, Nellie Tayloe Ross of Wyoming and Miriam Ferguson of Texas, became the first female governors in history.

1. What problems did the Harding administration experience?

- Foreign Policy (page 707)

Both Coolidge and Harding wanted world peace, but also believed that the United States should have a limited role in world affairs. Both presidents opposed joining the League of Nations because they did not want the United States to get involved in international conflicts. Harding and Coolidge favored a policy of isolationism, along with many Americans.

President Harding worked toward world peace by making agreements with other countries. In 1921 the Harding administration invited Japan and Britain to Washington, D.C., to discuss the naval arms race. After the war, Japan, Britain, and the United States began building up their navies. Each country wanted to have the strongest navy. Japan, Britain, the United States, Italy, and France signed the Five-Power Treaty in 1922. It limited the size of the nations’ navies and ended the arms race. The treaty marked the first time in history that countries agreed to disarm, or reduce their weaponry.

The Kellogg-Briand Pact outlawed war. The pact was signed by the United States and 14 other countries in 1928 and, within a few years, 48 additional countries signed it. The pact failed to provide methods of enforcing world peace, however.
The United States had become involved in Latin American countries several times to protect American businesses. American troops were stationed in Haiti, the Dominican Republic, and Nicaragua when Harding became president. There were tensions between the United States and Mexico. Troops were withdrawn from Haiti and the Dominican Republic after the countries held elections in the mid-1920s. Instead of sending troops to Mexico, the United States, under the Coolidge administration, negotiated an agreement with Mexico.

2. How did the foreign policy of the United States change after the war?
For use with textbook pages 709–712

A BOOMING ECONOMY

KEY TERMS

- **recession**: Economic downturn *(page 709)*
- **gross national product**: Total value of all goods and services produced *(page 710)*
- **productivity**: Amount of work each worker can do *(page 710)*
- **installment buying**: Paying small, regular amounts over a period of time *(page 711)*

DRAWING FROM EXPERIENCE

Have you ever wondered what life would be like without electricity, cars, technology, and other modern conveniences? How has new technology changed the way you do things?

In the last section, you read about how President Harding and President Coolidge tried to heal the United States after the war. This section focuses on the American economy following the war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the economic expansion in the United States during the 1920s.

Causes of the Economic Boom of the 1920s
• **Growth in the 1920s** *(pages 709–711)*

After the war, there was a two-year period of reduced economic activity called a *recession*. The returning soldiers came home and competed for jobs. Companies stopped making wartime goods. Many companies went bankrupt, or ran out of money, and many workers lost their jobs. Prices increased and people had difficulty paying for necessary goods and services.

After the recession, the economy became stronger. The economy grew throughout the decade. Between 1922 and 1929, the *gross national product*, or total value of goods and services produced in the United States, increased from $70 to $100 billion. This economic growth was caused by advances in technology. Electricity powered 70 percent of the factories in 1929, compared to 30 percent before World War I. Electricity was cheaper than steam power, so businesses lowered prices and increased profits.

Businesses hired specialists to study ways to manufacture goods more quickly. New work methods and scientific management helped workers produce more goods in the same amount of time. Costs were cut by increased *productivity*, or the amount of work each worker could do, and mass production. Henry Ford’s assembly line method was used in many industries.

Working conditions improved with new safety programs and health insurance coverage. Workers bought company stock and became loyal company employees. These new benefits, called welfare capitalism, discouraged workers from joining unions.

Because of the increase in the use of electricity, new appliances were invented. These new appliances made daily life easier for many Americans. More than half of all Americans had electricity by the 1920s. Refrigerators, stoves, vacuum cleaners, radios, and fans were manufactured. The demand for these items grew. As more were made, the cost for each item decreased, and more people could afford them. Household chores took less time with the new appliances. Americans benefited from more free time.

Many companies and corporations became national companies. They did business in many states across the nation. For example, the Ford, General Motors, and Chrysler corporations dominated the auto industry across the country. The Great Atlantic and Pacific Tea Company (also know as the A&P) owned more than 15,000 grocery stores all over the United States.
Advertising increased as companies looked for ways to sell more products. Propaganda techniques that began during the war were used to help persuade people to buy certain brands, or products made by certain companies. Newspapers and magazines sold advertising space, and radio stations sold commercial time.

Consumers, the people who purchase goods and services, used a new method of paying for goods called installment buying. People signed agreements to pay small, regular amounts over time until the goods they bought were completely paid for. This method helped people buy more goods.

1. How did electricity and technology lead to the economic boom of the 1920s?

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- **The Automobile Age (pages 711–712)**

Installment buying made large purchases possible. Many Americans bought cars that were paid for a small amount at a time each month until the debt was paid. Car ownership jumped from $8 million to $23 million during the 1920s. Car makers employed almost four million Americans. Most cars were manufactured in Detroit, Michigan.

In 1914 Henry Ford began to pay his workers higher wages. He paid $5 per day, which shocked other corporate leaders. His workers were happy, and he sold more cars. The more cars he sold, the cheaper they cost. As prices dropped and wages increased, more Americans could afford to buy cars. Many Americans could afford a Model T automobile. Other auto makers began to improve their cars, making them more comfortable and giving a choice of colors. Ford responded by making the Model A. It was an improvement of the Model T version and came in many colors. Auto manufacturers began to sell new models every year.

Because more Americans owned automobiles, roads, highways, gas stations, and rest stops were needed. New businesses opened up along the roads and highways. People began to travel farther and tourism increased. The increase in the demand for cars caused steel, rubber, and glass industries to grow. The oil industry began refining gasoline for cars. People moved out of cities and into the suburbs.

The 1920s was a decade of economic growth. However, many Americans did not share in the economic boom. The agriculture, coal mining, and railroad industries earned reduced profits during this time as trucks replaced railroads and electricity replaced coal.
The government had stopped buying wheat, corn, and other products to feed Allied forces and citizens. Europeans markets began to compete with American farmers again, causing profits to fall. Many American farmers lost their farms when they could no longer afford to stay in business. By 1929 the cost of living increased faster than wages. Nearly 75 percent of Americans were struggling to pay their living expenses.

2. What other industries profited from the manufacture of more automobiles? Why?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
THE ROARING TWENTIES

KEY TERMS

**flapper** Carefree young woman with short hair, heavy makeup, and a short skirt (*page 714*)

**mass media** Forms of communication, such as newspapers and radio, that reach millions of people (*page 714*)

**expatriate** People who choose to live in another country (*page 716*)

**Prohibition** Total ban on the manufacture, sale, and transportation of liquor throughout the United States (*page 717*)

**nativism** Belief that native-born Americans are superior to foreigners (*page 717*)

**quota system** Arrangement placing a limit on the number of immigrants from each country (*page 718*)

**evolution** Scientific theory that humans evolved over vast periods of time (*page 718*)

**DRAWING FROM EXPERIENCE**

What types of media play a role in your life? Do you watch television, listen to the radio, use a computer, or read magazines and newspapers?

Are you influenced by any of the advertising you see, read, or listen to? Can you recite any advertisements from memory? What would your life be like without television, radio, newspapers, magazines, or the Internet?

In the last section, you read about the economic growth and prosperity during the 1920s. This section focuses on new attitudes that led to a conflict of cultures during the Roaring Twenties.

**ORGANIZING YOUR THOUGHTS**

Use the chart on the next page to help you take notes as you read the summaries that follow. Think about how some Americans reacted to others who wanted to do things differently.
In May 1927, Charles Lindbergh did something no one had ever done before. He flew alone across the Atlantic Ocean in a single-engine plane named the *Spirit of St. Louis*. Lindbergh became famous overnight, with parades held in his honor in cities across the nation. The successful flight became front-page news, causing great excitement everywhere.

The Nineteenth Amendment was approved in 1920, giving women the right to vote. Women ran for public office. More women began working outside the home. Many women worked in jobs traditionally assigned to women, such as teaching and secretarial work. However, some women attended college and pursued careers traditionally held by men. More women continued working after they were married, but most married women stayed home to take care of their homes and families.

Women began to have more freedom. Many women were tired of their traditional roles and pushed for change. In magazines, the new “liberated” woman was pictured. She wore heavy makeup, a short, blunt haircut, and a short skirt. This *flapper* image shocked many people. Some believed that this behavior and the carefree attitude were wrong.

1. What changes did the 1920s bring for women?
Chapter 24, Section 4 (continued)

- **Entertainment** *(pages 714–715)*

  New trends spread quickly across the nation because of newspapers and radio. These forms of **mass media** made communicating with millions of people possible. Americans had more free time to spend reading newspapers and magazines and listening to the radio. People also went to movies and listened to records.

  Movies made in Hollywood, California, became a big business. At first, movies were in black and white, not color. They were silent movies. The first talking motion picture was *The Jazz Singer* in 1927.

  In the 1920s, people enjoyed listening to the radio and other leisure activities. Families gathered around radios much like they gather around televisions today. There were programs of all kinds, including news, sports, concerts, music, mysteries, and comedies. Businesses paid radio stations for commercial time. Listening to sporting events on the radio and going to games became favorite activities. Sports stars became heroes. The game mah-jongg and crossword puzzles became popular. Dance marathons, contests, and the Miss America Pageant, which began in 1921, were also of great interest.

  **2. What forms of entertainment did people enjoy in the 1920s?**

- **The Jazz Age** *(pages 715–716)*

  A new kind of music called jazz was the rage. People loved to dance to the blend of ragtime and blues. Jazz originated in the South from African American work songs and African music. People loved the new rhythms and melodies. The 1920s became known as the Jazz Age. Famous African American jazz musicians included Louis Armstrong, Duke Ellington, and Bessie Smith. White jazz musicians joined in and helped the audience for jazz music grow.

  Harlem, an African American section of New York City, became the center for creative African American writers and artists. The Harlem Renaissance movement expanded African American culture. Many poets and writers helped African Americans develop a sense of pride in their heritage. At the same time, other writers and artists moved to Paris, France, searching for inspiration. Writers and artists who chose to move to other countries because they no longer shared American values were called **expatriates**. Famous American expatriates include the writers F. Scott Fitzgerald, Ernest Hemingway, and Sinclair Lewis.
3. What was the Harlem Renaissance?

• **Prohibition (pages 716–717)**

  People living outside of crowded cities believed American values and morals were declining. They felt that cities were filled with crime, corruption, and immoral behavior and wanted all Americans to return to family values, church, and tradition. Conflicts arose between traditionalists and those who desired change, affecting daily life.

  The temperance movement, which began in the 1800s, was renewed in the 1920s. People who supported the temperance movement believed the values of American society would improve if alcohol was banned. In 1919 the Eighteenth Amendment to the Constitution was approved, banning the manufacture, sale, and transportation of alcohol within the United States. The ban was called *Prohibition*. The Volstead Act was passed to enforce Prohibition.

  Many Americans broke this law. Some people secretly made their own alcohol, called bathtub gin, at home. Others visited illegal bars or clubs called speakeasies, where alcohol was served. Bootleggers made millions of dollars making and selling illegal alcohol. There were not enough government agents to enforce the Prohibition laws.

  Organized crime increased during Prohibition because making and selling alcohol illegally became very profitable for criminals. Organized crime leaders, such as Al Capone, used their illegal profits to influence some government officials, labor unions, and businesses.

  Because Prohibition was impossible to enforce, it eventually ended. The Twenty-first Amendment to the Constitution repealed, or canceled, Prohibition in 1933.

4. What beliefs resulted in Prohibition laws?
• **Nativism (pages 717–718)**

The Ku Klux Klan was revived during this period of *nativism*. Many people believed that American-born citizens were better than foreigners. The Ku Klux Klan used threats and violence to control freed African Americans in the South during the 1860s. In 1915 Catholics, Jews, immigrants, and other groups that represented “un-American” values were attacked by the Ku Klux Klan, as well as African Americans. The Klan spread to other parts of the country, gaining power in Indiana, Oregon, and large cities. Violence, pressure, and scare tactics were used. The Klan experienced a decline in the 1920s due to scandals, power struggles among the leadership, and decreasing numbers of members. Politicians supported by the Klan began to lose elections.

Southern and Eastern Europeans were the targets of anti-immigrant prejudices. Some people continued to believe foreign radicals were planning to overthrow the government and were afraid that immigrants would take their jobs. As a result, Congress passed the Emergency Quota Act. It limited the number of immigrants allowed from each country. Under the *quota system*, only 3 percent of the total number of people in any national group already living in the United States were admitted into the country each year. There were more northern and western European immigrants admitted because there were more people from these regions living in the United States. Fewer southern and eastern Europeans lived in America, so only 3 percent of the smaller number were admitted each year.

Under the terms of the National Origins Act passed in 1924, the annual quota for each country was lowered from 3 to 2 percent based on the 1890 census. Even fewer eastern and southeastern Europeans lived in the United States in 1890, so the number of new immigrants from these regions was greatly reduced. Japanese and Chinese immigrants were already excluded under earlier laws. Canadian and Mexican immigration increased. These two countries were not included under the conditions of the quota laws.

5. **Why was the quota system unfair?**
In 1925 one of the most famous trials of the century took place. The Scopes trial involved a conflict between religion and society. The teaching of the theory of evolution, or how humans evolved over millions of years, was banned in Tennessee in 1925. Christian fundamentalists opposed the teaching of evolution because it challenged the biblical story of creation. Scientists disagreed, believing that humans evolved over vast periods of time.

A high school teacher named John Scopes wanted to find out whether the law banning the teaching of evolution was constitutional or not. To find out, Scopes intentionally broke the law by teaching the theory of evolution to his students. The resulting trial became a media event. People around the country followed it closely. Scopes was supported by the American Civil Liberties Union (ACLU), but was found guilty and fined $100. The Tennessee Supreme Court later overturned the lower court’s decision.

Fundamentalists lost the battle, but would not back down on their beliefs. As farmers moved to cities to find jobs, they brought their religious beliefs with them.

6. What opposing viewpoints led to the Scopes trial?

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The Election of 1928 (page 719)

President Coolidge chose not to run for a second term. Herbert Hoover, an experienced public servant, won the Republican nomination. During World War I, he headed a committee that provided food to Europe and was appointed secretary of commerce under the Harding and Coolidge administrations. Herbert Hoover supported cooperation between business and government. Alfred E. Smith, the first Catholic nominee, was the Democratic candidate. Smith faced anti-Catholic prejudices, and Hoover easily won the election.

7. What factors helped Hoover defeat his opponent in the election of 1928?
THE GREAT DEPRESSION

KEY TERMS

stock exchange  Organized system for buying and selling shares, or blocks of investments, in corporations (page 725)
on margin  To pay only a fraction of a stock price and borrow the rest from the broker (page 725)
default  Failure to meet loan payments (page 726)
relief  Aid for the needy (page 727)
public works  Projects to build highways, parks, and libraries (page 727)

DRAWING FROM EXPERIENCE

What would you do if you could no longer afford food, clothing, or the home where you live? What could you do to help your family? Do you know of any groups or organizations that help people who have lost their homes?

This section focuses on the causes of the economic slump called the Great Depression.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the responses of President Hoover during the Depression.

Hoover’s Responses to the Depression

1. 
2. 
3. 
4. 

The American Journey 319
The United States in the 1920s experienced an economic boom. The government and business leaders said there was prosperity for everyone. People were advised to invest monthly in the stock market.

A stock exchange is an organized system for buying and selling shares, or blocks of investments, in corporations. The value of the stocks on the New York Stock Exchange peaked in September 1929. Many investors did not have the money to buy more stocks. They were able to buy stocks on margin. This means the investors paid a fraction of the stock price and borrowed the rest from their brokers. The brokers borrowed the money from the banks. As long as the stock value increased, everyone made money. As September came to a close, some investors feared the market would fall and sold their stocks. The sale of stocks caused the value to drop. Brokers became worried and demanded repayment of loans. The people who bought stocks on margin had to sell their stocks to get the money to pay back the loans. The value of the stocks continued to fall. October 24 was called “Black Thursday” because almost 13 million shares were sold out of panic. The crisis continued into the next week. The New York Stock Exchange closed for a few days to stop the panic selling. The stock market had crashed.

1. Why did the New York Stock Exchange close for a few days in 1929?

The economy in the United States crashed and stayed low for the next two years. The stock market crash was only part of the problem. Income from farm and major industries had begun to drop in the 1920s. Fewer orders for cars and construction were placed. Some Americans had lost much of their income. Therefore, spending was down. There was a large gap between the few Americans with wealth and the many Americans who lived in poverty.

Farmers, investors, and consumers had used credit for major purchases. The small banks suffered when people defaulted on loans, or failed to meet loan payments. Thousand of banks were forced to close over the next three years. The Depression in America affected other parts of the world. European countries needed to borrow money from American banks and sell products to American buyers. They needed the trade to repay loans from World War I. Other nations lost income without American loans.

Millions of Americans lost their jobs. Some people were able to keep their jobs part-time or at lower wages. There were long lines of hungry people. They would wait...
hours for bread, coffee, or soup from soup kitchens. Local governments and charities ran the soup kitchens. Some people tried to earn a few cents shining shoes or selling apples. Some homeless people had to use old boxes for shelter. When several people grouped their box homes together, they became known as Hoovervilles. People were frustrated and angry that President Hoover had done nothing to help.

2. Why did thousands of banks close in the early 1930s?

• **Hoover and the Crisis** *(pages 727–728)*

  President Hoover believed the poor economy was temporary. He thought the former prosperity would soon return. The president did not support a quick cure by the legislature. He called on businesses to not cut wages or production. President Hoover also called for voluntary action by individuals and local governments. Many volunteers did try to provide *relief*, or aid to the needy, but the number of needy was just too overwhelming. President Hoover tried to help by allowing more money for *public works*, or projects such as highways, parks, and libraries. These projects would create more jobs. However, state and local governments ran out of money to support these efforts. President Hoover also tried to help with the Reconstruction Finance Corporation (RFC). The RFC was to lend money to business or programs providing relief. The directors, however, did not want to grant risky loans, so much of the money went unused.

  At the time of World War I, each veteran was promised a bonus of $1,000 to be paid in 1945. Many of those veterans wanted their bonuses immediately. The jobless veterans formed the Bonus Army. The Bonus Army marched to Washington, D.C., in protest. Congress and President Hoover refused to grant the money early. Most the veterans went home, but some refused to leave until they received their money. There was violence when the police tried to break up the group. Two people were killed. Hoover called in the army. Troops burned the camps, and the veterans fled. Hoover declared that the United States had met a challenge to authority. Many Americans were shocked that the government had attacked its own veterans. Now many Americans were strongly against President Hoover. They were looking for a change in government.

3. What did the Bonus Army want from the government?
ROOSEVELT’S NEW DEAL

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hundred Days</td>
<td>A special session of Congress that lasted almost three months (page 732)</td>
</tr>
<tr>
<td>New Deal</td>
<td>The laws that Congress passed during the Hundred Days (page 733)</td>
</tr>
<tr>
<td>work relief</td>
<td>Government jobs designed for needy people (page 733)</td>
</tr>
<tr>
<td>subsidy</td>
<td>Grants of money from the government (page 733)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Have you ever wondered how government programs get started? Who has the power to start and stop programs?

In the last section, you read about the factors that led to the Great Depression. This section focuses on the programs developed by President Franklin D. Roosevelt to improve the nation’s economy.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how many national problems were addressed with New Deal programs.

<table>
<thead>
<tr>
<th>National Crisis</th>
<th>New Deal Program</th>
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<tbody>
<tr>
<td>Unemployment</td>
<td></td>
</tr>
<tr>
<td>Low farm prices and overproduction of crops</td>
<td></td>
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<tr>
<td>Failing banks</td>
<td></td>
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<tr>
<td>Unregulated business</td>
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</tbody>
</table>
**READ TO LEARN**

- **Franklin D. Roosevelt** *(pages 729–731)*

  The Democrats chose the governor of New York, Franklin D. Roosevelt, as their next presidential candidate. He came from a wealthy family, and President Theodore Roosevelt was a distant cousin. Franklin D. Roosevelt (also called FDR) married Eleanor Roosevelt, Theodore’s niece, who became a strong supporter for him. Governor Roosevelt had served on the New York state senate and later was assistant secretary of the navy.

  In 1921 Roosevelt was struck with polio, and his legs became paralyzed. He eventually returned to politics, making an agreement with the press that he would never be photographed in his wheelchair or with leg braces.

  As governor of New York, he became known as a reformer. He had a group of advisers made up of lawyers, economists, and social workers. These advisers were called the Brain Trust.

  1. Who were Roosevelt’s advisers?

- **FDR Takes Charge** *(pages 731–732)*

  Franklin D. Roosevelt gave people hope and confidence, and he won the election against President Hoover in a landslide. It was clear that Americans wanted a change. The government was still struggling to save the troubled economy, and the banking system was failing. As more people withdrew money from the banks, the banks went out of business. Fear and panic were everywhere. In his inaugural speech, President Roosevelt calmed the nation. He stated that his main goal was to get people back to work.

  Almost immediately after becoming president, Roosevelt closed all banks for four days. He then called a special session of Congress. Together they created the Emergency Banking Relief Act. It set up a system so the banks could reopen or reorganize. Roosevelt communicated with the public over the radio, assuring Americans that their money would now be safe in banks. People began depositing their money again the next day. This ended the banking crisis.

  President Roosevelt continued his talks over the radio throughout his time in office. They became known as fireside chats. These chats connected with the citizens and gained their confidence.
Roosevelt kept Congress in session, giving them 15 proposals to address the nation’s problems. Congress passed all of them. The special session took almost three months and became known as the Hundred Days. The fear and tension of President Hoover’s administration began to fade.

2. What were fireside chats and why do you think they were effective in reassuring Americans?

The New Deal Takes Shape (pages 733–734)

The laws that were passed during the Hundred Days became known as the New Deal. The New Deal addressed banking, the stock market, industry, agriculture, public works, relief for the poor, and conservation of resources.

President Roosevelt created work relief programs. These programs gave needy people government jobs. One program, the Civilian Conservation Corps (CCC), put millions of men to work. They planted trees, built levees for flood control, and improved national parks. President Roosevelt also created the Federal Emergency Relief Administration (FERA). This program gave money to the states to help needy people.

The Agricultural Adjustment Act (AAA) had two goals. It aimed to raise farm prices quickly and control production so prices could stay up. The only way the AAA could raise prices was if there was less produce. They paid farmers to destroy some of their produce or leave some of their land unfarmed. If market prices fell too low, the AAA would pay subsidies, or grants of money, to the farmers. The Supreme Court ruled that the AAA was unconstitutional.

Another bold program was the Tennessee Valley Authority (TVA). The TVA tried to control flooding, encourage conservation and development, and bring electricity to the area along the Tennessee River. Dams were built and improved. Hydroelectric power provided electricity to area homes for the first time. Some critics complained that the money for the TVA should be used nationwide. However, the system worked well when the rains came.
President Roosevelt also developed programs to help businesses recover. The National Industrial Recovery Act (NIRA) encouraged businesses to regulate themselves. A section of NIRA was the National Recovery Administration (NRA) that pushed businesses to set a minimum wage and stop child labor. The NRA attempted to set codes for pricing and practices in many businesses. Another program within the NIRA was the Public Works Administration (PWA). The goal was to increase the economy with large public works projects that needed many workers. People had jobs working on roads, shipyards, hospitals, city halls, and schools.

The Federal Deposit Insurance Corporation (FDIC) was started to protect bank deposits. Any bank insured by the FDIC was guaranteed that the money would be available if the bank failed. Finally, the Securities and Exchange Commission (SEC) gave the power to punish dishonest stockbrokers.

All these New Deal programs did not end the Depression. They did, however, improve conditions and provide hope that times would get better.

3. What were the two programs established by NIRA?
For use with textbook pages 735–739

LIFE DURING THE DEPRESSION

Have you ever noticed how different people face challenges? Why do some people find ways to solve difficult problems and other people give up?

In the last section, you read about the New Deal created by Roosevelt to help the economy. This section focuses on the challenges Americans faced and the ways they coped during the Depression.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the sequence of events that led to the Dust Bowl.

**KEY TERMS**

- **Dust Bowl**: Region of western Kansas and Oklahoma, northern Texas, and eastern Colorado and New Mexico (*page 736*)
- **migrant worker**: One who moves from place to place to harvest fruit and vegetables (*page 737*)

**DRAWING FROM EXPERIENCE**

Have you ever noticed how different people face challenges? Why do some people find ways to solve difficult problems and other people give up?

In the last section, you read about the New Deal created by Roosevelt to help the economy. This section focuses on the challenges Americans faced and the ways they coped during the Depression.

**EVENTS LEADING TO THE DUST BOWL**

1. 

2. 

3. 

4. 

5.
READ TO LEARN

- **Hard Times in America** *(pages 735–736)*

  Not all Americans lost their jobs during the Depression, but most people did have to learn to live with less. Some families pulled together. Some shared a home with relatives to save money. Other families fell apart. Almost two million men left their families and wandered to warm areas such as California or Florida.

  Many women entered the workplace. They were paid a lower wage than men. Many families then survived on the women’s income. Women sewed their own clothes, baked their own bread, and canned their own vegetables. Some started their own businesses in the home.

  President Roosevelt appointed the first woman to the cabinet, Frances Perkins. More than 100 other women received government positions. Hattie Caraway became the first woman elected to the United States Senate in 1932. First Lady Eleanor Roosevelt became a very prominent woman in the public. She went on fact-finding trips for her husband, campaigned for women and minorities, and wrote a daily newspaper column.

  1. In what ways did women help their families financially during the Depression?

- **The Dust Bowl** *(pages 736–737)*

  A severe drought hit the southern Great Plains. The area of western Kansas and Oklahoma, northern Texas, and eastern Colorado and New Mexico became known as the Dust Bowl. In the past, the sod had been holding the soil together. New farming methods allowed for millions of acres of sod to be cleared for farming, but the soil dried out and the crops died when the drought hit. Strong prairie winds whipped the dried soil into black clouds. The drought lasted for years, and the Dust Bowl farmers lost their farms. Thousands of these farmers became migrant workers in California. Migrant workers would move from place to place to harvest fruit and vegetables.

  2. What caused the Dust Bowl?
• The Plight of Minorities (pages 737–738)

Minority groups especially suffered during the Depression. Jobs held by African Americans were given to white people who had lost their jobs. Many African Americans moved to the North hoping to find work, but many remained unemployed.

On the positive side, President Roosevelt appointed African Americans to several federal positions. He created a group of African Americans to advise him known as the Black Cabinet.

During the 1930s, Native Americans experienced some positive changes. A reform called the Indian New Deal stopped the sale of reservation land. It also provided jobs for thousands of Native Americans in the Civilian Conservation Corps. They also received money to build new schools on the reservations. The Indian Reorganization Act of 1934 restored the traditional form of tribal government. It also allowed for the purchase of more land to create larger reservations.

Many people resented the Hispanic Americans from Mexico during the Depression. The government encouraged the Mexican immigrants to return to Mexico. They were given one-way train tickets to Mexico. In some cases, groups of Mexican immigrants were collected and shipped back to Mexico.

3. How were the Mexican immigrants encouraged to return to Mexico?

• Radical Political Movements (pages 738–739)

Some radical groups had radical solutions for the problems in the United States. Communism seemed to promise an end to economic and racial unfairness. Communistic ideas were influential, but never made a major impact on the political system. Another trend was rising in Germany and Italy called fascism. The fascists believed the good of the nation is more important than the good of the individuals, and a dictator should run the government.

4. What were two extreme political views to appear in the United States?
Two different kinds of entertainment came out of the Depression. One type was escapism and the other was social criticism.

Escapist entertainment was light or romantic, allowing audiences to forget their problems. Stories sponsored by laundry detergents, called soap operas, were broadcast on the radio. Adventure and variety shows also were popular on the radio. In the movie theaters, Shirley Temple was a child star that drew crowds.

Another area of the arts and entertainment offered social criticism. Writers, painters, and photographers showed the suffering in America during the Depression. The book, *Native Son*, was a story of an African American man growing up in Chicago. Another book revealed the poor Southern farm families in *Let Us Now Praise Famous Men*. Photographs were collected in various books showing the hard life of the farmers and migrant workers. Realistic movies also showed the hard times that people go through. *The Grapes of Wrath* portrayed farmers forced to leave their farms in the Dust Bowl. *Gone With the Wind* was the story of people living through the hardships of the Civil War.

**5.** What were some examples of escapist entertainment?

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**Study Guide**

**Chapter 25, Section 3 (continued)**

- **Entertainment and the Arts (page 739)**
  
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  **5.** What were some examples of escapist entertainment?
EFFECTS OF THE NEW DEAL

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>pension</td>
<td>Payment (page 743)</td>
</tr>
<tr>
<td>Second New Deal</td>
<td>Second set of laws and programs launched by President Roosevelt (page 744)</td>
</tr>
<tr>
<td>Social Security Act</td>
<td>Tax for workers and employers that provided monthly pensions for retired people (page 744)</td>
</tr>
<tr>
<td>unemployment insurance</td>
<td>Tax on employers to fund payments for people who lost their jobs (page 744)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Do you know the purpose of the Supreme Court? How can it affect laws already passed by Congress? Why do you think there is an odd number of justices on the Supreme Court?

In the last section, you read about the challenges and coping methods people faced during the Great Depression. This section focuses on new reforms proposed by President Roosevelt and the opposition he faced.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the various forces that opposed Roosevelt’s New Deal.
Some portions of the New Deal involved business. Many businesspeople were against the New Deal because they believed it worked against free enterprise. Also, President Roosevelt was accused of spending too much government money in the New Deal programs. Some of the conservative critics of the New Deal formed the Liberty League. They wanted the government to be less involved in business. The League did not get very popular, but it did let Roosevelt know that big business was against his policies.

There were also critics on the liberal side. A Detroit priest, Father Charles Coughlin, attacked President Roosevelt for being too easy on big business. Coughlin reached his audience on a weekly radio show. Because he also attacked many other groups, Coughlin’s complaints against the president gained little notice. Another critic was a California doctor, Francis Townsend, who raised his concerns about care for the elderly. He had a plan for a monthly pension, or payment, for older citizens. The plan involved older workers giving up their jobs to younger workers, and then receiving a pension. There was little support for Townsend’s plan in Congress.

The liberal critic who created the most problems for President Roosevelt was Senator Huey Long. Long had been a Roosevelt supporter, but the two had a split. Long felt the president should redistribute the wealth in the United States. Long’s plan called for a heavy tax on the rich. The tax money collected would then provide a home and $2,500 a year for every American. Support for Long’s ideas grew quickly, and he could have been a challenge to President Roosevelt in the next election. However, Huey Long was assassinated in 1935.

1. How did Senator Huey Long oppose Roosevelt?
The economic situation improved a small amount by the mid-1930s. President Roosevelt took more steps to improve the economy. He raised taxes for wealthy people and corporations with the Revenue Act. A Second New Deal was started with a new set of programs and reforms. The Works Progress Administration (WPA) employed about two million people. The WPA workers built or fixed airports, public buildings, bridges, and roads. The Social Security Act created a tax on workers and employers. That money provided monthly pensions for retired people. Unemployment insurance taxed employers only. The money was used to pay people who had lost their jobs. The Social Security Act supported others in need of aid. It was the start of the American welfare system.

2. How did the WPA create jobs for two million people?

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The Labor Movement (pages 744–745)

Labor unions grew stronger during the Depression. A sit-down strike took place at the General Motors plant. For 44 days, workers sat in the plant and refused to work, while families and friends brought in food. The owners of General Motors finally agreed that the workers could have an organized union.

There was a movement to combine workers from all industries into one union. Most unions represented only skilled workers in the American Federation of Labor (AFL). The Congress of Industrial Organizations (CIO) helped create unions for unskilled workers. Women and African Americans were included in this organization. The New Deal supported the National Labor Relations Act, or Wagner Act. The Act promised workers the right to form unions and bargain as a group with employers. The Fair Labor Standards Act (FLSA) stopped child labor and set a minimum wage of 40 cents per hour.

3. What was the new type of strike used at the General Motors plant?
Critics of the New Deal tested the legality of many of its programs in court. They claimed the programs were unconstitutional. The Supreme Court ruled against the National Industrial Recovery Act, finding that it overused its power to regulate interstate commerce. The Agricultural Adjustment Act, the Wagner Act, the Social Security Act, and the Tennessee Valley Authority all came before the Supreme Court. All of these court cases threatened to end the New Deal.

During this time, President Roosevelt campaigned against Alfred M. Landon, the Republican governor from Kansas. Campaigning for the rights of the average American, President Roosevelt was reelected. Support came from liberals, the poor and unemployed, city workers, and African Americans. These groups made up the base of the Democratic Party.

In his next term, President Roosevelt wanted to stop the Supreme Court from destroying his New Deal. He pushed to increase the Supreme Court from 9 justices to 15. The president claimed that the current 9 justices were overworked. He, of course, would appoint the other 6 justices. President Roosevelt’s proposal was strongly opposed. Many people claimed the president was trying to “pack” the Court to win his New Deal. This court-packing would destroy the checks and balances guaranteed in the Constitution. After the Supreme Court ruled in favor of the Wagner Act and the Social Security Act, President Roosevelt ended his proposal to add more justices. His proposal to add Supreme Court justices had split the Democratic Party.

By 1937 the economy had finally improved. President Roosevelt tried to reduce the spending on some of the programs, and the economy worsened immediately. It was as bad as in the early Depression. Some people called it the Roosevelt Recession. The president stopped the recession by putting money back into public works programs, but he had already lost more supporters.

4. What was the Roosevelt Recession?
ROAD TO WAR

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>dictator</td>
<td>Leader who controls a nation by force (page 753)</td>
</tr>
<tr>
<td>fascism</td>
<td>Extreme nationalism and racism (page 753)</td>
</tr>
<tr>
<td>anti-Semitism</td>
<td>Hatred of Jews (page 753)</td>
</tr>
<tr>
<td>totalitarian</td>
<td>State in which a single party and its leader suppress all opposition and control all aspects of people’s lives (page 754)</td>
</tr>
<tr>
<td>appeasement</td>
<td>Policy used in negotiations, giving one side a portion of what it wants in an attempt to compromise (page 755)</td>
</tr>
</tbody>
</table>

DRAWING FROM EXPERIENCE

Have you ever wondered what events led up to World War II? What do you know about Adolf Hitler, Benito Mussolini, and Joseph Stalin? What do you know about the Nazi Party in Germany?

This section focuses on how Europe hoped a policy of appeasement would avoid war.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the United States’s policy of neutrality as dictators threatened world peace.

<table>
<thead>
<tr>
<th>Dictator</th>
<th>Country</th>
<th>Threats to Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolf Hitler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Stalin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benito Mussolini</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **The Rise of Dictators** *(pages 752–755)*

  Adolf Hitler published his political beliefs in a book called *Mein Kampf* (My Struggle). Because of Hitler’s popularity in Germany in the late 1920s, he became the leader of the country. He and a few other dictators, leaders who control their countries by force, took advantage of the anger and suffering of the citizens in their countries in the 1920s and 1930s. Anger over the terms of the Treaty of Versailles, signed in 1919, and the worldwide depression of the 1930s upset and frustrated some Europeans.

  Many Italians also believed they had not won enough in the Treaty of Versailles. Benito Mussolini, known as Il Duce (the leader), appealed to their resentment and rose to power. He popularized fascism, a one-party system of government led by a dictator who supports extreme nationalism and racism. Mussolini’s Fascist Party forced the king of Italy to declare him the leader of the Italian government by 1922. He banned all political parties except the Fascist Party and ended democratic rule in Italy. He ended freedom of the press and all civil liberties. Military organizations taught boys and girls of all ages to be loyal to the regime. Building up the military, Mussolini promised to regain the power Italy enjoyed during the ancient Roman times.

  Italian forces invaded Ethiopia, an African country, in 1935. Ethiopia was annexed, or became a territory of Italy. Emperor Haile Selassie of Ethiopia asked the League of Nations for help. The League banned trade in weapons and certain other goods with Italy. The League did not have the power to enforce the ban, however. Italy withdrew from the League of Nations and continued to attack other countries. In 1939 Italy attacked and annexed the neighboring country of Albania.

  Adolf Hitler rose to power in Germany during the Great Depression. The German economy was ready to collapse. Millions of people were out of work. Hitler took advantage of the difficult times faced by the German people. He fueled their resentment over the Treaty of Versailles, which forced Germany to give up some of its territory. The treaty also forced Germany to pay back large sums of money for the damages it caused during World War I.

  Hitler became the chairman of the National Socialist German Workers’ Party, or the Nazi Party, in 1921. The Nazi Party was extremely racist. It believed the Germans were better than all other people. The Nazi Party blamed Jews for Germany’s problems. This extreme hatred of Jews, or anti-Semitism, eventually led to the imprisonment and murder of many German Jews.

  Hitler became the chief minister, or chancellor, of Germany in 1933. He ended democracy and formed a totalitarian government in which a single party and its leader suppress any opposing views and controlled peoples’ lives. Ignoring the Treaty of Versailles, Hitler built up the German military and declared Germany’s right to expand its territory. He formed an alliance with Italy in 1936.
Japan’s economic troubles during its depression led to the rise of military leaders in the 1930s. The leaders believed expanding Japanese power in Asia would solve its problems. Japan attacked Manchuria in northeast China in 1931. The attack was condemned by the League of Nations. The League failed to do anything to stop Japanese aggression, however. Japan set up a government in Manchuria. In 1937 Japan continued to invade various regions in China until it controlled most of the country. Japan formed an alliance with Germany and Italy in 1940. The agreement was known as the “Axis.”

Joseph Stalin became the Communist leader of the Soviet Union in the late 1920s. He used force to demand the complete obedience of the people. Stalin had his opponents and their supporters killed and sent millions of Russians to labor camps. He reorganized the economy of the Soviet Union by forcing millions of people to work on farms owned by the government.

Most Americans wanted to stay out of the international crises and conflicts. Congress approved a series of Neutrality Acts between 1935 and 1937. The Acts banned the sale of weapons to nations at war. They allowed trade only with countries that could pay cash and transport the goods in their own ships. Congress wanted to prevent more debts owed to the United States because many debts from World War I still remained unpaid.

1. What factors led to the rise of dictators and the fall of democracy in some European countries?

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• **Germany on the March** (page 755)

   Hitler ordered his troops into the Rhineland, a German Territory west of the Rhine River. The Rhineland was declared a neutral zone under the terms of the Treaty of Versailles. France and Britain complained but did nothing to stop Germany. In March 1938 Hitler sent troops into and annexed Austria, a German-speaking country. Next Hitler sent troops to a German-speaking area of Czechoslovakia called the Sudetenland and threatened to annex it. He falsely claimed the people of Sudetenland were being persecuted. Czechoslovakia was willing to fight to defend its territory. In an effort to avoid a war in the region, Britain and France called European leaders together at the Munich Conference in September 1938 to find a peaceful solution. Britain and France accepted Germany’s demands in order to avoid a war. They agreed the Sudetenland would be turned over to Germany. Germany promised not to invade any more countries. This agreement or policy became known as *appeasement*. Germany broke the agreement by taking control of the rest of Czechoslovakia by force in March 1939.
Hitler’s goal was to invade Poland next. He worried that Stalin would try to stop him since Poland bordered the Soviet Union. Hitler and Stalin, bitter enemies, signed the Soviet-German Non-Aggression Pact in August 1939. In the agreement, the two leaders promised not to attack each other’s country. They secretly promised to divide Poland and other eastern European countries between them. Hitler was now able to attack Poland without fear of retaliation from the Soviet Union. European leaders were shocked by the Nazi-Soviet agreement.

2. What actions did Hitler take that threatened world peace?

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The American Journey
WAR BEGINS

KEY TERMS

**blitzkrieg**  Swift and fierce military offensive or “lightning war” (page 759)

**Lend-Lease**  Act approved by Congress in 1941 that allowed the United States to sell, lend, or lease arms or other war supplies to any nation considered “vital to the defense of the United States” (page 761)

**disarmament**  Giving up military weapons (page 761)

DRAWING FROM EXPERIENCE

Have you ever wondered how the United States was drawn into the war in Europe? What do you know about Pearl Harbor? Do you know anyone who fought for the United States in World War II?

In the last section, you read about how Europe tried to avoid war through a policy of appeasement. This section focuses on how the war expanded quickly as nations were drawn into the conflict.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about which countries started the war by attacking other countries.

<table>
<thead>
<tr>
<th>The Beginning of World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries/Areas Attacked by Germany</td>
</tr>
<tr>
<td>1.</td>
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• **War in Europe** *(pages 758–760)*

  World War II began in September 1939, when Great Britain and France declared war on Germany after Germany had invaded Poland. Germany’s rapid and powerful invasion of Poland was called a *blitzkrieg*, or “lightning war.” Thousands of German soldiers invaded Poland. German planes and tanks attacked Poland with bombs and machine-gun fire. Poland was defeated before France or Britain could help. In late September 1939, Soviet troops moved in and occupied eastern Poland according to the terms of the secret agreement with Germany.

  Soviet military bases were established by force in the Baltic republics of Latvia, Lithuania, and Estonia. Finland bravely fought back when Stalin tried to establish military bases there. They were forced to surrender in March 1940.

  A string of steel-and-concrete bunkers lined the German border from Belgium to Switzerland. French and British soldiers settled along the string of bunkers, called the Maginot Line.

  Adolf Hitler’s troops attacked the northern countries of Denmark and Norway in April. In May Germany invaded the Netherlands and Belgium to the west. The Netherlands asked for help from the Allies, Britain and France. The Dutch and Belgians surrendered after terrible bombing raids.

  Allied troops retreated to the northwest corner of France to the port of Dunkirk on the English Channel. The Germans were advancing on them, and the Allies were trapped between the Germans and the coast. More than 800 British ships crossed the English Channel and rescued more than 300,000 French and British troops.

  The Germans continued to move into France by crossing the Somme River in June. Italy joined the war and helped Germany by invading France from the southeast. Japan later joined the war with Germany and Italy. The three countries together were called the Axis Powers. Germany used the blitzkrieg offensive to attack Paris in June 1940. After two weeks of fighting, the French surrendered.

  Germany dominated all of western Europe, except for Great Britain. The Germans bombed Great Britain in August 1940, killing many civilians. British shipyards, industries, and cities were destroyed. British Prime Minister Winston Churchill persuaded the British people to refuse to surrender to the Germans. The Battle of Britain lasted until October. The British Royal Air Force (RAF) caused heavy losses to the German air force. Hitler finally called off the invasion of Britain.

  In June 1941 Hitler invaded the Soviet Union in spite of the agreement between the two countries. German armies moved into Soviet territory within months of the attack.
1. Which invasion started World War II?

2. Which countries joined the Allied Powers and which countries formed the Axis Powers in World War II?

- America and the War (pages 760–761)

  Most Americans supported the Allies. The United States wanted to stay neutral, but became more and more concerned about what was happening in Europe. A group supporting isolationism was formed, the America First Committee. Charles Lindbergh and Henry Ford were among its leaders. They believed America should stay out of Europe’s problems. President Roosevelt prepared for war even though he promised not to get involved. Congress approved a buildup of the navy in 1938. In 1939 Congress passed a new Neutrality Act that permitted the United States to sell weapons to countries that had the money to pay for them. The first peacetime draft in history was signed by FDR in 1940. It was called the Selective Training and Service Act. American men, ages 21 through 35, were required to register for the draft.

  Franklin D. Roosevelt was the first president to run for a third term. He easily defeated Wendell L. Wilkie of Indiana. President Roosevelt promised not to send Americans into any foreign wars. Roosevelt supported the Allies after the election. In March 1941 Congress approved the Lend-Lease Act. The law allowed the United States to sell, lend, or lease (rent) weapons or supplies to any country that was important to the defense of the country. This law helped Britain first. Isolationists were afraid the law would lead to further American involvement in the war.

  In mid-1941, American ships escorted British merchant ships traveling together. German submarines had been attacking the British ships. Germans began shooting at American ships. Roosevelt ordered American naval ships to shoot any German and Italian ships found in certain areas.

  Roosevelt and Churchill proposed the Atlantic Charter in 1941. They established goals for the world after the Nazi leadership was destroyed. They promised that all nations would be able to choose their own forms of government instead of fearing the governments who control them by force. They encouraged giving up military weapons, or disarmament. They proposed a permanent system of security.
• **The Japanese Threat (pages 762-763)**

  Fumimaro Konoye, the Japanese prime minister, resigned in October 1941. The new prime minister, General Hideki Tojo, was very different from Konoye. He believed Japan could beat the United States in a war. Fumimaro Konoye did not. General Hideki Tojo began to negotiate with the United States on November 20. Japan controlled much of China in the 1930s and continued to acquire new territories. The Japanese took control of Indochina in Southeast Asia in 1940. In order to acquire rubber and oil, Japan wanted to control the Dutch East Indies, British Malaya, and the Philippines, a United States territory.

  The United States used economic pressure in response to Japan’s aggression. President Roosevelt froze all Japanese assets in American banks. Japan could not get its money from the United States. The United States stopped selling gasoline, oil, and other resources to Japan, angering the Japanese. The new government under new Prime Minister Tojo planned an attack on the United States.

  Japanese warplanes attacked an American military base in Pearl Harbor, Hawaii, on December 7, 1941. More than 2,300 people were killed, including many civilians. Many battleships, cruisers, and hundreds of planes and vessels were destroyed or damaged.

  Americans quickly supported involvement in World War II after Pearl Harbor. Pearl Harbor was the worst defeat in the history of the United States military. Congress declared war on Japan on December 8, 1941. Japan’s allies—Germany and Italy—declared war on the United States on December 11. In response Congress declared war on Germany and Italy. The Allied nations—Great Britain, France, China, the Soviet Union, and the United States—joined forces against the Axis Powers—Germany, Italy, and Japan.

  **3.** How did the United States respond to Japan’s attempt to control the Philippines?

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  __________________________________________________________

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ON THE HOME FRONT

KEY TERMS

- **mobilization**  Military and civilian preparations for war *(page 765)*
- **ration**  Limited number of resources or goods that may be purchased by consumers *(page 766)*
- **internment camp**  Detention centers located mostly in desert areas *(page 768)*

DRAWING FROM EXPERIENCE

Have you ever wondered how war affects people’s daily lives? Do you think people in America were affected by the fighting in Europe during World War II?

In the last section, you read about how nations became involved in World War II. This section focuses on how the United States changed from a peacetime economy to a wartime economy.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how new industries and jobs were created because of the demand for war goods.

**Cause: Demand for War Supplies**

**Effect: New industries and jobs created**

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- [ ]
- [ ]
- [ ]
America Prepares (pages 764–765)

Before Pearl Harbor, Congress passed the Selective Service acts of 1940 and 1941. After the Japanese attack on Pearl Harbor, many Americans were drafted into the military, while many others enlisted voluntarily.

Many women served in the military for the first time. A quarter of a million women joined the WACS (Women’s Army Corps), the WAVES (Women Appointed for Volunteer Emergency Services in the Navy), and women’s units in the marines, Coast Guard, and army air corps. Women were not involved in combat, but they made important contributions to the war effort. Most worked as nurses or provided secretarial services.

The nation’s economy changed to meet the demand for equipment, weapons, and other war materials. A number of new government agencies helped speed up the mobilization, or military and civilian preparations for war. The War Productions Board was in charge of converting industries to produce war materials. For example, auto makers built tanks and trucks instead of cars. The Office of Price Administration prevented inflation by controlling the prices of consumer goods and rents. The National War Labor Board was in charge of settling conflicts with employees that might interfere with the production of war goods.

The United States spent ten times more money during World War II than it did during World War I. World War II cost the United States more than $320 billion. Taxes paid for most of the cost of the war. Taxes on businesses and the income of American citizens were increased by the Revenue Act of 1942. The government began withholding taxes from workers’ paychecks, a system still used today. The government also sold war bonds and borrowed money to pay for the war.

1. How did the United States prepare for American involvement in World War II?

Wartime America (pages 765–766)

Industry increased sharply during the war. Seventy thousand ships, about 100,000 tanks and airplanes, and millions of guns were produced in American factories. Factory workers manufactured products very quickly. The wartime economy improved greatly compared to the economic depression that lasted for many years. Both workers and factory owners made a lot of money manufacturing wartime goods. Prices of consumer goods stabilized.
Americans made many sacrifices for the war effort. Many families worried that their friends or relatives would be killed, wounded, or captured in the war. Because industries changed from making consumer goods to making wartime goods, there were shortages of many products Americans were used to buying. There were few, if any, imported goods and materials during the war. This shortage of goods and resources caused rationing. People could only buy limited numbers of items needed for the war. The government issued ration coupons to buy things such as shoes, gasoline, tires, sugar, and meat. When people ran out of coupons, they could not buy any more of that product.

Americans understood that sacrifices were necessary to help the war effort. When faced with a vegetable shortage, many Americans planted vegetable gardens, or “victory gardens,” of their own. Americans supported the war effort in many ways. Some volunteered to serve as volunteer spotters, watching the night skies for enemy aircraft. Coastal cities required that all lights be turned off at night. Enemy pilots would want to head for lighted areas. The Office of War Information broadcast messages around the world. It also promoted patriotism and encouraged Americans to continue to support the war effort.

2. What were some of the ways the war affected the lives of Americans in the United States?

• Women and Minorities (pages 766–768)

There were new job opportunities for women and minorities. Women took over many jobs previously held by men, but were usually paid less than men for the same job. Most women later lost these jobs when the men returned from the war. Women broke away from jobs traditionally held by women and entered new fields. The public began to recognize a woman’s right to work outside the home.

Approximately one million African Americans served in the armed forces. Most African American soldiers served in segregated units and held low-level jobs. In 1942 many African Americans and whites were trained together in officer candidate school, and units were integrated over time. African Americans were allowed combat duty in World War II. Benjamin Davis, Jr., became the first African American general in the air force. His father had been the first African American general in the army.
African Americans fought discrimination in defense industries. For example, A. Philip Randolph led a large demonstration in Washington, D.C. President Roosevelt established the Fair Employment Practices Commission to ban discrimination in industries that had contracts with the government. Many Southern African Americans moved to northern and western cities to find jobs. Violence and rioting resulted from racial tensions in some cities.

Native Americans played an important role in the war. Thousands served in the military. Navajo soldiers, called “code talkers,” used their own language as a secret code so the enemy could not intercept the messages. Other Native Americans worked in defense industries.

Many Hispanic Americans also served in the military. Twelve Mexican Americans were awarded the nation’s highest military medal, the Congressional Medal of Honor. The first Hispanic woman officer in the Women’s Army Corps was Mercedes Cubría of Cuba. Horacio Rivero of Puerto Rico became the first Hispanic four-star general since David Farragut to serve in the United States Navy. Emigration from Mexico increased during the war as thousands of workers from Mexico filled farm and railroad jobs in the United States. Mexican Americans faced discrimination similar to African Americans in the United States, and tensions sometimes resulted in violence.

The loyalty of Japanese Americans was questioned after the bombing of Pearl Harbor. Even though two-thirds of the Japanese Americans in the country were American-born (Nisei), they were feared and hated by many other Americans. More than 100,000 Japanese Americans living on the West Coast were forced to leave their homes and businesses and live in internment camps in the desert. The relocated Japanese Americans lived under harsh conditions for three years. In 1988 the government formally apologized for this injustice. Survivors of the internment camps were paid $20,000 as a token of the country’s sorrow for the way they had been treated.

3. What role did women and minorities play during the war?
WAR IN EUROPE AND AFRICA

KEY TERMS

**D-Day**
June 6, 1944—the day Allied ships landed on the coast of Normandy, France (page 774)

**genocide**
Wiping out an entire group of people (page 775)

**Holocaust**
Period of Nazi genocide against Jewish people during which as many as 6 million Jews died (page 776)

DRAWING FROM EXPERIENCE

Have you ever heard of the Holocaust? Why do you think it happened? What can people do to prevent it from happening again?

In the last section, you read about how the United States changed from a peacetime economy to a wartime economy. This section focuses on the horrors of war in Europe.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about what the Allies had to do to win the war.

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>Moscow, Soviet Union</td>
<td></td>
</tr>
<tr>
<td>1942</td>
<td>El Amamein, Egypt</td>
<td></td>
</tr>
<tr>
<td>1943</td>
<td>Stalingrad, Soviet Union</td>
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<td>1945</td>
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• **North African Campaign** *(pages 770–773)*

At the beginning of 1942, the United States, Britain, the Soviet Union, and 23 other Allied nations pledged to defeat the Axis Powers. The Allied leaders decided to try to defeat Hitler before going after Japan. The Germans controlled most of Europe and much of North Africa. They had to be stopped before they succeeded in controlling the Soviet Union.

The Allies decided to attack Axis forces in North Africa instead of launching an attack on Europe across the English Channel. In November 1942 the British prevented the Axis Powers, under the command of German general Erwin Rommel, also known as the “Desert Fox,” from capturing the Suez Canal. This was an important victory because the Suez Canal made a sea route between Europe and Asia possible. On November 8, American general Dwight D. Eisenhower led American, British, and Canadian troops into Algeria and Morocco. The Americans were defeated in Tunisia. American general George Patton’s forces and British air and naval forces drove Rommel and the Germans out of North Africa in May 1943.

The Allied nations invaded Italy in September 1943. Mussolini was overthrown by the people of Italy and they surrendered. German troops in Italy did not give up. They resisted Allied forces during the winter of 1943. German forces held Allied forces at Anzio, a seaport near Rome, for four months. In June 1944 the Allied forces finally broke through German lines and freed Rome.

In addition to the fighting in North Africa and Italy, Allied forces were in the middle of an air war against Germany. British and American forces mounted a powerful bombing assault against Germany in the summer of 1942. German factories and cities were bombed by hundreds of American bombers day after day. Thousands of German civilians were killed and cities were destroyed. The Germans still refused to give up.

1. **What Axis Power surrendered after the Germans were driven out of North Africa?**

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• **The Tide Turns in Europe** *(pages 773–775)*

For months Germany focused its energies on the Soviet Union. Germany set up a military blockade around the city of Leningrad and continued its attacks, which lasted 900 days. The people of Leningrad were forced to eat horses, cats, and dogs after their food supplies ran out. Thousands died. The siege, or military blockade, ended in early 1944.
The Soviets prevented the Germans from capturing the city of Moscow in 1941. The Germans captured Stalingrad in the spring of 1942. The Soviets then cut off German supply lines and forced them to surrender in February 1943. The German defeat at Stalingrad was a major turning point in the war.

The Soviets worked their way toward Germany as the Allies made plans to invade France. General Eisenhower landed his troops on the beaches of Normandy on June 6, 1944—D-Day. The troops arrived on ships, waded to shore, and were met with German fire and land mines. Many soldiers were killed as they tried to run for higher ground. A million Allied forces landed at Normandy within a three-week period. They unloaded more than 560,000 tons of supplies and 170,000 vehicles. They traveled from Normandy to Paris. On August 25 they freed Paris from the Germans.

The Germans were forced out of eastern Europe by the Soviets. British and American forces closed in on the German border from the west. Cold weather and German forces kept Allied forces stuck at the Rhine River.

In December 1944, the Germans surprised Allied forces by attacking in Belgium. This Battle of the Bulge lasted for several weeks. While Allied forces managed to push the Germans back, the battle caused more than 100,000 casualties. This German offensive was their last serious offensive.

In April 1945 the German capital of Berlin was surrounded by the Soviets. Hitler killed himself in an underground bunker where he had been hiding because he knew Germany could not win the war. The war in Europe ended when Germany surrendered unconditionally on May 7. On May 8 the Allied forces declared V-E Day for “Victory in Europe.”

President Roosevelt died suddenly before the Allied forces ended the war in Europe. He had led the United States for 12 years, and Americans mourned his death. Vice President Harry S Truman became President.

2. What Allied actions caused Germany to surrender and ended the war in Europe?
The Allies discovered evidence of terrible crimes as they freed areas from German control. Hitler and Nazi leaders had attempted *genocide* to rid the world of Jews. Thousands of Jews were killed and buried in mass graves. Others were sent to concentration camps, where they lived under inhumane conditions. Thousands of Jewish prisoners died of illness and starvation. The Nazis built death camps, such as Auschwitz in Poland. Nazis killed Jews in gas chambers and burned their bodies in ovens. Approximately 6 million Jews were killed by the Nazis during the *Holocaust*. The Nazis also killed millions of others, including Soviet prisoners of war, Poles, Gypsies, and people with handicaps. The Holocaust shocked people around the world.

The United States Holocaust Memorial Museum in Washington, D.C., was created in memory of the millions of Jews who were killed during the Holocaust and for those who survived the persecution. In 2001 Congress approved construction of the National World War II Memorial on the National Mall in Washington, D.C., to honor those who served during World War II.

3. Who was responsible for the Holocaust? Why did they do it?
WAR IN THE PACIFIC

Have you ever heard of the atomic bomb? What do you know about it? Who first used the atomic bomb? Where was it used?

In the last section, you read about the horrors of war between the Allied nations and Axis Powers in Europe. This section focuses on the war with Japan in the Pacific and the use of the atomic bomb.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how World War II ended.

The Atomic Bomb’s Role in World War II

1. Albert Einstein warned. . .

2.

3.

4.

5.

6.

7.

8. Japan decided to. . .

KEY TERMS

island hopping American military strategy for attacking and capturing certain key islands in the Pacific and using them as bases to move closer to Japan (page 779)

kamikaze Suicide pilot who crashes a plane loaded with explosives (page 779)

DRAWING FROM EXPERIENCE

Have you ever heard of the atomic bomb? What do you know about it? Who first used the atomic bomb? Where was it used?

In the last section, you read about the horrors of war between the Allied nations and Axis Powers in Europe. This section focuses on the war with Japan in the Pacific and the use of the atomic bomb.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how World War II ended.
The Pacific Front (pages 777–779)

Japan attacked Pearl Harbor on December 7, 1941. On the same day, Japan also attacked American airfields and bases in the Philippines, Wake, and Guam. Japan attacked Thailand and Malaya. It seized control of Guam, Wake Island, and Hong Kong, a British colony. Japan also seized control of Manila, the capital city of the Philippines. American and Filipino troops commanded by General Douglas MacArthur retreated to the Bataan Peninsula west of Manila and the island of Corregidor. These troops were defeated by Japan. Sick and starving prisoners from Bataan were forced to walk 60 miles to prison camps. The walk became known as the Bataan Death March because more than 20,000 prisoners died along the way. The Japanese shot or stabbed those who were too weak to continue the march.

American spirits were low after this series of defeats in the Pacific. American troops struck back, bombing Tokyo. Americans prevented Japan from attacking Australia in the Battle of the Coral Sea northeast of Australia. In June 1942, Americans destroyed four Japanese aircraft carriers and hundreds of airplanes in the Battle of Midway northwest of Hawaii. This battle was the first major Japanese loss.

A strategy called island hopping was used by General MacArthur and Admiral Chester Nimitz, commanders of the Allied forces in the Pacific. They captured strategic islands that were used as bases from which they moved to others closer to the Philippines and Japan.

Heavy fighting over Guadalcanal in the Solomon Islands lasted from August 1942 until February 1943 when Americans took control of the island. In June 1944 Guam and other nearby islands were seized by American forces. Bomb strikes against Japan were launched from Guam. The largest naval battle in the history of the United States took place in the Philippines at the Battle of Leyte Gulf in October 1944. The battle involved 282 ships. Most of the Japanese fleet was destroyed by American ships.

Americans captured the island of Iwo Jima and Okinawa in March and June 1945. The battles were fierce. Thousands of Americans were killed, and many thousands were wounded. Americans had destroyed most of Japan’s air force and navy. They bombed Tokyo and other Japanese cities. Thousands of Japanese civilians died and their economy was ruined. Japan used kamikaze pilots to crash planes loaded with explosives into American ships, sinking several. The kamikaze pilots knew they were on suicide missions.
1. How was the strategy of island hopping effective in the war in the Pacific?

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- **The Atomic Bomb** *(pages 779–780)*

  Japan refused to surrender even though it had little chance of winning. Albert Einstein, a German-born physicist, had warned President Roosevelt in 1939 that the Nazis might try to use energy from the atom to build a powerful bomb. Roosevelt approved the Manhattan Project, a top-secret mission to build an atomic bomb first. The atom bomb was tested in the desert in New Mexico in July 1945.

  The Allied nations warned Japan in the Potsdam Declaration that, if they did not surrender, they would be completely destroyed. When Japan refused to surrender, President Truman approved the use of the atomic bomb. The atomic bomb was dropped on Hiroshima, Japan, on August 6, 1945, killing 70,000 people. Another bomb was dropped on Nagasaki, Japan, three days later, killing 40,000. The atomic bombs were extremely powerful. The cities were completely destroyed. Many people later died from radiation.

2. Why do you think Japan refused to surrender even after the Allies issued the Potsdam Declaration?

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- **The War Ends** *(page 780)*

  Japan surrendered after the bombings. August 15, 1945, was declared V-J Day for “Victory over Japan.” World War II officially ended when Japan signed the formal surrender on September 2, 1945, on board the U.S.S. *Missouri*.

  Japanese and Nazi leaders were tried for war crimes and crimes against humanity by the Allied authorities after the war. The trials were held in Nuremberg, Germany, and Tokyo, Japan.
More than half of the 40 million people who died during World War II were civilians. They died because of bombing, starvation, disease, torture, and murder. About 322,000 Americans died and 800,000 were injured. More than 20 million people from the Soviet Union died. Survivors had to rebuild their countries and their lives after the war. World War II was the most destructive war in history.

3. How did World War II end?
For use with textbook pages 788–794

COLD WAR ORIGINS

KEY TERMS

- **iron curtain** Term used to describe the political division of eastern Europe from the West (*page 790*)
- **containment** Policy in which the United States committed to stopping the expansion of communism through limited military and nonmilitary means in parts of the world that were of strategic importance to the United States (*page 791*)
- **airlift** Using airplanes to deliver food, fuel, and other supplies (*page 792*)
- **cold war** War in which enemies do not actually fight each other; instead they build up their military and arms to intimidate the other (*page 792*)

DRAWING FROM EXPERIENCE

Have you ever heard of the Cold War? What does this term mean to you? Who was involved in the Cold War?

This section focuses on the Cold War between the forces of communism and democracy.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States tried to contain the spread of communism.

[Diagram of a concept map with the title "Containing Communism"]
In February 1945, Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin met at the Soviet port of Yalta on the Black Sea to talk about postwar issues. The three most powerful Allied leaders reached an agreement called the Yalta agreement. Stalin and the Soviet Union agreed to help fight Japan in the Pacific. In exchange the Soviets were given some territories in Asia.

After World War II, Soviet forces occupied parts of Eastern and Central Europe, including Poland, Czechoslovakia, and Hungary. Roosevelt and Churchill were opposed to the spread of communism. The Soviet control of Eastern Europe made them uneasy. Stalin wanted to keep a large area of land separating the Soviet Union from potential enemies in the West. Stalin agreed to permit free elections in the parts of Eastern Europe occupied by the Soviet Union.

The leaders agreed to divide Germany into four zones until elections could be held. Four countries—the United States, the Soviet Union, France, and Britain—would each control one zone until elections decided the future of Germany. The United States and Britain proposed the creation of the United Nations, an international organization to promote world peace. Stalin agreed to help plan the new organization. Roosevelt and Churchill felt hopeful about a peaceful future.

Vice President Harry S Truman became president after the sudden death of President Roosevelt in April 1945. He represented one of 50 countries that met in San Francisco, California, to create the United Nations (UN). The charter establishing the new international organization was signed in June 1945. The purpose of the UN was to help settle disagreements between countries and prevent future wars.

1. How did the goals of Roosevelt and Churchill differ from the goals of Stalin after World War II?
Soviet Expansion in Europe (pages 790–791)

Stalin set up Communist governments in Eastern Europe. He broke his promise to allow free elections. Soviet forces stayed in the region. As a result, Western nations did not trust Stalin. Europe was divided between capitalist democracies of the West and Communist governments controlled by the Soviet Union in the East.

Winston Churchill believed the division was permanent. He used the phrase iron curtain to describe how the Soviets cut off Eastern Europe from Western Europe. He warned that the Soviets would try to spread communism to other parts of the world. Americans had been afraid of the spread of communism since the Russian Revolution in 1917.

Communist rebels, armed by the Soviets, started a civil war in Greece. They tried to overthrow the king, whose government supported Western ideas. The Soviets also pressured Turkey to give them naval bases on the straits leading to the Mediterranean. President Truman asked an expert on Soviet history and culture for advice. George F. Kennan told Truman that the Soviets would never cooperate. He advised Truman to take military action to stop the spread of communism by the Soviets.

The United States developed a policy of containment based on Kennan’s advice. They agreed to use limited military and nonmilitary means to stop the spread of communism in areas of the world that were of strategic importance to the United States. Congress approved the Truman Doctrine, a policy proposed by Truman to help nations threatened by the Soviet Union and the spread of communism. The United States helped Turkey and Greece fight the spread of communism with military and economic aid.

George Marshall, the U.S. secretary of state, worried about the future of Western Europe. Because of the massive destruction caused during World War II, many people were left jobless, homeless, and hungry after the war. Marshall was afraid that communism’s promises of housing and jobs for everyone would appeal to the people of Western Europe. In June 1947, Marshall proposed a plan to help rebuild the war-ravaged countries of Western Europe. Congress did not accept his plan right away. After Czechoslovakia was taken over by Communists supported by the Soviets in February 1948, Congress approved the Marshall Plan. The United States spent almost $13 billion between 1948 and 1951 to rebuild Western European countries. Marshall’s plan worked. Communism did not spread to Western Europe.

2. What events led to the development of the United States policy of containment?
• Crisis in Berlin (pages 791–792)

Germany was divided into four zones, each occupied by one of four Allied nations. The eastern part was controlled by the Soviet Union. The western part was controlled by France, Britain, and the United States. The capital city of Berlin was divided among all four nations. Berlin was located within the eastern part of the country controlled by the Soviets. President Truman wanted to reunite the four zones, creating a new independent nation. Stalin did not agree. He was afraid that a reunited Germany would be a threat to the Soviet Union. He wanted Germany to remain divided and keep Soviets in the country.

A new West German republic was formed in June 1948, when France, Britain, and the United States combined their three zones. They also included their sections of the city of Berlin in the new republic, even though Berlin was located in the middle of Soviet-controlled East Germany. On June 24, 1948, Soviet troops blockaded all routes to West Berlin through East Germany. The blockade cut off two million citizens in West Berlin from all supplies. Not wanting to risk a war, Truman airlifted food, fuel, and other supplies by plane into West Berlin for 10 months. Stalin gave up and ended the blockade in May 1949. In October 1949, Germany was officially divided into two countries—the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany).

3. Why did Soviet forces blockade Berlin?

• Two Armed Camps (pages 792–794)

The United States and the Soviet Union were involved in a cold war. They did not fight each other. Instead they each built up their military and arms. The military buildup deterred the other from starting a military conflict. European nations chose sides in the Cold War. The North Atlantic Treaty Organization (NATO) was formed. The United States, Canada, and 10 Western European countries joined NATO. The members agreed that an attack on any NATO member would be considered an attack on all members. NATO members contributed military troops to create a large NATO force.

In 1955 the Soviet Union formed an alliance with the Communist governments of Eastern Europe. The alliance members agreed to a series of treaties known as the Warsaw Pact. They agreed to defend each other. A Soviet-controlled military was created by the alliance.
In 1950 Truman’s foreign policy advisers in the National Security Council (NSC) recommended that the United States fight communism everywhere, not just in strategic locations. They also recommended that the United States try to work toward ending communism in the Soviet Union. The United States agreed to fight the expansion of communism worldwide.

Many states in other parts of the world established their independence from colonial rule. Others continued to experience political unrest. The Philippines became independent from the United States in 1946. Poverty, corruption, and civil war lasted for years afterward. In the 1940s, the Asian countries of India, Pakistan, and Burma became independent from Britain. In the 1950s and early 1960s, 25 African countries established their independence from European colonial powers. They, too, experienced political and economic problems. The United States and the Soviet Union both wanted to have influence in Africa and Asia.

Arabs and Jews in the Middle East both claimed Palestine, an area the British had controlled. The United Nations suggested that Palestine become independent Arab and Jewish states by dividing it and making Jerusalem an international city. The Jews agreed, but the Arabs did not. Arabs attacked Israel after it declared its independence, beginning the first major war between the two sides. Five more major wars occurred between Israel and the Arabs.

In 1949, a long civil war in China, the largest country in Asia, ended with a Communist victory. The forces of Communist leader, Mao Zedong, defeated the forces of Chiang Kai-shek, the head of the Chinese government. The People’s Republic of China, a new Communist state, was formed. Chiang Kai-shek and his troops retreated to Taiwan, an island off the southeastern coast of China. Taiwan was recognized as the legitimate government of China by the United States. The Soviet Union and China became powerful allies. People feared that the whole continent of Asia would fall to communism.

4. How did foreign policy change as a result of the Cold War?
POSTWAR POLITICS

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tr>
<td>inflation</td>
<td>Rise in prices <em>(page 796)</em></td>
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<tr>
<td>closed shop</td>
<td>Workplace that hires only union workers <em>(page 798)</em></td>
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DRAWING FROM EXPERIENCE

What changes do you think Americans faced after World War II? Do you think life in America after World War II was similar to life now? Why do you think so?

In the last section, you read about the Cold War between the Soviet Union and the United States. This section focuses on the adjustments to a peacetime economy after World War II.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the economic and social reforms Truman proposed.

**President Truman**

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<thead>
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<th>Proposed Economic Reforms</th>
<th>Proposed Social Reforms</th>
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The American Journey
READ TO LEARN

- The Postwar Economy (pages 796–797)
  
  The nation had to adjust to life after World War II. Industries went back to making consumer goods rather than war goods. Soldiers who returned home needed jobs. Defense workers needed to learn how to make consumer goods. Price controls were removed on consumer goods. As a result, prices increased. Consumers had saved their money during the war. Many goods were not available during the war. After the war, the demand for goods was high. People were willing to spend their money. The increased demand and spending caused inflation, or an increase in prices.

  Wages did not increase at the same rate as the prices of consumer goods. Workers were patient during the war. After the war, they demanded higher wages. Labor unions called strikes when employers would not increase workers’ wages. Many workers went on strike in 1945 and 1946, including steelworkers, coal mine workers, and railroad workers.

  Truman threatened the coal miners and railroad workers. The president said they would be drafted into the army if they did not go back to work. The government took over the coal mines and forced the miners to return to work. Truman also pressured the mine owners to agree to some of the workers’ demands. Railroad workers were also pressured to return to work.

  1. What problems did America face after the war?

- Truman Faces the Republicans (pages 797–799)

  President Truman, a Democrat, proposed a program called the Fair Deal to solve some of the nation’s problems. He wanted to raise the minimum wage, expand Social Security benefits, create jobs by spending more federal money, build housing for low-income families, and offer national health insurance. Congress did not approve his plan. Many Republicans and Southern Democrats were against the proposed Fair Deal.

  The Republicans won both houses in the election of 1946. Their plan for reform included limiting government spending, controlling labor unions, reducing the government regulation of the economy, and reversing policies approved under Franklin D. Roosevelt’s New Deal of the 1930s.
Labor problems and labor unions were the most important concern of the Republicans. Conservative Republicans supported big business. They wanted to weaken the power of the unions. Congress proposed the Taft-Hartley bill in 1947. The bill made closed shop workplaces, which hired only union workers, illegal. It gave government the power to stop strikes that affected public health or safety. Labor unions and union members opposed the bill. Truman opposed strikes, but he knew that labor unions supported Democrats. He vetoed the bill. His veto was overridden by the Congress, which had a Republican majority.

Both President Truman and Congress agreed there was a need to improve the administration of the federal government. A plan was made to create new government departments and agencies.

The National Security Act was passed in 1947 unifying the army, navy, marines, and air force under the Department of Defense. A National Security Council was created to advise the president on foreign and military matters. The Central Intelligence Agency (CIA) was set up. The CIA’s goal was to gather information about other countries in order to give the United States an advantage in its foreign policy.

It did not appear that Truman had much of a chance of being reelected in 1948. Continued economic problems, lack of reforms for American citizens, and problems within the Democratic Party were not in his favor. Some Southern Democrats broke off from the Democratic Party and formed the States’ Rights Democratic Party, also called the Dixiecrats. They opposed civil rights legislation, which Truman supported. The Dixiecrats nominated South Carolina Governor Strom Thurmond for president. More liberal Democrats split from the party and formed the Progressive Party. They nominated Henry Wallace for president. Wallace supported a closer relationship with the Soviet Union. He and Truman had different ideas about foreign policy.

The Republican nominee, Tom Dewey of New York, was expected to win the election. Before all of the votes were counted, the Chicago Daily Tribune issued a special edition of its newspaper. The headline read, “Dewey Defeats Truman.” They were wrong. Truman ended up defeating Dewey by more than 2 million votes. Democrats also won back control of both the House of Representatives and the Senate.

2. Why were Republicans concerned with labor problems and labor unions?

_____________________________________________________

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The American Journey 361
A Fair Deal for Americans (800–801)

Congress approved some provisions of Truman’s Fair Deal and rejected others. The minimum wage was increased. Social Security benefits for senior citizens were expanded. Some low-income housing was funded.

Truman supported civil rights legislation. Congress would not pass legislation to protect the voting rights of African Americans. Congress would not agree to end the poll tax or make lynching a federal crime. Federal departments and agencies were ordered by Truman to end job discrimination. He also ordered an end to segregation in the military. Truman ordered the Justice Department to enforce existing civil rights legislation. Truman proposed his domestic agenda and told Congress in 1949 that every American deserved a fair deal. He proposed clearing the slums, backing medical insurance, raising the minimum wage, and providing more federal funds for public schools. Truman did not get the Fair Deal he wanted, but he made an important start.

3. How did Truman advance the civil rights of African Americans?
THE KOREAN WAR

KEY TERMS

**stalemate** Situation in which neither side is able to gain much ground or achieve a major victory *(page 804)*

**demilitarized zone** Region where military forces cannot enter *(page 805)*

DRAWING FROM EXPERIENCE

What do you know about the Korean War? Do you know why the United States sent troops to help South Korea? Why were American forces involved in foreign conflicts?

In the last section, you read about how the United States adjusted to a peacetime economy after the war. This section focuses on how the United States sent troops to Korea to stop Communist expansion.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Americans and the United Nations prevented a Communist takeover of Korea.

1. By 1949 the Soviet Union and the United States could not agree on how to unify Korea

2.

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8.

The Conflict in Korea (pages 802–804)

After the war, Japan had to give up many of its territories including Korea. Korea, a small country in east Asia on the Korean peninsula west of Japan, was a colony of Japan. After the war, Korea was divided in half along the 38th parallel. Soviet troops temporarily occupied North Korea. United States forces temporarily occupied South Korea. Korea stayed divided after Soviet and American troops were removed in 1949. The Soviet Union and the United States disagreed on how to reunite North and South Korea.

In late June 1950, North Korea invaded South Korea. North Korea had decided to reunite the country by force. The North Korean army was much stronger than the forces of South Korea. Communist forces from North Korea took control of the South Korean capital of Seoul and much of the country.

Truman authorized limited “police action.” He sent troops from the United States navy and air force without asking Congress to officially declare war. At Truman’s request, the United Nations sent a special force to Korea to push the North Koreans behind the 38th parallel. American General Douglas MacArthur was put in command of the United Nation forces by President Truman. By 1950 other nations supplied troops and supplies to help the United Nation forces stop communism. Most of the troops were American.

MacArthur wanted to invade North Korea. He convinced Truman and the United Nations that neither China nor the Soviet Union would risk involvement. MacArthur wanted North and South Korea to be one independent and democratic nation. On October 19 United Nations troops took control of Pyongyang, the capital of North Korea. The troops then moved north toward the border of North Korea and China. China warned that Chinese forces would become involved if the United Nations continued to invade North Korea. Truman and MacArthur thought China was bluffing. On November 26, Chinese forces attacked United Nations troops. Communists took control of the North Korean capital, while United Nations forces retreated south of the 38th parallel.

1. Why did United Nations troops become involved in Korea?
American Leadership Divided (pages 804–805)

In January 1951 United Nations troops seized Seoul, Korea, once again. The Communists retreated north of the 38th parallel. There was fighting along the 38th parallel, but the war was a stalemate. For two years neither side gained much ground or won any major victories.

MacArthur wanted to attack China. Truman disagreed with him. Truman did not want the war to become another world war. MacArthur begged Congress to agree with him. Truman removed MacArthur from command. Many Americans protested MacArthur’s removal, believing he was a hero.

For two years, both sides tried to negotiate an agreement. A cease-fire agreement was reached in July 1953 under President Dwight Eisenhower. A demilitarized zone was created between North Korea and South Korea. Military forces were banned in the area a mile and a half north and south of the 38th parallel. Neither side won the Korean War, and the boundaries remained the same. Many troops were killed or wounded. The countries were ravaged by the war. The Korean War sent a strong message to the Soviets and the rest of the world, however. Everyone learned that the United States was willing to fight to stop the expansion of communism.

2. Why was General MacArthur fired from his command of United Nations forces in Korea?
THE RED SCARE

KEY TERMS

- subversion: Sabotage (page 806)
- blacklist: Lists of individuals whose loyalty was suspicious (page 807)
- perjury: Lying (page 807)
- allege: Declare without proof (page 808)
- censure: Formally criticize (page 809)

DRAWING FROM EXPERIENCE

Have you ever been afraid of someone or a group of people? How did your fear affect your behavior? What did you do to protect yourself from the person or persons who scared you?

In the last section, you read about the fight to stop the spread of communism in Korea. This section focuses on the efforts to stop the spread of communism within the United States.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Americans tried to increase the security in the United States during the Cold War.

Cause: The Red Scare—Fear of Communist Subversion During the Cold War

Effects

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2.
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Cold War Fears (pages 806–808)

During the Cold War, Americans were afraid of communist sabotage, or subversion. In the late 1940s, this fear was fueled by stories of stolen papers and spies. Anti-Communist feelings became stronger after the Soviets invented an atomic bomb in 1949. Americans were afraid that Communist spies were trying to weaken the government. This fear was called the Red Scare.

Many politicians accused others of being disloyal to the United States. They tried to uncover Communists in America. Political parties accused each other of being unpatriotic. Truman was accused by the Republicans of being too easy on the Communists. Truman ordered an investigation of the backgrounds of all federal workers. The FBI investigations and security checks uncovered little evidence of spying, or espionage. The investigation resulted in many lost jobs, however.

Other groups and organizations joined the hunt for Communists. Some required workers to sign loyalty oaths to the United States. The McCarran Act of 1950 required all Communist organizations to register with the government and provide a membership list. Congress overrode Truman’s veto of the act. Truman opposed punishing peoples’ opinions rather than their behavior.

The House Un-American Activities Committee (HUAC) held publicized hearings. They continued to investigate subversive communist activities. There was anti-Communist hysteria in the United States. The Hollywood film industry was a famous target of the HUAC. Many people in the film industry refused to testify at the hearings. They did not believe the government had the right to ask questions about their political beliefs or colleagues. The “Hollywood Ten” went to jail for refusing to answer questions about their political opinions. Hollywood kept lists of people suspected of being disloyal to the United States. These blacklists prevented people from getting jobs in Hollywood.

Whitaker Chambers admitted to selling secrets to the Soviet Union in the 1930s. He said that a former State Department official, Alger Hiss, gave him secret government documents in 1937 and 1938. Hiss denied the charges. Hiss was sent to prison for perjury, or lying under oath. Julius and Ethel Rosenberg, members of the Communist Party, were convicted of planning to give the Soviets secret information about the atomic bomb. They were executed in 1953. They proclaimed their innocence to the end.
1. Why was there a movement to uncover Communists in America in the late 1940s and early 1950s?

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2. What did Senator Joseph McCarthy do to feed Americans’ concern over communism?

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**McCarthyism (pages 808–809)**

Senator Joseph McCarthy of Wisconsin led the hunt for Communists in America from 1950 to 1954. He **alleged**, or accused without proof, that many people were Communists. The anti-Communist hysteria in America increased. Innocent peoples’ careers were ruined. The use of unproven accusations against political opponents became known as McCarthyism. Many Americans believed McCarthy because they were afraid of the Soviet Union and communism. People resigned or were fired from federal jobs because of his investigations. McCarthy often targeted the Democrats.

McCarthy believed there were Communists in the American military. He started an investigation on the army in 1954. The Army-McCarthy Hearings were shown on television. People saw first-hand how vicious and cruel McCarthy could be. In December 1954 McCarthy was **censured**, or formally criticized, by Congress for his behavior. His influence ended after damaging the lives of many innocent people.
Have you ever wondered how the Soviet Union and the United States became two world superpowers? When did the United States and the Soviet Union begin to compete with each other?

This section focuses on how the United States competed with the Soviet Union in space exploration.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States competed with the Soviet Union for military and space leadership.

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**KEY TERMS**

- **moderate**: Middle-of-the-road *(page 815)*
- **surplus**: Excess *(page 815)*
- **arms race**: Building more and more weapons in an effort to surpass another’s military strength *(page 817)*
- **domino theory**: Belief that if one nation falls to communism, others will also fall *(page 819)*
- **summit**: Meeting of heads of government *(page 820)*
- **peaceful coexistence**: Policy in which superpowers agree to compete with one another but avoid war *(page 820)*

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**DRAWING FROM EXPERIENCE**

Have you ever wondered how the Soviet Union and the United States became two world superpowers? When did the United States and the Soviet Union begin to compete with each other?

This section focuses on how the United States competed with the Soviet Union in space exploration.
READ TO LEARN

- Republican Revival (pages 814–815)

People were not happy with President Truman by 1952. The war in Korea and fear of Communist spies in the government caused dissatisfaction with the Truman administration. Truman chose not to run for reelection. The Democrats nominated Adlai E. Stevenson, governor of Illinois, as their presidential candidate. Senator John J. Sparkman was the Democratic vice presidential candidate. The Republicans nominated Dwight D. Eisenhower, a World War II hero, for their presidential candidate. Senator Richard M. Nixon of California was nominated as the Republican vice presidential candidate. Nixon was known for his tough stance against communism.

Eisenhower graduated from the United States Military Academy at West Point. He was the supreme commander of the Allied forces in Europe during World War II. People trusted Ike, as he was called. He was born in Texas and grew up in rural Kansas. He promised to end the Korean War. Many people supported him.

Richard Nixon was accused of accepting political gifts from supporters during the campaign. On television, he told Americans that the only gift he kept was his dog, Checkers. He claimed he had not done anything wrong, and people supported him.

Eisenhower and Nixon won the 1952 election by a landslide. It was the first Republican victory since 1928. Republicans also won control of Congress. More people voted in the 1952 election than any other election. Eisenhower received more than a million popular votes. He won 442 electoral votes compared to 89 for the Democrats.

1. What factors helped the Republicans regain control of the presidency and Congress in 1952?

- Domestic Policy (pages 815–816)

Eisenhower served two terms as president. Eisenhower followed a moderate approach to domestic policy. He was middle-of-the-road, rather than entirely liberal or conservative. He was popular with Republicans and conservative Democrats. Eisenhower believed in a smaller federal government and limited government spending. He supported private businesses. Wage and price controls from the Truman administration were lifted by Eisenhower and Congress. The states were given more financial authority. Cuts in government spending were made. At the end of his administration in 1961, the federal budget had a $300 million surplus, or money left over.
Congress passed the Federal Highway Act in 1956. A network of interstate highways was built. More than 40,000 miles of highways were funded through this law. Automobile and oil industries, as well as other areas of the nation’s economy, benefited from the highway program. States were linked together. In 1959, Hawaii and Alaska became states, bringing the total number of states to 50. They are the only states that do not border the other states.

President Eisenhower supported programs to help Americans. He extended Social Security to include 10 million more people. He also added unemployment insurance to help 4 million others. Public housing received additional funding. The minimum wage was raised from $0.75 to $1.00 in 1955.

The Department of Health, Education, and Welfare (HEW) was created in 1953. The first secretary of the department was a woman named Oveta Culp Hobby. She was the second woman ever to hold a Cabinet position.

2. What was Eisenhower’s approach to domestic policy?

Eisenhower and the Cold War (pages 816–817)

The Soviets successfully launched Sputnik into space. It was the world’s first artificial satellite. They launched a second satellite within a month. Sputnik made many Americans fearful that the United States was falling behind the Soviets in science and technology. Some worried that the Soviets could launch atomic weapons from space. When the United States tried to launch Vanguard, their own space satellite, it blew up a few feet off the launching pad. It was an embarrassing flop.

The Cold War between the United States and the Soviet Union controlled American foreign policy during the 1950s. Eisenhower opposed the spread of communism, but also wanted to avoid war if possible. Secretary of State John Foster Dulles proposed a new policy. It was bolder than Truman’s containment policy. The new policy proposed massive retaliation, or immediate nuclear attack, should the Soviets attack any nation. The Soviets had to be pushed to the brink of a war before they would agree to do anything.
The Eisenhower administration reduced the size of the army and the supply of nonnuclear, or conventional, weapons. By relying on nuclear weapons, Truman could cut the military budget. However, the government was forced to increase the military budget because of the nuclear arms race. Because each nation wanted the strongest military, both built more and more weapons. Each country wanted to have more weapons than the other. They built hydrogen bombs, nuclear bombs more powerful and destructive than atomic bombs. Guided missiles were built that could deliver nuclear warheads. The intermediate-range ballistic missile (IRBM) could hit targets 1,500 miles away. The intercontinental ballistic missile (ICBM) could hit a target thousands of miles away. Both superpowers had created weapons that could destroy any country.

Because the Soviets had weapons capable of mass destruction, Americans prepared for a possible nuclear attack. The government established the Civil Defense Administration to teach people what to do during an attack. They provided information through radio, television, and pamphlets. Air-raid drills in schools and air-raid shelters in basements or backyards became commonplace.

The United States created the National Aeronautics and Space Administration (NASA) after the Soviets launched Sputnik. The United States provided federal funds to create an American space program. It also provided funds for science and technology education in schools. The Explorer satellite was launched successfully in January 1958. The United States began to pull ahead of the Soviets in the area of space exploration. Project Mercury put the first astronaut in space.

3. What events fueled the rivalry between the United States and the Soviet Union?

- **Foreign Policy Challenges (pages 818–820)**

The United States and the Soviets realized that both nations were capable of serious destruction. Both wanted to avoid war. In the Middle East, Arab states attacked the newly founded country of Israel in 1948. The United States took Israel’s side and the Soviets backed the Arab states. Both superpowers managed to stay out of the conflict directly.

In 1956 Egyptian president Gamal Abdel Nasser seized the Suez Canal from British control. Great Britain and France were worried that shipments of oil between the Middle East and Western Europe would be cut off. They invaded Egypt with the help of Israel. The United States sponsored a United Nations resolution that asked Britain and France to withdraw from Egypt. The Soviet Union threatened to attack French and British cities. The three countries withdrew their forces from Egypt. United Nations troops patrolled the Egypt-Israeli border in order to maintain peace.
In October 1956 there were demonstrations in Budapest, Hungary. Students and workers wanted to see changes in the government. There were strikes and riots across the country. Soviet troops moved in to stop the revolt. The new government demanded withdrawal of the Soviets from Hungary. Hungary asked the United States for help. Eisenhower helped Hungarian refugees and made it clear that the Soviet involvement was not acceptable. However, he did not approve American military intervention.

France was fighting the Vietminh in its former colony of Vietnam in the 1950s. The Vietminh were nationalist rebels led by the Communist Ho Chi Minh. The United States supported the French efforts by providing billions of dollars in military aid. The French were trapped, and clearly losing the battle. France asked for the help of American forces but Eisenhower refused to send in American troops. The French were forced to surrender in May.

French and Vietminh representatives signed a cease-fire agreement in Geneva, Switzerland. Under the terms of the agreement, known as the Geneva Accords, Vietnam was temporarily divided into North and South Vietnam. The agreement permitted the Vietminh to control the North, and friendlier forces to control the South. All French forces were withdrawn. Free elections were to be held in 1956.

In order to keep South Vietnam from becoming a Communist nation, the United States supported its anti-Communist government. President Eisenhower believed in the domino theory—that if one country fell to communism, others might also fall. The Southeast Asia Treaty Organization (SEATO) was formed to defend against Communist attacks. The countries that joined agreed to mount a joint attack on any Communist country that attacked any of the members. The alliance included the United States, Great Britain, France, New Zealand, Australia, the Philippines, Pakistan, and Thailand.

In 1954 American leaders felt Guatemala was leaning toward communism. The Central Intelligence Agency (CIA) of the United States helped overthrow the Guatemalan government. American citizens opposed involvement in Guatemala. Anti-American feelings began to hurt relationships with Latin American countries.

In 1959 rebel leader Fidel Castro overthrew dictator Fulgencio Batista in Cuba. At first the United States supported Castro’s promises of a Cuban democracy. Then Castro took control of foreign-owned property. His government formed a relationship with the Soviet Union and became a dictatorship. This led President Eisenhower to cut off diplomatic relations with Cuba in 1961. Anti-American feelings were part of the Cuban revolutionary movement. There have been tensions between Cuba and the United States ever since.
Nikita Khrushchev became the Soviet leader after Joseph Stalin died in 1953. By the mid-1950s both the Soviet Union and the United States wanted to improve the relationship between the two countries. They wanted to reduce the tension caused by the Cold War. A *summit*, or meeting of government leaders, was held in Geneva, Switzerland, in July 1955. President Eisenhower, NATO leaders, and Soviet leaders attended the summit. They talked about reuniting Germany and reducing the weapons owned by each country. The friendly meeting resulted in hopes for peace. No agreements were made, but a policy of *peaceful coexistence* emerged. Under this policy, the superpowers could continue to compete with one another but avoid war. Another summit was planned for 1960 in France.

Khrushchev suggested that he and Eisenhower visit each other’s countries. Khrushchev visited the United States for 10 days. Eisenhower hoped they could reach agreements on controlling the manufacture of weapons and ban nuclear testing. Then in May 1960, before the Paris summit, the Soviets shot down an American U-2 plane and captured Francis Gary Powers, the pilot. Americans had flown U-2s, high-altitude spy planes, over Soviet territory for years. The U-2s photographed Soviet military bases and nuclear sites. Khrushchev was upset that Americans had invaded Soviet airspace.

The Paris summit began, but the mood was tense. Khrushchev expressed his anger regarding the American spy flights. The summit ended the next day. The Cold War continued.

Before leaving office, Eisenhower warned Americans of the dangers of a strong military influence. The military budget had increased rapidly. Businesses and military leaders developed partnerships to fund bigger and more expensive weapons. The military-industrial complex, or military-business alliance, fueled the arms race. Eisenhower was a former army general, yet he feared that increased military power would hurt the freedom and democracy of the United States.

4. What policy prevented either superpower from using their weapons of mass destruction?
For use with textbook pages 821–826

1950s PROSPERITY

KEY TERMS

- **productivity**: Ability to produce more goods with the same amount of labor (page 822)
- **standard of living**: Measure of people’s overall wealth and quality of life (page 822)
- **affluence**: Wealth (page 822)
- **baby boom**: Nation’s soaring birthrate during the 1950s (page 822)

DRAWING FROM EXPERIENCE

Do you live in a city, suburb, or rural part of the country? Why do you think many Americans left the cities and moved to the suburbs? What factors made this change in lifestyle possible? What are some of the benefits and problems of living in each type of environment?

In the last section, you read about how the United States competed with the Soviet Union militarily and in space. This section focuses on the changes that resulted from great economic growth during the 1950s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the social and cultural life of Americans changed because of economic growth.

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**Changes in American Culture and Society in the 1950s**
• A Booming Economy (pages 821–822)

Experts wrongly predicted that the American economy would level off or get worse after the war. Instead the economy grew. Goods and services produced in the United States increased by 250 percent during the 15 years following World War II. The increases were due in part to military spending during the Korean War and government programs. Federal funds were spent on low-income housing, schools, welfare programs, highways, and benefits for veterans. New technologies and production methods in business, industry, and agriculture also helped the economy grow. Americans were able to produce more goods with the same amount of labor. This increased productivity helped the economy grow. More money was spent on research and educating and training scientists, engineers, and technicians.

In the 1950s the computer was invented. The early computer was huge, filling whole rooms and weighing tons. The military and government used early computers. Large corporations also began to see the benefits of using these massive computers. International Business Machines (IBM) was the leader in the field of computer technology.

By the end of the 1950s, the American standard of living, or overall financial stability and quality of life, was the highest in the world. The standard of living was high because of the economic growth during this time. The government was able to avoid serious recessions, or declines in the economy.

1. What factors led to the economic growth that followed World War II?

• A Changing Nation (pages 822–826)

The population of the United States increased 20 percent during the 1950s. This baby boom was the result of the strong economy, higher incomes, better nutrition and health care, and medical prevention of childhood diseases. Affluence, or wealth, enabled families to afford more children. The Depression and the war were over.

The baby boom resulted in more mothers choosing to stay home to care for their children. Many women left their jobs. There was an increased demand for baby products and services. The educational system saw sharp increases in enrollment as children reached school age.
The suburbs accounted for 75 percent of all new home construction during the 1950s. Suburbs were residential areas surrounding cities. Mass-produced housing was introduced by William Levitt. Levitt had built housing for the navy. He used his knowledge to build houses that were precut and preassembled in factories. The parts were put together at the building site. His first suburban development on Long Island, New York, was called Levittown. He built 17,000 identical houses in Levittown in 1947. Other builders adopted some of Levitt’s techniques. A building boom began.

People enjoyed the affordable homes. They enjoyed more privacy, fewer urban problems, room for cars, and the sense of community of the suburbs. People of similar backgrounds chose to live together in these new communities. Middle-class minorities were often unable to buy homes in many suburbs because of discrimination.

Cars were a necessity in the suburbs. Families needed cars to go to work and to shop. New highways were built. The suburbs spread farther outside of the cities they surrounded. Drive-in businesses sprang up around the country. People could eat fast food, watch a movie, and do banking without getting out of their cars. Suburbs created a “car culture.” The first jet-powered aircraft was developed in the 1950s. More people began to travel by plane, rather than trains or ships, when they needed to travel far distances.

The demand for consumer goods increased during this time. People had more money to spend. Credit cards, charge accounts, and payment plans created a larger demand for more goods and services. Many new products became available. People were encouraged to buy these new products through increased advertising. Car manufacturers began competing with each other by introducing new models every year. Television sets became commonplace in American homes.

Advertising and marketing promoted consumer fads and crazes. Hula hoops, poodle skirts, crew cuts, and pizza were a few of the popular fads during the 1950s. Radio and television programs, billboards, and television commercials also spread religious messages.

Society after World War II centered around the family. Television programs viewed by millions of Americans helped form expectations for their own lives. Popular family television shows included The Mickey Mouse Club, Howdy Doody, American Bandstand, I Love Lucy, Leave It to Beaver, and Father Knows Best. These shows reflected white, middle-class values. Television shows led to the demand for new consumer goods based on the shows. Companies began sponsoring television programs.
Rock ’n’ roll music became popular with teenagers during the 1950s. Bill Haley and the Comets had one of the first hit rock songs called *Rock Around the Clock*. Elvis Presley became a teenage idol in 1956. He copied the style of African American performers such as Chuck Berry and Little Richard. Many teenagers imitated his look and style. Attitudes between older and younger age groups toward music and popular culture began to differ. The differences became known as the generation gap.

2. In what ways did American life change in the 1950s?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PROBLEMS IN A TIME OF PLENTY

Have you ever wondered what people did when machinery replaced the jobs they once performed? Were they able to find new jobs? Did they have to learn new skills?

In the last section, you read about how American life changed because of the economic growth of the 1950s. This section focuses on the rural and urban poor who did not enjoy the prosperity of the 1950s.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the causes of poverty that kept many Americans from sharing in the prosperity of the 1950s.

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Effect
Poverty

KEY TERMS

- **ghetto**: Neighborhoods inhabited mainly by poor minority groups (page 830)
- **automation**: Producing goods using mechanical and electronic devices (page 830)
- **materialism**: Focus on obtaining money and possessions rather than an interest in spiritual matters (page 830)
READ TO LEARN

- **Poverty** *(pages 828–830)*

  Twenty percent of Americans lived in poverty during the 1950s. Farmers' incomes decreased because of large crop surpluses. Prices of farm products dropped. Large businesses bought huge areas of farmland. These companies were able to invest money in new machines and chemicals. The companies produced enough crops to sell in the United States and export to other countries. Small farms could not compete with them, causing some small farmers to struggle. Others sold their farms and moved to cities looking for work.

  In the South, machines that picked cotton replaced African American sharecroppers and tenant farmers. The demand for cotton decreased as new synthetic, or human-made, materials were developed. Farm workers lost their jobs, and farmers lost their land. Mexican American and Asian American migrant workers in the West and Southwest worked long hours for low pay. They lived in unsatisfactory conditions. Rural mountain people living along the Appalachian Mountains lost their jobs when the coal industry declined. Without jobs many people lived in desperate poverty.

  Many middle-class Americans and businesses moved out of the cities. Poor people stayed in the cities. African Americans and Hispanics moved to the cities from the South, Southwest, and West, looking for jobs. The migration to the cities between 1940 and 1960 contributed to the “white flight”—whites moving out of the cities and into the suburbs. White departure from the city left minority groups in poor, run-down neighborhoods called **ghettos**.

  Cities faced many problems caused by the flight of whites and businesses to the suburbs. There were fewer jobs available. The populations decreased. Taxes collected did not cover the cost of public transportation, police protection, and other public services. Factories and industries that stayed in the cities used mechanical and electronic machinery to do the work people once performed. This **automation** of factories reduced the number of workers needed.

  Poor people living in cities faced discrimination in employment, housing, and education. They found it difficult to improve their lives. Inner city youth felt hopeless, and some turned to crime into violence.

1. Why were 20 percent of Americans living in poverty in the 1950s?
Some people were opposed to the changes in American society. They worried about the loss of individuality. They opposed the value placed on acquiring money and possessions, known as materialism. Many writers criticized the changes in society. Middle-class and wealthy Americans were criticized for ignoring the hardships faced by the poor in America.

The harshest critics were writers known as the Beats. The term was coined in 1948 by novelist Jack Kerouac. It meant “weariness with all forms of the modern industrial state.” The Beats rebelled against American culture. They condemned society for its conformity, faith in technology, and materialism. Some young Americans read books written by Beat writers and were influenced by their rebellious but secluded nature.

Throughout American history, the ideal woman was supposed to be a perfect wife and mother. The image of the suburban housewife was thought to be the answer for a full and happy life. This perfect image began to crack. Betty Friedan wrote about the frustration and unhappiness of many suburban housewives in her book The Feminine Mystique.

In the 1950s, African Americans fought for civil rights such as freedom, equality, and desegregation. They were tired of being treated as second-class citizens. The Supreme Court declared racial segregation in public schools unconstitutional (Brown v. Board of Education, 1954). A successful bus boycott took place in Montgomery, Alabama. African Americans refused to ride buses, causing bus companies to lose a lot of money. African Americans were tired of having to sit in the back of the bus or to give up their seats to white people. President Eisenhower sent federal troops to enforce a court order to integrate a high school in Little Rock, Arkansas. These events led to the civil rights movement of the 1960s.

2. What aspects of American culture were groups opposed to in the 1950s?
For use with textbook pages 838–842

THE CIVIL RIGHTS MOVEMENT

DRAWING FROM EXPERIENCE

Have you ever resisted following rules you thought were wrong? What was the unfair rule? Why did it seem unfair? Did others support you? Did you resist the rule without violence? What was the end result?

This section focuses on how the civil rights movement began.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the effect seven-year-old Linda Brown had on the civil rights movement.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tr>
<td>Seven-year-old Linda Brown is not allowed to attend the school for white children near her home.</td>
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KEY TERMS

- segregation: Separation of people of different races (page 838)
- integrate: To bring races together (page 840)
- boycott: Refusal to use a product or service (page 841)
- civil disobedience: Refusal to obey laws that are considered unjust (page 842)
Equality in Education (pages 838–840)

By the 1950s many African Americans wanted equal standing in American society. They had been living with segregation, the separation of people of different races. The National Association for the Advancement of Colored People (NAACP) had been working against legal segregation for many years. The NAACP was looking for a way to challenge school segregation. The Supreme Court had already ruled that public areas could be “separate but equal.” Thurgood Marshall, chief lawyer for the NAACP, chose to challenge this ruling.

Marshall’s case was based on seven-year-old Linda Brown, an African American who lived a few blocks from a white school. Her family sued the school district for not allowing Linda to attend this neighborhood school and lost. Thurgood Marshall took the case and appealed to the Supreme Court. Marshall argued that the segregated schools were not equal at all. All nine justices on the Supreme Court ruled that it was unconstitutional to separate schoolchildren by race. This decision reversed the Court’s earlier decision. The Supreme Court also said that schools must integrate, or bring races together, in public schools. The integration was to happen as quickly as possible. Some schools did integrate quickly. However, some leaders in the South were determined to keep African American children from attending the white schools.

Resistance was strong in Arkansas. The governor was against integration. He used the state’s National Guard to stop African Americans from entering Central High School in Little Rock. Nine African American students were turned away at the front of the school by armed guards. President Eisenhower felt he had to force the school to integrate. He warned the governor that he would use federal troops if necessary. A federal judge ruled that the governor had broken a federal law. The governor finally removed his National Guard and allowed the integration. The nine African American students were protected by federal troops as they entered the school.

1. How did the governor of Arkansas try to prevent integration?
In 1955 Rosa Parks got on a bus in Montgomery, Alabama. She took a seat in the section meant for only white passengers. The bus driver told Parks to move to the back of the bus when the white passengers boarded the bus. Parks refused and police removed her from the bus. She was arrested and fined. The African Americans in Montgomery responded by boycotting, or refusing to use, the city buses. Most of the riders on the bus were African American. The bus company lost money due to the boycott.

Martin Luther King, Jr., was a young Baptist minister. He was not well-known at the time. He made a speech that motivated the African American protesters even more. People found other sources of transportation. Some hitchhiked, walked, or rode bikes to school or work. King organized car pools for others to get around.

The bus boycott lasted over a year. The bus company lost thousands of dollars and businesses in the downtown area suffered. The Supreme Court ruled that the law allowing segregation on a city bus was unconstitutional. This ended the bus boycott.

Martin Luther King, Jr., became a leader in the movement for civil rights. Famous Indian leader Mohandas Gandhi influenced King’s nonviolent approach. India had struggled to gain independence from Great Britain. Gandhi had used civil disobedience, or the refusal to obey laws that are considered unjust, against the British. King used the same methods to gain civil rights for African Americans in the United States. King and other ministers started an organization called the Southern Christian Leadership Conference (SCLC). The SCLC encouraged nonviolent protest, and taught protesters how to protect themselves from attacks. The SCLC selected where and why protests should be held. The group discussed how to organize people for support, preparing African Americans for the struggle ahead.

2. Who influenced Martin Luther King, Jr., to use nonviolent protests? How?
KENNEDY AND JOHNSON

KEY TERMS

- **poverty line**: Minimum income needed to survive (page 847)
- **Medicare**: Government program that helped pay for medical care for senior citizens (page 847)
- **Medicaid**: Government program that helped poor people pay their hospital bills (page 847)

DRAWING FROM EXPERIENCE

Have you ever watched a presidential debate? Did you favor one of the candidates? Why? Was your opinion based on the candidate’s responses in the debate or on the general impression that candidate projected?

In the last section, you read about how fighting segregation began the civil rights movement. This section focuses on the programs proposed by President Kennedy and by President Johnson, after Kennedy’s death.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how President Johnson’s Great Society created programs that improved education, city development, and health care.

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<thead>
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<th>Johnson’s Great Society</th>
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<tr>
<td><strong>Education</strong></td>
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READ TO LEARN

• **Election of 1960** *(pages 844–845)*

  The election of 1960 set Republican Vice President Richard M. Nixon against Democrat John F. Kennedy. Nixon promised to continue in the path of President Eisenhower. Kennedy promised programs that would “get the country moving again.” For most of the campaign, Nixon was in the lead. Some people were uncomfortable with Kennedy because he was Roman Catholic. They thought his religious beliefs would affect the country, even though Kennedy believed in the separation of church and state.

  Kennedy had come from a very wealthy and powerful family. He had joined the United States Navy in World War II. As commander, Kennedy saved the life of a shipmate after their boat had been torpedoed. The heroic rescue gained him attention. Kennedy was elected to Congress and later became a Massachusetts senator.

  Kennedy gained the confidence of the country during the presidential debates. Nixon and Kennedy held the first debate to be shown on television. Nixon had been ill, and looked tired and sick during the debate. Kennedy, however, appeared young, healthy, and handsome. Kennedy won the election by a small margin.

  1. How did the televised presidential debates help Kennedy win the presidency?

• **The New Frontier** *(page 846)*

  John F. Kennedy became the thirty-fifth president of the United States. He promised energy and determination to meet the problems facing the country. Kennedy created a pack of proposals for Congress to approve, called the New Frontier. The proposals called for more government spending to improve social programs. Kennedy wanted funds for education and job programs. Congress did not pass most of the bills, thinking they were too expensive and unproven. Then Kennedy introduced a civil rights bill. He worried about angering the Southern Democrats. The bill passed in the House, but failed in the Senate.

  In November 1963, President Kennedy was in Dallas with Jacqueline, his wife. They were riding in an open car when President Kennedy was shot. He died soon after. Vice President Lyndon B. Johnson was quickly sworn into office as president. The news of Kennedy’s death shocked the country.
Lee Harvey Oswald was arrested and charged with shooting the president. Two days later, as Oswald was being transferred from one jail to another, Jack Ruby shot him.

Many people thought Kennedy had been assassinated by a group of enemies. President Johnson called for Earl Warren, the chief justice, to lead a commission to investigate the shooting. The Warren Commission declared that Oswald had worked alone. However, some people still suspect a conspiracy.

2. What was President Kennedy’s New Frontier?

• The “Great Society” (page 847)

President Johnson created more programs for Congress than Kennedy’s New Frontier. He called his proposals the “Great Society.” Johnson declared war on poverty in America. His new programs focused on giving help to those who lived below the poverty line, the minimum income needed to survive. His experience in Congress helped him convince Congress to approve the following programs.

1. Head Start—provided preschool for children from poor families
2. Upward Bound—allowed poor students to go to college
3. Job Corps—provided training for those who wanted to work
4. Volunteers in Service to America (VISTA)—assigned volunteers to work in poor neighborhoods
5. **Medicare**—helped senior citizens pay for medical care
6. **Medicaid**—helped poor people pay their hospital bills

Other programs in the Great Society included the Department of Housing and Urban Development (HUD). This program supported housing projects for the public. Johnson also started Model Cities, which provided funds to help rebuild cities. Johnson was able to increase spending for education with the Elementary and Secondary Education Act of 1965. When Johnson took office, he was determined to pass the civil rights bill. It was the same bill that President Kennedy had created. Congress passed the Civil Rights Act of 1964, making it illegal to discriminate by race, gender, religion, or national origin. African Americans gained equal rights in employment, voting, and public services.

3. Which of Kennedy’s bills did President Johnson get passed?
Have you ever wanted something badly but found it difficult to wait for it? Was there anything you could do to achieve this goal sooner? What did you do? Did it work? Do you think you should have pushed for this goal or waited for it with more patience?

In the last section, you read about the reforms created by President Kennedy and President Johnson. This section focuses on the African American organizations and their methods of reform for civil rights.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how different leaders or groups used different methods to protest for their rights.

<table>
<thead>
<tr>
<th>Leader or Group</th>
<th>Type of Protest</th>
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<tbody>
<tr>
<td>Ella Baker</td>
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<tr>
<td>CORE</td>
<td></td>
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<tr>
<td>Martin Luther King, Jr.</td>
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<tr>
<td>Black Panthers</td>
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</table>
• The Movement Grows (pages 848–852)

In the 1960s the civil rights movement affected the whole country, but focused on the South first. Activists fought the segregation there. Many college students became involved in protests, holding sit-ins. A sit-in is the act of protesting by sitting down. The sit-ins were usually staged against stores that continued to segregate. The sit-ins led to a new organization called the Student Nonviolent Coordinating Committee (SNCC). An activist named Ella Baker led this group.

In 1960 the Supreme Court ruled against segregation on public buses. A group called the Congress of Racial Equality (CORE) wanted to see if the new law was being followed. The CORE members went to New Orleans on two buses, calling themselves the Freedom Riders. Throughout Alabama, the Freedom Riders were met with anger and violence. The violence did not continue as the Freedom Riders entered Mississippi, because police, state troopers, and the National Guard protected the peace. The Freedom Riders tried to use a whites-only waiting room at a bus station and were arrested for trespassing. The Interstate Commerce Commission created new regulations that stopped segregation on interstate buses, or buses that crossed state lines. The Commission also stopped segregation in bus stations.

In 1962 the governor of Mississippi tried to prevent an African American student, James Meredith, from registering for classes at the University of Mississippi. President Kennedy sent federal marshals to escort Meredith onto campus. A riot started and two people were killed. Meredith did manage to register for classes. Federal troops stayed on campus to protect Meredith until he graduated the next year. In a similar situation, the governor of Alabama tried to stop African American students from entering the University of Alabama. President Kennedy sent the Alabama National Guard to protect the students entry into the university. The governor backed down.

The SCLC selected Birmingham, Alabama, for a desegregation protest, during which many protesters were arrested. The nation saw unarmed demonstrators being attacked by police on national television. Later in Jackson, Mississippi, one of the leaders of the state NAACP, Medgar Evers, was murdered. Kennedy spoke to the nation about the moral issue facing the nation. He introduced a bill to give all Americans the right to be served in public places. The bill also tried to end discrimination in getting jobs. In support of this bill, Martin Luther King, Jr., and the SCLC planned a march in Washington, D.C. Thousands of police officers were ready to address possible trouble, which did not happen. There was a massive, peaceful march. King spoke to the crowd, saying that his dream was for all people to be treated equally one day. King’s speech became famous. The civil rights bill was eventually passed. The Civil Rights Act of 1964 outlawed discrimination in hiring and stopped segregation in public places.
Many states had laws that prevented African Americans from voting. During Freedom Summer, civil rights workers traveled through the South helping African Americans register to vote. The workers met strong opposition. The violence against the protesters continued. President Johnson signed the Voting Rights Act of 1965. The act gave the federal government the power to force local officials to allow African Americans to register to vote.

1. Who were the Freedom Riders?

• Other Voices (pages 852–853)

Some African Americans tired of waiting for change and grew angrier over the attacks by white people. Soon new African American leaders surfaced.

Malcolm X was a leader of the Nation of Islam, or the Black Muslims. At first, Malcolm X supported the separation of African Americans from white society, not integration. He believed that was the only way to get justice. Malcolm X’s ideas began to shift over time. He decided his goal should be to establish a society of black and white brotherhood. A rival group soon killed Malcolm X.

Another leader, Stokely Carmichael, was a member of the SNCC. He promoted the idea of Black Power, believing that African Americans should create their own political and cultural institutions. He was looking for a complete change in society. The NAACP rejected Carmichael’s views, but the Black Power philosophy still influenced the civil rights movement.

The Black Panther Party began in Oakland, California. The goal of this group was to protect African Americans from brutal police attacks. The Panthers demanded change and armed themselves against police. The tension grew.

A week of rioting broke out in the Watts section of Los Angeles. Much property was burned to the ground, and 34 people were killed. The National Guard was called in to end the violence. The Watts riot was the first of a series between 1965 and 1967. Rioting happened in San Francisco, Chicago, and Cleveland. A riot in New Jersey ended with the deaths of 26 people. Detroit had to be shut down until order could be restored.
President Johnson ordered a commission to study the cause of the uprisings. The Kerner Commission reported that the nation was being divided into two separate societies. As the riots were ending, someone shot and killed Martin Luther King, Jr., in April 1968. His assassination caused rioting in over 100 cities. Thousands of people attended his funeral in Atlanta. Millions grieved the death of this powerful American leader.

2. What was the goal of the Black Panther Party?
OTHER GROUPS SEEK RIGHTS

**KEY TERMS**

- **feminists**: Activists for women’s rights (page 857)
- **Hispanics**: People who have come from, or are descended from, the countries of Latin America and Spain (page 858)

**DRAWING FROM EXPERIENCE**

Do you think there are some jobs that only women should do? Are there jobs that should be reserved for just men? Do you know people who are successful in jobs traditionally held by the opposite gender?

In the last section, you read about African American groups that promoted change for African Americans. This section focuses on other groups that also sought equal rights under the law.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about the various organizations that were formed to meet the goals of the different groups.

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<td>AIM</td>
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**Women’s Rights (pages 856–857)**

In 1961 President Kennedy ordered the Commission on the Status of Women. The commission reported that women were paid less for doing the same job as men. Kennedy persuaded Congress to pass the Equal Pay Act. This act made it illegal for employers to pay a woman less for doing the same job as a man.

Betty Friedan wrote the book *The Feminine Mystique*. She told how women felt frustrated that they were not supported in the workplace. Friedan and other feminists, or activists for women’s rights, started the National Organization for Women (NOW).

NOW started a push for an Equal Rights Amendment (ERA) to the Constitution. The amendment stated that equal rights would not be withheld in any state because of one’s gender. Opponents warned that the ERA would break the traditional roles in society and lead to the fall of the family. Other opponents thought the Constitution already provided for equality for women. In the end, not enough states supported the amendment to create a new law.

Women continued to make progress. In 1972 the federal government outlawed discrimination against women in educational programs receiving federal funds. More job opportunities were open to women. Higher-level positions were finally available to women. All-male colleges and universities started to allow women. More women entered the fields of medicine and law. Women also gained positions to political offices. Several women won seats in Congress. In 1981 Sandra Day O’Connor became the first female justice to serve on the Supreme Court.

1. What were the results of Kennedy’s Commission on the Status of Women?

**Hispanic Americans (pages 858–859)**

The Hispanic population grew quickly in the 1960s. A Hispanic American is a person who comes from or is descended from the people of Latin America or Spain. Although many Hispanics speak Spanish, the history of the various groups is very different.

The largest Hispanic group in the United States comes from Mexico. They sought rights for the Mexican American migrant farmworkers. This group of workers supplied a large part of the nation’s food. Migrant farmworkers worked hard from morning until night for little money. When one job ended, they would travel to find more work.
César Chávez became the leader for thousands of farmworkers. He formed a union to get better pay and working conditions. The union was called the United Farm Workers (UFW). The union went on strike and encouraged people not to buy grapes, lettuce, and other farm products. This action led to shorter workdays and better pay.

Other Hispanic groups formed. La Raza Unida was an organization that worked to elect Hispanics to government positions. The League of United Latin American Citizens (LULAC) won court cases to have Hispanic Americans serve on juries. They also won the right to send their children to white schools.

Puerto Ricans are another major Hispanic group. Puerto Rico is a commonwealth of the United States. Herman Badillo was the first Puerto Rican to be elected to Congress in 1970. He later served as New York City’s deputy mayor. Roberto Clemente was a great Puerto Rican baseball player. He died in a 1972 plane crash while delivering relief supplies to Nicaragua after an earthquake. Many Puerto Ricans faced discrimination in the workplace. They either had trouble finding work or worked for low pay. New York City is home to many Puerto Ricans.

Cuba began a Communist government in 1959 under Fidel Castro. Many Cubans did not want to live under Castro’s rule and came to the United States, settling in south Florida.

2. Why did many Cubans come to the United States?

- **Native Americans** (*pages 859–860*)

  In the 1950s the government encouraged Native Americans to leave their reservations, believing that Native Americans would find better living conditions in the cities. However, many Native Americans could not find work. At least one-third of Native Americans lived in poverty and many were malnourished. Their life spans were expected to be much shorter than those of other groups.

  Native Americans organized to fight these problems. They looked for political strength and a separation from the American government. Native Americans tried to stress their own history, language, and culture to their children. The National Congress of American Indians (NCAI) wanted more control over Native American affairs.

  Congress passed the Indian Civil Rights Act of 1968, which protected the rights of Native Americans. The Act also allowed Native Americans to create their own laws on reservations. The Supreme Court supported the independence of the tribal governments.
The American Indian Movement (AIM) started in 1968. The group worked for equal rights and better living conditions. Members of AIM took over Alcatraz Island, wanting it to become a cultural center. United States marshals removed the group by force in 1971. In Washington, D.C., AIM members demanded the land and rights promised to Native Americans in previous treaties. Later AIM took over the town of Wounded Knee, South Dakota. The group threatened to stay until the government agreed to change. AIM also wanted investigations into the treatment of Native Americans. The AIM efforts brought national attention to the challenges of the Native Americans.

3. What was the goal of the American Indian Movement?

• Americans With Disabilities (page 860)

In the 1960s and the 1970s, equal treatment was also sought for people with physical disabilities. One law said that all barriers must be removed from public places, another provided more job opportunities for disabled people, and another stated that children with disabilities should get equal chances in education. These changes increased the roles that disabled people played in society.

4. What laws were created for people with disabilities?
KENNEDY’S FOREIGN POLICY

KEY TERMS

- **guerrilla warfare**  Fighting by small bands using tactics such as sudden ambushes (page 867)
- **flexible response**  Use of special military units trained to fight guerrilla wars (page 867)
- **executive order**  Rule issued by the chief executive (page 867)
- **exile**  Person forced from his or her home (page 868)
- **blockade**  Close off (page 869)
- **hot line**  Direct telephone link between Moscow and Washington (page 870)

DRAWING FROM EXPERIENCE

What do you know about early space exploration? Who was the first American astronaut in space? Who was the first astronaut to land on the moon? What famous quote was made when a man first stepped on the moon?

This section focuses on the crises faced by the Kennedy administration in Cuba and Berlin.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the Soviet threats in Berlin and Cuba.

Soviet Threats

[Chart with five empty ellipses branching off from the central node labeled “Soviet Threats”]
READ TO LEARN

• New Directions (pages 866–867)

President John F. Kennedy tried new approaches, yet continued the anti-Communist foreign policy started by presidents Truman and Eisenhower. Kennedy increased funding for nuclear weapons. At the same time, he tried to persuade the Soviet Union to ban nuclear testing. America’s ability to respond to overseas threats improved.

Communist groups tried to take over their governments in different parts of the world. They received help from the Soviet Union. These groups used guerrilla warfare, surprise attacks by small groups. Special American military units were trained to fight guerrilla wars under a plan called flexible response. These special forces included the Green Berets. Special forces were prepared to fight guerrilla wars anywhere in the world.

In countries such as Latin America, Asia, and Africa where people were very poor, promises of communism offered hope to the people. Kennedy believed that the way to fight the spread of communism was to provide help to poverty-stricken countries. He created the Peace Corps in March 1961, by executive order, which is a rule declared by the president. By 1963 about 5,000 volunteers worked in more than 40 countries as teachers, health workers, and advisers in farming, industry, and government. The Alliance for Progress, a 10-year plan to assist Latin America’s growth, was proposed by President Kennedy. He promised to help free people and free governments fight poverty. By doing so, Kennedy hoped to prevent the spread of communism.

1. What new approaches did President Kennedy use to stop the spread of communism?

• Cold War Confrontations (pages 867–869)

A foreign policy crisis erupted in Cuba shortly after Kennedy became president. The United States and the Soviet Union also had a dispute in Europe. In 1959 Fidel Castro became the leader of Cuba by force. The Soviet Union and Cuba formed an alliance, or relationship. This alliance threatened the United States because Cuba is only 90 miles south of Florida. The Central Intelligence Agency (CIA) under the Eisenhower administration created a plan to overthrow Castro.
Kennedy took the advice of military advisers, and the CIA and carried through with the plan to overthrow Castro, even though he had his doubts. The CIA trained Cuban exiles who were forced from their homes and settled in the United States. The United States sent the specially trained Cuban refugees into Cuba in April 1961 to try to overthrow Castro. They landed in southern Cuba at the Bay of Pigs. Many mistakes were made. Kennedy would not allow American air support. Cuban troops defeated the Cuban exiles and the survivors were taken prisoner. The Bay of Pigs disaster caused Latin American countries to distrust Kennedy. The Soviets viewed Kennedy as a weak leader. Kennedy lost trust in his military advisers and the CIA. President Kennedy took the blame for the embarrassing failure.

The Allies had still not settled the situation in Germany 16 years after World War II. West Germany became independent in 1949. East Germany was still under Soviet control. Berlin, in the center of East Germany, was still divided between the Soviets and American, British, and French troops. Many people from East Berlin fled to West Berlin to escape poverty and to find freedom. Soviet Premier Khrushchev talked to President Kennedy at the June 1961 summit in Vienna, Austria. He said that the West had to move out of Berlin by the end of the year. Kennedy refused. The East German government closed the border between East and West Berlin in August with the help of the Soviets. A huge cement wall with barbed wire on top was built by the East German government along the border between East and West Berlin. This Berlin Wall closed off all communication between the two parts of the city. It became a symbol of Communist oppression.

2. Why did the United States send specially trained Cuban refugees to invade Cuba at the Bay of Pigs?

- The Cuban Missile Crisis (pages 869–870)

In mid-October 1962, an American spy plane took pictures of Soviets building launching sites for nuclear missiles in Cuba. Nuclear missiles launched from Cuba could hit the United States. Kennedy and his advisers met secretly to plan what they would do about the Cuban missile crisis. They discussed invading Cuba and bombing the missile sites. The missile sites were being finished more quickly than expected. President Kennedy told the American people on television that Soviets were secretly building up their supply of nuclear missiles in Cuba. The United States Navy closed off, or blockaded, Cuba. Kennedy promised to destroy any Soviet ship that attempted
to break through the blockade. He also promised that the United States would consider an attack on any country from bases in Cuba to be an attack on the United States. Kennedy warned that the United States would fire nuclear missiles at the Soviet Union if this happened. Khrushchev sent ships toward the blockade anyway. Some ships carried missiles.

The whole world waited nervously while the two largest world powers appeared headed for nuclear war. Two days after Kennedy’s warning, some Soviet ships turned around. Others kept going. The United States planned to attack Soviet missile sites in Cuba from the air. There were five days of tension as the world waited for a nuclear war. Then the Soviet ships turned back, and Soviet leaders agreed to remove their nuclear missiles from Cuba.

Wanting to avoid a nuclear disaster in the future, leaders from the United States and the Soviet Union worked on improving their relationship. A hot line, or direct telephone connection between Moscow and Washington, D.C., was established in the summer of 1963. Kennedy and Khrushchev were then able to speak with each other immediately in the event of a crisis. Both countries signed a treaty agreeing to ban nuclear testing on land or underwater.

The rivalry between the United States and the Soviet Union turned toward outer space. The Soviet Union started the space race with the launch of the first successful satellite, Sputnik, in 1957. Yuri Gagarin, a Soviet cosmonaut, orbited the earth in April 1961. The United States sent the first American, Alan Shepard, Jr., into space a month later. Kennedy challenged Americans to put a man on the moon and return him to Earth within the decade. Congress approved additional funding for the National Aeronautics and Space Administration (NASA). The launching facility in Florida was expanded. A control center was built in Houston, Texas. John Glenn became the first American to orbit the earth in 1962. In July 1969, the American Apollo Project spacecraft Eagle landed on the moon. Americans watched television in amazement as fellow American, Neil Armstrong, became the first person to step on the moon. Americans listened as Armstrong announced, “That’s one small step for man, one giant leap for mankind.” Ten more Americans landed on the moon before the Apollo Project ended in 1972.

3. How did American foreign policy change after the Cuban missile crisis?
WAR IN VIETNAM

KEY TERMS

Viet cong  Communists in South Vietnam who belonged to the National Liberation Front (NLF) (page 872)

domino theory  Eisenhower’s belief that when Communists take control in a country, other countries also fall to communism (page 873)

coup  When a government is overthrown by force (page 873)

escalate  To gradually increase (page 874)

search-and-destroy mission  To seek out enemy units and destroy them (page 875)

DRAWING FROM EXPERIENCE

Have you ever wondered how the United States became involved in the Vietnam War? Do you have any relatives who fought in Vietnam? Why was the war an unpopular one?

In the last section, you read about the crises in Berlin and Cuba. This section focuses on how the United States was drawn into the Vietnam War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States military involvement in Vietnam increased throughout the 1960s.
READ TO LEARN

- **The U.S. and Vietnam** *(pages 871–874)*

  The United States fought to stop the spread of communism in Vietnam in the 1960s. The conflict in Southeast Asia began in World War II when Japan seized the French colony of Indochina. Indochina included present-day Cambodia, Laos, and Vietnam. Ho Chi Minh, the leader of Communist forces in Vietnam, fought the Japanese. The Japanese surrendered at the end of World War II. Vietnam declared its independence. The French did not want to give up their colony because of the valuable resources—rubber, rice, and tin. This caused a long war that the French lost in 1954.

  A summit was held in Geneva, Switzerland, to try to reach a peace agreement. Diplomats from the United States, France, Great Britain, the Soviet Union, Communist China, and Vietnam participated in the summit. Neither the United States nor South Vietnam signed the agreement called the Geneva Accords. They were not against it, however. Under the terms of the Geneva Accords, Vietnam was temporarily divided. Non-Communist forces supported by the United States controlled South Vietnam. Ho Chi Minh’s Communist forces controlled North Vietnam. The agreement stated that national elections would be held in 1956 and Vietnam would be reunited. Americans let it be known that they would step in if North Vietnam attacked South Vietnam.

  The French-educated Vietnamese leader, Ngo Dinh Diem, became the leader of South Vietnam in 1955. Diem refused to hold elections in 1956. Americans supported him. Many Vietnamese were upset because Diem would not abide by the terms of the Geneva Accords and hold elections. He was also known for his brutal policies.

  Ho Chi Minh had supporters who stayed in South Vietnam after the country was divided. They challenged Diem’s control. Diem tried to destroy Communist power in the late 1950s. Communists in South Vietnam joined the National Liberation Front (NLF). They were also known as the Vietcong. The Vietcong, under orders from Ho Chi Minh, started a war against the Diem government in 1959.

  In 1955 the United States was the major foreign power in South Vietnam, replacing France. President Eisenhower was concerned that if one country in an area fell to the Communists, others would also. The **domino theory** controlled foreign policy in Vietnam for 20 years. Americans provided South Vietnam with billions of dollars in aid and a few hundred soldiers. The soldiers served as advisers to the army and government of South Vietnam. The Kennedy administration sent Green Berets, special forces trained in guerrilla warfare, to train South Vietnamese troops.
Diem refused Kennedy’s requests to make political and economic reforms, which enabled the spread of communism. Corrupt officials in South Vietnam kept much of America’s money instead of paying for schools and health clinics. Diem’s government took rights away from Buddhists and favored Catholics. Buddhists made up most of the population. Diem lost the support of the people in South Vietnam. Buddhists protested his government. Diem’s troops fired into crowds of protesters. In 1963 Buddhist monks set themselves on fire as a way of protesting Diem’s leadership. Newspapers and televisions carried the pictures around the world. The United States could no longer support Diem’s leadership.

The United States supported a group of South Vietnamese army officers, who later overthrew Diem’s government. Diem was assassinated in the coup, which was not supported by the United States. President Kennedy was assassinated the same month. Lyndon Johnson became president.

1. Why did the United States stop supporting the South Vietnamese leader, Ngo Dinh Diem?

The Conflict Deepens (pages 874–876)

Sixteen thousand troops were in South Vietnam serving as advisers at the time of Kennedy’s death. Secretary of Defense Robert McNamara went to South Vietnam to study the situation. He reported back to President Johnson. Johnson was told that the South Vietnamese could not defeat the Vietcong without increased American support. Johnson had his doubts. He was not sure increased support would make a difference, but he did not see how America could pull out of Vietnam. America became more involved.

In August 1964, North Vietnamese patrol boats allegedly attacked American ships in the Gulf of Tonkin near North Vietnam. Congress approved all necessary measures to fight armed attacks against the United States. Johnson was given authority under the Gulf of Tonkin Resolution to use American forces in Vietnam. Beginning in 1965, American involvement on land and in the air in Vietnam escalated, or increased gradually. United States Marines landed near Da Nang, South Vietnam, in March 1965. American forces in Vietnam increased from 180,000 by the end of 1965 to more than 500,000 by 1968. Operation Rolling Thunder was a powerful bombing campaign by American forces against North Vietnam from 1965 through 1968. More bombs were dropped on North Vietnam by Americans than were dropped on Germany, Italy, and Japan during World War II.
Fighting on the ground was difficult in Vietnam because of thick jungles, muddy trails, and swampy rice paddies. The South Vietnamese army was not very effective. In addition it was hard to tell who the enemies were. Vietcong guerrillas looked like the rest of the population. American troops tried to find and destroy Vietcong or North Vietnamese troops. The missions were called search-and-destroy missions. Air and ground troops coordinated their efforts. Ground patrols radioed the location of enemy units, and helicopter gunships fired on the enemy with cannons and machine guns.

Bombs were also dropped on parts of South Vietnam. Americans and South Vietnamese troops tried to drive the Vietcong out of the jungles. Napalm, which explodes and burns rapidly, was used to clear out the thick jungles. The North Vietnamese and the Vietcong shot napalm from devices that threw burning streams of liquids. Chemical herbicides, like Agent Orange, were sprayed to clear out forests and tall grasses. Agent Orange caused people to become seriously ill.

Nothing the Americans or South Vietnamese did slowed the enemy supply of troops and equipment. The North Vietnamese and Vietcong never ran out of troops, even though thousands were killed. The same areas had to be attacked again and again because new forces replaced those killed or wounded. American soldiers became frustrated. As the war continued, hopes of winning were dimmed. More and more Americans opposed the war as time dragged on. Many Americans were angry.

2. What factors made an American victory extremely difficult?
THE VIETNAM YEARS AT HOME

KEY TERMS

- **counterculture** Movement that rejected traditional American values (page 878)
- **deferment** Permission to not participate in the draft (page 878)
- **dove** Opponent of the Vietnam War (page 878)
- **hawk** Supporter of the Vietnam War (page 878)
- **credibility gap** Loss of trust of the Johnson administration (page 879)
- **silent majority** Quiet Americans who did not shout or demonstrate (page 882)

DRAWING FROM EXPERIENCE

Have you ever heard anyone talk about Americans’ reactions to the Vietnam War? After what you have read so far what is your opinion about the Vietnam War?

In the last section, you read about how America became involved in the Vietnam War. This section focuses on how and why Americans disagreed about what the United States’s role should be in Vietnam.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the candidates in the 1968 presidential election and their views on getting the country through the Vietnam years.

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<th>Name</th>
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READ TO LEARN

- **The Youth Protest** *(pages 877–878)*

  A new lifestyle developed for young people in the 1960s. This *counterculture*, a movement that rejected traditional American values, had a strong impact on American society. Most people in the counterculture movement opposed the war in Vietnam.

  Some Americans felt the draft was unfair. Draft boards could give people *deferments*, or permission to not participate in the draft for several reasons. Most deferments went to middle- and upper-class men. This meant that most people drafted were from poor or working-class backgrounds.

  Americans were divided over the Vietnam War. Prowar groups called *hawks* and antiwar groups called *doves* clashed in anger. Both groups thought President Johnson was handling the war poorly. Doves opposed American involvement in the war. Hawks believed the United States was not doing enough to win the war. President Johnson was losing the support of the American people.

  Opponents of the war held large demonstrations. In October 1967 more than 50,000 demonstrated in front of the Pentagon, the head of the Defense Department, in Washington, D.C. People across the nation protested the war. People in charge of protecting the president, the Secret Service, feared for the president’s safety. Johnson only appeared in public in front of supportive groups. The president encouraged Americans to discuss their concerns calmly. By 1968 many discussions turned into violence.

  1. What did the doves and the hawks want President Johnson to do about the Vietnam war?

- **1968—Year of Crisis** *(pages 879–880)*

  North Korean boats captured an American navy spy boat called the USS *Pueblo* and its crew in late January 1968. The ship was sailing off the coast of Korea in international waters at the time of the incident. Americans were shocked.

  Around the same time, North Vietnam began a series of attacks against South Vietnam. The offensive began on the Vietnamese new year—Tet. American military bases and cities in South Vietnam were targets during the Tet offensive. The American embassy in the capital of Saigon was attacked by the Vietcong. Fighting in the ancient capital, Hue, lasted for nearly one month. There was fighting across South Vietnam. Americans and South Vietnamese troops finally took control of the cities. Thousands of Vietcong lost their lives. North Vietnam had to take over more of the fighting.
The Tet offensive caused more opposition to the war and to President Johnson by Americans at home. Americans and South Vietnamese may have won the battle, but they were losing support in the United States. Television played an important role during the Vietnam years. People at home watched in horror as images of Vietcong guerrillas killing Americans in the United States embassy flashed across the screen. The Johnson administration was openly criticized in newspapers and magazines for handling the war poorly. Most Americans believed that America was losing the war. The Johnson administration faced a credibility gap. Few people believed anything the administration said about the war.

Johnson was also losing the support of his political party. Eugene McCarthy, a Democratic senator from Minnesota, announced his candidacy for the Democratic Party’s presidential nomination in late 1967. He did so in protest of the war. He surprised many people by taking 42 percent of the popular vote in the New Hampshire primary in March. He was not well-known, so people believed he had very little chance of winning the nomination. Johnson won the primary, but McCarthy’s results showed that people were against the war in Vietnam. Robert F. Kennedy, the brother of President John F. Kennedy, also announced his candidacy for president. Robert Kennedy was a Democratic senator from New York and had served as attorney general when his brother was president.

General William Westmoreland, the American commander in Vietnam, asked for additional troops after the Tet offensive. President Johnson and his advisers thought about the opposition to the war and the upcoming election. Johnson decided not to run for reelection. On television, Johnson announced a new plan for peace in Vietnam. He decided to stop the bombing in North Vietnam. He asked the North Vietnamese to stop the attacks and begin discussions to end the war in Vietnam.

2. Why was the Tet offensive a major turning point in the Vietnam War?

• Violence Erupts (pages 880–881)

Martin Luther King, Jr., was assassinated in Memphis, Tennessee, a few days after Johnson dropped out of the presidential race. King was a popular civil rights leader. His death shocked the nation and sparked riots all around the country. Army troops tried to control the violence. Americans were concerned about the violence in cities, but the presidential race continued.

Vice President Hubert H. Humphrey announced his candidacy for the Democratic presidential nomination. Kennedy, McCarthy, and Humphrey all competed for the party’s nomination. Kennedy won the California primary in June 1968, but he was assassinated that night. Americans were stunned by another assassination.
It was believed that Humphrey had enough votes to win the nomination at the Democratic National Convention in Chicago. He was a long-time supporter of civil rights and labor issues. However, his support for the Johnson administration and the war concerned antiwar Democrats. Thousands of antiwar activists demonstrated outside the convention hall. Mayor Richard J. Daley had police outside in case violence broke out. A few people were arrested the first two nights. The protesters were blocked by police at the hall on the third night. They were stopped again when they tried to go a different way. Protesters threw sticks and bottles at the police. Using tear gas and nightsticks, the police beat and arrested many protesters. Humphrey’s victory was overshadowed by the violence, anger, and tension. Televisions broadcast the conflicts outside the convention hall. The Democratic Convention was a disaster.

3. How did Americans respond to the violence of the late 1960s?

- **Election of 1968** *(page 882)*

  The Chicago police were criticized for the way they handled the demonstrators. Americans also opposed the way the protesters behaved. They wanted law and order to return. Most Americans were tired of the years of protests and unrest. They wanted peace and calm again. Alabama governor, George C. Wallace, used the public desire for law and order to run for president as a third-party candidate. He criticized Washington politicians for telling Americans how to run their lives. He opposed integration and appealed to some Americans fear of racial tensions. He appealed to some who opposed the protests and unruliness of the younger generation. Political reporters believed he might win 20 percent of the vote.

  Republicans nominated Richard M. Nixon, a former vice president. Nixon promised to represent the “silent majority,” the quiet Americans who did not protest or demonstrate. He promised a return to law and order. He pledged to achieve “peace with honor” in Vietnam. He never said how this would be accomplished, however. Wallace won five Southern states and Nixon won seven. Nixon defeated Humphrey by 1 percent of the popular vote but won a majority of the electoral votes. Nixon won the election, supported by 43.4 percent of the people.

4. What goals were most Americans looking for in a presidential candidate in the election of 1968?
Study Guide

Chapter 30, Section 4

For use with textbook pages 884–889

NIXON AND VIETNAM

KEY TERMS

Vietnamization  Nixon’s plan to have the South Vietnamese army take a more active role in the fighting, and the United States to become less involved (page 885)

Martial law  Emergency military rule (page 887)

MIAs  American soldiers who are classified as missing in action (page 889)

DRAWING FROM EXPERIENCE

What do you know about the demonstrations and violence on college campuses during the Vietnam War? How would you feel if you were a college student and members of the National Guard carrying rifles were posted around your college campus?

In the last section, you read about the prowar and antiwar groups who clashed over America’s involvement in the Vietnam War. This section focuses on Nixon’s change in strategy during the Vietnam War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how the Vietnam War affected the United States.

Effects of Vietnam War on the United States

- Total number of Americans who fought:
- Total number of Americans killed:
- Total number of Americans wounded:
- Total amount of U.S. money spent:

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When President Richard M. Nixon took office in January 1968, he asked the American people to stop fighting with one another. He wanted to find a peaceful solution at home and in Vietnam. President Nixon hoped to accomplish this without admitting defeat. His plan included three actions.

1. Reform the selective service process.
2. Convince the South Vietnamese army to take a more active role in the fighting, so the American forces could become less involved. This plan was called *Vietnamization*.
3. Increase the bombing of North Vietnam to encourage the Communists to begin peace talks.

Fewer Americans were called into service through the reformed selective service program. College students were no longer given deferments. Nineteen-year-olds were the only age group called for service. A lottery using birth dates for the draft began. Because fewer Americans were called into service, there were fewer protests. Nixon planned to eventually end the selective service program. American troops started coming home from Vietnam in June 1969. Americans provided additional training for the South Vietnamese army soldiers before pulling out of Vietnam. In January 1969 there were more than 540,000 American soldiers in Vietnam. Almost two years later there were 334,000 soldiers there. By 1971 only 60,000 American troops remained.

Nixon increased the bombing campaign instead of using ground forces. Enemy supply routes were targeted. Bombs were also dropped in Cambodia and Laos where enemies were hiding out. The Nixon administration kept the bombing of Cambodia a secret.

1. What were the three parts of Nixon’s plan for peace?
the reaction of the North Vietnamese. He asked the “silent majority” of Americans to support his plan. The president did not want to be embarrassed by the North Vietnamese.

A civil war began in Cambodia between Communist and non-Communist forces. American troops were sent to destroy Communist bases in Cambodia by Nixon without first obtaining approval from Congress. Congress and other Americans were angry that Nixon had acted without constitutional authority. Protests took place on college campuses across the country. Deaths resulted from two protests.

*Martial law*, or emergency military rule, was declared at Kent State University in Kent, Ohio, following the burning of a military building by student protesters. The governor of Ohio called in 3,000 troops from the National Guard to restore order on campus. Students refused to leave a protest rally when asked by members of the National Guard. Instead students shouted and threw stones at the troops. The National Guard used tear gas. They opened fire on the protesters, killing four students and wounding at least nine others. No one is sure why shots were fired. An investigation found that the National Guard fired without cause, but many other Americans disagreed.

In another incident, two students were killed by police at Jackson State, an African American college in Mississippi. The police claimed they were protecting themselves from sniper fire. Students claimed that police began shooting at the residence halls following a night of campus violence.

After these shootings, students went on strike at colleges and universities across the country. Many schools shut down completely or suspended classes. The president reminded the country that violence invites tragedy, and many Americans agreed.

2. How did the United States become involved in the civil war in Cambodia?

• “Peace Is at Hand” *(pages 888–889)*

Negotiations with the North Vietnamese government continued. The talks broke off when North Vietnam began another offensive in the South. Nixon authorized additional bombing. The navy planted mines in North Vietnamese harbors. Nixon compromised on his earlier demand that North Vietnam remove all troops from the South before Americans would withdraw its troops from the country. In 1972 Henry Kissinger reached a tentative agreement with the government of North Vietnam just before the election. South Vietnam would not agree to it because it allowed North Vietnamese forces to remain in the South.
Nixon was reelected to another term as president. He increased the bombing campaign, targeting Northern cities. A peace agreement was signed in January 1973. The agreement called for American troops to be sent home, prisoners of war to be released, and American involvement to end. The conflict, however, did not end. The war ended after another northern offensive. The last Americans were escaping as North Vietnamese troops closed in on Saigon. South Vietnam surrendered. The war was over. The Communists gained control of both North and South Vietnam.

3. What happened after the Paris peace agreements were signed?

• Legacy of the War (page 889)

Vietnamese villages were destroyed, and the country was ruined. More than one million Vietnamese were killed between 1965 and the end of the conflict. Americans lost more than 58,000 troops and about 300,000 were wounded. Americans spent over $150 billion on the Vietnam War. About 2.7 million Americans served during the war.

When American troops returned home, they did not receive a hero’s welcome as was done after World War II. Americans wanted to forget the unpopular war. Relatives pressured the government to find out what happened to their loved ones who were classified as MIAs. MIAs are soldiers who are missing in action or cannot be accounted for. American groups searched Vietnam looking for MIAs. In time they gave up hope of finding anyone alive.

The Vietnam Veterans Memorial in Washington, D.C., was dedicated in 1982. Maya Ying Lin designed a polished black granite wall. It was engraved with the names of all American soldiers who died or were missing in action in the Vietnam War. The wall is in the shape of a private’s stripes. Thousands of visitors leave letters, flowers, pictures, and keepsakes at the base of the wall in remembrance of their friends, relatives, or fellow soldiers who died for our country.

4. How were soldiers treated when they returned home after the Vietnam War?
**NIXON’S FOREIGN POLICY**

**KEY TERMS**

- **détente** Attempts at relaxing, or easing, international tensions (*page 897*)
- **balance of power** Distribution of power among nations to prevent any one nation from becoming too powerful (*page 897*)
- **embargo** Ban on shipments (*page 899*)
- **shuttle diplomacy** Traveling back and forth between the capitals of countries in an effort to resolve problems and forge lasting peace (*page 900*)

**DRAWING FROM EXPERIENCE**

Have you ever wondered how the United States improved its relationships with China and the Soviet Union? How did nations with completely different systems of government learn to get along?

This section focuses on Nixon’s foreign policy.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how Nixon tried to ease tensions with China and the Soviet Union, while taking a more active approach in the Middle East and Latin America.

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**Nixon’s Foreign Policy**

**Détente**

1. 

2. 

**Active Policies**

1. 

2.
**Easing the Cold War** *(pages 896–899)*

When President Richard M. Nixon took office in January 1969, he pledged to work for world peace. Many people wondered how an anti-Communist crusader such as Nixon would carry out his promise. However, Nixon did work to improve relations with Communists in the Soviet Union and the People’s Republic of China. He traveled behind the iron curtain, visiting several countries in 1969.

Nixon appointed Henry Kissinger as his national security adviser. Kissinger, a Harvard University professor, and Nixon believed that negotiations, not threats or force, would bring about peace in the world. Nixon’s foreign policy was known as détente. He worked to ease international tensions and replace confrontation. Détente might work if no one country became too powerful. Nixon believed that a *balance of power*, or sharing the power among nations, would create a more stable and safer world.

Nixon knew that he had to build a relationship with the People’s Republic of China in order to get the Soviet Union to cooperate. The Soviets would be afraid of a Chinese-American alliance. The United States had cut off all diplomatic relations with China after the Communists took control of mainland China in 1949. In the fall of 1970, Nixon announced that he wanted to visit China during his lifetime. An American table-tennis, or Ping-Pong, team was invited to visit China in April 1971. The United States reopened trade with China a week later. Some called this “Ping-Pong diplomacy.” American and Chinese officials held secret talks, and Henry Kissinger made a secret trip to China. President Nixon and his wife, Pat, went to Beijing, China, in February 1972. The trip made news all over the world. Trade relations and cultural exchanges increased. Seven years later, the United States and China established full diplomatic relations.

In May 1972, Nixon made another historic trip, this time to Moscow, the capital of the Soviet Union. The Soviets wanted to prevent a Chinese–American alliance, slow the expensive arms race, and improve relations with the United States. They also wanted access to technology and to purchase grain from America. The two nations signed the landmark Strategic Arms Limitation Treaty (SALT I) during Nixon’s trip to Moscow. It lessened the tensions between the United States and the Soviet Union. It limited the number of certain types of nuclear missiles each country was allowed to have. The treaty did not end the arms race, but it slowed it down. The two nations agreed to work together in trade and science. A new atmosphere of cooperation between the two countries began.
1. What was Nixon’s greatest success in foreign policy?

- The Middle East (pages 899–900)

  Nixon wanted to help create a more stable world without becoming involved in regional conflicts. No one wanted another Vietnam. Nixon said the United States would help defend and develop allies and friends. He also said that the future of those countries was not the responsibility of the United States.

  Wars between Israel and Arab states occurred in 1948, 1956, and 1967. The United States supported Israel. Israel took control of east Jerusalem, the West Bank, the Golan Heights of Syria, and the Gaza Strip and Sinai Peninsula of Egypt after the Six-Day War of 1967. The war created thousands of Arab refugees. After the war, many Palestinians lived in Israeli territory as well as neighboring Arab states. Palestinians wanted their own homeland. This caused tension and instability in the region.

  Syria wanted to take back the land it lost in the Six-Day War. The Syrians caught Israelis off-guard by attacking them on the major Jewish holiday of Yom Kippur in 1973. The United States rushed ammunition to Israel. The Soviets helped supply Egypt and Syria. The Soviets threatened to send air troops. In response the United States put its nuclear forces on alert, something they had not done since the Cuban missile crisis in 1962. The balance of power caused both sides to back off. Israel accepted a cease-fire agreement under pressure by the United States. The Israelis regained lost territory and gained additional territory from Syria and Egypt before the cease-fire agreement. Arab oil-producing states banned shipments of oil to the United States. The oil embargo was imposed because the United States supported Israel. Americans were angry over the long lines to buy gasoline and the high prices that resulted from the oil shortage created by the embargo.

  Henry Kissinger became Nixon’s secretary of state. He traveled back and forth between the capitals of Israel, Egypt, and Syria for two years trying to negotiate between Israel and Arab states. He wanted to end the oil embargo and develop lasting peace in the area. This traveling back and forth became known as shuttle diplomacy. Israeli and Arab forces in the Sinai Peninsula and Golan Heights were separated according to the terms of agreements reached by Golda Meir of Israel and Anwar el-Sadat of Egypt. With Kissinger’s help, Arab nations ended the oil embargo in March 1974. Kissinger was also responsible for the improved relations between Egypt, the largest and most powerful Arab nation, and the United States. Kissinger promised Egypt large amounts of foreign aid.
2. What did Henry Kissinger accomplish as secretary of state?


- Latin America (page 900)

  Nixon wanted to stop the spread of communism in Latin America to protect United States interests there.

  Salvador Allende, the elected leader of the new government in Chile, was a follower of the founder of communism, Karl Marx. The United States protested when the new Chilean government took over United States’s businesses in Chile. Nixon was afraid of Soviet influence in Chile and the spread of communism in Latin America. Allende was killed when a small group of Chilean military leaders, supported by the CIA, overthrew the government. The United States restored foreign aid to Chile once it recognized the new military dictatorship.

3. Why did the United States support the coup in Chile?
For use with textbook pages 901–908

NIXON AND WATERGATE

KEY TERMS

- **revenue sharing** Giving the states some of the revenue earned from federal taxes for use at the state and local levels *(page 902)*
- **affirmative action** Preference to minorities in jobs where they had previously been excluded *(page 902)*
- **stagflation** Combination of rising prices and a sluggish economy *(page 903)*
- **deficit** Situation in which government spending is greater than government revenue *(page 903)*
- **impeachment** Constitutional provision to remove a president from office *(page 906)*
- **amnesty** Protection from prosecution *(page 907)*
- **underemployment** When people work in jobs for which they are overqualified or that do not use their skills *(page 908)*

DRAWING FROM EXPERIENCE

What have you heard about the Watergate scandal? What do you know about Nixon’s presidency? Do you think a president should be punished for breaking the law?

In the last section, you read about Richard Nixon’s active foreign policy to preserve peace in the world. This section focuses on the economic problems and political scandal that troubled Richard Nixon and Gerald Ford.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Nixon tried to solve America’s economic problems before being forced to resign because of the Watergate scandal.
READ TO LEARN

• **Nixon’s Domestic Program** *(pages 901–903)*

Nixon promised to restore law and order to American society in his 1968 presidential campaign. He also promised to keep the federal government out of people’s lives. He supported harsher penalties for people who broke the law. Federal funds helped support state and local police forces. Nixon wanted the courts to be tougher on criminals. He appointed four Supreme Court justices whom he believed would support his conservative positions—Warren Burger as chief justice, Harry Blackmun, Lewis Powell, and William Rehnquist. As it turned out, these justices were not as conservative as Nixon would have liked.

Nixon introduced a program called the New Federalism. *Revenue sharing* became law in 1972. Under this law, the states received some of the revenue earned from federal taxes for use at state and local levels. Nixon abolished programs begun under the Johnson administration that did not work. The Office of Economic Opportunity established to fight poverty was abolished under Nixon. Nixon was conservative when it came to civil rights issues. He wanted to appeal to white voters. Nixon opposed busing students from white or African American neighborhoods to racially integrated schools. The Nixon administration did follow court orders to integrate schools, however. His administration also supported hiring minorities for jobs that previously would not hire them. The policy of giving preference to minorities in the job market was called *affirmative action*.

Nixon supported popular government programs. Two new agencies were established under his administration. The Occupational Health and Safety Administration (OSHA) was created to make sure working conditions were safe. The Environmental Protection Agency (EPA) was created to protect the environment.

The United States had serious economic problems caused by foreign competition. Industry and manufacturing were declining. The prices of goods and services were increasing, an economic condition called *inflation*. The price of oil was climbing higher. Foreign countries competed for raw materials. Unemployment in America was high, and economic growth was slow.

A number of approaches to curb inflation were tried. None of them strengthened the economy. Neither cuts in federal spending nor raising interest rates helped. Prices dropped, the demand for goods and services fell, output of manufactured goods fell with the lack of demand, and economic growth slowed. The country experienced *stagnation*—rising prices combined with a sluggish economy.

Nixon tried another approach. He froze wages and prices. He developed rules for future increases. Inflation slowed but the economic recession remained. Nixon’s last approach did not work any better than the first two. He increased federal spending, which gave the economy a short boost. It also increased the *deficit*. The government spent more money than it collected.
1. What was Nixon’s New Federalism?

- Nixon’s Second Term (pages 903–904)

  Nixon did not think he would be reelected in 1972 because of the Vietnam War, the problems with the economy and inflation, and tensions with the Chinese. He and his supporters tried to find ways to win a second term in office. His closest aides were John Ehrlichman, chief domestic adviser, and H. R. Halderman, chief of staff. Nixon and his closest advisers broke the law as they plotted ways to win the election. They made a list of “enemies,” people who did not support the administration. The Internal Revenue Service (IRS) and the Federal Bureau of Investigation (FBI) were ordered to investigate some of the people on the list. Nixon defended these actions by claiming the investigations were in the interest of national security and that these people posed a danger to the country. Millions of dollars of campaign contributions were collected. Some of this money paid for a secret group called “the plumbers” who were hired to stop leaks of information that might hurt the administration. Campaign money also paid for unethical efforts against the Democratic Party.

  The Democratic Party had four candidates competing for the presidential nomination: former vice president Hubert Humphrey, Senator Edmund Muskie of Maine, Senator George McGovern of South Dakota, and former governor of Alabama, George Wallace. Wallace was paralyzed in May 1972 when he was shot during an assassination attempt. Muskie and Humphrey did not have enough support. The most liberal candidate, George McGovern won the nomination. Nixon easily won reelection because of the split in the Democratic Party, hopes for peace in Vietnam, and an improved economy. He won by a landslide.

  The United States faced severe economic problems during Nixon’s second term. The cost of fuel, especially oil purchased from foreign countries, was extremely high. The American economy depended on oil, much of which came from the Middle East. The Arab countries that produced oil and belonged to OPEC, the Organization of Petroleum Exporting Countries, refused to ship oil to the United States and raised their prices. The oil embargo and price increases hurt the nation’s economy. Companies raised prices of goods. Others laid off employees. Consumers waited in long lines for gas and complained about the high prices. Americans were encouraged to conserve energy, while measures to conserve oil were imposed. Speed limits on highways were lowered to conserve fuel. The United States was dependent on foreign oil. Nixon encouraged oil exploration in the United States, especially Alaska.
2. What questionable activities were used by Nixon and his closest advisers during the campaign of 1972?

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**The Watergate Crisis** *(pages 904–906)*

Nixon was involved in a scandal that turned into a major problem. During the presidential campaign, the secret group “the plumbers” were ordered by members of Nixon’s reelection committee to break into the Democratic National Committee Headquarters in the Watergate apartment–office complex in Washington, D.C. They bugged, or installed listening devices in the telephones hoping to find out information about the Democratic campaign.

A security guard noticed locks had been taped on doors that led to an underground parking garage. He took the tape off. He called the police when he noticed an hour later that the locks had been retaped. Five men were arrested for breaking into the Democratic Committee headquarters. Two “plumbers,” Gordon Liddy and E. Howard Hunt, were later arrested. Hunt and Liddy were connected to the Nixon campaign and were paid from White House funds. The White House denied any knowledge of the incident, but two reporters proved otherwise. Carl Bernstein and Bob Woodward of the *Washington Post* published newspaper articles linking the burglaries to Nixon’s campaign. The burglars were told to plead guilty and keep quiet about the involvement of White House aides according to one of the burglars, James McCord.

In early 1973 the Senate agreed to hold hearings on the Watergate scandal. Nixon fired his legal counsel, John Dean. He forced Halderman and Ehrlichman to resign. He said he would accept full responsibility. He cooperated with the Senate demand to hire a special independent prosecutor to investigate the Watergate break-in. Archibald Cox was appointed special prosecutor.

Sam Ervin of North Carolina was the chairperson of the hearings that began in May 1973. John Dean testified about the cover-up that he said Nixon had directed. There was no evidence to support his claims. In July investigators learned about secret tapes made of all conversations in the president’s office. Nixon refused to turn over the tapes to the investigators. He said that releasing the tapes would put the country in danger. Nixon ordered his attorney, Elliot Richardson, to fire Cox when he tried to get a court order to turn over the tapes. His attorney refused and resigned. His deputy attorney also refused and resigned. Finally, a Justice Department official agreed to fire Cox. All of Nixon’s firings and the resignations became known as the Saturday Night Massacre. The public protested.
In the middle of the Watergate scandal, Vice President Spiro Agnew resigned. It was learned that he accepted bribes while governor of Maryland. The Republican leader of the House, Gerald R. Ford of Michigan, was appointed vice president by Nixon. His nomination was approved by Congress.

Nixon appointed a new special prosecutor, Leon Jaworski. The House of Representatives began considering impeachment, the removal of a president from office, provided for by the Constitution. In order to remove a president, the House has to charge the president with committing “high crimes and misdemeanors.” The Senate would then try the case. If the president was found guilty by a two-thirds majority of the senators, he would no longer be president.

Nixon turned over transcripts, or written accounts, of some of the tapes. The transcripts were edited and many parts were missing. He refused to obey a court order that said he must turn over the unedited tapes. Nixon appealed the court’s decision. The Supreme Court ordered him to turn over the tapes. The House Judiciary Committee approved three articles of impeachment. The president was charged with obstruction of justice, meaning that he prevented justice from being carried out. He was also charged with abuse of power and contempt of Congress, or disobeying Congress. Nixon finally released the tapes that proved he had ordered the cover-up of the Watergate break-in shortly after it happened. Instead of facing an impeachment trial, Nixon resigned. He announced his resignation on television on August 8, 1974. He left the White House the next day.

Gerald Ford became the first American president to take office without being elected to the presidency or the vice presidency. The system of checks and balances provided for in the Constitution worked. Presidents who abuse their power and violate the Constitution can be removed from office. Some Americans lost faith in political leaders and the government as a result of the Watergate scandal.

3. What was the Watergate Crisis?

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• A Time for Healing (pages 906–908)

Gerald Ford appointed Nelson Rockefeller, the former Republican governor of New York, as vice president. Most Americans looked forward to a fresh start. Ford pardoned Nixon a month later. Nixon would not stand trial for any crimes he committed. The American public was angry, not understanding why Nixon did not have to face possible punishment. Other people involved were sent to jail. Ford’s popularity and trust suffered as a result of the pardon. Some people believed he made a deal with Nixon to pardon him if he resigned. Ford denied the allegations.
At the end of the same year, Americans learned that the CIA had spied on some Americans and kept secret files on them. Secret files kept by the FBI were discovered a few months later. The misconduct by these two agencies was investigated at Ford’s request. Ford and Congress worked on new laws to oversee these agencies.

Ford made another unpopular decision. He said that men who illegally avoided serving in the military during the Vietnam War would not be punished. They had to pledge their loyalty to the United States and perform some service to their country. People who supported the war were upset. Those who avoided the draft illegally and those who left the military without permission were granted amnesty, or protection from punishment. Some Americans supported Ford’s decision.

Ford and Kissinger, the secretary of state, continued Nixon’s foreign policies. Ford was not very experienced in foreign policy and relied on Kissinger’s advice on these matters. Ford met with Soviet leader, Leonid Brezhnev in late 1974. They tentatively agreed to limit nuclear weapons. Ford, the Soviet Union, and some other Western countries signed the Helsinki Accords in Helsinki, Finland, in July 1975. These countries agreed to respect the human rights and civil liberties of their citizens. Ford also continued to improve relations with China. New Chinese leaders took over after their leader, Mao Zedong died in 1976. They were eager to increase the economic and political relationship with the United States.

Japanese and European manufacturers competed with American manufacturers. Many Japanese cars were sold inexpensively in the United States. European-made goods competed with American-made goods. Many American factories were forced to close because they lost so much business to foreign competitors. Workers lost their jobs. People began to work in jobs that did not use their skills or talents. They were overqualified for the jobs they could find. America was hurt by this underemployment.

The oil shortage was not as severe as it had been, but the high OPEC prices continued to contribute to inflation. Ford looked for a solution to help the disastrous economy. He began a voluntary program of wage and price controls called Whip Inflation Now, or WIN. The program made a small difference, but the economy went into a recession. Ford then tried cutting government spending, but the Democratic-controlled Congress would not approve it. Congress wanted more money for social programs. Ford vetoed many bills that required federal funding, but inflation continued. Ford and Congress cut taxes. The economy improved a bit, but the deficits increased. The government spent more money than it collected in taxes. Ford could not fix the economic problems the country faced.

4. What actions caused Ford to lose the support of the American people?
THE CARTER PRESIDENCY

KEY TERMS

- trade deficit: Value of foreign imports exceeds the value of American exports (page 911)
- human rights: Concern that governments around the world grant greater freedom and opportunity without the threat of persecution or violence (page 912)
- apartheid: Racial separation and economic and political discrimination against nonwhites (page 912)
- fundamentalist: Person who believes in strict obedience to religious laws (page 913)

DRAWING FROM EXPERIENCE

What do you know about Jimmy Carter’s presidency? Have you ever wondered how a man most people hardly knew was elected president of the United States? How did a man with little experience in national politics become the leader of the most powerful country in the world?

In the last section, you read about the economic and political problems of the Nixon and Ford administrations. This section focuses on Carter’s success in the Middle East and with arms reductions.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Jimmy Carter’s approaches to economic and foreign policy issues differed from Nixon’s and Ford’s.

Carter’s Different Approaches

Economic Policy Issues
1.
2.

Foreign Policy Issues
1.
2.
3.
4.
The Election of 1976 (pages 910–911)

With the 1976 elections approaching, but Watergate still fresh on people’s minds, President Ford hoped to be nominated as the Republican candidate. Senator Bob Dole of Kansas ran as the vice presidential candidate. Ronald Reagan, a former governor of California, also tried to win the party’s nomination. A fairly unknown Democrat named Jimmy Carter won a number of important primary elections. The former governor of Georgia earned the Democratic nomination. Walter Mondale of Minnesota ran as vice president.

Carter and Ford ended up competing for the presidency. Carter emphasized his religious faith and the fact that he was a political outsider. He promised to restore faith in the government by getting rid of corruption. Ford emphasized his accomplishments as president and vice president. It was a very close election, and Carter won by a narrow margin. Southern African American voters helped Carter win the election.

1. Why did Ford lose the election of 1976?

An Informal Presidency (pages 911–912)

Carter was not the typical politician. He had no experience in national politics. He was a modest man who called himself a peanut farmer. He came from the small town of Plains, Georgia. He was very down-to-earth and wanted to create a more informal presidency. He wore a regular suit at his inauguration. After the ceremony, he walked down Pennsylvania Avenue to the White House with his family instead of riding in a limousine. He appeared to be an average American.

Carter was faced with the same economic problems of the previous administration. Inflation and unemployment were high. Carter increased federal spending and cut taxes to stimulate economic growth. More people found jobs, but inflation increased. He then tried the opposite approach, cutting federal spending and delaying tax cuts. People saw him as weak and unsure of himself. He had trouble getting support for programs because he was an outsider. His administration did not make an effort to work with congressional Democrats.

Carter focused on energy policy. The high cost of energy contributed to high inflation. Americans were spending more and more money to buy oil from foreign countries. More money was spent on imported foreign goods and services than was earned by Americans who sold their goods and services in foreign countries. The trade deficit kept growing.
Carter proposed a National Energy Plan to solve the energy crisis. The plan included establishing the Department of Energy to coordinate energy policy. It included money for researching alternative forms of energy, tax incentives to encourage the production of oil in the United States, and measures to conserve energy. Congress approved a watered-down plan in 1978.

The Three-Mile Island nuclear power plant near Harrisburg, Pennsylvania, experienced a major accident in March 1979. An anti-nuclear power movement spread. Many people feared the dangers of nuclear power. The nuclear energy program supplied more than 10 percent of the energy in the United States. Carter did not want to stop the program. Many believed the dangers to the environment could be prevented with the right safety measures.

2. How was Carter different from many politicians?

- Foreign Affairs (pages 912–914)

Carter was an advocate for human rights around the world. He believed that all governments should provide their citizens with freedom and opportunity. He opposed threats of persecution and violence. He proposed that any country that violated human rights not be given aid or support by the United States. Argentina, Uruguay, Ethiopia, and other countries lost American military and economic aid as a result of their human rights violations. He condemned apartheid in South Africa, which is racial separation and economic and political discrimination against non-whites.

Fidel Castro, the Cuban dictator, allowed many Cubans to leave Cuba in 1980. Many refugees came to the United States. Some were criminals and political prisoners. The arrival of so many refugees at one time presented problems for the United States. Some were sent to refugee camps. Others were moved to federal prisons until hearings could be held. Castro stopped permitting Cubans to leave or enter his country a few months later. About 125,000 Cuban refugees had entered the United States in the span of a few months. Even with the challenges his foreign policy based on human rights presented, Carter continued to support his position.

There was tension between the United States and Panama over the United States ownership and control of the Panama Canal and the Canal Zone. Carter worked to end the bitterness by signing two treaties with Panama in 1977. In 2000 the Panama Canal was turned over to Panama. Both countries agreed that the canal would remain a neutral waterway open to all shipping. The treaties were approved in 1978 in spite of opposition by a number of Republican senators. They did not want to give away the United States’s property.
Carter worked for peace in the Middle East. Israeli prime minister Menachem Begin and Egyptian president Anwar el-Sadat came to Camp David, Maryland, for a summit meeting in 1978. After two weeks, they agreed to work toward peace. The agreement, called the Camp David Accords, led to a peace treaty signed at the White House in 1979. The peace agreement was the first ever between Israel and an Arab country.

Carter wished to continue the policy of détente with the Soviet Union. He also condemned their human rights violations, which the Soviets agreed to uphold in the Helsinki Accords. He continued negotiations to control weapons and signed a second Strategic Arms Limitation Treaty (SALT II) in 1979. However, the Senate refused to approve it.

The Soviets invaded neighboring Afghanistan in late 1979. Carter stopped all shipment of American grain to the Soviet Union. The United States and 61 other countries boycotted, or refused to participate in, the 1980 summer Olympic Games, which were being held in Moscow.

During the 1970s Iran was an important ally of the United States in the Persian Gulf region. The ruler of Iran built up his military with United States aid. The region was important for Western oil needs. Iranians complained of government corruption. Others disapproved of Western influence in their country. They felt that Western influence weakened their traditional Muslim values. Islamic fundamentalists believed in strict obedience to religious laws. They forced the ruler, Shah Mohammed Reza Pahlavi, to leave Iran in early 1979. Ayatollah Khomeini took over as the new Muslim leader. He was unfriendly toward the United States because of its support of the shah. In November 1979, Iranian students, supported by fundamentalists, held 53 Americans hostage at the American embassy in Tehran, the capital of Iran. Negotiations failed. Eight American soldiers were killed in a desert rescue attempt. The hostage crisis dragged on. It became an important issue in the 1980 presidential election.

3. On what did Carter base his foreign policy?
The Election of 1980 (page 914)

President Carter’s popularity suffered because of the Iranian crisis. In 1980 Ronald Reagan was nominated by the Republicans for president. Reagan was very charming and confident. He supported a conservative approach including lower taxes, reduced spending, stronger defense, and American pride. He easily won the election. For the first time since 1954, Republicans also controlled the Senate. The Iranians released the hostages after Reagan took the oath of office.

4. What factor contributed to Carter’s loss of the election?
THE REAGAN PRESIDENCY

KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>deregulation</td>
<td>Cutting the rules and regulations government agencies placed on businesses (page 923)</td>
</tr>
<tr>
<td>federal debt</td>
<td>Amount of money owed by the government (page 924)</td>
</tr>
<tr>
<td>glasnost</td>
<td>Opening Soviet society to new ideas (page 925)</td>
</tr>
<tr>
<td>perestroika</td>
<td>Moving away from the government’s near-total control of the economy to more democracy and local economic planning (page 926)</td>
</tr>
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DRAWING FROM EXPERIENCE

What do you know about terrorism? What groups of people threatened Americans with violence around the world? What groups held Americans hostage? How did President Reagan deal with terrorism?

This section focuses on Ronald Reagan’s conservative approach toward domestic issues and the buildup of the military under his administration.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about how Reagan’s conservative approach affected his domestic and foreign policies.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tr>
<td>Reagan believed the federal government made too many rules, collected too much in taxes, and spent too much money on social programs.</td>
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• The Reagan Revolution (pages 922–924)

Ronald Reagan, a conservative, won the presidential election in 1980. The conservative movement grew, especially in the South and Southwest. President Reagan supported a return to “family values.” He emphasized family life, hard work, respect for the law, and patriotism. Conservatives believed that the federal government created too many regulations, or rules. They also believed that taxes were too high and too much money was spent on social programs.

President Reagan met a crisis early when United States air traffic controllers went on strike shortly after he was elected. Reagan fired the striking controllers when they refused his orders to return to work. Military staff took their places until new air traffic controllers could be trained.

Under President Reagan, a number of rules and regulations that affected businesses were eliminated. Reagan’s policy of deregulation was aimed at reducing the role of the government in Americans’ lives.

Reagan appointed three conservative judges to the Supreme Court. He appointed the first woman, Sandra Day O’Connor, in 1981. He also appointed Antonin Scalia and Anthony Kennedy.

Reagan’s economic policies were called supply-side economics by supporters and Reaganomics by critics. Taxes were lowered to encourage investment in new businesses and increase the supply of goods and services. In 1981 Congress cut $40 billion from government programs. Opponents believed the cuts hurt the working poor. Supporters believed the cuts would boost the economy and help everyone. Reagan increased military spending. He built up the military to counter the threat from the Soviet Union. Under Reagan’s administration, the government spent more money than it collected through taxes. The government borrowed money to make up the difference. This increased the federal debt, the amount of money the government needed to repay loans. The debt increased from $381 billion to $3.2 trillion between 1970 and 1990.

A brief recession occurred during Reagan’s first term, but the economy grew after the year-long downturn. More businesses were created. Fewer people were without jobs. Investing in the stock market grew.

The federal debt also continued to grow. In 1985 Congress attempted to lower the debt by passing the Gramm-Rudman-Hollings Act. The new law set a number of targets for reducing the budget deficit by 1991. It states that if the president and Congress could not agree on voluntary spending cuts, automatic spending cuts would be used to balance the budget. It was not very successful because the automatic cuts did not apply to all areas of the budget.
1. Why did the federal debt increase sharply under the Reagan administration?

• **Reagan’s Foreign Policy** *(pages 924–925)*

  The military was built up to fight communism under the Reagan administration. The number of tanks, ships, aircraft, and nuclear missiles were increased. A new antimissile defense system, the Strategic Defense Initiative (SDI), nicknamed Star Wars, was proposed. It was supposed to defend against land and space-based enemy missiles. Scientists never developed the technology necessary for SDI, however.

  American troops and aid were used to fight communism, especially in Latin America. Reagan provided help for the contras, a group that was fighting rebels called the Sandinistas, who had overthrown the government in Nicaragua. The fighting lasted many years. Congress and President Reagan disagreed over American involvement in Nicaragua.

  In October 1983, Reagan sent troops to rescue 800 American medical students and establish a pro-democracy government on the Caribbean island of Grenada. Rebels were trying to overthrow the government there. American marines were sent to Lebanon in the Middle East to maintain peace in 1982. In April 1983 the U.S. embassy in Beirut was bombed. More than 60 people were killed. United States and French military headquarters in Lebanon were attacked in October 1983. Two hundred forty-one Americans and 58 French were killed. Reagan withdrew all American troops from Lebanon.

2. What was the goal of Reagan’s foreign policy?

• **Reagan’s Second Term** *(pages 925–926)*

  The American economy was strong by 1984. President Reagan and Vice President George H.W. Bush won the Republican nomination. They faced Walter Mondale, the former vice president under Jimmy Carter, and Geraldine Ferraro, a member of congress from New York, in the 1984 election. Ferraro became the first female candidate to run for vice president from a major political party. Reagan and Bush won by a landslide. Reagan’s popularity ratings were high because of low unemployment, low interest rates, and a strong economy.
Reagan’s popularity was overshadowed by a scandal during part of his second term. Americans were held hostage in Lebanon by terrorists with ties to Iran. American officials made a deal with Iran, hoping to obtain the release of the hostages. Marine lieutenant colonel Oliver North and Navy vice admiral John Poindexter, members of the White House National Security Council, sold weapons to Iran in exchange for help in releasing the American hostages. North and Poindexter then used money from the sale of the weapons to Iran to help the contras in Nicaragua. These secret deals became known as the Iran-Contra scandal. Many Americans were angry. Some believed federal laws were broken and that the Constitution was violated. Hearings were held to investigate whether President Reagan had broken the law. It was never proved that Reagan had participated in breaking any laws.

Soviet-American relations changed at the beginning of Reagan’s second term. Mikhail Gorbachev was chosen to be the new general secretary, or leader, by Communist Party leaders in the Soviet Union in 1985. Gorbachev wanted to reform the Soviet government. His policy of glasnost called for opening Soviet society to new ideas. He allowed more democracy and local economic planning. This was a big change. Previously the government controlled almost all of the economy. The new economic policy was called perestroika.

Gorbachev also wanted to improve relations with the United States. The Soviet economy was a disaster, so the Soviets could not afford to spend money building nuclear weapons. Gorbachev tried to convince Reagan that he wanted to end the arms race. The Intermediate-Range Nuclear Forces (INF) Treaty was signed in 1987 by Reagan and Gorbachev. They both agreed to reduce the number of nuclear missiles owned by their country. Threat of nuclear war was reduced.

3. What was the Iran-Contra scandal?
THE BUSH PRESIDENCY

KEY TERMS

- **coup**: Overthrow of the government *(page 930)*
- **bankruptcy**: Selling off everything one owns to pay debts *(page 933)*

DRAWING FROM EXPERIENCE

Have you ever wondered how the Cold War ended? What do you know about the fall of the Soviet Union? How do you think American foreign policy changed as a result of the end of the Cold War and the fall of the Soviet Union?

In the last section, you read about President Reagan’s conservative approach to domestic and foreign policy. This section focuses on the political changes during George Bush’s presidency.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the events that led to the end of the Soviet Union and the Cold War.

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**Fall of the Soviet Union and the End of the Cold War**

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The American Journey
READ TO LEARN

• A New World Order (pages 928–930)

  Vice President George H.W. Bush and Indiana senator Dan Quayle won the Republican nomination in the 1988 election. They faced Democratic nominees, Massachusetts governor Michael Dukakis and Texas senator Lloyd Bentsen. Civil rights leader Jesse Jackson lost the Democratic nomination. Bush and Quayle won the election, but the Democrats still controlled Congress.

  Soviet leader Mikhail Gorbachev stated in an address to the United Nations in December 1988 that people all over the world wanted independence, democracy, and social justice. Gorbachev described a “new world order.” He wanted to end the arms race and concentrate on reforms within the Soviet Union. In 1990 Bush, Gorbachev, and other world leaders agreed to destroy tanks and other weapons placed in Europe. In 1991 Bush and Gorbachev agreed to destroy existing nuclear weapons by signing the Strategic Arms Reduction Treaty (START).

  Citizens in the Soviet Union were upset about the lack of food and basic items such as shoes and soap. Shortages of these items existed because the Soviet Union spent so much money on the military. Gorbachev tried to solve the country’s economic problems. It took time and the Soviet people were impatient. In February 1990 thousands marched in Moscow in protest of Communist rule. Many republics that make up the Soviet Union wanted their independence.

  Other European nations demanded changes as a result of what was happening in the Soviet Union. In Poland shipyard workers formed an independent labor union called Solidarity. Lech Walesa, the union leader, opposed Communist rule. He led the Polish people to demand changes. The government tried to stop the democratic movement in the mid-1980s. The democratic movement became stronger, and open elections were held in June 1989. The democratic movement spread to other European countries. Demonstrations were held in large cities, Communist governments were overthrown, and national borders were opened. The iron curtain, which separated Eastern and Western Europe for more than 40 years, began to fall. Gorbachev supported these changes.

  The Berlin Wall was opened in November 1989. East and West Germany were reunited in 1990. Communists in the Soviet Union resisted the changes and were afraid the Soviet empire would collapse. A group of army generals and Communist officials tried to overthrow the Soviet government in August 1991. They held Gorbachev prisoner. The United States supported Boris Yeltsin, the president of the Russian Republic. The coup collapsed and Gorbachev was freed. The 15 republics of the Soviet Union declared their independence. The Communist Party in Russia was outlawed by Yeltsin. The Soviet Union as it was known ended in December 1991. President Bush and other world leaders provided assistance to the Soviet republics. The Cold War was over.
1. What major events changed Eastern Europe?

- **A New Foreign Policy** *(pages 931–932)*

  Bush faced crises in Central America, China, the Middle East, and the Balkans after the Cold War ended. The military dictator of Panama, Manuel Noriega, was charged with drug trafficking by an American court. United States troops were sent to Nicaragua in December 1989 to overthrow Noriega, who refused to turn over the power to the newly elected president, Guillermo Endara. United States troops left after Noriega surrendered and Endara became president. Noriega was tried and convicted in the United States in 1992.

  Bush was involved in the reopening of relations between China and the United States in 1974. Economic reforms took place in China in the 1980s. The Communist government would not make political reforms. Students and workers protested for democracy in May 1989. In June 1989, Chinese troops killed thousands of protesters in Tiananmen Square in Beijing. The massacre was condemned by leaders around the world. President Bush acted cautiously to avoid damaging United States relations with China. Trade between China and the United States continued.

  Saddam Hussein, Iraq’s dictator, attacked the neighboring oil-rich country of Kuwait in August 1990. Other nations were afraid Iraq would also attack Saudi Arabia. Many nations, including the United States, sent troops to protect Saudi Arabia in Operation Desert Shield. United States general Norman Schwarzkopf commanded the coalition of forces. Hussein refused to obey a United Nations request to remove his troops from Kuwait. The United Nations told him to remove his forces by a certain date or face military action.

  Operation Desert Storm was launched when Hussein did not comply with the deadline. Thousands of bombs and missiles were used to destroy air defenses and other military targets in Iraq. Many civilian sites were also hit. Hussein still refused to remove his troops. The allies waged a ground war from the sides and rear. Planes continued to bomb and launch missile attacks on Iraq. Kuwait was freed within 100 hours of the ground war. Iraq’s troops left Kuwait, and Hussein agreed to a cease-fire agreement. General Norman Schwarzkopf and General Colin Powell, the chair of the Joint Chiefs of Staff, became heroes. The United States helped Kuwait rebuild after the war.
The republics of Slovenia, Croatia, and Bosnia-Herzegovina declared their independence from Yugoslavia in 1991, after the government of Yugoslavia collapsed. A civil war began when many Serbs from the Yugoslav republic of Serbia tried to control areas of Croatia and Bosnia. The Serbs were supported by the Serbian republic. In 1992 the UN boycotted trade with Serbia until the fighting stopped. Leaders around the world were angry about reports of brutal crimes committed by the Serbs.

2. What crises involving the United States happened after the Cold War ended?

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• **Domestic Issues** *(pages 932–933)*

Savings and loan associations (S&Ls) are financial institutions that specialize in loaning people money to buy homes. Many rules governing S&Ls were relaxed under President Reagan’s administration. S&Ls were able to make riskier loans and provide savers with attractive returns on their investments. Real estate values declined, and many people were unable to repay their loans. S&Ls lost millions of dollars. Many S&Ls closed. Government insurance programs had to repay billions of dollars to customers of S&Ls. The government spent $500 billion of taxpayers’ money to bail out other struggling S&Ls.

Federal, business, and personal debt continued to grow. A recession slowed the economy in 1990. Businesses and individuals had trouble paying their loans. Many filed bankruptcy, selling off everything they owned to repay their debts. Businesses closed and military spending cuts caused an additional loss of jobs. Bush would not increase federal spending to boost the economy. He did extend unemployment benefits, but opposed additional government involvement.

Bush and Congress disagreed about many issues, but they were able to agree on some issues. They updated the Clean Air Act in 1990. They created laws to fight job discrimination. They passed the Americans with Disabilities Act of 1990, making it illegal to discriminate against people with disabilities in the workplace. It also included provisions for handicap access, communications, transportation, and housing. The Office of National Drug Control Policy was established to coordinate the efforts of more than 50 federal agencies that were fighting the war on illegal drugs.

3. What legislation was passed during Bush’s presidency?
Study Guide

Chapter 32, Section 3

For use with textbook pages 936–944

A NEW CENTURY

KEY TERMS

- **grassroots** People organizing at the local level around the nation (page 936)
- **budget deficit** Amount by which spending exceeds revenue (page 937)
- **line-item veto** Used by the president to cancel any individual items within a spending bill (page 937)
- **gross domestic product** Value of all the goods and services produced in a nation in a year (page 938)
- **impeach** To make a formal accusation of wrongdoing against a public official (page 938)
- **incumbent** Candidate that currently holds an office (page 939)
- **Internet** Worldwide linking of computer networks (page 944)
- **ozone** Layer of gas that protects life on Earth from the cancer-causing rays of the Sun (page 944)
- **global warming** Steady increase in average world temperatures (page 944)
- **terrorism** Use of violence by groups against civilians to achieve a political goal (page 944)

DRAWING FROM EXPERIENCE

What new challenges has the twenty-first century presented? How has life changed since your parents were your age? How might life be different for your children one day?

In the last section, you read about the political changes during George H.W. Bush’s presidency. This section focuses on the programs Bill Clinton was able to put into action, the Republicans’ Contract with America, and on the new challenges created by a changing world.

ORGANIZING YOUR THOUGHTS

Use the chart on the next page to help you take notes as you read the summaries that follow. Think about the new challenges that the United States has faced in the twenty-first century.
The Clinton Administration (pages 936–939)

President Bush ran for reelection in 1992. The Persian Gulf War had ended in victory. The economy was still in a recession, however. Arkansas governor Bill Clinton and Tennessee senator Al Gore won the Democratic nominations for president and vice president. The economy and the high unemployment rate became Clinton’s main campaign issues.

Many Americans were disappointed with politics. They did not want to support the Democratic or Republican candidates. Texas businessman H. Ross Perot ran as a third-party candidate. Perot pledged to end deficit spending, or spending more money than the government collects. People around the nation organized a grassroots, or local campaign, for Perot.

Clinton defeated Bush and Perot. However, Perot received the most votes for a third-party candidate since 1912.

Clinton wanted to reduce the budget deficit, the amount by which expenses exceed income. President Clinton cut government spending, increased taxes on Americans who earned the most money, and provided tax credits or savings for the poor.
Clinton appointed a task force to prepare a plan for health-care reform led by his wife, Hillary Rodham Clinton. The plan was to provide adequate health insurance for all Americans. Congress opposed the plan because it believed the plan was too expensive and involved the government too heavily. The Clintons’ health-care plan died without being voted on by Congress. Later Congress did pass some measures that provided more health-care protection for many Americans.

Clinton passed the Brady Bill of 1993, which banned 19 assault weapons, added 100,000 police officers, and required a mandatory waiting period and background check before purchasing handguns. The president also passed the Family and Medical Leave Act, which allowed people to take time off from work for certain family obligations.

Republicans hoped to win the 1994 election by putting together a new plan of action. They wrote a plan called the Contract with America. In this contract, Republicans promised to reduce the size of the federal government, balance the budget, reduce taxes, and reform the way Congress operates. They also promised to lower the crime rate, implement welfare reforms, and encourage family values through newly created laws.

The Contract with America helped many Republicans win offices in 1994. For the first time in 40 years, Republicans controlled the House of Representatives and the Senate. Representative Newt Gingrich of Georgia became the Speaker of the House.

Before the 1996 election, both political parties worked together and passed new laws. They passed a *line-item veto* bill that allowed the president to veto single items within a spending bill. The Supreme Court voided the law. The high court said that such a law gave the president power that can only be granted by an amendment to the Constitution.

Republicans in the House of Representatives passed most of the Contract with America. Some of the proposals were held up in the Senate. Other proposals were vetoed by the president. Clinton opposed the proposed budget cuts.

Congress and the president could not agree on the 1996 budget. The government shut down many services twice during 1996 for 27 days when the government ran out of money. Congress and the president compromised in April 1996. They established a plan to balance the budget by 2002.

The minimum wage was increased, and the welfare system was changed under the Clinton administration. A five-year time limit was placed on welfare benefits and included a work requirement.

The strong economy and low unemployment worked in Clinton’s favor in the 1996 presidential election. This helped Clinton win the election, defeating former Senate majority leader Bob Dole.

The United States experienced extraordinary economic growth during Clinton’s first six years as president. The *gross domestic product* (GDP) grew by almost 4 percent a year. It was one of the highest rates of growth since the period that followed World War II. The gross domestic product is the value of all goods and services produced by a country in a year. The figure is used to measure a nation’s economic
growth.

The amount of money collected in taxes increases along with a country’s economic growth. The United States collected more money and decreased spending. America was able to have a balanced budget. For the first time in three decades, there was about an $80 billion surplus.

The president enjoyed a strong economy. He was involved, however, in some personal scandals that threatened his presidency. While he was the governor of Arkansas, Clinton made questionable investments in real estate. Attorney General Janet Reno ordered an investigation by independent counsel, Kenneth Starr, a former judge. More scandals followed between 1994 and 1998. Starr’s investigation expanded to include these other scandals.

In early 1998, the investigation explored a personal relationship between a White House intern and the president. The president was accused of lying under oath about this relationship. Lying under oath is called perjury. Starr’s report to Congress accused President Clinton of committing perjury and obstructing justice. The House of Representatives voted to hold impeachment hearings based on Starr’s report. The House would decide whether or not there was enough evidence to accuse the president of wrongdoing. If so, they would impeach him, or accuse him of wrongdoing.

Republicans hoped that Clinton’s problems would cause the voters to elect Republicans in the mid-term elections of November 1998. Unexpectedly, the Democrats gained five seats in the House of Representatives. There were still more Republicans than Democrats in both the House and Senate, however. Many incumbents, those previously elected, were reelected for another term.

Clinton and his supporters hoped to avoid a vote on impeachment. Congress agreed Clinton had lied about his relationship with the White House intern. They debated whether that qualified as “high crimes and misdemeanors” as required by the Constitution for impeachment. The House of Representatives approved two articles of impeachment on December 19, 1998. The president was accused of perjury and obstruction of justice. Bill Clinton became the second president to be impeached.

The case was tried before the Senate. Clinton was acquitted, or found not guilty, of both charges. The challenge to his presidency was over.

1. Over what important issues did Clinton and Congress disagree?

Foreign Policy (pages 939–940)

President Clinton persuaded Congress to pass the North American Free Trade Agreement (NAFTA) with Canada and Mexico in 1993. The agreement removed
many obstacles to trade between the three countries. Opponents thought the agreement would result in fewer jobs for Americans. Supporters claimed lower prices and new markets would result from the agreement.

Yitzhak Rabin, the prime minister of Israel, and Yassir Arafat, leader of the Palestine Liberation Organization (PLO), signed a historic agreement at the White House in 1993. Israel agreed to recognize the PLO as the Palestinian’s representative. The PLO agreed that Israel had the right to exist. Palestinians were granted limited self-government over certain areas in Israel.

The plan was opposed by many Israelis and Palestinians. Bombs were set off by angry Arabs in Israel. In 1995 Prime Minister Rabin was assassinated by an Israeli extremist.

The new Israeli prime minister, Ariel Sharon, promised Israel that Israel’s security was more important than achieving peace. Conflict continued in the Middle East.

A civil war raged in the former Yugoslavia in 1991, especially in Bosnia. Bosnian Serbs attempted ethnic cleansing, or forcibly removing or killing a group of people. NATO used airstrikes to force the Serbs to negotiate a peace agreement after four years of bitter fighting. Led by Clinton, the Bosnians reached a peace agreement which produced the Dayton Accords in December 1995.

In 1998 Serbians once again attacked Muslims, trying to drive them out of the Kosovo region. NATO launched more airstrikes against Serbia, forcing it to stop attacking Muslims.

2. How did Clinton try to resolve foreign conflicts?

• A New President for a New Century (pages 940–942)

Democrats nominated Vice President Al Gore and Senator Joseph Lieberman from Connecticut as candidates in the 2000 election. Lieberman was the first Jewish American to run for vice president. Republicans nominated Texas governor George W. Bush, the son of the former president, and Richard Cheney, the secretary of defense under the former Bush administration.

Campaign issues focused on how to spend the budget surplus, or money left over after expenses are paid. The candidates agreed on what the problems were, but not on how to resolve them. Social Security, Medicare, tax cuts, and prescription drugs for senior citizens were issues identified by both candidates. Consumer activist Ralph Nader became the Green Party candidate. He was concerned that the Republicans and Democrats had too much power.
The unusually close election of 2000 resulted in a five-week delay in announcing the winner. The results were so close in Florida that an automatic recount of ballots was required by state law. Gore also requested manual recounts, or counting ballots by hand. Lawsuits in state and federal courts were filed over the election. The United States Supreme Court ruled in a close 5-4 vote that the Florida Supreme Court had violated the Constitution when it ordered a hand recount of certain Florida precincts. It also stated that there was not enough time to recount the ballots in a manner consistent with the Constitution. The divided United States Supreme Court ruling ultimately decided that Bush was the winner.

Protests followed because many Americans were divided over the close election. Others were critical of the Supreme Court’s decision.

Congress was split fairly evenly along party lines after the election. The Senate consisted of 50 Democrats and 50 Republicans. Then Senator James Jeffords of Vermont quit the Republican Party in May 2001 and became an independent. This was a historic switch in power from Republicans to Democrats in mid-session.

Bush appointed his Cabinet members quickly. Retired General Colin Powell agreed to be secretary of state, and Congress approved Powell’s nomination. Linda Chavez, whom President Bush nominated for secretary of labor, withdrew her name after questions arose over her housing of an illegal immigrant. Elaine Chao became the secretary of labor and the first Asian American woman to serve in a president’s cabinet. Condoleezza Rice was the first woman to become the national security adviser.

Bush’s budget proposal included a large tax cut. Many believed a tax cut would help economic growth. Opponents of the tax cut wanted the money to be used for Social Security or paying off the national debt. Bush’s 10-year, $1.3 trillion tax cut became law and was the largest reduction since 1981.

On the international level, the Bush administration proposed a National Missile Defense program to protect the United States from any incoming missiles. Critics feared this program might renew the arms race.

The election of 2004 brought out more voters than ever before. President Bush was elected to a second term and with it he faced many challenges, such as a weak economy, a growing Federal deficit, and a controversial war.

3. How was the outcome of the presidential election of 2000 decided?
Looking to the Future (pages 943–944)

One of President Bush’s main goals was to stimulate global economic growth. Free trade among nations had resulted in strong economic growth in the 1990s. One reason was the World Trade Organization (WTO), which was established in 1995 to administer worldwide trade practices. Bush wanted this free trade to continue growing.

The growth of companies involved with new technologies helped the economy grow. People all over the world began communicating through the Internet, a global linking of computer networks.

The population in America began to change as well. People were living longer. In 2000 more than 12 percent of the population was over 65. As life expectancy rose, the government faced the issue of Medicare reform. By 2002, the House and the Senate passed bills that added a benefit for prescription drugs.

The ethnic distribution of the United States also changed. By 2003, more than 12 percent of the population was foreign-born. Asian Americans made up about 4 percent of the population and Hispanic Americans about 14 percent.

Corporate scandals have caught the attention of the public and the government. At Enron, for example, corporate leaders cost the company billions of dollars, forcing it into bankruptcy. In response, the government tightened accounting regulations and toughened penalties for dishonest executives.

Countries have begun to work together to protect the environment. Scientists warned that the earth’s atmosphere was losing ozone, a layer of gas that protects all living things from cancer-causing sun rays. In 1987 the United States and 23 other nations agreed to stop making chemicals that might be harming the ozone layer.

Scientists are also concerned about global warming, the steady rise of average world temperatures. It is believed that air pollution may contribute to the problem. Global warming could change weather patterns, the environment, and crop production.

Nations around the world are also concerned about terrorism, the use of violence by groups against civilians to achieve a political goal. Acts of terrorism threaten national security worldwide. In the 1990s the United States suffered from both international terrorism (foreign groups attacking United States’s targets) and domestic terrorism (Americans attacking other Americans).

Being a powerful nation, the United States is often targeted by terrorists, who either act independently or with the help of a hostile foreign government. The attacks on the World Trade Center and the Pentagon on September 11, 2001, are extreme examples of the dangers of terrorism, an increasing international concern.

4. What factors contributed to the strong economy of the 1990s?
THE WAR ON TERRORISM

**KEY TERM**

counter-terrorism  Military and political activities intended to combat terrorism (page 949)

**DRAWING FROM EXPERIENCE**

What did you think and feel when you first heard about the terrorist attacks of September 11, 2001? Has your life changed since the attacks? How? Do you think the terrorists achieved their goals?

In the last section, you read about the challenges the Clinton administration faced in the 1990s and the challenges the Bush administration might face in the new century. This section focuses on the immediate global concern over international terrorism.

**ORGANIZING YOUR THOUGHTS**

Use the chart below to help you take notes as you read the summaries that follow. Think about how the United States and other nations responded to the terrorist attacks of September 11, 2001.

### Counter-terrorism Acts

**Domestic**

1. 
2. 
3. 
4. 

**Foreign**

1. 
2. 
3.
The Terrorist Threat (pages 946–947)

On September 11, 2001, the World Trade Center in New York and the Pentagon in Washington, D.C., were attacked by foreign terrorists. Terrorist hijackers forced three passenger airplanes to crash into the buildings. The World Trade Center towers collapsed, and the Pentagon was badly damaged. A fourth airplane was hijacked, but was forced to crash in a field when passengers tried to stop the hijacking. Thousands of people were killed. Those killed included hundreds of rescue workers: police officers, firefighters, paramedics, and volunteers trying to help.

The United States and many other nations were stunned by this huge disaster and wanted to know who was responsible. Intelligence sources and the FBI quickly identified Osama bin Laden as the main suspect.

Osama bin Laden is a Muslim from the Middle East. Muslims are people who believe in and practice the religion of Islam. The vast majority of Muslims reject terrorism, but a small group of militant fundamentalists such as bin Laden are terrorists. These militant fundamentalists believe that Western ideas and lifestyles are wrong and endanger the Muslim society in the Middle East. Because the United States is the Western superpower, it was targeted by bin Laden and his group of terrorists.

In 1979 the Soviet Union invaded Afghanistan in an effort to support its pro-Communist government. Muslims from across the Middle East came to Afghanistan to fight against the Soviets, including Osama bin Laden. He was from a wealthy family in Saudi Arabia.

In 1988 bin Laden started al-Qaeda, an organization that recruited Muslim soldiers and supplied arms to them. The Afghan fighters successfully drove the Soviets out of the country in 1989. Osama bin Laden was seen by some as a hero for the victory.

Afghanistan came under the control of the Taliban, a group of Muslim fundamentalists. Osama bin Laden based al-Qaeda in Afghanistan and began a terrorist campaign against the West. He wanted all non-Muslims, including Americans and other Westerners, to be forced out of the Middle East. American embassies in Kenya and Tanzania were hit by terrorist truck bombs. More than 200 people died, including 12 Americans. Over 4,500 people were injured.
1. What do Muslims who are militant fundamentalists believe in?

• **A New War Begins** *(pages 947–951)*

   Terrorists attacked the United States on a massive scale on September 11, 2001. Thousands of Americans looked for ways to help the victims. They donated money, blood, supplies, and food. They attended prayer services. Firefighters and medical workers from many cities helped the rescue and recovery efforts in New York and Washington.

   President Bush was worried that some Americans might take out their anger over the attacks on innocent Muslims. He stated that Islam is a peaceful religion that does not support terrorism. Bush urged people to treat Muslim Americans fairly. The president also created a fund to help the needy children in Afghanistan.

   New threats of biological and chemical weapons surfaced after the September 11 attacks. Letters containing deadly anthrax spores were mailed to the news media and several political leaders. The source of the anthrax is under investigation.

   In response to the terrorist attacks, the armed forces were put on high alert. Fighter aircraft patrolled the skies, airport security was increased, and the FBI launched a massive investigation. President Bush created a new cabinet-level post, Homeland Security, to handle all the *counter-terrorism* efforts. Counter-terrorism involves military and political actions intended to combat terrorism. The new department will control the Coast Guard, the Border Patrol, the Immigration and Naturalization Services, the Customs Service, the Federal Emergency Management Agency, and many other agencies.

   The USA Patriot Act of 2001 was passed. The act gave federal prosecutors and the FBI new powers to investigate acts of terrorism. The laws allowed agents to tap telephones, track Internet usage, and conduct secret searches of property without prior notice. Critics feared the law might violate the civil rights of innocent citizens. To avoid this, Congress reviews the act’s provisions periodically.

   Many people around the world were impacted by the September 11 attacks. Leaders of other countries responded with sympathy for the victims and outrage at the terrorists. NATO members promised to support the United States as did other countries including India, Turkey, Pakistan, and Israel. Some Muslim nations, such as Saudi Arabia and Egypt, offered the United States much more limited support because they feared widespread protests from their people.
The war against terrorism began in Afghanistan, where Osama bin Laden was believed to be hiding. The Taliban controlled the Afghan government and forced its religious views on the Afghan people. There was no tolerance for other political groups or religions other than Muslim fundamentalism. The Taliban’s main opposition, the Northern Alliance, had been unsuccessful in its attempt to take power away from the Taliban.

President Bush demanded that the Taliban turn over bin Laden and his supporters. When the Taliban refused, the United States military began air strikes in Afghanistan against al-Qaeda terrorist training camps and Taliban military installations. Cargo jets began to drop food, medicine, and supplies to the people of Afghanistan.

The heavy air strikes allowed the Northern Alliance forces to capture several key cities. The plan was to remove the Taliban from power and set up a new, less oppressive government. Another goal was to capture bin Laden and his supporters so they could be prosecuted for the September 11 attacks.

In 2002, President Bush widened the war on terror. In October, North Korea announced that it had restarted its nuclear weapons program. The Bush administration pressured the North Koreans to end the program, but North Korea warned the United States that it would continue to build its nuclear power.

In the summer of 2002, the president confronted Iraq, asking the UN to pass a resolution demanding that Iraq give up its weapons of mass destruction. The president made it clear that the United States would act with or without UN support, and in mid-October, Congress voted to authorize the use of force against Iraq.

In November, weapons inspectors were admitted into Iraq, with Iraq’s agreement. Questions arose, however, over whether Iraqi officials were cooperating as they had promised. Arguing that the Iraqis still held weapons of mass destruction, President Bush called for the use of force in Iraq. The American military, along with soldiers from Great Britain, attacked.

Although the major combat lasted only six weeks, the fighting and the controversy continued. Americans found no weapons of mass destruction, and although many Iraqis welcomed the fall of Saddam Hussein’s regime, others did not. Efforts to rebuild the war-torn country began, but the path toward a free and stable Iraq appeared long and difficult.

**2. What new powers were given to investigators by the USA Patriot Act of 2001?**