

# Mr. Portteus' Social Studies Classes Round 3

Hello All:

In this packet of awesomeness, you will find work for roughly about two weeks of work. It will last from May 6-May 22<sup>nd</sup>. You will be graded for accuracy according to the rubric established by the teachers. The goal of the work is to be done a little at a time. **You should be spending roughly 25-30 mins a day on the work here.** This is not meant for you to stay up late like you are binge watching shows on Netflix!! You need to work on this a little at a time!

This time around for some of the classes you will find notes printed and attached with it is a worksheet that you must complete! You will be required to read the notes and write test questions for several sets of notes. If you find that in your assignment follow the directions given. **If you can attend the weekly check-ins and ask questions!!**

I will be holding office hours from 1-3 pm every day in addition to the weekly check-ins. The office hours work as follows: If you have a question email me, if you need a face to face email me and I will setup a hangout for us to talk it through. As always you can email me at [William.Portteus@leonagroup.com](mailto:William.Portteus@leonagroup.com)

Please stay safe and work diligently as you can. I know this is a very difficult situation and that these are trying times but as Winston Churchill once said ***“All the great things are simple, and many can be expressed in a single word: freedom; justice; honor; duty; mercy; hope.”***

Take care all and as always if you have questions, comments and concerns please let me know.

## Chapter 9

### The Era of Thomas Jefferson (1800–1815)

#### What You Will Learn

During Thomas Jefferson's presidency, the United States acquired a vast expanse of western territory. Conflicts with the British and Native Americans soon led to the War of 1812.

#### Chapter 9 Focus Question

As you read this chapter, keep this question in mind: **How did Jefferson and Madison deal with unresolved problems?**

#### Section 1

### Jefferson Takes Office

#### Section 1 Focus Question

How did Jefferson chart a new course for the government? To begin answering this question,

- Learn about the Republican victory in the election of 1800.
- Find out about Jefferson's new course for government.
- Learn about judicial review.

#### Section 1 Summary

After a bitter campaign, Thomas Jefferson took office as President. Jefferson tried to reduce the power of the federal government over states and citizens. Meanwhile, judicial review increased the Supreme Court's power.

#### Republicans Take Charge

The presidential campaign of 1800 was a bitter contest between the Federalists and the Republicans. The Federalists threatened a civil war if Jefferson won the election. Thomas Jefferson, the Republican candidate, received 73 electoral votes, defeating John Adams, the Federalist candidate. According to the Constitution, the person who received the next highest total of electoral votes would become Vice President. However, Aaron Burr, Jefferson's running mate, also received 73 votes. It was up to the House of Representatives to break the tie. After six days of deadlock, the House chose Jefferson. To avoid this situation in the future, the Twelfth Amendment to the Constitution established separate votes for President and Vice President.

Beginning with his inauguration, Jefferson established simpler customs that he believed were appropriate for a republic. For

#### Key Events

1803

The United States purchases Louisiana from France.

1811

Americans defeat Native Americans at Battle of Tippecanoe.

1812

United States declares war on Britain.

example, he walked to his inauguration rather than ride in a carriage. Equally important, Jefferson used his inaugural address to bring the country together. ✓

### Jefferson Charts a New Course

The new President saw his election as a chance to introduce new ideas. He thought of it as the "Revolution of 1800." Jefferson's first goal was to reduce the federal government's power over states and citizens. He believed in an idea known as *laissez faire*, which means that the government should not interfere with the economy.

#### Jefferson's Main Policy Changes

- Reduced the number of people in government
- Cut military spending
- Eliminated federal taxes in the country, except tariffs
- Released those jailed under the Sedition Act

Jefferson did not reverse all Federalist policies, however. For example, he believed that the nation should keep repaying its debt, and he did not fire most Federalist officeholders. ✓

### The Supreme Court and Judicial Review

During his last hours in office, Adams appointed several judges. The Republicans argued that the appointments were an attempt to maintain Federalist power. When Jefferson took office, he ordered James Madison, his secretary of state, to stop work on the appointments. William Marbury, one of Adams's appointees, sued Madison to receive his commission. In his lawsuit, Marbury cited the Judiciary Act of 1789, which gave the Supreme Court the power to review cases brought against a federal official.

The outcome of the case, called *Marbury v. Madison*, changed the relationship of the three branches of government. In an opinion written by Chief Justice John Marshall, the Court declared the Judiciary Act was unconstitutional. Marshall stated that the Court's powers came from the Constitution. Therefore, Congress did not have the right to give the Court power in the Judiciary Act. This ruling established judicial review, or the authority of the Supreme Court to strike down unconstitutional laws. ✓

### Check Your Progress

1. How did the election of 1800 affect future elections?  
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2. What power does judicial review give the Supreme Court?  
\_\_\_\_\_  
\_\_\_\_\_

#### ✓ Checkpoint

Name the body that decided the election of 1800.  
\_\_\_\_\_

#### ✓ Checkpoint

List a Federalist policy that Jefferson kept.  
\_\_\_\_\_

#### Vocabulary Builder

Reread the bracketed paragraph. The text says Marbury was one of Adams's appointees. Using context clues in the paragraph, write a definition of *appointee* on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

#### ✓ Checkpoint

Name the justice who wrote the Supreme Court's decision in *Marbury v. Madison*.  
\_\_\_\_\_

## Section 2

### The Louisiana Purchase

#### Section 2 Focus Question

What was the importance of the purchase and exploration of the Louisiana Territory? To begin answering this question,

- Learn about the nation's westward expansion.
- Find out about the Louisiana Purchase.
- Learn about Lewis and Clark's western expedition.

#### Section 2 Summary

Westward expansion sped up after the United States won its independence. The Louisiana Purchase almost doubled the size of the United States, and the Lewis and Clark expedition provided Americans with new knowledge of the West.

#### The Nation Looks West

By 1800, more than one million settlers lived between the Appalachian Mountains and the Mississippi River. Most settlers were farmers. Because there were few roads to the West, they shipped their crops down the Mississippi to the port at New Orleans.

From there, the goods were shipped to markets in the East.

Spain, which controlled the Mississippi and New Orleans, had several times threatened to close the port to American ships. To prevent this from happening, the United States negotiated the Pinckney Treaty with Spain in 1795, which guaranteed Americans the right to ship goods down the Mississippi to New Orleans.

In 1801, Jefferson discovered that Spain had secretly transferred New Orleans and the rest of its Louisiana territory to France. Jefferson feared that Napoleon Bonaparte, the French leader, intended to expand France's control in America. ✓

#### Buying Louisiana

In 1802, before the transfer of Louisiana to France took place, Spain withdrew the right of Americans to ship their goods through New Orleans. Westerners demanded that Jefferson go to war to win back their rights.

Instead Jefferson sent James Monroe to Paris to offer to buy the city of New Orleans and a territory to the east called West Florida from the French. Monroe was assisted by Robert Livingston, the American minister in Paris.

Around this time, a revolution had driven the French from their Caribbean colony of Haiti. Without this base, France would have trouble defending Louisiana in a war. At the same time, tensions between France and Britain were rising, and war loomed. Napoleon needed money to support the war effort. As a result, France offered to sell not only New Orleans, but the entire

#### Key Events

1803

The United States purchases Louisiana from France.

1811

Americans defeat Native Americans at Battle of Tippecanoe.

1812

United States declares war on Britain.

#### ✓ Checkpoint

Describe the route by which Western farm products traveled to markets in the East.

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### ✓ Checkpoint

List the four boundaries of Louisiana Territory.

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### Vocabulary Builder

An early definition of *expedition* was "helping forward or accomplishing." How can this definition still explain the word *expedition*?

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### ✓ Checkpoint

Name the Native American woman who served as a translator for Lewis and Clark.

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Louisiana Territory to the United States. The territory stretched from the Gulf of Mexico to Canada and from the Mississippi River to the Rocky Mountains.

Jefferson was delighted with the deal, which almost doubled the size of the country and gave the United States control of the Mississippi. However, the Constitution did not give the President the power to buy land from a foreign country. In the end, Jefferson decided that the power the Constitution gave the President to make treaties allowed him to buy Louisiana. The Senate approved the treaty, and Congress quickly voted to pay for the land. ✓

### Lewis and Clark Explore the West

Even before the United States had bought Louisiana, Jefferson called on Congress to finance a western **expedition**, or long and carefully organized journey. Army officers Meriwether Lewis and William Clark were to lead the expedition.

Lewis and Clark's mission had three goals. First, they were to report on the geography, plants, animals, and other natural features of the region. Second, they were to make contact with Native Americans. Third, they were to find out if a waterway connected the Mississippi River to the Pacific Ocean.

Lewis and Clark left St. Louis in the spring of 1804 with about 40 men. In October, a Native American woman named Sacagawea joined the expedition as a translator. The following August, they reached the Continental Divide. A **continental divide** is the place on a continent that separates river systems flowing in opposite directions. On the western side of the Rockies, they reached the Columbia River, which carried them to the Pacific Ocean. They spent the winter at the point where the Columbia River meets the Pacific before beginning their half-year-long return journey in March 1806. With them, they brought a new awareness of a rich and beautiful part of the continent.

Zebulon Pike led another expedition through the southern part of the Louisiana Territory from 1805 to 1807. His return route took him into Spanish New Mexico, where he and his men were arrested as spies. After several months, they were released. As the Spanish had feared, Pike's reports about the Spanish borderlands created great American interest in the region. ✓

### Check Your Progress

1. Why was the Louisiana Purchase important?

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2. What was one purpose of the Lewis and Clark expedition?

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## Key Events

1803

The United States purchases Louisiana from France.

1811

Americans defeat Native Americans at Battle of Tippecanoe.

1812

United States declares war on Britain.

### ✓ Checkpoint

List the four Barbary States.

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### ✓ Checkpoint

Name the countries that challenged the United States' neutrality.

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## Section 3

### A Time of Conflict

#### Section 3 Focus Question

How did Jefferson respond to threats to the security of the nation? To begin answering this question,

- Learn about the defeat of the Barbary States.
- Find out about the threats to American neutrality.
- Read about the trade embargo Jefferson imposed.
- Explore the efforts of Tecumseh and the Prophet to preserve Native American lands and ways of life.

#### Section 3 Summary

Jefferson faced numerous threats to the nation's security and economy, including piracy, seizure of American ships by Britain and France, and unrest among Native Americans.

#### **Defeating the Barbary States**

Trade with Europe was critical to the U.S. economy. After the American Revolution, pirates began attacking American ships in the Mediterranean Sea. The pirates came from four North African countries known as the Barbary States. They were Morocco, Algiers, Tunisia, and Tripoli. European nations paid the Barbary States **tribute**, or money paid by one country to another in return for protection. In exchange, pirates left their ships alone.

For a time, the United States also paid tribute. But Jefferson put an end to that practice and sent warships to the Mediterranean to protect American merchant ships. At first these military patrols went badly. For example, the warship *Philadelphia* ran aground near the Tripoli coast, and its crew was captured. However, the next year, a small force of American marines marched 600 miles across the Sahara to capture Tripoli. This victory inspired confidence in the ability of the United States to deal forcefully with threats from foreign powers. ✓

#### **American Neutrality Is Challenged**

By 1803 Britain and France were once again at war. The United States, which remained neutral, continued trading with both countries. Britain and France began seizing American ships carrying trade goods to the other country. This was an attempt to weaken each other by cutting off the other's foreign trade. In addition, Britain impressed, or forced, thousands of American sailors to serve in the British navy. ✓

#### **Jefferson Responds With an Embargo**

Jefferson tried to force Britain and France to respect American neutrality by issuing an **embargo**. This is a government order that forbids foreign trade. In 1807 Congress passed the Embargo Act.

The embargo applied to American ships sailing to any foreign port. Jefferson predicted that France and Britain would soon stop attacking American ships.

However, Jefferson did not foresee the result of the embargo. The big loser proved to be the American economy. Declining exports caused crop prices to fall and tens of thousands of Americans to lose their jobs. The embargo was especially unpopular in New England, where merchants depended heavily on foreign trade. To evade the embargo, thousands of Americans turned to **smuggling**, or the act of illegally importing or exporting goods.

Congress finally repealed the Embargo Act in 1809. It then passed a law that reopened trade with all countries except Britain and France. The law stated that trade with Britain and France would resume when they started respecting America's trading rights as a neutral nation. ✓

### **Tecumseh and the Prophet**

After the Battle of Fallen Timbers, tens of thousands of settlers moved westward. Ohio became a state in 1803, and settlers moved into Indiana Territory and beyond.

The tide of settlement had a terrible impact on Native Americans. Westward expansion exposed Native Americans to disease, threatened their hunting grounds, and drove away game. The Native American population declined, as did the power of their traditional leaders.

Two Shawnee brothers, Tecumseh and Tenskwatawa, or the Prophet, began urging Native American resistance. They called on Native Americans to preserve their traditional ways.

American officials were concerned by Tecumseh's activities. While Tecumseh was gone, William Henry Harrison, the governor of the Indiana Territory, led an attack on Shawnee villages on the Tippecanoe River. Harrison's troops defeated the Native Americans. The Battle of Tippecanoe marked the high point of Native American resistance to settlement. Still, Tecumseh and his warriors continued their struggle for several more years. ✓

### **Check Your Progress**

1. What were the main threats to American trade?

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2. How did westward expansion affect Native Americans?

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### ✓ Checkpoint

List two effects of the Embargo Act on the United States' economy.

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### ✓ Checkpoint

Name the two Native American leaders who fought back against American settlement in the West.

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## Section 4

### The War of 1812

#### Section 4 Focus Question

What were the causes and effects of the War of 1812? To begin answering this question,

- Find out why the United States moved toward war with Britain.
- Learn about the early days of the war.
- Read about the war in the West and South.
- Learn about the final battles of the war.

#### Section 4 Summary

The War of 1812 started badly for the United States. However, America's eventual victory increased American nationalism.

#### The Move Toward War

When James Madison became President in 1809, Americans were angry with the British for supplying arms to Native Americans and impressing American sailors. To most Americans, the country's honor was at stake. They felt a new sense of nationalism, or pride in one's country.

In 1810, Henry Clay of Kentucky and John C. Calhoun of South Carolina became leaders in the House of Representatives. The two men and their supporters were called war hawks because they were eager for war with Britain. Opposition to war was strongest in New England, where many believed war would harm American trade.

Relations with Britain worsened in the spring of 1812 when the British told the United States they would continue impressing sailors. Meanwhile, Native Americans in the Northwest began new attacks on frontier settlements. In June, Congress declared war on Britain. ✓

#### Early Days of the War

Britain was still at war in Europe at the time, but it was not willing to meet American demands in order to avoid war. When the war began, Americans were confident they would win. However, because of military cuts under Jefferson, the United States military was not prepared for war.

At the beginning of the war, Britain set up a blockade of the American coast. A blockade is the action of shutting a port or road to prevent people or supplies from coming into an area or leaving it. By the end of the war, the British were able to close off all American ports.

One early naval success for the United States was the USS *Constitution's* defeat of the British warship the *Guerrière*. ✓

#### Key Events

1803

The United States purchases Louisiana from France.

1811

Americans defeat Native Americans at Battle of Tippecanoe.

1812

United States declares war on Britain.

#### ✓ Checkpoint

Name the region in the United States where opposition to the war with Britain was strongest.

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#### ✓ Checkpoint

Name an action the British took at the beginning of the war.

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### ✓ Checkpoint

List two commanders who led American forces to victory.

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### Vocabulary Builder

The word *negotiate* comes from the Latin word for “to carry on business.” What do you think the word *negotiating* means in the context of the underlined sentence?

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### ✓ Checkpoint

Name the battle that occurred after the peace treaty was signed.

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## The War in the West and South

In the West, the Americans and British fought for control of the Great Lakes and the Mississippi River. The British captured American General William Hull’s troops after they tried to invade Canada. American forces under **Oliver Hazard Perry**, however, scored an important victory against the British on Lake Erie. William Henry Harrison and his troops defeated the British at the Battle of the Thames. In the South, Creek warriors attacked several American settlements. **Andrew Jackson** led American troops to victory against the Creeks in the Battle of Horseshoe Bend. ✓

## Final Battles

After the British defeated Napoleon in 1814, they sent more troops to fight against the United States. In August, British troops attacked Washington, D.C., burning several government buildings, including the White House. The British moved on to Baltimore, where they attacked Fort McHenry. British warships bombarded the fort throughout the night of September 13, 1814. At dawn, however, the Americans still held the fort. An American, Francis Scott Key, witnessed the battle and wrote the poem, “The Star-Spangled Banner.” Set to music, it later became the national anthem of the United States.

Britain began to tire of the war, so the two sides began negotiating a peace treaty. On Christmas Eve 1814, the United States and Britain signed the Treaty of Ghent, ending the war. It took several weeks for the news to reach the United States, and during this time, the two sides fought one last battle. In January 1815, American forces under General Andrew Jackson defeated the British at the Battle of New Orleans.

Meanwhile, opponents of the war met in Hartford, Connecticut, in December 1814. Some delegates suggested that New England secede, or withdraw, from the United States. However, the convention quickly ended when news of the treaty arrived.

To some Americans, the War of 1812 was the “Second War of Independence.” Once and for all, the United States had secured its independence from Britain, and European nations would now have to treat the young republic with respect. ✓

## Check Your Progress

1. What British actions led to the War of 1812?
2. Why was the United States unprepared for war?

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## Chapter 9 Assessment

Directions: Circle the letter of the correct answer.

1. Which was a goal of President Thomas Jefferson?
  - A declare war on Britain
  - B add a Bill of Rights to the Constitution
  - C reduce the size of the federal government
  - D reduce the powers of state governments
2. Who was the Treaty of Ghent between?
  - A Thomas Jefferson and James Madison
  - B William Marbury and John Marshall
  - C the United States and France
  - D the United States and Britain
3. What was an effect of the Embargo Act?
  - A increased unemployment in America
  - B higher prices for American crops
  - C war between Britain and France
  - D war with Native Americans

Directions: Follow the steps to answer this question:

**How might the United States be different if the Louisiana Purchase had not occurred?**

**Step 1: Recall information:** In the chart, list three benefits of the Louisiana Purchase for the United States.

Benefits of the Louisiana Purchase in 1803
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•
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**Step 2:** Now imagine what two ways the United States would be different today if it had been denied those benefits.

Differences in the United States Without Those Benefits
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**Step 3:** Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

Without the Louisiana Purchase, the United States \_\_\_\_\_

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## Chapter 10

### A Changing Nation (1815–1840)

#### What You Will Learn

During the early to mid-1800s, federal authority increased, and the status of the United States among other nations grew. At the same time, American politics became more democratic. The United States also faced a crisis over states' rights.

#### Chapter 10 Focus Question

As you read this chapter, keep the following question in mind: **How did the nation reflect a growing sense of national pride and identity?**

### Section 1

#### Building a National Identity

#### Section 1 Focus Question

How was the power of the federal government strengthened during the Era of Good Feelings? To begin answering this question,

- Find out about the Era of Good Feelings.
- Explore the building of the national economy.
- Learn about three important Supreme Court rulings.

#### Section 1 Summary

Following the War of 1812, the United States experienced a rise in national unity. This sense of unity was tested by disagreements over tariffs. However, key Supreme Court rulings aided the federal government in steadily increasing its power.

#### The Era of Good Feelings

After the War of 1812, the Republicans controlled the government. Republican James Monroe's huge victory in the 1816 presidential election crushed the Federalist Party. To promote national unity, Monroe toured parts of the country. He was warmly greeted even in states that had not voted for him in 1816. A Boston newspaper called the new spirit of national unity the "Era of Good Feelings," and the name has since been used to describe Monroe's two terms as President. ✓

#### Building the National Economy

After 1815, three gifted members of Congress emerged. Henry Clay of Kentucky represented the West. John C. Calhoun of South Carolina spoke for southern interests. Daniel Webster of Massachusetts was a leading politician for the Northeast.

#### Key Events

1816

Congress passes Tariff of 1816.

1823

Monroe Doctrine is issued.

1828

Andrew Jackson elected President.

1837

Panic of 1837 brings economic collapse.

#### ✓ Checkpoint

Name the political party that gained power after the War of 1812.

\_\_\_\_\_

The economy was one topic of debate for these men. When the first Bank of the United States closed in 1811, the U.S. economy suffered. In 1816, Congress approved a new **charter**—a legal document giving certain rights to a person or company—for a second Bank of the United States. This federal bank stabilized the money supply and helped business, but it did not solve all the nation's economic problems. After the War of 1812, British companies began to sell manufactured goods below market price in America, a practice known as **dumping**. This drove many New England companies out of business. Congress responded by passing the Tariff of 1816, which taxed foreign goods like cloth, iron, leather goods, and paper. Congress passed even higher tariffs in 1818 and 1824. Such protective tariffs were popular in the North, where they protected local factories. But in the South, people resented the high tariffs that made goods more expensive.

Henry Clay defended high tariffs in a plan he called the American System. He said the money from tariffs could pay to build **infrastructure**, such as bridges, canals, and roads. Clay argued that this would help all regions. Southerners rejected the American System and continued to oppose the tariffs. ✓

### Three Important Supreme Court Rulings

Between 1819 and 1824, the Supreme Court issued three major rulings that affected the economy and the power of the federal government. In *Dartmouth College v. Woodward* (1819), the Court protected private contracts. A **contract** is an agreement between two or more parties that can be enforced by law. This ruling promoted **capitalism**, an economic system in which private businesses compete in a free market. In *McCulloch v. Maryland* (1819), the Court ruled that a state cannot pass a law that violates a federal law. In addition, the Court said states had no power to interfere with federal institutions. This protected the second Bank of the United States from being taxed by the state of Maryland. In *Gibbons v. Ogden* (1824), the Court blocked New York State from giving a steamboat company the sole right to carry passengers on the Hudson River. Because the trip involved trade between two or more states, it was considered **interstate commerce**. Only Congress can regulate such trade. The *McCulloch v. Maryland* and *Gibbons v. Ogden* rulings both increased the power of the federal government when dealing with the states. ✓

### Check Your Progress

1. Why did Congress pass protective tariffs?

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2. How did the Supreme Court's rulings increase the power of the federal government?

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### Vocabulary Builder

The word *infrastructure* means "foundation" or "basic framework." How do structures like roads and bridges serve as a foundation or framework for the nation?

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### ✓ Checkpoint

Name three key members of Congress and the regions they represented.

Member: \_\_\_\_\_  
Region: \_\_\_\_\_  
Member: \_\_\_\_\_  
Region: \_\_\_\_\_  
Member: \_\_\_\_\_  
Region: \_\_\_\_\_

### ✓ Checkpoint

Name the Supreme Court ruling that said states cannot pass laws that violate federal laws.

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## Section 2

### Dealing With Other Nations

#### Section 2 Focus Question

How did U.S. foreign affairs reflect new national confidence? To begin answering this question,

- Learn about U.S. relations with Spain.
- Find out how Spanish colonies won independence.
- Learn about the Monroe Doctrine.
- Examine U.S. relations with Canada.

#### Section 2 Summary

After the War of 1812, the United States settled border disputes with Spain and Britain involving Florida and Canada. Many Latin American colonies declared independence. The Monroe Doctrine aimed to prevent European powers from interfering with these nations or other U.S. interests in the Americas.

#### Relations With Spain

The Spanish territory of Florida was a source of conflict between the United States and Spain. The Spanish could not stop enslaved African Americans who had escaped from plantations in Georgia and Alabama from crossing into Florida. Many of these former slaves joined the Seminole Nation. The Seminoles in turn often crossed the border to raid American settlements. In 1817, the U.S. government sent Andrew Jackson to recapture escaped slaves. Jackson destroyed Seminole villages and then captured two Spanish towns. Spain realized that it could not defend Florida from the United States, so it decided to give up the territory. Spain ceded, or gave up, Florida to the United States in the Adams-Onís Treaty of 1819. ✓

#### Spanish Colonies Win Independence

Spain's control of its other American colonies was also fading. The people of Latin America were inspired by the American and French revolutions to seek independence. In 1810, Father Miguel Hidalgo (ee DAHL goh) led an unsuccessful rebellion against Spanish rule in Mexico. But in 1820, there was another revolution, forcing Spain to grant Mexico independence in 1821. Mexico overthrew its emperor and became a republic in 1823.

In South America, Simón Bolívar (see MOHN boh LEE vahr) led several struggles for independence. Known as the Liberator, Bolívar defeated the Spanish in 1819 and formed the Republic of Great Colombia. This included what are now Colombia, Ecuador, Panama, and Venezuela. The people of Central America soon followed by declaring their independence from Spain in 1821. They formed the United Provinces of Central America two years later. By 1825, most of Latin America had thrown off European rule. ✓

#### Key Events

1816

Congress passes Tariff of 1816.

1823

Monroe Doctrine is issued.

1828

Andrew Jackson elected President.

1837

Panic of 1837 brings economic collapse.

#### ✓ Checkpoint

Name the reason Spain was willing to cede Florida to the United States.

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#### Vocabulary Builder

To *liberate* means "to set free." Why do you think Simón Bolívar was called the Liberator?

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#### ✓ Checkpoint

Name two events that inspired Latin American independence movements.

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### ✓ Checkpoint

Name the region covered by the Monroe Doctrine.

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### ✓ Checkpoint

Name the act that reunited Canada in 1841.

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## **The Monroe Doctrine**

In 1822, the United States recognized the independence of Mexico and six other former colonies in Latin America. But European powers like France and Russia wanted to help Spain regain its colonies. Great Britain and the United States opposed this idea. In 1823, Britain suggested that America and Britain act jointly. They would announce that they would protect the freedom of Latin America. President James Monroe approved, but Secretary of State John Quincy Adams argued that the United States would look like Britain's junior partner if the two cooperated.

In a message to Congress in 1823, the President stated what is now called the Monroe Doctrine. The United States would not allow European nations to create American colonies or to interfere with the free nations of Latin America. Any attempt to do so would be considered "dangerous to our peace and safety." In truth, the United States was not strong enough to block European action. Only the British navy could do that. As U.S. power grew, however, the Monroe Doctrine boosted the influence of the United States in the region. ✓

## **Relations With Canada**

Britain faced its own challenges in Canada. In 1791, this British colony was divided into Upper and Lower Canada. After each part rebelled in 1837, Britain rejoined the colony in 1841 under the Act of Union. This act gave the Canadian people greater self-government—the right of people to rule themselves independently. Britain, however, still had ultimate control.

Canadian relations with the United States were strained. Tensions were particularly high during the War of 1812 when U.S. forces tried to invade Canada. However, relations improved as Britain and the United States settled several border disputes involving Canada from 1818 to 1846. Eventually, the United States and Canada established excellent relations. These relations remain strong even today. ✓

## **Check Your Progress**

1. What are two reasons the United States was upset about relations with Spanish Florida?

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2. Why did Secretary of State Adams not want the United States to work with Great Britain on the Monroe Doctrine?

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## Key Events

1816

Congress passes  
Tariff of 1816.

1823

Monroe Doctrine  
is issued.

1828

Andrew Jackson  
elected  
President.

1837

Panic of 1837  
brings economic  
collapse.

## ✓ Checkpoint

List two reasons Jackson was deeply loved by millions of Americans.

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## Section 3

### The Age of Jackson

#### Section 3 Focus Question

How did the people gain more power during the Age of Jackson? To begin answering this question,

- Find out about the conflict between Adams and Jackson.
- Learn about a new era in politics.
- Discover how Jackson became President.

#### Section 3 Summary

The period from the mid-1820s to the end of the 1830s is called the Age of Jackson, after President Andrew Jackson. Jackson had a huge impact on American politics. His administration allowed everyday Americans to play a greater role in government.

#### **Adams and Jackson in Conflict**

Born in a log cabin, Andrew Jackson began his life with very little. However, Jackson's toughness and determination helped him become wealthy. Jackson stood for the idea that ordinary people should participate, or take part, in American political life. As a general and later as President, Andrew Jackson was deeply loved by millions of ordinary Americans who respected his humble beginnings and firm leadership.

In the presidential election of 1824, Jackson won the most popular and electoral votes, but not a majority. According to the Constitution, the House of Representatives would have to decide the election. Candidate and Speaker of the House Henry Clay told his supporters to vote for John Quincy Adams. When Adams was elected and made Clay his secretary of state, Jackson was outraged. His supporters claimed that Clay and Adams had made a "corrupt bargain." These rumors burdened Adams as President. He had ambitious plans for the nation, but he lacked the political skill to push his programs through Congress. Adams never won Americans' trust, and as a result, he served only one term. ✓

#### **A New Era in Politics**

Jackson's defeat was the beginning of a new era in politics. By 1824, suffrage—the right to vote—had been granted to almost all adult white males, not just those who owned property. However, suffrage was still restricted. Women and enslaved African Americans could not participate in government. States also were changing how they chose presidential electors. Previously, state legislatures chose them. Now, that right went to the voters. In 1824, the voters in 18 out of 24 states chose their electors.

Greater voting rights were part of a larger spread of democratic ideas. Jackson and his supporters believed that ordinary

people should vote and hold public office. Jackson did not trust government and banks, which he felt favored the rich. Jackson and his supporters strongly opposed special privileges for those of high social status.

During the 1824 election, the Republican Party split. Jackson's supporters called themselves Democrats. Supporters of Adams called themselves National Republicans. After his defeat in 1824, Jackson won the 1828 presidential election over Adams. Later he won the 1832 election over National Republican candidate Henry Clay.

In 1836, the new Whig Party replaced the Republicans. The Democrats and Whigs would be the two major parties in U.S. politics until 1852. The new parties adopted a new way of choosing their presidential candidates. The two parties began to hold **nominating conventions**, or large meetings of party delegates who choose party candidates. Previously, a party's members of Congress held a **caucus**—a meeting of members of a political party. ✓

### **Jackson Becomes President**

Three times as many people voted in the election of 1828 as had voted in 1824. Most of these new voters supported Jackson, who easily defeated Adams. The election revealed growing sectional and class divisions among American voters. Jackson did best in the West and South and had strong support from farmers, small business people, and workers nationwide. Adams was most popular in his home region of New England.

Jackson's supporters called the election a victory for the "common man." Some supporters called Jackson the "People's President." Tens of thousands of ordinary people came to the Capitol to attend Jackson's inauguration. Once in office, Jackson replaced some government officials with his own supporters. Although this was not a new practice, Jackson openly defended what he was doing. He claimed that bringing in new people furthered democracy. This practice of rewarding government jobs to supporters of a party that wins an election became known as the **spoils system**. ✓

### **Check Your Progress**

1. What was different about the voting rights enjoyed by citizens in 1824 compared to earlier elections?

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2. How did political parties change the way they chose candidates after 1836?

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### ✓ **Checkpoint**

Name two political parties that formed during the Age of Jackson.

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### **Vocabulary Builder**

There is an old military saying, "to the victors belong the spoils." *Spoil* is another word for loot or prize. Why do you think the name *spoils system* was given to Jackson's practice of putting his supporters in office?

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### ✓ **Checkpoint**

How many more people voted in the 1828 election than in the 1824 election?

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## Section 4

### Indian Removal

#### Section 4 Focus Question

Why did Jackson use force to remove Indians from the Southeast? To begin answering this question,

- Learn about the Native Americans of the Southeast.
- Explore the conflict over land.
- Follow the Trail of Tears.

#### Section 4 Summary

As the population of white settlers in the Southeast grew, conflicts arose with Native Americans in the region. President Andrew Jackson decided to forcibly remove thousands of Native Americans and relocate them to the West.

#### Native Americans of the Southeast

In 1828, more than 100,000 Native Americans lived east of the Mississippi River. These nations included the Cherokee, Chickasaw, Choctaw, and Creek. The groups lived in various parts of Alabama, Mississippi, Georgia, North Carolina, and Tennessee. The Seminoles, who lived in Florida, had an unusual origin: They were a combination of Creeks who had moved into Florida in the late 1700s, Florida Native Americans, and escaped African American slaves. Many of the southeastern Native Americans were farmers or lived in towns.

The Cherokees in particular adopted some white customs. Many Cherokees became Christians. They also had businesses, small industries, schools, and even a newspaper written in English and Cherokee. The alphabet for the Cherokee language was created by a leader named Sequoyah (suh KWoy uh). In 1827, the Cherokee set up a government based on a written constitution. They claimed status as a separate nation. ✓

#### Conflict Over Land

To many government leaders and white farmers, Native Americans stood in the way of westward expansion. Furthermore, Native Americans lived on fertile land. White farmers wanted that land for growing cotton.

Policies to move Native Americans from their lands dated from the presidency of Thomas Jefferson. Jefferson thought that the only way to prevent conflict and protect Native American culture was to send the Native Americans west. After the War of 1812, the federal government signed treaties with several Native American groups in the Old Northwest. Groups agreed to give up their land and move west of the Mississippi River. The pressure to move increased on the Native Americans who remained in the Southeast.

#### Key Events

1816

Congress passes Tariff of 1816.

1823

Monroe Doctrine is issued.

1828

Andrew Jackson elected President.

1837

Panic of 1837 brings economic collapse.

#### ✓ Checkpoint

List two white customs adopted by the Cherokees.

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#### Vocabulary Builder

The "Old Northwest" is the name for land around the Great Lakes that was once the northwestern part of the United States. Why do you think we do not call the Southeast the "Old Southeast"?

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### ✓ Checkpoint

Name the law that allowed President Jackson to move Native American groups to the West.

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### ✓ Checkpoint

What was the Trail of Tears?

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In 1825 and 1827, the state of Georgia passed a law that forced the Creeks to give up most of their land. Then in 1828, Georgia tried to get the Cherokees to leave the state, but they refused to move, choosing instead to sue the state of Georgia. Two cases eventually made their way to the Supreme Court. The first case, *Cherokee Nation v. Georgia*, reached the Supreme Court in 1831. The decision in this suit went against the Cherokees. However, in the second case, *Worcester v. Georgia* (1832), the Court declared that Georgia's laws "can have no force" within Cherokee land. In his ruling, John Marshall pointed to treaties that the United States had signed guaranteeing certain territory to Native Americans. These treaties meant Georgia could not take away Cherokee territory. President Andrew Jackson, who wanted to move Native Americans to the West, refused to support the Court's decision. Instead, Jackson chose to enforce the Indian Removal Act of 1830. This law gave him the power to offer Native Americans land west of the Mississippi for their land in the East. ✓

### On the Trail of Tears

Believing they had no choice, most Native American leaders signed treaties agreeing to move westward to Indian Territory. Today, most of that area is in the state of Oklahoma. The Choctaws signed the first treaty in 1830, and they moved between 1831 and 1833. However, the federal government did not give the Choctaw enough food and supplies for the long trip. As a result, many people died in the cold winter weather. The Cherokees held out a few years longer. Finally, President Martin Van Buren forced the Cherokees to move in the winter of 1838–1839 while being guarded by 7,000 soldiers. Once again, there were not enough supplies. Some 4,000 of the 15,000 Cherokees who began the journey died along the route that became known as the Trail of Tears. ✓

The Seminoles refused to move, choosing instead to fight a war against removal. In the 1840s, most Seminoles were eventually removed to Indian Territory. In their new homes, Native Americans struggled to rebuild their lives under very difficult conditions. ✓

### Check Your Progress

1. What did the Supreme Court rule in *Worcester v. Georgia*?

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2. What happened to most of the Native American groups in the Southeast?

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## Section 5

### States' Rights and the Economy

#### Key Events

1816

Congress passes  
Tariff of 1816.

1823

Monroe Doctrine  
is issued.

1828

Andrew Jackson  
elected  
President.

1837

Panic of 1837  
brings economic  
collapse.

#### ✓ Checkpoint

Name the two men who opposed each other over the Bank charter.

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#### ✓ Checkpoint

Name the Constitutional amendment that reserves certain powers to the states and people.

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#### Section 5 Focus Question

How did old issues take a new shape in the conflict over a national bank and tariffs? To begin answering this question,

- Learn about the disagreement over the Bank of the United States.
- Explore the viewpoints towards states' rights.
- Examine the nullification crisis.
- Find out about the end of the Jackson Era.

#### Section 5 Summary

Jackson faced two major political conflicts during his presidency. One involved the second Bank of the United States. The other dealt with the thorny issue of states' rights.

##### **The Bank War**

The second Bank of the United States earned strong support from business people. The Bank loaned money to many businesses and was a safe place for the federal government to keep its money. The money it issued formed a stable currency. But Andrew Jackson and many other Americans believed that the Bank favored the rich and hurt everyday people. For example, the Bank sometimes limited the amount of money that state banks could lend. In the South and West, the Bank was blamed for the economic crisis of 1819, which cost many people their farms.

In 1832, Nicholas Biddle, the Bank's president, got Congress to renew the Bank's charter. Jackson vetoed this bill, promising to defeat Biddle. Most voters stood behind Jackson, who won the election by a large margin. As a result, the Bank ceased to exist when its charter ran out in 1836. ✓

##### **The Question of States' Rights**

Since the founding of the United States, Americans had debated how to divide power between the federal government and the states. The Constitution gives the federal government many significant powers, but at the same time, the Tenth Amendment states that powers not specifically given to the federal government are reserved to the states or to the people. Over the years, the issue of balancing federal and state power had come up repeatedly. During Jackson's presidency, arguments over this issue caused a serious crisis. ✓

##### **The Nullification Crisis**

The issue of states' rights was raised again in 1828 when Congress passed a new tariff on manufactured goods. This tariff helped northern businesses but hurt southerners, who were forced to pay

more for goods. Southerners felt the law was unfair, and to many, the tariff issue was part of a larger problem. If the federal government could enforce what southerners considered an unjust law, could it also use its power to ban slavery? Vice President John C. Calhoun argued that the states had the right of **nullification**—an action by a state that cancels a federal law to which the state objects.

Arguments For Nullification	Arguments Against Nullification
<ul style="list-style-type: none"> <li>• The Union was formed by an agreement between the states.</li> <li>• States kept the right to nullify federal laws that the people of the state considered unfair.</li> </ul>	<ul style="list-style-type: none"> <li>• The Union had been formed by the American people, not the states.</li> <li>• The supreme power in the land lay with the American people, not the states.</li> </ul>

When Congress passed another high tariff in 1832, South Carolina voted to nullify the tariffs. State leaders also threatened to secede, or leave the Union. Jackson asked Congress to allow the federal government to collect its tariff by force if necessary. But he also supported a compromise bill that would lower the tariffs. In 1832, Congress passed both laws. South Carolina accepted the new tariff, ending the crisis. ✓

### The End of the Jackson Era

Martin Van Buren, Jackson's Vice President, won the presidency in 1836. Just as he took office, the U.S. economy faced the Panic of 1837. British mills began buying less cotton, which caused cotton prices to fall. Cotton growers could not repay their bank loans, which caused hundreds of banks to fail. Van Buren's presidency was ruined.

In 1840, the Whig candidate, William Henry Harrison, easily beat Van Buren. The Whigs had learned how to reach ordinary voters by using parades and other forms of entertainment in their campaign. The Age of Jackson had ended: ✓

### Check Your Progress

1. What did supporters and opponents of the second Bank believe?

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2. What caused the nullification crisis?

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### Vocabulary Builder

To *nullify* means "to make of no value." To nullify a law means to take away its power. How was nullification supposed to protect states' rights?

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### ✓ Checkpoint

Name the act of Congress that South Carolina was trying to nullify.

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### ✓ Checkpoint

Name the crisis that ruined Van Buren's presidency.

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## Chapter 10 Assessment

**Directions:** Circle the letter of the correct answer.

1. Which of the following cases established the principle that a state cannot pass a law that breaks a federal law?
 

A <i>Marbury v. Madison</i>	C <i>Gibbons v. Ogden</i>
B <i>McCulloch v. Maryland</i>	D <i>Dartmouth College v. Woodward</i>
  
2. What did the Monroe Doctrine declare?
  - A The United States would consider any European interference in Latin America to be a threat to American peace and security.
  - B The United States and Spain would protect new Latin American nations.
  - C The United States would support European nations that wanted to regain their colonies in Latin America.
  - D The United States would not get involved in Latin American affairs.
  
3. What is the name given to the journey to Indian Territory made by the Cherokees in the winter of 1838–39?
 

A The Great Migration	C The Trail of Tears
B The Long Walk	D The Overland Trail

**Directions:** Follow the steps to answer this question:

**What was the basis of the disagreement over nullification?**

**Step 1: Recall information:** Briefly describe what those who supported nullification believed. Then briefly describe what those who opposed it believed.

Beliefs of Supporters of Nullification	Beliefs of Opponents of Nullification

**Step 2: Compare information:** What justification did each side give for its position?

Arguments For Nullification	Arguments Against Nullification

**Step 3: Draw conclusions:** Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

Supporters and opponents of nullification disagreed about \_\_\_\_\_

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## Chapter 11

### North and South Take Different Paths

(1800–1845)

#### What You Will Learn

The North industrialized and urbanized rapidly in the early to mid-1800s. The South became highly dependent on cotton and the slave labor needed to cultivate it. Tensions between North and South spread to the western territories.

#### Chapter 11 Focus Question

As you read through this chapter, keep this question in mind:  
**Why did Americans take different paths in the early 1800s?**

#### Section 1

### The Industrial Revolution

#### Section 1 Focus Question

How did the new technology of the Industrial Revolution change the way Americans lived? To begin answering this question,

- Study the revolution in technology.
- See how this revolution came to the United States.
- Find out how American industry grew.
- Learn how the revolution took hold.

#### Section 1 Summary

In the 1700s, machines and new sources of power such as water and steam began to replace labor once performed by people and animals. This **Industrial Revolution**, as it was called, greatly changed the way people lived and worked.

#### A Revolution in Technology

The Industrial Revolution began in Britain in the textile industry. For centuries, workers had spun thread and woven cloth in their own homes. In the 1760s, the spinning jenny speeded up the thread-making process. Then Richard Arkwright invented the water frame, a spinning machine powered by running water rather than by human energy. This created a new way of working called the **factory system**, where workers and machines come together in one place outside the home. Mill owners turned to capitalists for money to build factories and machines. **Capitalists** invest capital, or money, in a business to earn a profit. The use of steam power in the 1790s allowed factories to be built away from rivers. ✓

#### Key Events

1794

Eli Whitney patents the cotton gin.

1808

Importation of enslaved people is banned.

1820

The Missouri Compromise highlights disagreements between North and South over slavery.

1830

Peter Cooper builds the steam locomotive.

#### ✓ Checkpoint

Name the power source that made it possible to build factories away from running water.

## The American Industrial Revolution

Britain tried to guard its secrets of industrial success. Skilled workers were forbidden to leave the country. In 1789, a young apprentice in one of Arkwright's factories named Samuel Slater immigrated to America. Working from his memory of Arkwright's factories, Slater built new spinning machines for American merchant Moses Brown. Slater's mill became a great success. ✓

### American Industry Grows

The success of Slater's mill marked the beginning of American industrialization. Industrialization began in the Northeast. U.S. industry did not grow significantly until the War of 1812. Without British imports, Americans had to depend on their own industries. Francis Cabot Lowell built a mill that combined spinning and weaving in a single factory. This idea led to the growth of a mill town called Lowell. The workforce was made up of young women known as "Lowell girls," who lived in boarding houses. ✓

### The Revolution Takes Hold

Another key innovation in American industry was the invention of **interchangeable parts**—identical pieces that could be quickly put together by unskilled workers. Traditional craftsmen had built machines by hand. No two parts were the same, making machinery slow to build and hard to repair. Eli Whitney came up with the idea for interchangeable parts in the 1790s. The idea led to **mass production**—the rapid manufacture of large numbers of identical objects. As a result, many goods became cheaper, and American industry continued to grow.

Many factories, mines, and mills employed children as young as 7 or 8. These children had little chance for an education and worked in difficult conditions. Working conditions for adults were no better. Many spent the 12- or 14-hour workday in poorly lit factories with little fresh air. The machines were often dangerous and injuries were common. There were no payments for disabled workers. By 1844, workers were demanding shorter days. Conditions gradually improved, but the eight-hour workday was far in the future. ✓

### Check Your Progress

1. How did the Industrial Revolution change working life?

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2. How do interchangeable parts make mass production possible?

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### ✓ Checkpoint

Name the person who brought new spinning technologies from Britain to the United States.

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### ✓ Checkpoint

What were workers in the Lowell mills called?

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### Vocabulary Builder

How would replacing the word *exactly* with the word *mostly* change the meaning of the following sentence? "Interchangeable parts were exactly alike." Would this make interchangeable parts more or less useful?

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### ✓ Checkpoint

Name a reason that factory work was unhealthy and dangerous.

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## Section 2

### The North Transformed

#### Section 2 Focus Question

How did urbanization, technology, and social change affect the North? To begin answering this question,

- Learn about northern cities.
- Explore the growth of northern industry.
- Find out about the transportation revolution.
- Learn about a new wave of immigrants.
- Examine the lives of African Americans in the North.

#### Section 2 Summary

New inventions and breakthroughs in transportation helped industry expand in the United States. Much of this industry was located in the North, where it encouraged the growth of cities.

#### Northern Cities

In the 1800s, the Industrial Revolution led to **urbanization**, or the growth of cities due to movement of people from rural areas to cities. As capitalists built more factories, agricultural workers were attracted to the new types of work available in the cities. As cities in the East became crowded, newly arrived immigrants headed westward. Growing cities faced many problems. Poor sewers, a lack of clean drinking water, and filthy city streets encouraged the spread of disease. Citywide fires were another major concern. Most city buildings were made of wood. Cities relied on volunteer firefighters who had little training or equipment. ✓

#### The Growth of Northern Industry

American inventors helped industry grow. In 1844, **Samuel F.B. Morse** tested the **telegraph**, an invention that used electrical signals to send messages very quickly over long distances. The telegraph revolutionized communication. In the Midwest, **Cyrus McCormick** built a mechanical reaper that cut wheat much faster than could be done by hand. Such machines allowed more wheat to be grown and harvested using fewer workers. This made it easier for farmers to settle the prairies of the Midwest. Other inventions revolutionized the way goods were made. The invention of the sewing machine made the production of clothing more efficient. Introduced in 1846 by **Elias Howe** and improved by **Isaac Singer**, sewing machines could make clothes faster and cheaper than ever before.

By 1860, New England and the Middle Atlantic states were producing most of the nation's manufactured goods. Ninety percent of business investment was concentrated in the North. ✓

#### Key Events

1794

Eli Whitney patents the cotton gin.

1808

Importation of enslaved people is banned.

1820

The Missouri Compromise highlights disagreements between North and South over slavery.

1830

Peter Cooper builds the steam locomotive.

#### ✓ Checkpoint

List three factors that led to the spread of disease in cities.

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#### ✓ Checkpoint

Name two key American inventors and their inventions.

Inventor: \_\_\_\_\_

Invention: \_\_\_\_\_

Inventor: \_\_\_\_\_

Invention: \_\_\_\_\_



### ✓ Checkpoint

List three major breakthroughs in transportation.

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### ✓ Checkpoint

Name the countries from which most immigrants to the United States came in the 1840s.

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### ✓ Checkpoint

Define discrimination.

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## A Transportation Revolution

Improvements in transportation also spurred the growth of industry. Better transport allowed factories to make use of raw materials from farther away, and manufactured goods could be delivered to distant markets. American Robert Fulton built the first practical steamboat, the *Clermont*, in 1807. But in 1850, a new type of American-built ship appeared, the clipper ship. Long and slender, with tall masts, clipper ships were the fastest vessels on the ocean. But the Yankee clippers, as they were called, were eventually replaced by faster oceangoing steamships.

Of all the forms of transportation, railroads did the most to tie together raw materials, manufacturers, and markets. In 1830, Peter Cooper built the first American-made steam locomotive. By 1840, there were 3,000 miles of railroad track in the United States. ✓

## A New Wave of Immigrants

In the 1840s, millions of immigrants came to the United States, mainly from western Europe. In 1845, disease wiped out the potato crop in Ireland. Because the potato was the staple food for most of the population, Ireland suffered from a **famine**, or widespread starvation. Huge numbers of Irish came to America, most of them former farm laborers. Many took jobs laying railroad track, or as household workers. Many Germans also came to the United States, fleeing failed revolutions in Germany. Unlike the Irish, German immigrants came from many levels of society. Most moved to the Midwest.

Some Americans worried about the growing foreign population. These were **nativists**, or people who wanted to preserve the country for white, American-born Protestants. ✓

## African Americans in the North

African Americans in the North also faced **discrimination**, or the denial of equal rights or equal treatment to certain groups of people. Though free, African Americans were often not allowed to vote or to work in factories and skilled trades. Public schools and churches were often segregated. So African Americans formed their own churches. They also started their own newspapers and magazines. ✓

## Check Your Progress

1. Name the invention that revolutionized communication.

2. How did better transportation help industry?

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## Key Events

1794

Eli Whitney patents the cotton gin.

1808

Importation of enslaved people is banned.

1820

The Missouri Compromise highlights disagreements between North and South over slavery.

1830

Peter Cooper builds the steam locomotive.

## Vocabulary Builder

*Gin* is early English slang for "engine" or machine. What do you think the term *cotton gin* refers to?

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## ✓ Checkpoint

Why did the invention of the cotton gin lead to a boom in cotton production?

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## Section 3

### The Plantation South

#### Section 3 Focus Question

How did cotton affect the social and economic life of the South? To begin answering this question,

- Find out about the "Cotton Kingdom."
- Examine the life of African Americans in the South.

#### Section 3 Summary

Cotton production expanded in the South to supply the textile industry. Whether free or enslaved, African Americans in the South faced many hardships.

#### The Cotton Kingdom

As the textile industry in the North grew, the demand for cotton rose. Eli Whitney's invention of the cotton gin in 1793 allowed the South to meet this demand. The cotton gin used a spiked wooden cylinder to remove seeds from cotton fibers.

Boom in textiles creates demand for cotton.

Eli Whitney's cotton gin removes seeds from cotton fibers 50 times faster than by hand.

There is a boom in cotton production, especially in states like Alabama, Louisiana, Mississippi, and Tennessee.

Enslaved African Americans grow much of the South's cotton on plantations. As cotton becomes more important, so does slavery. By 1860 there are nearly 4 million enslaved African Americans in the South.

Cotton became the greatest source of wealth for the United States. The southern "Cotton Kingdom" society was dominated by slaveholding owners of large plantations. Most southern whites accepted the system of slavery. Supporters of slavery said that the system was more humane than the free labor system of the North. But critics pointed out that factory workers could quit a job if conditions became too harsh. Also, critics said, people held in slavery often suffered physical or other abuse from white owners. By the 1830s, some northerners were urging that slavery be banned. ✓

## African Americans in the South

About six percent of African Americans in the South were free. Many had purchased their freedom. But laws denied them even basic rights. By law they were excluded from most jobs. They could not vote, serve on juries, testify against whites in court, or attend public schools. Free African Americans were even discouraged from traveling. They also risked being kidnapped and sold into slavery. Many free African Americans still made valuable contributions to southern life.

However, enslaved African Americans faced greater trials. They had no rights at all. Laws called **slave codes** controlled every aspect of their lives. A Kentucky court ruled in 1828 that "...a slave by our code is not treated as a person but as a ...thing...." Most enslaved African Americans did heavy farm labor, but many became skilled workers. Some worked in households. Wherever they worked, they faced the possibility of violent punishment for many offenses.

Enslaved African Americans had only one protection against mistreatment: Owners looked on them as valuable property that they needed to keep healthy and productive. Families of enslaved African Americans were often broken apart when slave owners sold one or more of their family members.

After 1808, it was illegal to import enslaved Africans to the United States. Yet African Americans kept many African customs alive, including styles of music and dance. Many looked to the Bible for hope. African Americans composed **spirituals**—religious folk songs that blended biblical themes with the realities of slavery.

African Americans found ways to resist slavery. Some worked slowly, broke equipment, and even fled to seek freedom in the North. Some led rebellions. Nat Turner led the most famous slave uprising in 1831. He and his companions killed some 60 whites. In reprisal, many innocent African Americans were executed.

### Check Your Progress

1. How were cotton and slavery connected?

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2. In what ways did free African Americans in the South have their rights taken away?

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### ✓ Checkpoint

List three ways African Americans resisted slavery.

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## Section 4

### The Challenges of Growth

#### Section 4 Focus Question

How did Americans move west and how did this intensify the debate over slavery? To begin answering this question,

- Follow along as Americans move west.
- Learn about roads and turnpikes.
- Find out about canals.
- Examine the extension of slavery.

#### Section 4 Summary

As the U.S. population grew, more people moved west to find new land. A transportation system of new roads and canals kept the country connected. Increasing differences between North and South became apparent when Missouri asked to join the Union as a slave state.

#### Moving West

By the 1750s, the Scotch-Irish and Germans of Pennsylvania began settling the backcountry between the Atlantic Coast and the Appalachian Mountains. In 1775, pioneer **Daniel Boone** helped create the Wilderness Road, a new route to the West. By the early 1800s, the flow of immigrants to the West had become a flood. As western populations grew, many areas applied to become states. Between 1792 and 1819, eight states joined the Union: Kentucky (1792), Tennessee (1796), Ohio (1803), Louisiana (1812), Indiana (1816), Mississippi (1817), Illinois (1818), and Alabama (1819). ✓

#### Roads and Turnpikes

Traveling west was not easy. Roads were unpaved, rough, and easily washed out by rain. The nation needed better roads. Farmers and merchants had to have a way to move their goods to market quickly and cheaply. Private companies began building **turnpikes**, or toll roads. One example was the Lancaster Turnpike in Pennsylvania, the nation's first long-distance stone road. In marshy areas, builders constructed **corduroy roads** out of sawed-off logs laid side by side. These roads were bumpy and dangerous to horses. The first road built with federal money was the National Road. Begun in 1811 in Cumberland, Maryland, the road eventually stretched hundreds of miles, reaching Vandalia, Illinois, by 1850. ✓

#### Canals

Roads were still a slow and costly way to ship goods between East and West. The fastest, cheapest way to ship goods was by water. The solution was to build **canals**—channels that are dug across

#### Key Events

1794

Eli Whitney patents the cotton gin.

1808

Importation of enslaved people is banned.

1820

The Missouri Compromise highlights disagreements between North and South over slavery.

1830

Peter Cooper builds the steam locomotive.

#### ✓ Checkpoint

Name two states admitted to the Union in the 1790s.

#### ✓ Checkpoint

Name the first road built with federal money.

✓ **Checkpoint**

Name the two places connected by the Erie Canal.

\_\_\_\_\_

✓ **Checkpoint**

Name the two states admitted to the Union under the Missouri Compromise.

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\_\_\_\_\_

land and filled with water. Canals allow boats to reach more places. In 1808, Governor DeWitt Clinton of New York suggested that a canal be built to connect the Hudson River and Lake Erie. Building the canal was challenging for engineers and workers. Locks had to be built to raise or lower boats in the canal. Within two years of its opening in 1825, the canal had paid for itself. Produce from the Midwest came across Lake Erie, passed through the Erie Canal, and was carried down the Hudson River to New York City. New York City soon became the richest city in the nation. The success of the Erie Canal sparked a surge of canal building. ✓

**The Extension of Slavery**

In 1819, the nation consisted of 11 "slave states" and 11 "free states." Since 1817, Missouri had been seeking admission as a slave state. Adding another slave state would upset the balance in the Senate, where each state had two votes. Adding two more senators from a slave state would make the South more powerful than the North. Representative James Tallmadge of New York proposed that Missouri be admitted as a slave state. Once admitted, however, no more slaves could be brought into the state. The bill failed in the Senate. Then Maine applied to join the Union as a free state. The admission of both a free state and a slave state would maintain the balance in the Senate. In 1820, Senator Henry Clay persuaded Congress to adopt the Missouri Compromise. This permitted Maine to be admitted to the Union as a free state and Missouri to be admitted as a slave state. In addition, the Compromise provided that the Louisiana Territory north of the southern border of Missouri would be free of slavery. It also gave southern slave owners a clear right to pursue escaped fugitives into "free" regions and return them to slavery.

The Missouri Compromise revealed how much sectional rivalries divided the states of the Union. The Compromise seemed to balance the interests of the North and the South. However, the South was not happy that Congress was becoming involved in the issue of slavery. The North was not happy that Congress had admitted another slave state into the Union. The bitterness of feelings about slavery posed a serious threat to national unity. ✓

**Check Your Progress**

1. Why were canals and better roads needed?

\_\_\_\_\_

2. What was the Missouri Compromise?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter 11 Assessment

**Directions:** Circle the letter of the correct answer.

1. The rapid manufacture of large numbers of identical objects is called
  - A the Industrial Revolution.
  - C the factory system.
  - B mass production.
  - D the Lowell system.
  
2. Which of the following inventors made a major contribution to the Transportation Revolution?
  - A Richard Arkwright
  - C Cyrus McCormick
  - B Francis Cabot Lowell
  - D Robert Fulton
  
3. Which of the following inventions transformed the southern economy?
  - A the cotton gin
  - C the clipper ship
  - B the telegraph
  - D the mechanical reaper.
  
4. The Missouri Compromise involved a debate over what issue?
  - A the right of way for western railroads
  - B the borders of the new Indian Territory
  - C the westward expansion of slavery
  - D the admission of California into the Union

**Directions:** Follow the steps to complete this task: Compare the economy of the North with the economy of the South.

**Step 1: Recall information:** List one characteristic of the northern economy and one characteristic of the southern economy.

Section	Economy
North	
South	

**Step 2: Compare and contrast:** Record how the characteristics of the economies are alike and how they are different.

	How They Are Alike	How They Are Different
Economies		

**Step 3: Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.**

The economies of the North and South \_\_\_\_\_

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## Chapter 12

### An Age of Reform (1820–1860)

#### What You Will Learn

By the mid-1800s, Americans were seeking reform in education and slavery. Some sought equality for women. Artists and writers also began to develop a distinct style.

#### Chapter 12 Focus Question

As you read through this chapter, keep this question in mind: How did reformers and writers inspire change and spark controversy?

#### Section 1

### Improving Society

#### Section 1 Focus Question

How did key people bring about reform in education and society? To begin answering this question,

- Learn about the roots of the reforming spirit.
- Find out about temperance and prison reform.
- Explore education reform.

#### Section 1 Summary

The expansion of democracy during the presidency of Andrew Jackson and the Second Great Awakening led many to organize efforts to reform American society.

#### The Reforming Spirit

In the 1830s, many Americans became interested in social reform, or organized attempts to improve conditions of life. Social reform had its roots in both politics and religion. The expansion of democracy during the Age of Jackson helped encourage reform. As the political system became more fair, more people began to support causes such as rights for women and the end of slavery.

Religious ideas were another factor encouraging reform. In the early 1800s, some ministers began questioning traditional views, a movement known as the Second Great Awakening. Leaders of the movement questioned predestination, the idea that God decided the fate of a person's soul even before birth. They argued that people's own actions determined their salvation, an idea called the "doctrine of free will." In 1826, the minister Charles Finney held the first of many revivals, or huge outdoor religious meetings, to convert sinners and urge people to reform.

#### Key Events

1831

William Lloyd Garrison starts antislavery newspaper.

1848

Women's rights convention is held in Seneca Falls, New York.

1850s

American writers publish *The Scarlet Letter*, *Moby-Dick*, *Walden*, and *Leaves of Grass*.

The Second Great Awakening promoted improvement of self and society.

The idea of creating a more perfect society led some to experiment with building utopian, or ideal, communities. In 1825, Robert Owen founded a utopian community called New Harmony in Indiana. Residents were supposed to produce enough food and other goods to make the community self-sufficient. However, like most utopian communities, New Harmony did not last very long. ✓

### **Social Reformers at Work**

While utopian reformers attempted to create perfect communities apart from the larger community, others tried to change the existing society. The temperance movement was an organized effort to end alcohol abuse and the problems created by it. This would be difficult since alcohol was widely used in the United States. Many women were drawn to this movement. Most citizens favored temperance, or moderation in drinking. But other people supported prohibition, or a total ban on the sale and consumption of alcohol. Those who supported prohibition were able to get nine states to pass laws banning the sale of alcohol.

Some reformers sought to improve the prison system. Dorothea Dix, a schoolteacher, took up this cause. She supported the building of new, more sanitary, and more humane prisons. She also urged the government to create separate institutions, called asylums, for people with mental illnesses. ✓

### **Education Reform**

Education was another area reformers hoped to change. The Puritans of Massachusetts established the first public schools, or free schools supported by taxes, in 1642. Many reformers believed public schools created better-informed voters, and could help immigrants assimilate, or become part of, American culture.

The leader of education reform was Horace Mann. With his encouragement, colleges were created to train teachers, the salaries of teachers were raised, and the school year was lengthened. These improvements did little for African Americans. However, in 1855, Massachusetts became the first state to admit African Americans to public schools. ✓

### **Check Your Progress**

1. What religious movement contributed to reform?  
\_\_\_\_\_
2. What is the difference between temperance and prohibition?  
\_\_\_\_\_  
\_\_\_\_\_

### ✓ Checkpoint

Name the person who held the first revival meetings.

### ✓ Checkpoint

Name the schoolteacher who took up the cause of prison reform.

### ✓ Checkpoint

Name the main leader of the movement for education reform.



## Section 2

### The Fight Against Slavery

#### Section 2 Focus Question

How did abolitionists try to end slavery? To begin answering this question,

- Learn about the roots of the antislavery movement.
- Discover why there was growing opposition to slavery.
- Find out about the Underground Railroad.
- Explore why some opposed the abolition of slavery.

#### Section 2 Summary

The reform movement of the 1800s led to growing calls to end slavery. However, other Americans continued to defend slavery.

#### Roots of the Antislavery Movement

Many leaders of the early republic, such as Alexander Hamilton and Benjamin Franklin, opposed slavery. They believed that slavery violated the principle that “all men are created equal.” In 1780, Pennsylvania became the first state to pass a law gradually ending slavery. By 1804, every northern state had either ended or pledged to end slavery.

In 1817, the American Colonization Society began an effort to gradually free and then send slaves back to Liberia, a colony in Africa. The colonization movement was unsuccessful. The majority of enslaved people had been born in America and did not want to return to Africa. By 1830, only about 1,400 African Americans had migrated to Liberia. ✓

#### Growing Opposition to Slavery

Antislavery feeling increased during the Second Great Awakening when preachers like Charles Finney began to condemn slavery. By the mid-1800s, more Americans had become abolitionists, reformers who wanted to abolish slavery. Instead of gradual emancipation, they supported a complete and immediate end to slavery. William Lloyd Garrison was an important abolitionist leader who founded an abolitionist newspaper, the *Liberator*, in 1831. He supported giving all African Americans full political rights. Garrison also cofounded the New England Anti-Slavery Society.

African Americans in the North also joined the abolitionist movement. In 1829, David Walker wrote his *Appeal: to the Coloured Citizens of the World*, which called on slaves to rebel to gain their freedom. Perhaps the most powerful speaker for abolitionism was Frederick Douglass. He was a former slave who had escaped to freedom. Douglass often spoke to large crowds and published an antislavery newspaper, the *North Star*.

#### Key Events

1831

William Lloyd Garrison starts antislavery newspaper.

1848

Women's rights convention is held in Seneca Falls, New York.

1850s

American writers publish *The Scarlet Letter*, *Moby-Dick*, *Walden*, and *Leaves of Grass*.

#### ✓ Checkpoint

Name the first state to pass a law gradually ending slavery.

#### Vocabulary Builder

What word in the underlined sentence could be replaced by the word *oppose*?

### ✓ Checkpoint

Name the organization William Lloyd Garrison cofounded.

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### ✓ Checkpoint

Name the escaped slave who led over 300 slaves to freedom on the Underground Railroad.

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### ✓ Checkpoint

Why did some northern factory owners oppose abolitionism?

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Abolitionists won the support of a few powerful people. Former President John Quincy Adams, now a member of Congress, supported abolition. He read antislavery petitions in the House of Representatives and introduced a constitutional amendment to ban slavery in new states.

Later, Adams spoke to the Supreme Court for nine hours to help captive Africans aboard the slave ship *Amistad* regain their freedom. ✓

### **The Underground Railroad**

Some abolitionists helped people escape from slavery using a system known as the Underground Railroad. In spite of its name, the system was neither underground nor a railroad. It was a network of people—both black and white and both northerners and southerners—who secretly helped slaves reach freedom. Known as “conductors,” these people helped runaway slaves move between “stations,” which were usually abolitionists’ homes. They could also be churches or caves.

One Quaker, Levi Coffin, helped 3,000 slaves escape. Escaped slave Harriet Tubman escorted over 300 slaves to freedom. Each year, hundreds of slaves moved along the Underground Railroad to freedom in the North or in Canada. In total, perhaps as many as 50,000 may have gained their freedom in this way. ✓

### **Opposing Abolition**

Abolitionists faced obstacles in the North and the South. Northern textile mill owners and merchants relied on cotton produced by slave labor. Northern workers feared that freed slaves might take their jobs. Some northerners reacted violently towards abolitionists. In 1835, a mob dragged William Lloyd Garrison through the streets of Boston with a rope around his neck.

Southerners had long defended slavery as a positive force. As support for abolition grew, they went on the offensive. Southerners won passage of a “gag rule” in Congress that blocked discussion of antislavery petitions. ✓

### **Check Your Progress**

1. Describe Frederick Douglass’ roles in abolitionism.
- 
- 

2. What was the Underground Railroad?
- 
-

## Key Events

1831

William Lloyd Garrison starts antislavery newspaper.

1848

Women's rights convention is held in Seneca Falls, New York.

1850s

American writers publish *The Scarlet Letter*, *Moby-Dick*, *Walden*, and *Leaves of Grass*.

## ✓ Checkpoint

List three things women could not do in 1820.

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## Vocabulary Builder

*Exclude* in the underlined sentence means to "keep out" or "reject." What would be an antonym of *exclude*?

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## ✓ Checkpoint

Name the document that demanded full equality for women in all areas of life.

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## Section 3

### A Call for Women's Rights

#### Section 3 Focus Question

How did the women's suffrage movement begin? To begin answering this question,

- Learn about the beginnings of the women's rights movement.
- Read about the Seneca Falls Convention.
- Find out about new opportunities for women.

#### Section 3 Summary

Women reformers organized the women's rights movement, which led to new civil and legal rights and new educational and career opportunities for women.

#### **The Struggle Begins**

In 1820, women had limited civil and legal rights. They could not vote or serve on juries, attend college, or enter professions like medicine or law. They also had limited educational opportunities. Married women could not even own property or keep their own wages. Women were expected to remain in the private world of the home.

Women who were active in abolition and other reform movements began to demand rights as equal citizens. Among these women was Sojourner Truth. Sojourner Truth was an illiterate former slave who spoke on behalf of both African Americans and women. Lucretia Mott, a Quaker, was also an abolitionist. Mott had organization skills and public speaking experience that most women of her day did not. ✓

#### **Seneca Falls Convention**

In 1840, Mott traveled to London to attend an antislavery convention. There, she met another abolitionist, Elizabeth Cady Stanton. They were infuriated to learn that women were excluded from taking an active role in the proceedings. They organized a convention for women's rights held in Seneca Falls, New York, in 1848. Over 300 men and women attended, among them, Frederick Douglass.

Stanton wrote a Declaration of Sentiments based on the Declaration of Independence. It declared that all men and women are created equal and listed injustices against women. The declaration demanded full equality for women in all areas of life. Stanton's argument was the beginning of the battle for women's suffrage, or the right of women to vote. Other delegates, including Lucretia Mott, feared that demanding suffrage might harm other causes because it was so controversial. Still, the convention narrowly voted to support the demand for women's suffrage. ✓

## New Opportunities for Women

The Seneca Falls Convention was the birthplace of the women's rights movement. The women's rights movement was the organized effort to improve the political, legal, and economic status of women in American society. Stanton and Susan B. Anthony worked closely together. As an unmarried woman, Anthony, a former schoolteacher, abolitionist, and temperance supporter, was able to travel to promote their cause. Stanton, who was raising a family, often wrote speeches from home. Together, Stanton and Anthony founded the National Woman Suffrage Association in 1869. They also convinced New York to pass a law protecting women's property rights. Many other states followed, some even revising their laws to allow married women to keep their wages.

Even before Seneca Falls, reformers worked to provide educational opportunities for girls. American schools emphasized education for boys. Girls seldom studied advanced subjects like math and science. The women's rights movement focused much attention on education. In 1821, Emma Willard founded the Troy Female Seminary in New York, which served as a model for girls' schools everywhere. Other women also started schools. In 1837, Mary Lyon founded the first college for women, Mount Holyoke Female Seminary.

American society came to accept that girls could be educated, and women could be teachers. More and more schools began hiring women who had been trained at one of the new academies or colleges for women. Some women tried to enter other professions as well. Margaret Fuller, a journalist, scholar, and literary critic, wrote about the need for women's rights in the book *Women in the Nineteenth Century*. Other women entered scientific fields. Elizabeth Blackwell was the first woman to graduate from a medical school. Astronomer Maria Mitchell was the first professor hired at Vassar College and the first woman elected to the American Academy of Arts and Sciences. ✓

### Check Your Progress

1. Why did many reformers, including Lucretia Mott, oppose the demand for women's suffrage?

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2. What other movement were both Sojourner Truth and Lucretia Mott involved in before they began to demand rights for women?

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### ✓ Checkpoint

Name the first college for women in the United States.

## Section 4

### American Literature and Arts

#### Section 4 Focus Question

How did American literature and arts have an impact on American life? To begin answering this question,

- Discover how a distinctly American culture developed.
- Find out about the flowering of American literature.
- Learn about new American styles of art and music.

#### Section 4 Summary

In the 1800s, America developed its own unique culture. This included new ideas and changes in literature, art, and music.

#### An American Culture Develops

Before 1800, American writers and artists modeled their work on European styles. Most American artists trained in Europe. By the mid-1800s, Americans had begun to develop their own styles that reflected the optimism of the reform era.

Writer Washington Irving based many of his stories, such as "The Legend of Sleepy Hollow" and "Rip Van Winkle," on the Dutch history of early New York. James Fenimore Cooper wrote about a character named Natty Bumppo, a frontiersman who kept moving westward.

By the early 1800s, a new artistic movement called Romanticism took shape in Europe. It was a style of writing and painting that placed value on nature, the emotions, or strong feelings, and the imagination. Americans developed their own form of Romanticism, called **transcendentalism**. Its goal was to explore the relationship between man and nature through emotions rather than through reason.

Transcendentalists tried to live simply, and sought an understanding of beauty, goodness, and truth. The writings and lectures of Ralph Waldo Emerson reflected transcendentalism. Emerson stressed **individualism**, or the unique importance of the individual. He influenced Henry David Thoreau, another important writer and thinker. In his 1854 book *Walden*, Thoreau urged people to live simply. He also encouraged **civil disobedience**, the idea that people should disobey unjust laws if their consciences demand it. ✓

#### Flowering of American Literature

Herman Melville and Nathaniel Hawthorne changed the optimistic tone of American literature by introducing psychological themes and extreme emotions. Melville's novel, *Moby-Dick* (1851), was the story of an obsessed ship captain who destroyed himself, his ship, and his crew in pursuit of a whale. Hawthorne's stories

#### Key Events

1831

William Lloyd Garrison starts antislavery newspaper.

1848

Women's rights convention is held in Seneca Falls, New York.

1850s

American writers publish *The Scarlet Letter*, *Moby-Dick*, *Walden*, and *Leaves of Grass*.

#### Vocabulary Builder

If the word *optimum* means "best" and the suffix *-ism* means "belief," what do you think *optimism* in the underlined sentence means?

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#### ✓ Checkpoint

List two important United States transcendentalists.

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### ✓ Checkpoint

Name the first writer to create realistic heroines.

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### ✓ Checkpoint

Name the school of painting inspired by Romanticism.

---

used historical themes to explore the dark side of the mind. Louisa May Alcott wrote about a heroine as a believable, imperfect person, rather than as a shining ideal.

Poets helped create a new national voice. Henry Wadsworth Longfellow based poems on American history. He wrote "Paul Revere's Ride." His long poem *The Song of Hiawatha*, was one of the first works to honor Native Americans.

Walt Whitman published *Leaves of Grass* in 1855. Whitman wrote about familiar subjects but his book of poems shocked many readers because he did not follow the accepted set of rules. Most important, Whitman is seen as the poet who best expresses the democratic American spirit. His poetry celebrated the common man. In his poem, "Song of Myself," Whitman reaches out to all people.

Other poets used their poetry for social protest and social reform. John Greenleaf Whittier was a Quaker from Massachusetts. Frances Watkins Harper was an African American woman from Maryland. Both Whittier and Harper wrote poems that described and condemned the evils of slavery. ✓

### Art and Music

After 1820, artists also began to create a unique American style. They focused on the landscapes around them or the daily lives of Americans. Painter Thomas Cole was part of the Hudson River school, which was inspired by Romanticism. Artists in this school sought to stir emotion by reproducing the beauty and power of nature. Other painters, such as George Caleb Bingham, painted scenes of everyday life. George Catlin captured the ways and dignity of Native Americans.

American music also began to develop its own identity. A wide variety of new songs emerged, such as "Yankee Doodle." Other popular songs were work songs sung by men who worked on ships or the railroad. The era's most popular songwriter was Stephen Foster. Many of his tunes, such as "Camptown Races," are still familiar today. ✓

### Check Your Progress

1. What aspect of the reform era was reflected in American literature and art?  

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2. How did Herman Melville and Nathaniel Hawthorne change the tone of American literature?  

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## Chapter 12 Assessment

**Directions:** Circle the letter of the correct answer.

1. Who was an important leader of education reform?
 

A Lucretia Mott	C William Lloyd Garrison
B Harriet Tubman	D Horace Mann
  
2. What document declared that all men and women are created equal and listed injustices against women?
 

A the U.S. Constitution	C the Declaration of Independence
B the Declaration of Sentiments	D <i>Moby-Dick</i>
  
3. Whose writings changed the tone of American literature by introducing psychological themes and extreme emotions?
 

A Charles Finney	C Herman Melville
B Henry David Thoreau	D Louisa May Alcott

**Directions:** Follow the steps to answer this question:

**How did religious ideas encourage an era of social reform?**

**Step 1:** Recall information: Define *social reform* and identify its roots.

Social Reform		
Concept	Definition	Rooted In
Social Reform		

**Step 2:** Explain the new religious movement and how it was spread.

Second Great Awakening	How It Was Spread

**Step 3:** Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

Religious ideas helped spark an era of social reform by \_\_\_\_\_

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## Chapter 13

### Westward Expansion (1820–1860)

#### What You Will Learn

In the mid-1800s, many Americans wanted the nation to expand westward to the Pacific Ocean. American settlers overcame hardships in making this happen.

#### Chapter 13 Focus Question

As you read this chapter, keep this question in mind: **How did westward expansion change the geography of the nation and demonstrate the determination of its people?**

### Section 1

#### The West

#### Section 1 Focus Question

What cultures and ideas influenced the development of the West?

To begin answering this question,

- Explore what “the West” was.
- Learn about the Mexican settlements.
- Understand the concept of Manifest Destiny.

#### Section 1 Summary

The lands that made up the West were constantly shifting. They included lands under Mexican control. Americans believed they were destined to take possession of the West.

#### What Was “The West”?

As the nation grew, the lands that made up “the West” changed. When the United States first became a nation, the West meant the land between the Appalachian Mountains and the Mississippi River. By the 1820s, this land was almost completely settled. The West moved again, to the lands beyond the Mississippi.

The vast Great Plains lay between the Mississippi and the Rocky Mountains. But this land was overlooked by settlers, who believed it could never be farmed because it would be too hard to clear the thickly rooted grasses that covered it. Settlers looked past the Great Plains to the Northwest and Southwest.

The Northwest had fertile lands stretching from the Rocky Mountains to the Pacific Ocean. This region was claimed by the United States, Great Britain, Russia, and Spain.

The Southwest included present-day California, Utah, Nevada, Arizona, New Mexico, Texas, and half of Colorado.

#### Key Events

1821

William Becknell opens the Santa Fe Trail.

1836

Texas declares independence from Mexico.

1849

California gold rush begins.



Ruled first by Spain, then by Mexico, this vast area was home to a culture that was very different from the one that existed in the United States. ✓

### **Mexican Settlements**

Like England and France, Spain followed a policy of mercantilism in its colonies. It was illegal for settlers in New Spain to trade with other countries.

Over time, many Spanish settlers had children. These children were called creoles. In addition, Spanish settlers, Native Americans, and Africans would sometimes intermarry, and the children of these couples were called mestizos. By the 1800s, the combination of these ethnic groups had produced a Southwestern culture that was very different from the cultures that had previously existed in this part of the world.

Spanish missionaries tried to convert the local Native Americans to Catholicism. Many Native Americans were forced to live and work at missions. In the end, thousands of Native Americans died from overwork or disease.

Over the years, Spanish settlers mixed with Native Americans to create a blended culture. The region followed Spanish law and religion and used the Spanish language. Its foods and building materials were Native American.

In 1821, Mexico won its independence from Spain. The Mexican government opened up the region to trade with foreign countries, including the United States. It also removed the missions from church control and gave their lands in large land grants, or government gifts of land, to Mexican settlers. Many of these grants were made to rancheros, or owners of ranches. Much of this land belonged to Native Americans, who responded by raiding ranches. However, they were soon crushed, and their population in the Southwest was drastically reduced. ✓

### **Manifest Destiny**

Many Americans were interested in westward expansion, or extending the nation beyond its existing borders. Under Jefferson, the Louisiana Purchase had doubled the size of the nation. But just forty years later, Americans were looking even farther west. A newspaper editor coined the phrase "manifest destiny" in 1845. The phrase described the belief that the United States was destined, or meant, to stretch from coast to coast. ✓

### **Check Your Progress**

1. Why weren't the Great Plains settled quickly?

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2. What phrase described American feelings about westward expansion?

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### ✓ Checkpoint

List three areas that made up the West after the 1820s.

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### Vocabulary Builder

Reread the bracketed paragraph. Based on context clues in the paragraph, what do you think the word *missions* means?

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### ✓ Checkpoint

Name two changes that Mexico made when it took control of the Southwest.

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### ✓ Checkpoint

Name the term that described the idea that the United States should stretch from coast to coast.

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## Section 2

### Trails to the West

#### Section 2 Focus Question

Why did people go west, and what challenges did they face? To begin answering this question,

- Learn how traders led the way into the West.
- Explore the Oregon Trail.
- Learn about life in the West.

#### Section 2 Summary

People went west for different reasons. Whether to find gold, become a trader, work as a missionary, or farm, people who went west suffered many hardships.

#### Traders Lead the Way

Trade drove the first western crossings. Traders were looking for new markets in which to sell their goods. In the process, they blazed important trails for those who followed.

After Mexico won independence, it allowed trade with the United States. In 1821, Captain William Becknell led a wagon train filled with merchandise from Independence, Missouri, to Santa Fe, New Mexico. It was a difficult journey, but Becknell's group reached Santa Fe. The Santa Fe Trail soon became a busy international trade route.

John Jacob Astor, a German fur merchant, sent the first American fur-trading expedition to Oregon. In 1808, he established the American Fur Company at Fort Astor, now Astoria, Oregon. Astor's expedition consisted of two groups. One group sailed around South America and up the Pacific coast, and the other group traveled across the continent. On the way, the second group found the South Pass through the Rocky Mountains, which became an important trade route that helped open up the Northwest for the missionaries and settlers who followed.

The fur trade made Astor the richest man in the country.

Mountain men, or fur trappers of the Northwest, supplied him with furs. For most of the year, they lived isolated lives, but once a year they gathered for a **rendezvous** (RAHN day voo), or a meeting where they would trade furs for supplies.

Beaver fur was in great demand in the East. However, by the 1830s, the supply of beavers was nearly exhausted, so most of the trappers moved back east to become farmers, merchants, or even bankers. Others stayed as guides for the wagon trains that brought thousands of settlers west in the 1840s. ✓

#### The Oregon Trail

The first white easterners to build permanent homes in Oregon were missionaries, who began to travel west in the 1830s to bring

#### Key Events

1821

William Becknell opens the Santa Fe Trail.

1836

Texas declares independence from Mexico.

1849

California gold rush begins.

#### Vocabulary Builder

The word *isolated* comes from the Latin word *insula*, which means "island." Think about the position of an island relative to the mainland. What do you think the word *isolated* means as it is used in the text?

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#### ✓ Checkpoint

List three people or groups who developed trade in the West.

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their religion to the Indians. The missionaries' glowing reports of Oregon led more easterners to make the journey west. Farmers sought the free and fertile land, the mild climate, and the plentiful rainfall in river valleys. Settlers from all over the country began to come down with "Oregon Fever."

Most settlers followed the Oregon Trail, a route that stretched over 2,000 miles from Missouri to Oregon. Travelers left in the spring and had five months to make their journey. If they were caught in the Rocky Mountains during the winter, their chances of survival were slim.

Pioneers on the Oregon Trail banded together in wagon trains for mutual protection. During the day, teams of horses or oxen would pull the long trains of covered wagons, which were filled with the settlers' food and possessions. Meanwhile, the pioneers would walk, often for 15 hours a day. At night, the wagons were drawn up in a circle to keep the cattle from wandering off. The trip was a great hardship and dangerous. As mile followed mile, people would begin to discard personal items to lighten their wagons. In addition, disease and accident killed one out of every ten travelers, and clean, safe water was hard to find. Still, over 50,000 people reached Oregon between 1840 and 1860. ✓

### **Life in the West**

Settlers in the West had few possessions and little money. They worked hard to clear land, plant crops, and build shelters. Disease, accidents, and such natural disasters as storms and floods were a constant threat.

Women in the West worked just as hard as men did. Because their labor was so necessary for a family's survival, women had a higher status in the West. In 1869, Wyoming Territory became the first area of the United States to grant women the vote.

Native Americans in Oregon lived in an uneasy peace with the white settlers. While Native Americans in southern Oregon usually got along with whites, in the north, Native Americans were angered by the presence of strangers on their land. When gold was discovered in northern Oregon in the 1850s, a large number of white and Chinese miners arrived in the area. In 1855, war broke out briefly between the Native Americans and miners. After the U.S. government intervened, the tribes were forced to accept peace treaties. ✓

### **Check Your Progress**

1. What first drove people to find safe trails to the West?

2. Why did western women have a higher status?

### **✓ Checkpoint**

List two groups of people who went to Oregon.

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### **✓ Checkpoint**

List three dangers that settlers in Oregon faced.

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## Section 3

### Conflict With Mexico

#### Key Events

1821

William Becknell opens the Santa Fe Trail.

1836

Texas declares independence from Mexico.

1849

California gold rush begins.

#### ✓ Checkpoint

Name the three men who played major roles in the war over Texas.

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#### Section 3 Focus Question

What were the causes and effects of the Texas War for Independence and the Mexican-American War? To begin answering this question,

- Find out how Texas won independence.
- Learn how Texas and Oregon were annexed by the United States.
- Discover the causes of the Mexican-American War.
- Explore how the United States achieved Manifest Destiny.

#### Section 3 Summary

In negotiations with Britain, the United States acquired Oregon, but U.S. expansion in the Southwest came at the cost of war with Mexico.

#### **Texas Wins Independence**

In 1820, the Spanish gave Moses Austin a land grant to establish a small colony in Texas. After Moses Austin died, his son, **Stephen Austin**, led a group of some 300 settlers there. After Mexico won its independence from Spain and took possession of Texas, Texans came into conflict with the Mexican government. Mexico had outlawed slavery, but settlers brought slaves in. Texans wanted a democratic government.

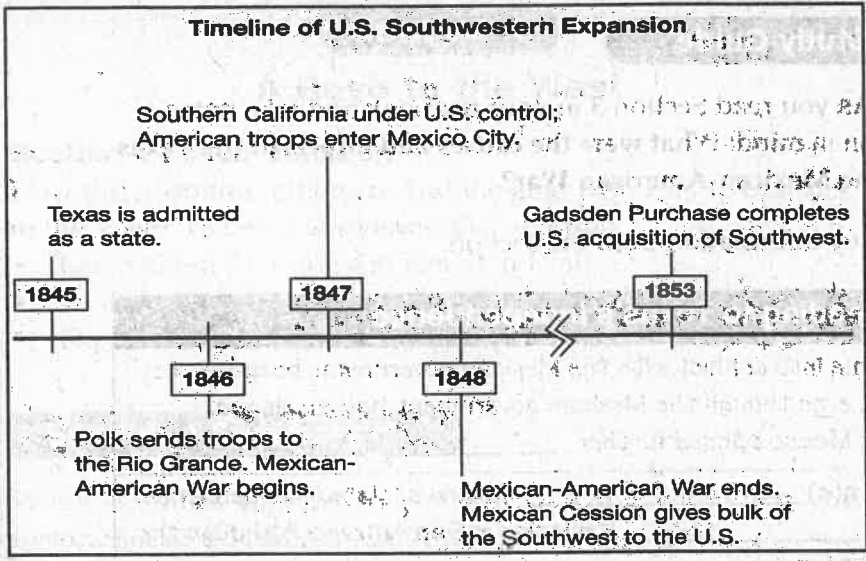
In 1833, General Antonio López de Santa Anna became president of Mexico. He overturned Mexico's democratic constitution and started a dictatorship, or one-person rule, that clamped down on Texas. Stephen Austin convinced Texans to declare independence from Mexico. The Republic of Texas was created in 1836.

When **Sam Houston**, commander of Texan forces, finally defeated Santa Anna, he became president of the Republic of Texas. Texans hoped the United States would annex, or add on, their republic to the Union. ✓

#### **Annexing Texas and Oregon**

Annexation became a major political issue because Texas would come in as a slave state. How could the balance of slave and free states be maintained? President **James K. Polk** solved this problem by negotiating a treaty to acquire Oregon from Britain. In 1845, Texas was admitted as a slave state. Oregon was annexed as a free territory.

But trouble was looming. Mexico had never recognized Texas independence. Now Mexico claimed that the southern border of Texas was the Nueces River, not the Rio Grande. Polk pressured Mexico to accept the Rio Grande border.



**The Mexican-American War**

Mexico would not accept the Rio Grande border. It also refused to cede, or give up, California and New Mexico to the United States when President Polk offered to purchase them. So Polk sent General Zachary Taylor to the Rio Grande border. The Mexican government saw this as an act of war and attacked. Polk then urged Congress to declare war. He sent Stephen Kearny to capture Santa Fe. **John C. Frémont**, an explorer, led a rebellion against Mexican rule in California. By early 1847, all of southern California was under U.S. control.

General Taylor invaded Mexico and defeated Santa Anna at the Battle of Buena Vista. General Winfield Scott marched to Mexico City. Santa Anna fled the city, and Mexico was under U.S. occupation.

**Achieving Manifest Destiny**

The United States and Mexico signed the Treaty of Guadalupe-Hidalgo in 1848. Mexico recognized Texas as a U.S. state. Then in the Mexican Cession, it gave present-day California, Nevada, and Utah, as well as parts of Wyoming, Colorado, Arizona, and New Mexico to the United States for \$18 million.

In the Gadsden Purchase of 1853, the United States paid Mexico \$10 million for a narrow strip of present-day Arizona and New Mexico. The United States had fulfilled what it saw as its destiny to occupy the West.

**Check Your Progress**

1. What did Texans want from the Mexican government?
2. What action started the Mexican-American War?

**✓ Checkpoint**

List the two rivers that were claimed as Texas's southern border.

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**✓ Checkpoint**

Name four Americans who led the United States in the Mexican-American War.

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**✓ Checkpoint**

List the two things that gave the United States the entire Southwest.

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## Section 4

### A Rush to the West

#### Section 4 Focus Question

How did Mormon settlement and the gold rush lead to changes in the West? To begin answering this question,

- Learn about Mormon settlement in Utah.
- Find out about the California gold rush.
- Explore California's changing population.

#### Section 4 Summary

While Mormons migrated to Utah in search of religious freedom, fortune seekers flocked to California in search of gold.

#### Mormons Settle Utah

In 1830, Joseph Smith, a New York farmer, founded the Church of Jesus Christ of Latter-day Saints. His followers were called the Mormons. The church grew quickly, but its teachings placed its followers in conflict with their neighbors. For example, Smith favored polygamy, or the practice of having more than one wife at a time.

Hostile communities forced the Mormons to move from New York to Ohio to Missouri to Illinois, where Joseph Smith was murdered. In 1847, Brigham Young, the new Mormon leader, led the group to the valley of the Great Salt Lake in Utah. Over the next few years, some 15,000 Mormons made the trek to Utah.

As a result of the Mexican Cession, Utah became part of the United States in 1848, and the U.S. government created the Utah Territory. The Mormons immediately came into conflict with the federal government over three issues. The first issue was the election process, which was controlled by the Mormon Church. As a result, non-Mormons had no say in the government. Another was the fact that the church supported Mormon-owned businesses, so non-Mormons had difficulty doing business in the territory. Third, polygamy was illegal in the rest of the country. In time, Congress passed a law that took control of elections away from the Mormon Church, and church leaders agreed to ban polygamy and to stop favoring Mormon-owned businesses. ✓

#### The California Gold Rush

After the Mexican Cession, easterners began migrating to California. At the time, there were about 10,000 Californios, or Mexican Californians, living in the territory.

A flood of other settlers came to California when gold was discovered in 1848 at Sutter's Mill near Sacramento. News of the discovery spread quickly, and the prospect of finding gold drew about 80,000 fortune seekers. These people who came to California in search of gold were known as the "forty-niners." In just two

#### Key Events

1821

William Becknell opens the Santa Fe Trail.

1836

Texas declares independence from Mexico.

1849

California gold rush begins.

#### ✓ Checkpoint

List three issues that were a source of conflict between the Mormons and the U.S. government.

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#### Vocabulary Builder

Reread the underlined sentence. Which of the following words could replace *prospect*, as it is used in the sentence?

- a. hope
- b. guarantee
- c. mining claim

### ✓ Checkpoint

Name one way the gold rush was different from other migrations in U.S. history.

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### ✓ Checkpoint

Describe one reason why slavery did not take root in California.

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years, California's population zoomed from 14,000 to 100,000. Prospectors, or gold seekers, searched throughout the Sacramento Valley for gold.

Since much of California was desert, disputes over water rights were common. **Water rights** are the legal rights to use the water in a river, stream, or other body. Often, such disputes erupted in violence.

Mining towns sprang up overnight and emptied just as quickly when news spread of a gold strike somewhere else. These towns attracted miners and people hoping to make money from miners. Since California was not yet a state, federal law did not apply within mining towns. Often **vigilantes**, or self-appointed law enforcers, punished people for crimes, although such vigilantes had no legal right to do so.

Other migrations in U.S. history included men and women, young and old. The forty-niners, however, were mainly young men. Still, some women did come to California, which offered women profitable work.

Few forty-niners struck it rich, and after the gold rush ended, many people continued to search for gold throughout the West. Others settled in the West for good. ✓

### **California's Changing Population**

The gold rush brought enormous ethnic diversity to California. People came from Europe, Asia, Australia, and South America. After news of the gold rush reached China, about 45,000 Chinese men went to California. They faced prejudice and were generally hired only for menial labor.

Although some southerners brought slaves with them during the gold rush, slavery did not take root in California. Other miners objected to anyone profiting from mining who did not participate in the hard labor of finding gold.

The gold rush brought tragedy for Native Americans in California. Miners swarmed onto Indian lands, and vigilante gangs killed many Indians. About 100,000 Indians, nearly two thirds of California's Native American population, died during the gold rush period.

By 1850, only 15 percent of Californians were Mexican. Laws were passed that discriminated against Californios, and many lost their land as a result. ✓

### **Check Your Progress**

1. Why did the Mormons migrate to Utah?

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2. How did California's population change after gold was discovered in the state?

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## Chapter 13 Assessment

Directions: Circle the letter of the correct answer.

- The largest region of the West was
  - the Southwest.
  - the Northwest.
  - the Great Plains.
  - the Pacific Coast.
- Most early travelers to the West were
  - missionaries.
  - farmers.
  - traders.
  - merchants.
- Which of the following was a result of the Mexican-American War?
  - the Mexican Cession
  - the annexation of Texas
  - the annexation of Florida
  - the Gadsden Purchase
- Which of the following was a result of the gold rush in California?
  - Many people became rich from mining.
  - Slavery became widespread in the territory.
  - California's population became more diverse.
  - Native Americans were forced to move to Indian Territory.

Directions: Follow the steps to answer this question:

How did the Mexican-American War help achieve Manifest Destiny?

Step 1: Define Manifest Destiny.

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Step 2: Recall information: Describe the results of the Mexican-American War.

### Results of the Mexican-American War

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Step 3: Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

The effect of the Mexican-American War helped achieve Manifest Destiny by \_\_\_\_\_

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## Chapter 14

### The Nation Divided (1846–1861)

#### What You Will Learn

With the addition of new western lands, tension over the slavery issue erupted into violence. The election of Abraham Lincoln led to seven states leaving the Union and marked the coming of the Civil War.

#### Chapter 14 Focus Question

As you read through this chapter, keep this question in mind: **How did the nation try but fail to deal with growing sectional differences?**

#### Section 1

### Growing Tensions Over Slavery

#### Section 1 Focus Question

How did the question of admission of new states to the Union fuel the debate over slavery and states' rights? To begin answering this question,

- Learn about slavery and the Mexican-American War.
- Explore the bitter debate over slavery in the United States.

#### Section 1 Summary

The vast new lands the United States won in the Mexican-American War recharged the national debate on slavery.

#### Slavery and the Mexican-American War

Between 1820 and 1848, the balance between free and slave states was maintained. However, the Missouri Compromise did not apply to the huge territory gained from Mexico in 1848. Would this territory be organized as states that allowed slavery?

The issue was important to northerners who wanted to stop slavery from spreading. Fearing that the South would gain too much power, Representative David Wilmot of Pennsylvania proposed in 1846 that Congress ban slavery in all southwestern lands that might become states. This was called the Wilmot Proviso. The proviso passed in the House, but not the Senate. Slaveholding states saw it as a northern attack on slavery.

Neither the Democrats nor the Whigs wanted to take a strong stand on slavery. Each party needed support in both the North and the South to win the presidential election of 1848.

The Democratic presidential candidate in 1848 was Senator Lewis Cass of Michigan. He came up with a slavery plan he

#### Key Events

1852

Harriet Beecher Stowe publishes *Uncle Tom's Cabin*.

1857

Supreme Court ruling in *Dred Scott* case declares Missouri Compromise unconstitutional.

1861

The Civil War begins with Confederate bombardment of Fort Sumter.

## Vocabulary Builder

**Sovereign** comes from a Latin word meaning "above." If the states were sovereign, and made their own laws, what law would they be above?

## ✓ Checkpoint

List the three parties and their candidates in the 1848 election.

## ✓ Checkpoint

List two issues that caused debate in the Congress.

thought would work in both the North and South. His idea was to let people in each new territory that applied for statehood decide for themselves whether to allow slavery. This **popular sovereignty** meant that people in each territory would vote directly on the issue, rather than having their elected representatives decide for them.

Many antislavery Whigs and Democrats wanted to take a stronger stand. They created their own party, called the Free-Soil Party. They wanted to ban slavery in all territory gained in the Mexican-American War—to make it "free soil." The party chose former Democratic President Martin Van Buren as its candidate. Although Van Buren did poorly in the election, he took enough votes from Cass to keep him from winning. General Zachary Taylor of the Whig Party became President. ✓

### A Bitter Debate

Both sides realized that California's entrance into the Union would upset the balance of free and slave states. Southerners feared that if free states gained the majority in the Senate, the South could no longer block antislavery proposals. Southern leaders threatened to secede, or withdraw, from the Union if California were admitted as a free state.

There were other bitter divisions between North and South. Northerners wanted the slave trade abolished in Washington, D.C. Southerners wanted laws forcing northerners to return fugitive, or runaway, enslaved people.

For a time, it seemed that a satisfactory conclusion was not possible. Then in January 1850, Senator Henry Clay of Kentucky made a series of proposals to save the Union, which led to a great Senate debate. South Carolina Senator John C. Calhoun was against Clay's compromises. He wrote that if California joined the Union as a free state, only a constitutional amendment protecting states' rights or secession could save the South's way of life.

Arguing the other side, Senator Daniel Webster of Massachusetts stated that Clay's compromises were necessary to preserve the Union. Both sides seemed deadlocked. ✓

### Check Your Progress

1. What was the Wilmot Proviso?

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2. Why did southerners fear California entering the Union as a free state?

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## Key Events

1852

Harriet Beecher Stowe publishes *Uncle Tom's Cabin*.

1857

Supreme Court ruling in *Dred Scott* case declares Missouri Compromise unconstitutional.

1861

The Civil War begins with Confederate bombardment of Fort Sumter.

## ✓ Checkpoint

Name two parts of the Fugitive Slave Act.

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## ✓ Checkpoint

What was the reaction of many northerners to *Uncle Tom's Cabin*?

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## Section 2

### Compromises Fail

#### Section 2 Focus Question

What was the Compromise of 1850, and why did it fail? To begin answering this question,

- Learn about the Compromise of 1850.
- Find out about the impact of *Uncle Tom's Cabin*.
- Learn about the Kansas-Nebraska Act.
- Read about the violence in Bleeding Kansas.

#### Section 2 Summary

Efforts to calm the slavery debate, such as the Compromise of 1850, ultimately failed, and the debate only grew fiercer.

#### The Compromise of 1850

In 1850, Congress passed and President Millard Fillmore signed a series of five bills known as the Compromise of 1850 that were based on Henry Clay's proposals. To please the North, California was admitted as a free state, and the slave trade was banned in the nation's capital. To please the South, popular sovereignty would be used to decide the slavery issue in the rest of the Mexican Cession. Southerners also got a tough fugitive slave law.

The Fugitive Slave Act of 1850 allowed government officials to arrest any person accused of being a runaway slave. Suspects had no right to prove they had been falsely accused in a trial. All that was needed to deprive someone of his or her freedom was the word of one white person. In addition, northerners were required to help capture runaway slaves if authorities requested assistance.

The Fugitive Slave Act became the most controversial part of the Compromise of 1850. Northerners hated the new law. Many swore they would resist it. They were outraged to see African Americans suddenly arrested and shipped South. Thousands of northern African Americans fled to Canada for safety, including many who had never been enslaved. ✓

#### Uncle Tom's Cabin

Harriet Beecher Stowe was a northerner committed to fighting slavery. In 1852, she published *Uncle Tom's Cabin*, about a kind slave who is abused by a cruel master. Many white southerners attacked the book as propaganda, false or misleading information that is spread to further a cause. The book was a bestseller in the North. It shocked thousands of people who were previously unconcerned about slavery. Stowe's book showed that slavery was not just a political conflict, but a real human problem. ✓

### The Kansas-Nebraska Act

In 1853, Illinois Senator Stephen A. Douglas suggested forming two new territories—the Kansas Territory and the Nebraska Territory. Southerners objected because both territories lay in an area closed to slavery by the Missouri Compromise. This meant that the states created from these territories would enter the Union as free states.

To win southern support, Douglas proposed that slavery in the new territories be decided by popular sovereignty. In effect, this undid the Missouri Compromise. Northerners were angered that the slavery issue was to be reopened in the territories. Southerners, however, supported Douglas's proposal, which enabled the Kansas-Nebraska Act to pass in both houses of Congress in 1854. ✓

### Bleeding Kansas

Both proslavery and antislavery settlers flooded into Kansas within weeks after Douglas's bill became law. Each side was determined to hold the majority in the territory when it came time to vote.

In March 1855, Kansas held a vote on whether to enter the Union as a free or slave state. Thousands of proslavery people from Missouri voted illegally. Kansas had only 3,000 voters, but 8,000 votes were cast. A proslavery government was elected. Antislavery Kansans refused to accept these results and put a second government in place.

Violence soon broke out. Pro- and antislavery groups terrorized the countryside, attacking and killing settlers. It was so bad that the territory earned the name Bleeding Kansas.

Violence even spilled onto the floor of the U.S. Senate. After Massachusetts Senator Charles Sumner attacked a South Carolina senator in a fiery speech, the senator's nephew attacked Sumner in the Senate chamber. Many southerners felt that Sumner got what he deserved. To northerners, however, it was further evidence that slavery was brutal and inhumane. ✓

### Check Your Progress

1. What did each side get in the Compromise of 1850?

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2. What was the effect of the Kansas-Nebraska Act?

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### Vocabulary Builder

Circle the definition of *propose* that most closely matches the meaning used in the underlined sentence.

- A. to put forward for consideration
- B. to nominate for an office
- C. to make an offer of marriage

### ✓ Checkpoint

Name the method used to determine the status of slavery in the Kansas and Nebraska territories.

### ✓ Checkpoint

Kansas election of 1855:

Number of voters:

Number of votes cast:

## Section 3

### The Crisis Deepens

#### Section 3 Focus Question

Why did the Lincoln-Douglas debates and John Brown's raid increase tensions between the North and South? To begin answering this question,

- Learn how a new antislavery party came to be.
- Explore the impact of the Dred Scott decision.
- Find out about the Lincoln-Douglas debates.
- Learn about John Brown's raid.

#### Section 3 Summary

The Lincoln-Douglas debates and John Brown's raid caused more controversy and anger over slavery.

#### A New Antislavery Party

The Whig Party split apart in 1854 when Whigs who were willing to take a strong antislavery stand joined the new Republican Party. Its main platform was to keep slavery from spreading to the western territories.

Joined by northern Democrats and by Free-Soilers, the Republican Party quickly became powerful. It won 105 of 245 seats in the House in the election of 1854. In 1856, John C. Frémont was the first Republican candidate for President. Although Frémont won 11 of the 16 free states, the Democrat candidate, James Buchanan, was elected President. ✓

#### The Dred Scott Decision

In 1857, the Supreme Court delivered a blow to antislavery forces. It decided the case of *Dred Scott v. Sandford*. Dred Scott was an enslaved person who sued for his freedom because he had lived with his master in states where slavery was illegal.

Supreme Court Chief Justice Roger B. Taney ruled that Scott had no right to sue in federal court because African Americans were not citizens. Taney also declared that living in a free state did not make enslaved people free. They were property, and the property rights of their owners were protected in all states.

This meant that Congress did not have the power to prohibit slavery in any territory, and that the Missouri Compromise was unconstitutional. Slavery was legal again in all territories. Supporters of slavery rejoiced at this ruling. Northerners, however, were stunned. ✓

#### The Lincoln-Douglas Debates

Abraham Lincoln, an Illinois attorney, was elected to the House as a Whig, where he voted for the Wilmot Proviso. After one term, he returned to his Springfield law practice.

#### Key Events

1852

Harriet Beecher Stowe publishes *Uncle Tom's Cabin*.

1857

Supreme Court ruling in Dred Scott case declares Missouri Compromise unconstitutional.

1861

The Civil War begins with Confederate bombardment of Fort Sumter.

#### ✓ Checkpoint

List three groups that joined the Republican Party.

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#### ✓ Checkpoint

Name the kind of right that protected slavery in all states, according to the Dred Scott decision.

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## Vocabulary Builder

*Entitle*, in the underlined sentence, means "to give a right to something." What does this tell you about the way Lincoln felt about the rights of African Americans?

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## ✓ Checkpoint

List two points Lincoln made in the debates about slavery and African Americans.

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## ✓ Checkpoint

Name the part of the country in which John Brown was considered a hero.

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Lincoln's opposition to the Kansas-Nebraska Act brought him back into politics. In 1858, Lincoln ran for the Illinois Senate seat against Stephen Douglas, the author of the Kansas-Nebraska Act. When Lincoln accepted the Republican nomination, he made a stirring speech in favor of the Union. He said the country could not survive "half slave and half free."

Many southerners believed that Lincoln was an abolitionist. Lincoln then challenged Douglas to a series of public debates, and thousands gathered to hear them speak.

Douglas strongly defended popular sovereignty. He said people in each state could decide the slavery issue for themselves and shouldn't worry about what other states did. He also painted Lincoln as a dangerous abolitionist who wanted equality for African Americans.

Lincoln declared, "If slavery is not wrong, nothing is wrong." He predicted that slavery would die on its own. In the meantime, slavery had to be kept out of the West. While Lincoln did not promote equal rights for African Americans, he stated that they should be "entitled to all the rights" in the Declaration of Independence.

Douglas won the Senate election, but the debates made Lincoln nationally known. Two years later, the men would be rivals again for the presidency. ✓

### John Brown's Raid

John Brown was an abolitionist who had been driven out of Kansas after the Pottawatomie Massacre. He returned to New England and hatched a plot to raise an army to free people in the South who were enslaved. In 1859, Brown and a small band of supporters attacked Harpers Ferry, Virginia. His goal was to seize guns the U.S. Army stored there. He would give the arms to enslaved African Americans and lead them in a revolt.

Brown and his men were captured. Brown was executed, but his cause was celebrated in the North, where many considered him to be a hero. More than ever, southerners were convinced that the North was out to destroy their way of life. ✓

### Check Your Progress

1. What was the Republican Party's main platform?

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2. Why did John Brown attack Harpers Ferry?

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## Key Events

1852

Harriet Beecher Stowe publishes *Uncle Tom's Cabin*.

1857

Supreme Court ruling in *Dred Scott* case declares Missouri Compromise unconstitutional.

1861

The Civil War begins with Confederate bombardment of Fort Sumter.

## Vocabulary Builder

*Confederate* comes from a Latin word meaning "to unite." The Confederate States of America, then, means what?

## ✓ Checkpoint

List the four presidential candidates in 1860.

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## Section 4

### The Coming of the Civil War

#### Section 4 Focus Question

Why did the election of Abraham Lincoln spark the secession of southern states? To begin answering this question,

- Learn how the nation divided.
- Find out how the Civil War began.

#### Section 4 Summary

By the time Lincoln became President, the division over slavery was too deep to heal. The Civil War began.

#### The Nation Divides

As the election of 1860 drew near, Americans everywhere felt a sense of crisis. The long and bitter debate over slavery had left the nation seriously divided. Southern Democrats wanted the party to support slavery in the territories. But northerners refused to do so, and the party split in two.

Northern Democrats nominated Stephen Douglas. But southern Democrats picked Vice President John Breckinridge from Kentucky. Some southerners still hoped to heal the split between North and South. They formed the Constitutional Union Party and nominated John Bell of Tennessee, who promised to protect slavery *and* keep the nation together. The Republicans chose Abraham Lincoln as their candidate. His criticisms of slavery during his debates with Stephen Douglas made him popular in the North.

The election showed just how fragmented the nation had become. Lincoln won every free state, Breckinridge won every slaveholding state except four. Bell won Kentucky, Tennessee, and Virginia. Douglas won only Missouri. Although he carried only 40 percent of the popular vote, Lincoln received enough electoral votes to win the presidency.

To many southerners, Lincoln's election meant that the South no longer had a voice in the national government. They believed that the President and Congress were set against their interests. South Carolina was the first southern state to secede from the Union. Six more states followed.

Not all southerners favored secession. But they were overwhelmed by those who did. By February 1861, leaders from the seven seceding states had met in Montgomery, Alabama, and formed a new nation they called the Confederate States of America. By the time Lincoln took office in March, the Confederate leaders had written a constitution and named former Mississippi Senator Jefferson Davis as their president. ✓

### **The Civil War Begins**

In Lincoln's inaugural address, he assured the seceding states that he meant them no harm. He stated that he had no plan to abolish slavery where it already existed. Lincoln's assurance of friendship was rejected. The seceding states took over post offices, forts, and other federal property within their borders.

One of those forts was Fort Sumter, on an island in the harbor of Charleston, South Carolina. The fort's commander would not surrender. South Carolina authorities decided to starve the fort's troops into surrender. They had been cut off from supplies since late December and could not hold out much longer.

Lincoln did not want to give up the fort, but he feared that sending troops might cause other states to secede. He decided to send food to the fort, but on supply ships carrying no troops or guns. Confederate leaders decided to capture the fort while it was still cut off from supplies. On April 12, they opened fire. After 34 hours, with the fort on fire, the troops inside finally surrendered.

This attack marked the beginning of the American Civil War. A civil war is a war between opposing groups of citizens of the same country.

The Civil War probably attracts more public interest today than any other event in American history. Americans continue to debate whether it could have been avoided.

In 1850, southerners might have been satisfied if they had been left alone. But by 1861, the North and South were so bitterly opposed that most Americans saw war as inevitable. At stake was the nation's future. ✓

### **Check Your Progress**

1. How did Lincoln win the presidential election without receiving a majority of the popular vote?

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2. What is a civil war?

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### **✓ Checkpoint**

Name the event that marked the beginning of the American Civil War.



## Chapter 14 Assessment

**Directions:** Circle the letter of the correct answer.

1. The main question raised by the Southwest territory was
  - A should slavery be abolished?
  - B should the Missouri Compromise be used?
  - C would slavery be allowed in the West?
  - D should California come in as a free state?
  
2. What was an effect of the Kansas-Nebraska Act?
  - A *Uncle Tom's Cabin* gained popularity.
  - B It undid the Missouri Compromise.
  - C The Free-Soil Party was formed.
  - D Abraham Lincoln became President.
  
3. The Republicans' first presidential candidate was
  - A Abraham Lincoln.
  - B Stephen Douglas.
  - C Martin Van Buren.
  - D John C. Frémont.
  
4. Most southerners believed Lincoln
  - A would abolish slavery.
  - B would defend Fort Sumter.
  - C would accept secession.
  - D would not become President.

**Directions:** Follow the steps to answer this question:

**How did the issue of slavery bitterly divide the nation?**

**Step 1: Recall information:** Describe each of the following pieces of legislation.

Legislation	What It Said
Wilmot Proviso	
Fugitive Slave Act of 1850	

**Step 2: How did these acts affect the nation?**

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**Step 3: Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.**

Legislation like the Wilmot Proviso and the Fugitive Slave Act of 1850

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## Chapter 15

### The Civil War (1861–1865)

#### What You Will Learn

People in the North and the South hoped for an early victory, but the Civil War went on for years. Hundreds of thousands of Americans were killed before the war ended.

#### Chapter 15 Focus Question

As you read this chapter, keep this question in mind: **How did people, places, and things affect the outcome of the Civil War?**

### Section 1

#### The Call to Arms

##### Section 1 Focus Question

Why did each side in the Civil War think the war would be won easily? To begin answering this question,

- Discover how sides were taken in the war.
- Explore the strengths of the North and the South.
- Learn the two sides' strategies.
- Find out about the First Battle of Bull Run.
- Explore the details of a soldier's life.

##### Section 1 Summary

As the Civil War began, North and South prepared for a short war. They soon realized they were in for a long struggle.

##### Taking Sides in the War

After Fort Sumter was captured, President Lincoln declared that a rebellion existed in the South. He requested troops to subdue the Confederacy. Some states supplied more than enough volunteers, some refused to comply, and some did not respond. More southern states seceded.

There were four border states—slave states that did not secede. These were Delaware, Kentucky, Missouri, and Maryland. Delaware supported the Union. Kentucky started out neutral, not favoring either side, but it supported the Union after it was invaded by southern forces in September 1861.

Most people in Maryland and Missouri favored the South. Lincoln sent troops to occupy Missouri. If Maryland seceded, the U.S. capital would be in Confederate territory, so eastern Maryland was put under **martial law**. This is a type of rule in which the military is in charge and citizens' rights are suspended. ✓

#### Key Events

1861

Eleven states secede from the Union, creating the Confederacy.

1863

Lincoln delivers the Emancipation Proclamation.

1864

Grant invades South and lays siege to Petersburg.

1865

Lee's surrender at Appomattox brings Union victory.

#### ✓ Checkpoint

List the four border states.

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### ✓ Checkpoint

List three advantages the North had in the war.

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### ✓ Checkpoint

Name the main goal of the Union blockade.

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### ✓ Checkpoint

Name the Union army's goal in marching into Virginia.

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### ✓ Checkpoint

List two dangers faced by soldiers in prison camps.

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## North Against South

When the war began, people on both sides were confident of victory. To win the war, the North had to invade the South. Southerners would be fighting on their own territory, and they would be led by some of the nation's best officers. The North also had some advantages. It had a larger population, more farmland, and more factories.

Two thirds of northern men aged 18 to 45 served in the military. In the South, three fourths of free men the same age served. But the North had 3.5 million men in this age group, whereas the South had only 1 million. The North thus had a much larger army than the South. ✓

## The Two Sides Plan Strategies

To isolate the South, the North set up a naval blockade, a military action to prevent traffic to and from an area. If the South could not sell cotton to Britain, it would run out of money to fight. The North planned to control the Mississippi River and seize Richmond, Virginia, the Confederate capital.

Southerners had a simple strategy: defend their land until northerners gave up. They would finance the war with continued trade with Britain. They also hoped Britain would support the South. ✓

## First Battle of Bull Run

Northerners wanted to end the war quickly with a decisive battle. Popular demand led Union General Irvin McDowell to march into Virginia before his troops were fully trained. The First Battle of Bull Run was fought along Bull Run, a river near Manassas, Virginia, on July 21, 1861. The South held firm, and the poorly trained Union troops panicked and retreated. ✓

## A Soldier's Life

Soldiers spent most of their time in camp, not fighting. They spent much of the time training. Camp conditions were often miserable, especially in wet weather. Soldiers often did not have clean water, which led to outbreaks of disease.

Conditions in prison camps were even worse. In overcrowded camps, prisoners died each day from starvation and exposure. ✓

## Check Your Progress

1. What were the Union and Confederate war strategies?

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2. What was the result of the First Battle of Bull Run?

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## Key Events

1861

Eleven states secede from the Union, creating the Confederacy.

1863

Lincoln delivers the Emancipation Proclamation.

1864

Grant invades South and lays siege to Petersburg.

1865

Lee's surrender at Appomattox brings Union victory.

## ✓ Checkpoint

List three ways rifles were better than older guns.

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## Vocabulary Builder

Fill in the first blank below with a synonym for *reinforce*. Fill in the second blank with an antonym for *reinforce*.

Union delays allowed Confederates to \_\_\_\_\_ their army near Richmond. McClellan thought that not having enough troops would \_\_\_\_\_ his army.

## Section 2

### Early Years of the War

#### Section 2 Focus Question

How did each side in the war try to gain an advantage over the other? To begin answering this question,

- Learn about new technology of the war.
- Read about the war in the East.
- Find out about the war in the West.

#### Section 2 Summary

Unable to win a quick victory, Union forces met Confederate troops in a series of battles made more bloody by new technology.

#### New Technology in the War

New weapons made the Civil War more deadly than any previous war. Traditionally, generals had relied on an all-out charge of troops to overwhelm the enemy. But new rifles and cannons were far more accurate and had a greater range than the old muskets and artillery. They could also be loaded much faster. As a result, the attacking army could be bombarded long before it arrived at the defenders' position.

Unfortunately, Civil War generals were slow to recognize the problem and change tactics. Thus, thousands of soldiers died charging across open fields during the Civil War.

**Ironclads**, or warships covered with protective iron plates, were another new invention. Cannonfire bounced harmlessly off these ships. The Confederacy used ironclads against the Union's naval blockade, and the Union used them in their efforts to control the Mississippi River. ✓

#### The War in the East

After its demoralizing defeat at Bull Run, the Union army got a new commander, General **George McClellan**. He was an excellent organizer, but he was also a very cautious leader. He spent seven months training his army instead of attacking the Confederate enemy. In March 1862, he finally moved 100,000 soldiers by boat to a point southeast of Richmond. He knew that his troops could easily have defeated the 15,000 Confederate soldiers facing them, but the cautious McClellan stopped to ask Lincoln to send him more men. Almost a month passed before he resumed the march.

This delay gave the Confederates plenty of time to reinforce their small army. They stopped McClellan's advancing forces outside Richmond on May 31, 1862, then forced the Union army to retreat in late June.

General Lee decided to invade the North, reasoning that a victory on Union soil would win the Confederacy European support. He moved his army into western Maryland.

When McClellan learned that Lee had divided his army, he attacked the larger half at Antietam Creek near Sharpsburg, Maryland, on September 17, 1862. It was the bloodiest day of the Civil War. In attack after attack, McClellan's troops charged into the gunfire that came from the Confederate lines. The Union suffered 12,000 casualties, which is a military term for persons killed, wounded, or missing in action. The South lost nearly 14,000 soldiers, and Lee began a forced retreat back to Virginia. McClellan could have pursued Lee's battered army, but he did not. ✓

### **The War in the West**

In the West, Union generals were not so cautious. General Ulysses S. Grant, the most successful of these generals, was a man who took chances. In February 1862, Grant captured Fort Henry, just south of the Kentucky-Tennessee border. Then he took Fort Donelson. These victories opened the South up to invasion from two different water routes. Grant's forces continued south along the Tennessee River to Corinth, Mississippi, an important railroad center.

Before Grant could advance on Corinth, Confederate General Albert Sidney Johnston attacked. On April 6, 1862, he surprised Grant's forces at the town of Shiloh. The Battle of Shiloh was costly for both sides. The South suffered nearly 11,000 casualties. The toll for the North was more than 13,000. However, the Union army was successful in forcing the Confederate army to withdraw from the railroad center, and in the process, it won control of Corinth. The Union now controlled western Tennessee and part of the Mississippi River.

Two weeks after the Battle of Shiloh, Union commander David Farragut entered the Mississippi River from the Gulf of Mexico and captured New Orleans. By the summer of 1862, the Union controlled almost all of the Mississippi River. ✓

### **Check Your Progress**

1. What effect did rifles have at the beginning of the Civil War?

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2. What two events show the differences between Grant's and McClellan's approaches after victory?

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### ✓ **Checkpoint**

Name the error McClellan made before facing Lee's troops near Richmond.

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### ✓ **Checkpoint**

List three key places Grant and his troops captured.

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## Section 3

### The Emancipation Proclamation

#### Section 3 Focus Question

What were the causes and effects of the Emancipation Proclamation? To begin answering this question,

- Find out about emancipating the enslaved.
- Learn how African Americans helped the Union.

#### Section 3 Summary

After the Emancipation Proclamation was issued, the Civil War became a struggle to end slavery as well as a battle to save the Union.

#### Emancipating the Enslaved

Northern abolitionists assumed that Lincoln's main war goal was to end slavery because that was what they wanted most. But Lincoln's main goal was to preserve the Union. If that could be done without outlawing slavery, Lincoln would not outlaw slavery. He did not want to free the slaves at the outset of the war because it might provoke the border states into secession. Furthermore, he knew that most northerners did not care enough about slavery to fight a war to end it. Lincoln had no plan to emancipate, or free, enslaved people in 1861.

But by mid-1862, Lincoln realized that slavery was important to the southern war effort. Slaves kept farms and factories producing when their owners were away fighting the war. Lincoln decided slavery had to end.

On January 1, 1863, Lincoln issued the Emancipation Proclamation. He had been ready to do this in the summer of 1862, but nervous Cabinet members, fearing that the people would not like it, had urged him to wait until the Union army had more victories under its belt. Then northerners would still be willing to fight, even if they did not care about ending slavery.

The proclamation was not the sweeping rejection of slavery abolitionists wanted and expected. It freed slaves only in areas that were fighting the Union. Slaves in border states and the West were not affected, and southern states already under Union control were not affected. States that had seceded did not have to obey the law because they did not recognize the U.S. government. In short, very few slaves were actually freed in 1863.

Some abolitionists protested that the proclamation did not go far enough; others accepted it as a start. Northern African Americans rejoiced, while white southerners claimed Lincoln was trying to start a slave rebellion. For the most part, Union soldiers supported the law because they knew it dealt a blow to the South's ability to fight. Whether people embraced the proclamation or not,

#### Key Events

1861

Eleven states secede from the Union, creating the Confederacy.

1863

Lincoln delivers the Emancipation Proclamation.

1864

Grant invades South and lays siege to Petersburg.

1865

Lee's surrender at Appomattox brings Union victory.

#### Vocabulary Builder

*Proclamation* comes from a Latin word that means "to cry out." Use context clues from this section to write your own short definition of *proclamation*.

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✓ **Checkpoint**

Name Lincoln's main goal in fighting the Civil War.

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✓ **Checkpoint**

List four ways that African Americans served in the Union army and navy.

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it changed the nature of the Civil War. It was no longer just a fight to save the nation. It was now also a war to end slavery.

Also, the proclamation ended all hope the South had of being supported by Britain. Britain would not support a government identified as fighting for slavery. ✓

**African Americans Help the Union**

African Americans in the North were not allowed to fight in the Union army at first. Even after Congress allowed it in 1862, few state governments mobilized African American volunteers. After the Emancipation Proclamation, it was easier for African Americans to enlist. By the end of the war, 189,000 had served in the army or navy. Over half of these soldiers were former slaves who had escaped or been freed by Union soldiers when they took over southern territory.

All African Americans fighting in the Civil War faced grave danger—slavery or death—if taken prisoner by southerners. They served in all-black regiments in the army and served alongside whites in the navy. They were paid less than white soldiers. Still, they fought bravely, often deep in southern territory. Free northern and emancipated southern African Americans also served in the Union army as cooks, wagon drivers, and hospital aides.

People enslaved in the South during the war did what they could to hurt the Confederate war effort. Some provided information to the Union army. Enslaved people had always quietly resisted slavery by deliberately working slowly or damaging equipment. But with many slaveholders off fighting the war, large numbers of slaves refused to work. ✓

**Check Your Progress**

1. How did the Emancipation Proclamation change the Civil War?  

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2. What were some of the extra risks African Americans took by serving in the Union army?  

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## Section 4

### The Civil War and American Life

#### Key Events

1861  
Eleven states secede from the Union, creating the Confederacy.

1863  
Lincoln delivers the Emancipation Proclamation.

1864  
Grant invades South and lays siege to Petersburg.

1865  
Lee's surrender at Appomattox brings Union victory.

#### Vocabulary Builder

The term *habeas corpus* comes from a Latin phrase meaning "to have the body." Why would the term *habeas corpus* be used to describe imprisonment?

#### ✓ Checkpoint

Name three ways people disrupted the war effort.

#### Section 4 Focus Question

How did the war affect people and politics in the North and the South? To begin answering this question,

- Explore divisions over the war.
- Find out about the draft laws.
- Learn about the economic strains caused by the war.
- Explore the role of women in the Civil War.

#### Section 4 Summary

Neither the North nor the South presented a united front in the war. Divisions existed between states and social classes.

#### Divisions Over the War

The North may have faced the South in the war, but each side experienced divisions over the war and slavery. Not all northerners supported a war to end slavery. Many opposed the Emancipation Proclamation. Nor did all northerners support restoring the Union. Some felt the South should be allowed to secede. Some northerners blamed Lincoln and the Republicans for forcing the South into a war. Northern Democrats who opposed the war were called Copperheads, after the poisonous snake. Copperheads criticized the war and called for peace with the Confederacy.

Not all southerners supported slavery or secession. Poor backcountry regions with few enslaved people were less supportive of the war than regions with large slaveholding populations. Strong support for states' rights created other divisions. For example, the governors of Georgia and North Carolina did not want the Confederate government to force men from their states to do military service.

People on both sides tried to disrupt the war effort by helping prisoners of war escape, encouraging soldiers to desert, and holding peace protests. Both Abraham Lincoln and Jefferson Davis tried to keep order by suspending the right of *habeas corpus*, the constitutional protection against unlawful imprisonment, during the war. ✓

#### The Draft Laws

Desertion was a problem for both sides. Between 300,000 and 550,000 Union and Confederate soldiers left their units and went home. Some returned after their crops were planted or harvested. To meet the need for troops, both North and South established a **draft**, a system of required military service. The southern draft began in 1862, and the northern draft began in 1863; all eligible men were required to enlist in the army or navy.



But there were ways around the draft. The wealthy could hire substitutes to serve for them. In the South, a man who held at least 20 enslaved people did not have to serve. In the North, anyone who paid \$300 to the government was allowed to stay home. Only the well-off could afford this amount.

People on both sides objected that poor people were fighting the war. Draft riots broke out in many northern cities in 1863 as poor people who could not pay their way out of the draft destroyed draft offices and other property. ✓

### **The War and Economic Strains**

While northern industries thrived on war production, the amount of money coming in to the government did not cover the costs of the war, so Congress introduced the first income tax in August 1861. This is a tax on the money people receive. Congress also printed \$400 million in paper money. This was the first federal paper money, and it led to inflation, or a general rise in prices. In the North, prices went up 80 percent on average.

The Union blockade prevented the South from raising money by selling cotton overseas. Shortages of goods became severe as income from cotton dropped ever lower. On top of this, food production fell as Union armies invaded farmland. Food shortages led to riots in southern cities. ✓

### **Women in the Civil War**

Women in the North and South contributed to the war effort in many ways. Some disguised themselves as men and enlisted in the army, and some were spies. But most women took up the roles their male family members had played in society. Women ran businesses and farms, worked in factories, taught school, and served on the battlefield, in army camps, and in hospitals. Elizabeth Blackwell, the first American woman to earn a medical degree, trained nurses for the Union army. Clara Barton cared for Union soldiers on the battlefield and later founded the American Red Cross. ✓

### **Check Your Progress**

1. Why would suspending habeas corpus help keep the peace?

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2. How did most women support the war effort?

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### ✓ Checkpoint

List three ways someone could avoid the draft.

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### ✓ Checkpoint

Name the effect the printing of paper money had in the North.

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### ✓ Checkpoint

Name two women who helped heal soldiers during the war.

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## Section 5

### Decisive Battles

#### Section 5 Focus Question

How did Lincoln and his generals turn the tide of the war? To begin answering this question,

- Learn about the turning points of the war.
- Find out how the Union closed in on the Confederacy.
- Discover how peace came at last.

#### Section 5 Summary

Under Grant's leadership, the Union finally defeated the Confederacy. Both sides suffered terrible losses in the final two years of the war.

#### The Tide Turns

The Union army had a new commander in 1862, General Ambrose Burnside, who was determined to act more boldly than General McClellan had. Burnside marched toward Richmond in December 1862 to attack Confederate General Lee's army. Burnside ordered traditional charges, sending thousands of men running into Confederate gunfire. The Union lost 13,000 men in the Battle of Fredericksburg. The South lost 5,000.

Burnside was replaced by General Joseph Hooker, who also marched toward Richmond. In May 1863, his army was defeated at the Battle of Chancellorsville by a southern force half its size. The South, however, lost General Stonewall Jackson in the battle.

After these victories, Lee determined once more to launch an attack in the North. His forces were outside the town of Gettysburg, Pennsylvania, on July 1, 1863, when they encountered Union troops, now led by General George Meade. Fighting broke out that lasted for three days. When the Battle of Gettysburg was over, the Union had won. The South had lost 28,000 men, and the North had lost 23,000.

The day after the Battle of Gettysburg ended, the city of Vicksburg, Mississippi—one of the last cities on the river still in southern hands—fell to Union General Grant. Grant had laid siege to the city for two months. A siege is an attempt to capture a place by surrounding it with troops and cutting it off until its people surrender. Grant's victory at Vicksburg and Lee's defeat at Gettysburg were the turning points of the war, giving the Union the advantage. ✓

#### Closing In on the Confederacy

President Lincoln decided to put General Grant in charge of the Union army. Grant marched toward Richmond, fighting a series of battles in Virginia in the spring of 1864 in which he lost about 55,000 men. The Confederacy lost 35,000. Grant knew his men

#### Key Events

1861

Eleven states secede from the Union, creating the Confederacy.

1863

Lincoln delivers the Emancipation Proclamation.

1864

Grant invades South and lays siege to Petersburg.

1865

Lee's surrender at Appomattox brings Union victory.

#### ✓ Checkpoint

Name three Union commanders.

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could be replaced, but he also knew that the South was running out of soldiers and supplies. He settled into a siege at Petersburg, south of Richmond, to wait the Confederates out.

During this siege, another Union general, **William Tecumseh Sherman**, was driving his army across the South. In his march, he practiced **total war**, or all-out attacks aimed at destroying not only an enemy's army, but also its resources and its people's will to fight. His troops set fire to buildings, seized crops and livestock, and pulled up railroad tracks. Sherman captured Atlanta on September 2, 1864. He then marched east toward the Atlantic Ocean. Sherman's "March to the Sea" brought devastation to a path 60 miles wide.

### ✓ Checkpoint

Name the general who practiced total war and led the Union "March to the Sea."

### Vocabulary Builder

Using everyday language, write your own version of Lincoln's statement "with malice toward none, and charity for all; ... let us strive together ... to bind up the nation's wounds."

### ✓ Checkpoint

How many soldiers died in the Civil War?

Northerners: \_\_\_\_\_

Southerners: \_\_\_\_\_

### Steps to a Union Victory

1. Meade defeats Lee at Gettysburg.
2. Vicksburg falls to Grant.
3. Grant is made commander of the Union army.
4. Grant fights a series of battles that cost Lee soldiers who cannot be replaced.
5. Sherman's "March to the Sea" devastates land, resources, and people.
6. Grant reinforces his army and captures Richmond.

### Peace at Last

By March 1865, Grant had extended his armies, encircling Lee. Lee knew that the war was lost. Lincoln knew it too and asked the American people to welcome the South back to the Union. He said, "with malice toward none, [and] charity for all; ... let us strive together ... to bind up the nation's wounds."

On April 2, Grant broke the Confederate line and captured Richmond. After briefly retreating west, Lee offered to surrender. On April 9, Grant and Lee met in a home in the town of Appomattox Court House, Virginia, to sign the surrender agreement. The Union generously allowed the Confederates to return home without punishment.

The war was over, but its effects lasted long afterward. Around 260,000 southerners had died, along with over 360,000 northerners, including 37,000 African Americans. ✓

### Check Your Progress

1. Why did Burnside suffer such high casualties?

2. What happened to Confederate soldiers under the terms of the surrender agreement?

## Chapter 15 Assessment

**Directions:** Circle the letter of the correct answer.

1. Which does *not* describe public reaction to the start of the Civil War?
  - A Most believed the war would be short.
  - B The border states all sided with the Confederacy.
  - C Not everyone supported the war.
  - D Most people in Maryland and Missouri favored the South.
  
2. Where were slaves actually freed by the Emancipation Proclamation?
  - A areas outside of Union control
  - B parts of the South already under Union control
  - C the border states
  - D the western territories
  
3. In what year did the Union take the upper hand in the Civil War?
 

A 1862                      B 1863                      C 1864                      D 1865

**Directions:** Follow the steps to answer this question:

**How did the North finally gain the upper hand in the Civil War?**

**Step 1:** Recall information: In the chart, fill in the result of each Union victory.

Event	Result
Gettysburg	1.
Vicksburg	2.
Battles in northern Virginia	3.
Sherman's "March to the Sea"	4.

**Step 2:** How did these events affect the North and the South?

Events' Effects on North and South	
North	
South	

**Step 3:** Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

By 1864, the tide had turned in the North's favor because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter 16

### Reconstruction and the New South

(1863–1896)

#### What You Will Learn

At the end of the Civil War, Americans faced the problem of how to reunite the nation. Disagreements over Reconstruction led to conflicts in government and in the South. With the end of Reconstruction, African Americans in the South lost many of the rights they had gained.

#### Chapter 16 Focus Question

As you read through this chapter, keep this question in mind: **What were the short-term and long-term effects of the Civil War?**

#### Section 1

#### Rebuilding the Nation

#### Section 1 Focus Question

How did the government try to solve key problems facing the nation after the Civil War? To begin answering this question,

- Explore the challenges of preparing the nation for reunion.
- Learn about the services of the Freedmen's Bureau.
- Find out about Lincoln's assassination and its aftermath.

#### Summary

As the Civil War came to a close, the United States faced the enormous challenge of reuniting the nation. Abraham Lincoln and Congress were divided on how to do this. With the assassination of President Lincoln in 1865, hopes of a lenient Reconstruction policy faded.

#### Preparing for Reunion

As the Civil War ended, enormous problems faced the nation. Much of the South lay in ruins, the homeless needed food and shelter, and many in the North and the South held hard feelings toward their former foes. The process of bringing the North and the South back together again, known as Reconstruction, would occupy the nation for years to come.

Lincoln and some fellow Republicans thought a lenient Reconstruction policy would strengthen the Republican Party in the South. The Radical Republicans disagreed and claimed only a "hard," or strict, Reconstruction policy would keep the South from rising again.

#### Key Events

1863

President Lincoln proposes a mild Reconstruction plan.

1867

Radical Reconstruction begins.

1870

The 15th Amendment is ratified by the states.

1896

Supreme Court rules to permit separate facilities for blacks and whites.

#### Vocabulary Builder

If *strict* is the opposite of *lenient*, what do you think *lenient* as used in the underlined sentence means?

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## Reconstruction

Lenient	Strict
<b>Lincoln: Ten Percent Plan</b> <ul style="list-style-type: none"><li>- loyalty oath from 10% of state's voters needed to create new state government</li><li>- abolition of slavery by state government</li><li>- former Confederates who swear loyalty pardoned</li></ul>	<b>Radical Republicans: Wade-Davis Bill</b> <ul style="list-style-type: none"><li>- loyalty oath from 50% of state's voters needed before reentering Union</li><li>- abolition of slavery by state government</li><li>- Confederate volunteers barred from voting and holding office</li></ul>

### The Freedmen's Bureau

It was urgent to deal with the needs of the **freedmen**, enslaved people who had been freed by war, as well as other war refugees. Congress created the Freedmen's Bureau in March of 1865. The bureau's first duty was to provide emergency relief to people displaced by war.

The Freedmen's Bureau set up schools to teach freedmen to read and write, and it helped to start schools at which African Americans could extend their education. The Freedmen's Bureau also helped freedmen find jobs and settled disputes between blacks and whites. ✓

### Lincoln Is Murdered

As the war drew to a close, President Lincoln hoped for a peaceful Reconstruction. But Lincoln had no chance to put his plans into practice. He was shot on April 14, 1865, by **John Wilkes Booth**, a Confederate sympathizer. Lincoln died a few hours later.

News of Lincoln's death shocked the nation. His successor as President was Andrew Johnson from Tennessee. A southern Democrat who had remained loyal to the Union, Johnson had expressed bitterness toward the Confederates. Many expected him to take a hard line on Reconstruction. ✓

### Check Your Progress

1. What were two major differences between the Ten Percent Plan and the Wade-Davis Bill?

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2. How did the Freedmen's Bureau help former slaves?

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### ✓ Checkpoint

List two problems that faced the nation during Reconstruction.

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### ✓ Checkpoint

What was the main purpose of the Freedmen's Bureau?

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### ✓ Checkpoint

Name the person who succeeded Abraham Lincoln as President.

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## Section 2

# The Battle Over Reconstruction

### Section 2 Focus Question

How did disagreements over Reconstruction lead to conflict in government and in the South? To begin to answer this question,

- Learn how conflict grew between the President and Congress during Reconstruction.
- Discover the significance of the Fourteenth Amendment.
- Understand the policies of Radical Reconstruction.

### Summary

As the struggle for Reconstruction continued into Johnson's presidency, there were many clashes between Congress and the President. The Radical Republicans took hold of Congress, and African Americans made strides into politics for the first time.

### A Growing Conflict

Like President Lincoln, Andrew Johnson wanted to restore the Union quickly and easily, so he proposed a lenient plan for Reconstruction. Johnson's plan required southern states to ratify the Thirteenth Amendment, which banned slavery and forced labor. His plan also offered amnesty to most Confederates and allowed southern states to form new governments and to elect representatives to Congress.

Congress rejected Johnson's plan and appointed a committee to form a new plan for the South. The committee learned that some southern states passed **black codes**, or laws to control African Americans. In response, Congress adopted a harder line against the South. The Radical Republicans took the hardest stance. They wanted to prevent former Confederates from regaining control of southern politics and to make sure that freedmen had the right to vote. ✓

### The Fourteenth Amendment

The struggle for Reconstruction was focused on the President and Congress during 1866. Congress passed the Civil Rights Act of 1866, but President Johnson vetoed it and another bill extending the Freedmen's Bureau. Congress overturned both vetoes.

Congress also drew up the Fourteenth Amendment, which declared all people born or naturalized in the United States to be citizens. It barred the states from passing laws to take away a citizen's rights. The Fourteenth Amendment also stopped states from taking away property or liberty "without due process of law." In addition, any state that stopped its adult males from voting would have its representation in Congress reduced.

Despite opposition from President Johnson, the amendment was ratified in 1868. ✓

### Key Events

1863

President Lincoln proposes a mild Reconstruction plan.

1867

Radical Reconstruction begins.

1870

The 15th Amendment is ratified by the states.

1896

Supreme Court rules to permit separate facilities for blacks and whites.

### ✓ Checkpoint

List two goals of the Radical Republicans.

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### ✓ Checkpoint

Name two elements of the Fourteenth Amendment.

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### Vocabulary Builder

*Servitude* comes from the Latin word *servus*, which means "slave." What do you think *servitude* means?

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### ✓ Checkpoint

List two effects of the Reconstruction Act of 1867.

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### Radical Reconstruction

As the elections of 1866 approached, violence directed at African Americans erupted in southern cities. Outrage at this violence led Congress to push a stricter form of Reconstruction, called Radical Reconstruction. The Reconstruction Act of 1867 threw out the governments of all states that refused to adopt the Fourteenth Amendment. It also imposed military rule on these states. By June of 1868, all of these states had ratified the Fourteenth Amendment and written new constitutions. They also allowed African Americans to vote.

For the first time, African Americans in the South played an important role in politics, serving as sheriffs, mayors, judges, and legislators. Sixteen African Americans served in the House of Representatives and two served in the Senate. Some other accomplishments of Radical Reconstruction included public schools opening in southern states, evenly spread taxation, and property rights to women. Bridges, roads, and buildings destroyed by the war were rebuilt.

Meanwhile, the Radical Republicans **impeached** and tried to convict President Johnson in order to remove him from office. To impeach means to bring formal charges against an elected official. Johnson barely escaped removal by one vote.

Ulysses S. Grant won the presidential election for the Republicans in 1868. With the South under military rule, some 500,000 African Americans voted. Grant was a war hero and a moderate with support from many northern business owners. Radicals then began to lose their grip on the Republican Party.

Despite Democratic opposition, Congress approved the Fifteenth Amendment in 1869. It barred all states from denying the right to vote "on account of race, color, or previous condition of **servitude**."

"Angry at being shut out of power, some whites resorted to violence. They formed secret societies, such as the Ku Klux Klan, to terrorize African Americans and their white allies. Congress passed laws barring the use of force against voters, but the damage had been done. In the face of threats and violence from the Klan and other groups, voting by African Americans declined. The stage was set for the end of Reconstruction. ✓

### Check Your Progress

1. What were the main features of Andrew Johnson's plan for Reconstruction?

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2. List three accomplishments of Reconstruction.

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## Section 3

### The End of Reconstruction

#### Key Events

1863

President Lincoln proposes a mild Reconstruction plan.

1867

Radical Reconstruction begins.

1870

The 15th Amendment is ratified by the states.

1896

Supreme Court rules to permit separate facilities for blacks and whites.

#### ✓ Checkpoint

List two reasons that Reconstruction came to an end.

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#### Section 3 Focus Question

What were the effects of Reconstruction? To begin to answer this question,

- Understand why support for Reconstruction declined.
- Learn how African Americans lost many rights with the end of Reconstruction.
- Discover how many freedmen and whites became locked in a cycle of poverty.
- Find out how the end of Reconstruction marked a start of industrial growth in the South.

#### Summary

Support for Radical Republicans and their policies declined. Reconstruction came to a halt with the election of 1876. Southern African Americans gradually lost their rights and fell into a cycle of poverty. Meanwhile, the South's economy flourished.

#### Reconstruction's Conclusion

Support for Radical Republicans declined as Americans shifted focus from the Civil War to their own lives. Many northerners lost faith in the Republicans and their policies as the Grant presidency suffered from controversy and corruption. Meanwhile, many northerners and southerners alike were calling for the withdrawal of federal troops from the South and amnesty for former Confederates. Beginning in 1869, Democrats regained power in the South state by state. Slowly they chipped away at the rights of African Americans.

The end of Reconstruction was finalized with the election of Rutherford B. Hayes in 1876. Although he was a Republican, he vowed to end Reconstruction to avoid a challenge to his election by Democrats. Hayes removed all federal troops from the South. ✓

#### African Americans Lose Rights

With the end of Reconstruction, African Americans began losing their remaining political and civil rights in the South. Southern whites passed a number of laws to prevent blacks from voting. As these laws could apply to blacks and whites, they did not violate the Fifteenth Amendment. A **poll tax**, or a tax to be paid before voting, kept many blacks and poor whites from voting. Another law required voters to pass a **literacy test**, or a test to see if a person could read or write, before voting. Most southern blacks had not been educated and could not pass the test. In addition, whites whose fathers or grandfathers could vote in the South on January 1, 1867, did not have to take the test.

Southern states created laws, known as Jim Crow laws, requiring **segregation**, or enforced separation of races. In *Plessy v. Ferguson*, the Supreme Court ruled that law could require "separate" facilities as long as they were "equal." The "separate but equal" rule was in effect until the 1950s, but the facilities for African Americans were rarely equal. ✓

### A Cycle of Poverty

At emancipation, most freedmen were very poor. Most freedmen in rural areas became sharecroppers. A **sharecropper** is a farmer who rents land and pays a share of each year's crop as rent. Sharecroppers hoped to save money and eventually buy land of their own. But weather conditions and the ups and downs of crop prices often caused sharecroppers to lose money and become locked in a cycle of debt. They would then become poorer and poorer each year.

Opportunities also dwindled for African Americans in southern cities and towns. African Americans skilled in crafts and trades found such jobs closed to them in the segregated South. Those who were educated could possibly become schoolteachers, lawyers, or preachers in the black community. However, most urban African Americans had to take whatever **menial** jobs they could find. ✓

### Industrial Growth

During Reconstruction, the South's economy slowly began to recover. By the 1880s, new industries appeared. Agriculture was the first industry to recover, with cotton production setting new records by 1875. Farmers also started to put more land into tobacco production, and output grew.

Industries that turn raw materials into finished products, such as the textile industry, came to play an important role in the South's economy. New mills and factories also grew to use the South's natural resources, such as iron, timber, and oil. By 1900, the South was no longer dependent on "King Cotton." A "New South" based on manufacturing was emerging. ✓

### Check Your Progress

1. How did the rights of African Americans change after the end of Radical Reconstruction?

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2. What led to southern industrial growth in the 1880s?

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### ✓ Checkpoint

Name two ways that southern African Americans were prevented from voting.

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### Vocabulary Builder

Use the context clues in the paragraph in brackets to write a definition of the word *menial*.

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### ✓ Checkpoint

List two reasons that sharecropping was not profitable.

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### ✓ Checkpoint

Name three industries that contributed to the South's economic recovery.

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## Chapter 16 Assessment

**Directions:** Circle the letter of the correct answer.

1. The case of *Plessy v. Ferguson* provided the legal basis for
 

A poll taxes.	C impeachment.
B sharecropping.	D segregation.
  
2. Which of the following was a result of the Ku Klux Klan's campaign of violence?
 

A Andrew Johnson was impeached.	C The South became more industrialized.
B Rutherford B. Hayes was elected President.	D Fewer African Americans voted.
  
3. Slavery and forced labor were banned by the
 

A Emancipation Proclamation.	C Thirteenth Amendment.
B Freedmen's Bureau Bill.	D Reconstruction Act of 1867.
  
4. The process of bringing the North and the South together after the Civil War became known as
 

A Reconstruction.	C Radicalization.
B Emancipation.	D Bureaucratization.

**Directions:** Follow the steps to answer this question:

**What do the differences between Johnson's plan and Radical Reconstruction say about their supporters' attitudes about the South?**

**Step 1:** Recall information: List two policies of Johnson's plan. Then list two policies of Radical Reconstruction.

Johnson's Plan	Radical Reconstruction
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

**Step 2:** Compare these policies in the chart.

How Plans Differ	What Differences Suggest

**Step 3:** Complete the topic sentence that follows. Then write two or three more sentences that support your topic sentence.

The details of Johnson's plan and Radical Reconstruction reveal that \_\_\_\_\_

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