**Table of Contents**

Reading Social Studies……………………………………………………………………..……2

**Our Colonial Heritage**

The World Before the Opening of the Atlantic………………………………………………..3-9

The English Colonies………………………………………………………………………......................10-18

The American Revolution…………………………………………………………………………………...19-22

**A New Nation**

Forming a Government……………………………………………………………………...23-30

Citizenship and the Constitution…………………………………………………………….31-33

Launching the Nation……………………………………………………………………….34-38

**The New Republic**

The Jefferson Era……………………………………………………………………………39-43

A New National Identity…………………………………………………………………….44-45

The Age of Jackson………………………………………………………………………….46-49

Expanding West………………………………………………………………………..........50-54

**The Nation Expands**

The North……………………………………………………………………………………55-58

The South………………………………………………………………………………........59-61

New Movements in America……………………………………………………………..…62-66

A Divided Nation…………………………………………………………………………....67-70

**The Nation Breaks Apart**

The Civil War…………………………………………………………………………….....71-75

Reconstruction……………………………………………………………………………..…...76

**Reading Social Studies: Being an Active Reader**

Skilled Readers do the following:

* **Predict** what will happen next based on what has already happened. When your predictions don’t match what happens in the text, reread the confusing parts.
* **Question** what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.
* **Summarize** what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.
* **Connect** what is happening in the part you’re reading to what you have already read.
* **Clarify** your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to reread to clarify, or you may need to read further and collect more information before you can understand.
* **Visualize** what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The World Before the Opening of the Atlantic** (TB pgs. 6-9)

**Main Ideas**

1. Climate change allowed Paleo-Indians to begin the first migration to the Americas
2. Early societies existed in Mesoamerica and South America

**Vocabulary**

Bering-Land Bridge:

Migration:

Hunter-gatherers:

Culture:

First Migration to the Americas

Many scientists believe the first people arrived in North America during the last Ice Age. At that time the environment changed, and large amounts of water froze, forming glaciers. Water levels in the oceans dropped to more than 300 feet lower than they are today. A strip of land called the **Bering Land Bridge** was exposed between Asia and Alaska.

No one knows exactly when or how people crossed into North America, but there is evidence that the Paleo-Indians crossed the bridge to Alaska between 38,000 and 10,000 BC. This **migration** took place over a long time. The descendants of the migrants went as far as the southern tip of South America. These people were **hunter-gatherers**, people who hunted animals and gathered wild plants for food. The environments they settled in created Native American societies.

Some of the earliest American **cultures** arose in Mesoamerica, a region that includes the southern part of what is now Mexico and northern Central America. The Olmec developed the earliest known civilization in Mesoamerica around 1200 BC. The Olmec are known for their stone buildings and sculptures. The Maya civilization followed the Olmec. The Maya built large stone temples, pyramids, and canals that controlled the flow of water through their cities. The Aztec were fierce warriors who migrated to south and central Mexico in the mid-1100s. The Aztec capital, Tenochtitlan, founded in 1325 AD, became the greatest city in the Americas and one of the world’s largest cities. The Inca expanded their territory from the Andes Mountains to include much of the western coast of South America and had a population of over 12 million people. The Inca people had a strong central government and a network of roads and bridges that connected all parts of the territory.

**Questions**

1. How did the warmer climates at the end of the Ice Age affect the Americas?
2. What role does environment play in the development of a society?

**Native Americans of the United States**

Review the chart to learn about the Native American groups living in the U.S. before European exploration.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Geographic Location** | **Groups/****Tribes** | **Home** | **Dress** | **Food Source** | **Weapons/Tools****/Transportation** | **Art** |
| **Southwest** | PuebloApacheNavajo | Pueblo cliffWickiuphogan | Woven cotton & woolDeerskinRabbit skin | Desert farmers, huntershunter-gatherers  | Grinding stonesBow and arrowAssorted weapons | Kachina dolls, potteryBasketryWeaving |
| **Plains** | CheyennePawneeSauk & Fox | teepee | Buffalo skinsFeather headdresses | Hunters | Travois (type of sledge) | Peace pipes, leather hides |
| **Southeast** | CherokeeSeminoles | Domed houses | Deerskin, rabbit fur decorated with porcupine | FarmersFishermanHunters | Tomahawks | BasketryClay potteryBead necklaces |
| **Northeast** | AlgonquianCree PowhatanIroquois Tribes | wigwamlonghouse | Winter: animal skinsSummer: wore little clothingMostly buckskin | Hunter-gatherers, trappers, farmers, fishermenHunter-gatherers, traders, fishermen, farmers | Birch barkBaskets & canoesTraps | WampumDream catchersBirchwood boxesWooden masks |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Empires in America: Europeans Set Sail (TB 38-41)

**Main Ideas**

1. Vikings were skilled sailors, and they were the first Europeans to reach North America.
2. Prince Henry the Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans.

**Vocabulary**

Astrolabe:

Caravel:

The Vikings were the first Europeans to make contact with North America. They were skilled sailors who developed a new type of ship that was more stable on rough seas. In the year 1000, Leif Eriksson, the son of Erik the Red, set off from Greenland. Strong winds blew his ship off course, and he landed on the North American coast. However, the Vikings left after a few years. Europeans did not return to the continent until 1492.

In the early 1400s Portugal became a leader in the world of exploration. Although he never set out on a voyage himself, Prince Henry the Navigator helped Portugal’s explorers succeed in his navigation school. Europeans had several reasons to explore the world. They were interested in exploring Asia and its culture, spices, and converting Asians to the Christianity. New technologies allowed European sailors to explore the open seas. The **astrolabe** was used to chart a ship’s location based on the position of the stars. The **caravel** was a new kind of ship that was smaller, lighter, and easier to steer.

In the 1400s Portuguese sailors traveled south along the coast of Africa, setting up trading posts along the way. In 1497 a Portuguese expedition led by Vasco de Gama sailed around the southern tip of Africa and reached India. These voyages had a number of positive and negative effects. Portugal’s wealth and power increased. However, these travels eventually led to the beginning of the slave trade.

Organizing Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **WHO** | **WHAT** | **WHEN** | **WHERE** | **WHY** |
| **Leif Eriksson** |  |  |  |  |  |
| **Prince Henry** |  |  |  |  |  |
| **Bartolomeu Dias** |  |  |  |  |  |
| **Vasco de Gama** |  |  |  |  |  |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New Empires in the Americas: Europeans Reach** (TB 42-45)

**Main Ideas**

1. Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him.
2. After Columbus’s voyages, other explorers sailed to the Americas.

**Vocabulary**

Circumnavigate:

Columbian Exchange:

Christopher Columbus, a sailor from Genoa, Italy, believed that he could reach Asia by sailing west across the Atlantic Ocean. He asked King Ferdinand and Queen Isabella of Spain to pay for an expedition. In return, he promised great riches, new territory, and Catholic converts. Sailing with three ships, Columbus reached an island in the Bahamas in 1492. Columbus thought he had discovered a new route in Asia. Instead he had reached another continent that was unknown to him. The voyages of Columbus changed the way Europeans saw the world and also created conflict between European nations.

Soon after, other European explorers sailed across the Atlantic Ocean. In 1501 Amerigo Vespucci became convinced that he had not reached Asia but had discovered a “new world”. A German mapmaker labeled the continents across the ocean as *America* in his honor. Vasco Nunez de Balboa, a Spanish explorer, crossed the jungles of Central America to see the Pacific Ocean in 1513. In 1519 Portuguese navigator Ferdinand Magellan sailed around the southern tip of South America and into the Pacific. One of his ships was the first to **circumnavigate**, or go all the way around, the globe.

European explorers and settlers took plants and animals with them to America and brought back American plants and animals. This transfer was called the **Columbian Exchange** because it started with the explorations of Columbus. Over time a trading pattern developed, involving the exchange of raw materials, manufactured products, and slaves among Europe, Africa, and the Americas.

Analyzing Information

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New Empires in the Americas: Spain Builds an Empire** (TB 46-51)

**Main Ideas**

1. Spanish conquistadors conquered the Aztec and Inca empires.
2. Spanish explorers traveled through the borderlands of New Spain, claiming more land.
3. Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.

**Vocabulary**

Encomienda System:

Plantation:

The Spanish sent conquistadors to the Americas on military expeditions. Conquistador Hernan Cortes went to present-day Mexico in 1519. He had heard of a land to the west ruled by Montezuma II, the king of the Aztec empire. The Spaniards believed the Aztec lands were a rich source of gold and silver. They also wanted to convert the Aztec to Christianity. Although they were greatly outnumbered, the conquistadors had superior weapons and formed alliances with enemies of the Aztec.

 While seeking gold, Francisco Pizarro led his troops to capture the great Inca capital at Cuzco. Within a few years Pizarro had conquered the entire Inca Empire. The Spanish then began to create a vast empire which they called New Spain. They established settlements to serve as trading posts, missions to convert local Native Americans to Catholicism, and military bases.

 Spain’s empire in America included the island of Puerto Rico, the coast of present-day Florida, and the coastal regions in the Gulf of Mexico. The Spanish also explored what is now the southwestern United States, looking for cities of gold that were rumored to exist there. They traveled through unclaimed areas of Texas, Oklahoma, and as far north as Kansas. California was among the last borderlands settled by the Spanish. The Spanish settlers taxed Native Americans and treated them as slaves by forcing them to work on **plantations**, large farms that grow one crop for profit, in New Spain.

**Questions**

1. Why did Cortes and Pizarro want to conquer the Aztec and the Inca empires?
2. What advantages did the Spanish have over Native Americans?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New Empires in the Americas: The Race for Empires** (TB 52-57)

**Main Ideas**

1. Events in Europe affected settlement of North America.
2. Several explorers searched for a Northwest Passage to the Pacific Ocean.
3. European nations raced to establish empires in North America.

**Vocabulary**

Northwest Passage:

Charter:

European nations wanted to find a **Northwest Passage** in North America that would allow ships to sail from the Atlantic to the Pacific. Early searches explored the coast from Canada to North Carolina. Jacques Cartier explored the Saint Lawrence River and claimed lands for France. The Northwest Passage was not found, but the voyages led to more interest in North America.

Spain and Portugal claimed much of South and Central America but left most of North America unexplored. In the late 1500s Sir Walter Raleigh of England received a **charter**, a document needed to establish a colony, to settle in present-day Virginia. The first colonists did not stay, but Raleigh sent more colonists. Those colonists disappeared; known as the Lost Colony of Roanoke.

In the 1600s French colonies were established on the Saint Lawrence River in present-day Canada. In 1608 Samuel de Champlain founded a small colony on the Saint Lawrence River and named it Quebec. This trading post opened fur-trading routes for the French throughout the region. Due to their close fur-trading relationships, the French treated the Native Americans with more respect compared to other European. In 1673 the French claimed lands extending along the Mississippi River and named in region Louisiana.

The Dutch also joined the exploration era and claimed land between the Delaware and Hudson rivers and called it New Netherlands. This area included parts of what are now New York, New Jersey, Connecticut, and Delaware. In 1624 the Dutch West India Company sent about thirty families to settle in New Netherland. Two years later Peter Minuit bought Manhattan Island from local Native Americans for about $24. Minuit then founded the town of New Amsterdam, today called New York City.

**Question**

1. Which European empire in North American do you think was most successful? Why?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New Empires in the Americas: Beginnings of Slavery in the Americas** (TB 58-61)

**Main Ideas**

1. European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.
2. Europeans enslaved millions of Africans and sent them to work in their colonies.
3. Slaves in the Americas created a distinct culture.

**Vocabulary**

Northwest Passage:

Middle Passage:

African Diaspora:

Diseases like measles and smallpox afflicted Europeans for many centuries. As a result, Europeans were

immune to these types of diseases. Native Americans were not. Therefore, these diseases had a devastating effect on the Native American population killing millions. The European colonists now needed a new work-force for their plantations. Plantations were important to the colonial economic structure. As Africans had already developed some immunity to European diseases, the colonists decided that slaves from West Africa could be the solution to the labor problem.

 In 1510 the Spanish government legalized the sale of slaves in its colonies. Over the next century, more than a million African slaves were brought to the Spanish and Portuguese colonies. The English and Dutch were also active slave traders. Enslaved people were often captured in the interior of Africa, chained, and forced to march up to 1,000 miles to the coast. They were then chained together and packed as cargo in the lower decks of ships crossing the Atlantic Ocean. This voyage was known as the **Middle Passage**. In the crowded ships, disease spread quickly. Many of the slaves died of sickness, suffocation, or malnutrition during the voyage.

 Between the 1520s and the 1860s, about 12 million Africans were shipped across the Atlantic as slaves. The slave trade led to the **African Diaspora**. Slaves had few rights in the colonies and were considered property. The treatment of enslaved Africans varied, but severe treatment and dreadful punishments were often part of American slavery. Slaves in America came from many parts of Africa. They spoke different languages and had different cultural backgrounds, but they also shared many customs and viewpoints. They tried to create a new culture on the things they had in common.

**Questions**

1. How did the lack of immunity to diseases affect the Native Americans and Africans?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The English Colonies: The Southern Colonies (TB 72-77)

**Main Ideas**

1. The settlement in Jamestown was the first permanent English settlement in America.
2. Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
3. Farming and slavery were important to the economies of the southern colonies.

**Vocabulary**

Jamestown:

Indentured servants:

Slave codes:

In 1605 a company of English merchants, traders, asked King James I for the right to establish a new

colony in the Americas. In 1601 the king granted the request of the company to settle in a region called Virginia. On May 14th the colonists founded **Jamestown**, the first permanent English settlement in North America. Life in Jamestown was hard. Few colonists knew how to grow crops for food. The Powhatan tribe helped the colonists learn to grow crops. Pocahontas helped united the Powhatan and the colonists until she died in 1617.

 Colonists began farming on large plantations using **indentured servants**. These servants signed a contract to work for 4-7 years in exchange for their paid journey to America. Soon the demand for labor began to exceed the supply of indentured servants. In 1619 the first Africans were brought to Virginia as slaves, eventually leading to the slave trade in American colonies.

 Maryland was founded south of Virginia as a new colony for Catholics. Although Catholics founded Maryland, during the 1640s Protestants began moving in. Religious problems divided Protestants and Catholics. The Toleration Act of 1649 made limiting religious rights of Christians a crime in Maryland. This was the first law supporting religious tolerance in the English Colonies. The Carolinas and Georgia were formed south of Virginia and Maryland. Most of the colonists in North Carolina were farmers who moved south from Virginia. South Carolina had many large plantations, and owners bought slaves to work on them. In 1732 Georgia was founded. It was mainly created as a place where debtors from England could make a new start. Coastal Georgia also had huge rice plantations which were worked on by thousands of slaves. During this same time, a former slave named Oladuah Equiano became one of the first Africans to write and publish their own personal story regarding slavery. From his perspective he showed how slaves were often tortured, murdered, and treated with barbarity. By the late 1600s most southern states passed **slave codes** to control slaves.

Summarizing

|  |  |  |
| --- | --- | --- |
| **Colony** | **Year** | **Why Founded** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The English Colonies: The New England Colonies (TB 78-84)

**Main Ideas**

1. The Pilgrims and Puritans came to America to avoid religious persecution.
2. The New England economy was based on trade and farming.

**Vocabulary**

Mayflower Compact:

Protestant Reformation:

The Pilgrims were one of many groups that left England in the early 1600s to escape persecution. When they reached America, the Pilgrims signed the **Mayflower Compact**, a legal contract in which they agreed to have fair laws to protect the general good. This was one of the first times English colonists tried to govern themselves.

 The Pilgrims learned to fertilize their soil from a Pawtuxet Indian named Squanto. They invited him and 90 Wampanoag guests to feast now known as Thanksgiving. Most Pilgrims became farmers, but the farmland around their settlement was poor. Religion and education played an important part in the Pilgrims’ lives, which centered on families. The Pilgrims taught their children how to read and offered some education to indentured servants. In the house women generally cooked, spun and wove wool, and sewed clothing. They also made soap and butter, carried water, dried fruit, and cared for livestock. Women also had many rights they did not have in England. They had the right to sign contracts and to bring some cases before local courts. Men spent most of their time repairing tools and working in the fields. They also chopped wood and built shelters.

 Religious tensions in England remained high after the **Protestant Reformation**. The **Puritans** wanted

to purify, or reform, the Anglican Church in England. The Puritans thought that bishops and priests had too much power over church members. In 629 King Charles I granted a group of Puritans and merchants a charter to settle in New England. They formed the Massachusetts Bay colony. The Puritans were led by John Winthrop, who believed they had a sacred agreement with God to build a Christian colony. Some Puritans had different religious views than others. Minister Roger Williams supported the separation of the church from politics. He later founded the colony of Rhode Island. In Boston, an outspoken woman also angered Puritan church leaders. Anne Hutchinson publicly discussed religious ideas that some leaders thought were radical. For example, Hutchinson believed that people’s relationship with God did not need guidance from ministers.

 Connecticut, Massachusetts, New Hampshire, and Rhode Island were very different from the southern colonies. The often harsh climate and rocky soil meant that few New England farms could grow cash crops. Instead, they traded goods, fished, built ships, and became skilled craftspeople.

 Education was also very important in colonial New England. They made laws requiring the education of all children. The colonists also founded Harvard College to teach ministers, later becoming Harvard University.

**Questions**

1. Describe the economy in New England colonies.
2. What are some possible benefits that New England’s emphasis on education might bring?

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The English Colonies: The Middle Colonies (TB 85-87)

**Main Ideas**

1. The English created New York and New Jersey from former Dutch territory.
2. William Penn established the colony of Pennsylvania.
3. The economy of the middle colonies was supported by trade and staple crops.

**Vocabulary**

Staple Crops:

The Dutch founded New Netherland in 1613 as a trading post for exchanging furs with the

Iroquois. The center of the fur trade was the town of New Amsterdam on Manhattan Island. In 1664 an English fleet captured the undefeated colony of New Amsterdam without a single shot. New Netherland was renamed New York, and New Amsterdam became New York City. The Duke of York then made sir George Carteret and Lord John Berkeley proprietors of New Jersey. This colony occupied lands between the Hudson and Delaware rivers. It had a diverse population, including Dutch, Swedes, Finns, and Scots. The fur trade was important to the economies of New York and New Jersey through the end of the 1600s.

 The Society of Friends, or the Quakers, made up one of the largest religious groups in New Jersey. They believed in the equality of men and women before God. They also backed, supported, nonviolence religious tolerance for all groups. For these reasons they were treated badly in both England and America. William Penn started a colony named Pennsylvania. He offered religious freedom to all Christians. Many Quakers settled in Pennsylvania. Penn named his capital Philadelphia, which means “the city of Brotherly Love.”

 A good climate and fertile land meant the colonists could grow a large quantity of staple crops, unlike colonists in New England. **Staple crops** are crops that are always needed. These crops included wheat, barley, and oats. Some slaves worked in the middle colonies but not as many as in the south. Indentured servants did more of the labor. By the 1700s Philadelphia and New York City had grown into large cities. Trade was important to the middle colonies. Merchants in Philadelphia and New York City exported goods to Britain and the West Indies. Women were also import contributors to the economy. They ran farms and businesses such as clothing and grocery stores, bakeries, and drugstores. Some women also practiced medicine and worked as nurses and midwives. However, most colonial women still worked in the home. Married women managed households and raised children.

**Questions**

1. What led to the diverse populations of New York and New Jersey?
2. In what ways were women essential to the middle colonies?

**Characteristics of the Colonies**

**Directions**: Use the table below to highlight differences between the Northern and Southern colonies of

 Colonial America.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Southern**  | **Northern**  | **Middle** |
| **Why was this region settled?** |  |  |  |
| **Who settled this region?** |  |  |  |
| **How did regional conditions affect the livelihood of those who settled here?** |  |  |  |
| **Did this region benefit Britain, and if so, how?** |  |  |  |
| **What Native American tribes inhabited this region before Europeans arrived?** |  |  |  |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The English Colonies: Life in the English Colonies (TB 90-97)

**Main Ideas**

1. Colonial governments were influenced by political changes in England.
2. English trade laws limited free trade in the colonies.
3. The Great Awakening and the Enlightenment led to ideas of political equality among many colonists.
4. The French and Indian War gave England control of more land in North America.

**Vocabulary**

English Bill of Rights:

Triangular trade:

Great Awakening:

The Enlightenment:

The English colonies in North America all had their own governments. The English monarch had ultimate

authority over all of the colonies. Each colony had a governor who served as head of the government. In some colonies the people also elected representatives to help make laws and set policy. These officials served on assemblies. Each colonial assembly passed laws that had to be approved first by the advisory council and then by the governor. The House of Burgesses helped make laws in Virginia. In New England, colonists at town meetings decided local issues. The middle colonies used both county courts and town meetings. Colonial courts made up another important part of colonial governments. Whenever possible, colonists used the courts to control local affairs. King James II of England began to think the colonies were too independent. In 1689 the **English Bill of Rights** shifted power from the monarch to Parliament, the British governing body. These rights were not extended to the colonists.

 Colonial Government Chart

|  |  |
| --- | --- |
| **Monarch** |  |
| **Privy Council** |  |
| **Governors** |  |
| **Assemblies** |  |
| **Town Meetings** |  |
| **Courts** |  |

England controlled its American colonies partly to earn money. Parliament passed Navigation Acts during the mid-1600s that required colonists to trade only with Britain. However, some colonists wanted to buy and sell goods at the market offering the best prices. Trade between the American colonies and Great Britain was not direct. Rather, it generally took the form of **triangular trade** – a system in which goods and slaves were traded among the Americas, Britain, and Africa. One version of the triangular trade began with traders exchanging rum for slaves on the West African Coast. The traders then sold the enslaved Africans in the West Indies for molasses or brought them to sell in the mainland American colonies. The slave trade forced 10 million Africans across the Atlantic Ocean. During this Middle Passage thousands of them died.

 In the early 1700s revolutions in both religious and nonreligious thought transformed the Western world. After years of population growth, religious leaders wanted to spread religious feeling throughout the colonies. In the late 1730s these ministers began holding revivals, emotional gatherings where people came together to hear sermons. This **Great Awakening** was a religious movement that swept through the colonies in the 1730s and 1740s. It affected social and political life. Sermons about the spiritual equality of all people led some colonists to begin demanding more political equality.

 Just as the Great Awakening, many colonists were also influenced by the **Enlightenment**. This movement, which took place during the 1700s, spread the idea that reason and logic could improve society. Enlightenment thinkers also formed ideas about how government should work. Philosophers such as John Locke thought that people had natural rights such as equality and liberty.

 Relations between colonists and Native Americans had become tense by the 1670s. Battle between the groups intensified through the years. Metacomet, a Wampanoag leader also known as King Philip, opposed the colonists’ efforts to take his people’s lands. He was later killed in 1676 after brutal fighting. Until the mid-1700s, France and Great Britain continued to struggle for control of territory in North America. The French and Indian War was about the British wanting to settle in the Ohio Valley and the French wanting it for the fur trade. After the war, Britain won Canada and all French lands east of the Mississippi River. Finally, in 1763 Britain and France signed the Treaty of Paris, officially ending the war. The terms of the treaty gave Canada to Britain. Britain also gained all French lands east of the Mississippi River except the city of New Orleans and two small islands in the Gulf of St. Lawrence. From Spain, which had allied with France in 1762, Britain received Florida. The Treaty of Paris changed the balance of power in North America. Soon British settlers began moving west to settle new lands.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The English Colonies: Conflict in the Colonies (TB 98-103)

**Main Ideas**

1. British efforts to raise taxes on colonists sparked protest.
2. The Boston Massacre caused colonial resentment toward Great Britain.
3. Colonists protested the British tax on tea with the Boston Tea Party.
4. Great Britain responded to colonial actions by passing the Intolerable Acts.

**Vocabulary**

Stamp Act of 1765:

Boston Massacre:

Boston Tea Party:

Intolerable Acts:

Great Britain had won the French and Indian War, but Parliament still had to pay for it. The British also continued to keep a standing, or permanent, army in North America to protect the colonists against the Indian attacks. To help pay for this army, Prime Minister George Greenville asked Parliament to tax the colonists. In 1764 Parliament passed the Sugar Act, which set duties, taxes, on molasses and sugar imported by colonists. Many colonists believed Britain had no right to tax them without their permission. At a Boston town meeting in May 1764, Samuel Adams along with James Otis coined the slogan “No Taxation without Representation”. Colonists chose to boycott or refuse to buy British goods as a form of protest. They hoped Parliament would end the new taxes.

The British government continued to search for new ways to tax the American colonies. The **Stamp Act of 1765** required colonies to pay for an official stamp, or seal, when they bought paper items. The tax had to be paid on legal documents, licenses, newspapers, pamphlets, and even playing cards. The Stamp Act was Parliament’s first attempt to raise money by taxing the colonists directly, rather than by taxing imported goods. Protests in the colonies continued until the Stamp Act was repealed in 1766. In June 1767 Parliament passed the Townshend Acts. These acts placed duties, or taxes, on imported glass, lead, paints, paper, and tea. The colonists once again boycotted in response to these new taxes. In order to force colonists to pay the new taxes the British sent soldiers to Boston in 1768.

 On March 5, 1770, a few troops fired on a crowd of Bostonians who were throwing snowballs at them. Colonists such as Samuel Adams and Paul Revere referred to the shouting as the **Boston Massacre**. The soldiers and their officer were charged with murder. A jury found the officer and six soldiers acted in self-defense and were not guilty. Two soldiers were convicted of accidental killing. In response to the growing tension in the colonies, Parliament repealed most of the Townshend Act except the tax on tea. Parliament passed the Tea Act in 1773, which allowed the British East India Company to sell tea directly to the colonies. Many colonial merchants and smugglers feared the company’s cheap tea would put them out of business. On the night of December 16, 1773, colonists disguised as Indians sneaked onto the three tea-filled ships and dumped over 340 tea chests into Boston Harbor. This event became known as **the Boston Tea Party**.

 The Boston Tea Party made the new British Prime Minster very angry. Parliament punished Boston by passing the **Intolerable Acts**. The laws closed Boston Harbor, canceled Massachusetts’s charter, and even included a new Quartering Act requiring colonists to house British soldiers. These new steps only increased the colonist’s anger at Britain.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The American Revolution: The Revolution Begins (TB 112-116)

**Main Ideas**

1. The First Continental Congress demanded certain rights from Great Britain.
2. Armed conflict between British soldiers and colonists broke out with the “shot heard ‘round the world”.
3. The Second Continental Congress created the Continental Army to fight the British.
4. In two early battles, the army lost control of Boston but then regained it.

**Vocabulary**

First Continental Congress:

Patriots:

Minutemen:

Redcoats:

Second Continental Congress:

Continental Army:

To many colonists the closing of the Boston Harbor was the final insult in a long list of offenses by the

British. In response to the crisis, all the colonists except Georgia sent representatives to a meeting in October 1774. This meeting, known as the **First Continental Congress**, was a gathering of colonial leaders who were deeply troubled about the relationship between Great Britain and its colonies in America. The colonists debated whether violence was avoidable. They encouraged the peaceful boycott of British goods but also began preparing for war. Colonists who chose to fight for independence were known as **Patriots**.

 On April 19, 1775, the British troops arrived at the town of Lexington, near Concord, where 70 armed **minutemen**, men ready to fight at a minute’s notice, waited for the **Redcoats**, British soldiers, at Lexington. To this day nobody knows who fired the first shot. When the smoke cleared the British were forced to retreat to Boston, suffering many casualties along the way.

 In May 1775, delegates from 12 colonies met again in Philadelphia for the **Second Continental Congress**. This second group of delegates from the colonies was still far from unified, but represented the first attempt at a Republican government in the colonies. The Congress named the Massachusetts militia the **Continental Army**. The army’s commander was George Washington.

 On June 17, 1775, the British in Boston found themselves surrounded by colonial forces in Breed’s Hill. When the British crossed the harbor in boats to take the hill, the colonists opened fire. The British took the hill eventually on their third try and the colonists were forced to retreat. However, the Battle of Bunker Hill proved the colonists could hold their own against the British. Soon after, General Washington took command of the Continental Army in Boston. He set up cannons from Fort Ticonderoga to fire on the British. On March 7, 1776, the British retreated completely from Boston.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The American Revolution: Declaring Independence (TB 118-121)

**Main Ideas**

1. Thomas Paine’s *Common Sense* led many colonists to support independence.
2. Colonists had to choose sides when independence was declared.
3. The Declaration of Independence did not address the rights of all colonists.

**Vocabulary**

Loyalist:

*Common Sense* is a 47-page pamphlet that was distributed in Philadelphia in January 1776.

*Common Sense* was published anonymously – that is, without the author’s name. The author, Thomas Paine, argued that citizens, not kings and queens, should make laws. At a time when monarchs ruled much of the world, this was a bold idea. The pamphlet made a strong case for political and economic freedom. It changed the way many colonists viewed their king.

 Many colonial leaders agreed with Paine. In June 1776 the Second Continental Congress formed a committee to write a document declaring the colonies’ independence. The Declaration of Independence formally announced the colonies’ break from Great Britain on July 4, 1776. In doing so, it expressed three main ideas. First, Thomas Jefferson, the document’s main author, argued that all people possess unalienable rights, or rights that cannot be denied. These rights include “life, liberty, and the pursuit of happiness”. Next, Jefferson asserted that King George III had violated the colonists’ rights by taxing them without their consent. Jefferson accused the king of passing unfair laws and interfering with colonial governments. Third, Jefferson stated that the colonies had the right to break from Britain. Influenced by the Enlightenment’s ideal of the social contract, he maintained that governments and rulers must protect the rights of citizens. In exchange, the people agree to be governed.

 Not everyone rejoiced over the approval of the Declaration. Patriots and Loyalistsbecame divided. **Loyalists** were colonists who chose to side with the British. Sometimes family members were on opposite sides during the war. More than 50,000 Loyalists left the colonies during the Revolution. Historians estimate that 40 to 45 percent of Americans were Patriots, while 20 to 30 percent were Loyalists. The rest were neutral. Native Americans were at first encouraged by both sides to remain neutral. By the summer of 1776, however, both Patriots and the British were recruiting Indian fighters. Most sided with the British.

 The Declaration however paid little attention to other groups in the colonies. While it declared that “all men are created equal”, the document failed to mention women, enslaved Africans, or Native Americans. Slavery was legal in all colonies in July 1776. The Revolutionary War would not end the battle over slavery, even though New England states moved to end it by the 1780s.

**Question**

1. Why did the authors of the Declaration of Independence fail to address the rights of women, Native Americans, and African Americans in the document?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The American Revolution: The Struggle for Liberty (TB 126-134)

**Main Ideas**

1. Many Americans supported the war effort.
2. France and Spain helped the Patriots fight the British.
3. The war continued at sea and in the West.

George Washington’s chief task as the Continental Army’s commander in chief was to raise troops. More

than 230,000 mostly young men served in the Continental Army. After the British promised to free any slaves who fought for them, the Continental Army allowed free Africans to serve. Women ran farms, businesses, and helped the army by raising money for supplies or making clothing. Additionally, women played an important role in the war by helping to supply the army and serving as messengers, nurses, and spies.

 At first the Continental Army lost several battles. Then the Patriots won an important victory. British General Howe, who thought the rebellion would soon be over, left New Jersey in the hands of Hessian mercenaries. Mercenaries are foreign soldiers who fight not out of loyalty but for money. The Patriots surprised the Hessians and won the Battle of Trenton. The Patriots also won the Battle of Saratoga, the turning point of the war. As a result, Britain’s enemies, France and Spain, began helping the Patriots supplying them with money and weapons. Both countries had lost land to Britain during the French and Indian War.

 While some Americans struggled against the British on land in the former colonies, others fought at sea and on the western frontier. The main strategy of the small Continental Navy was focusing on seizing British supply ships and weakening Britain’s naval forces in the West Indies. In the end, the small Continental Navy used fewer than 100 ships over the course of the war. Yet the British lost more than 200 ships to the small but effective American naval force.

**Questions**

1. What groups supported the Patriot war effort? How did each group contribute?
2. Do you think that the Patriots would have won the war without help from France and Spain? Why or why not?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The American Revolution: Independence (TB 135-139)

**Main Ideas**

1. Patriots forces faced many problems in the war in the South
2. The American Patriots finally defeated the British at the Battle of Yorktown.
3. The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.

The war in the northern colonies did not go as the British government had hoped. As a result, the British

switched their strategy and moved the war to the South. In the south there were large groups of Loyalists wanting to help the British. The British also planned to free enslaved Africans and enlist them as British soldiers. This plan worked at first.

 The southern war was particularly brutal. Much more than in the North, Patriots and Loyalists engaged in direct fighting. The British also destroyed crops, farm animals, and other property as they marched through the South. Georgia was the first to fall to the British. Next, the British conquered the port of Charleston, South Carolina. In response to these new attacks, the southern Patriots switched to swift hit-and-run attacks known as guerilla warfare. Under the leadership of Francis Marion, the Southern patriots used surprise attacks to cut off British communication and supply lines.

 The Patriots were in trouble in early 1781. They were low on money to pay soldiers and buy supplies. The British held most of the South as well as Philadelphia and New York City. The Continental Army began to pressure the British in the Carolinas. British General Charles Cornwallis moved his 7,200 men to Yorktown, Virginia to stay in communication with the British naval fleet. In New York, General Washington combined his troops with French troops commanded by Comte de Rochambeau. Washington marched his force to Virginia in hopes of trapping Cornwallis in Yorktown.

 With 16,000 soldiers, Washington’s force surrounded Cornwallis. For weeks the French-American force wore down the British troops. Finally, the British surrendered on October 18, 1781. The Patriots captured 8,000 British prisoners at the Battle of Yorktown. This was the last major battle of the American Revolution.

 The Treaty of Paris of 1783 gave the United States independence from Great Britain. It also created America’s borders. In a separate treaty, Britain returned Florida to the Spanish. Many historians argue that the Patriot’s courage had won the Revolutionary War.

Organizing Information

|  |  |
| --- | --- |
| **Event** | **Importance to end of war** |
|  |  |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Forming a Government: The Articles of Confederation (TB 152-155)

**Main Ideas**

1. The American people examined many ideas about government.
2. The Articles of Confederation laid the base for the first national government of the United States.
3. The Confederation Congress established the Northwest Territory

**Vocabulary**

Magna Carta:

Constitution:

Virginia Statute for Religious Freedom:

Suffrage:

Articles of Confederation:

Northwest Territory:

After winning independence from Great Britain, the United States needed to form new governments. The

Americans first looked to English law for ideas. The English Bill of Rights and **Magna Carta** gave them inspiration. The Magna Carta was a document signed by King John in 1215, which made the king subject to the law. The English Bill of Rights, passed in 1689, kept the king or queen from changing laws without Parliament’s consent. As a result, the people’s representatives had a strong voice in England’s government. Ideas from the Enlightenment, a philosophical movement that emphasized the use of reason to examine old ideas and traditions, also influenced them. For example, English philosopher John Locke had thought the government had a duty to guard people’s rights.

 Americans also had their own models of self-government to follow, like town meetings, the Virginia House of Burgesses, and the Mayflower Compact. In 1639 the people of Connecticut drew up the English colonies’ first written **constitution**. A constitution is a set of basic principles and laws that states the powers and duties of the government. To keep individual leaders from gaining too much power, the new state constitutions created limited governments. Thomas Jefferson’s ideas about religious freedom were also included in the **Virginia Statute for Religious Freedom**. This document declared that no person could be forced to attend a particular church or be required to pay for a church with tax money. **Suffrage**, or the right to vote, also varied from state to state.

 The Second Continental Congress was organized to create a national government. The Continental Congress named a Committee of Thirteen, with one member from each colony. This committee drafted the Articles of Confederation. Under the **Articles of Confederation**, Congress would become the single branch of the national government, but it would have limited powers in order to protect the liberties, rights, of the people. Each state had one vote in Congress. The Congress had powers, but it could only ask the states for money and soldiers. States could refuse these requests. After some conflicts, the Articles were **ratified**, or official approved, in March 1781 by all the states to form the first American governments.

 Two of Congress’s first concerns were what to do with the western lands now under its control and how to raise money to pay back war debts. It tried to solve both problems by selling the western lands. Congress passed the Land Ordinance of 1785, which set up a system for surveying and dividing western lands. To form a political system for this region, Congress then passed the Northwest Ordinance of 1787. The ordinance established the **Northwest Territory**, which included areas that are now Illinois, Indiana, Michigan, Ohio, Minnesota, and Wisconsin. When the population of a territory reached 60,000, its settlers could draft their own constitution and ask to join the Union. Slavery was banned in the Northwest Territory.

**Problem/Solution Chart**. Use the readings on pages 152-155 to fill in the problem/solution chart.

,

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Forming a Government: The New Nation Faces Challenges (TB 158-162)

**Main Ideas**

1. The United States had difficulties with other nations.
2. Internal economic problems plagued the new nation.
3. Shay’s Rebellion pointed out weaknesses in the Articles of Confederation.
4. Many Americans called for changes in the national government.

**Vocabulary**

Tariffs:

Interstate Commerce:

Inflation:

Depression:

Shays Rebellion:

The Continental Army broke up soon after the signing of the Treaty of Paris of 1783. The

Articles of Confederation provided no way to raise a new army. As a result, the United States had a hard time guarding against foreign threats. The United States also faced problems trading with Great Britain. After the signing of the Treaty of Paris Britain closed many of its ports to American ships. The British also forced American merchants to pay high **tariffs**, taxes on imports and exports. The tariffs applied to such goods as rice, tobacco, tar, and whale oil that were produced in the U.S. and then sold in Britain. U.S. merchants had to then increase prices to pay the tariffs.

 In 1784 Spanish officials shut down the lower Mississippi River to U.S. shipping. Western farmers and merchants used the river to ship goods east and overseas. The U.S. failed to work out an agreement with Spain. Many state leaders began to criticize the national government. Critics believed that Spain might have continued negotiations if the United States had possessed a strong military. These leaders believed that the national government needed to be more powerful. The closing of the markets in the British West Indies seriously affected the U.S. economy. Farmers could no longer export their goods to the British West Indies. American exports dropped while British goods flowed freely into the United States. The Confederation Congress could not correct the problem because it did not have the authority either to pass tariffs or to order states to pass tariffs.

 Trade problems among the states, war debt, and a poor economy hurt the states. The Confederation Congress had no power to regulate **interstate commerce**, or trade between states. States looked out only for their own trade interests. In addition, states had trouble paying off war debts. They printed paper money, but it had no gold or silver to support it and little value. This caused **inflation**, which occurs when increased prices for goods and services combine with the reduced value of money. Congress had no power to stop states from issuing more paper money and stop the inflation. The loss of trade with Britain coupled with inflation created a **depression**. A depression is a period of low economic activity combined with a rise in unemployment.

 Each state handled its economic problems differently. Massachusetts refused to print worthless paper money. It tried to pay its war debts by collecting taxes on land. This policy hurt farmers who owned land. The courts made them sell their property to pay taxes. In September 1786 a poor farmer and Revolutionary War veteran, Daniel Shays led a hundred men in a forced shutdown of the Supreme Court in Springfield, Massachusetts. The state government ordered the farmers to stop the revolt under threat of capture and death. The uprising of farmers to protest high taxes and heavy debt became known as **Shays’ Rebellion**. They were defeated by state troops, and 14 leaders were sentenced to death. However, the state freed most, including Shays. Many citizens agreed with Shays.

 The weaknesses of the Confederation government led leaders, including James Madison and Alexander Hamilton, to ask all 13 states to send delegates to a Constitutional Convention. It was help in Philadelphia in May 1787 to revise the Articles of Confederation and create a stronger constitution.

**Questions**

1. What problems did the United States experience with Spain and Great Britain?
2. How did Shay’s Rebellion lead to a call for change in the United States?
3. Why did Madison and Hamilton call for a Constitutional Convention?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Forming a Government: Creating the Constitution (TB 163-168)

**Main Ideas**

1. The Constitutional Convention met to improve the government of the United States.
2. The issue of representation led to the Great Compromise.
3. Regional debate over slavery led to the Three-Fifths Compromise.
4. The U.S. Constitution created federalism and a balance of power.

**Vocabulary**

Constitutional Convention:

Three-Fifths Compromise:

Popular Sovereignty:

Federalism:

The **Constitutional Convention** met in May 1787 in Philadelphia’s Independence Hall to improve the

Articles of Confederation. However, delegates would leave with an entirely new U.S. Constitution. Twelve states sent delegates. Most delegates were educated and had served in state legislatures or Congress. Benjamin Franklin and James Madison attended. War hero George Washington was elected president of the Convention. Women, African Americans, and Native Americans did not take part because they did not yet have the rights of citizens.

 Several issues divided the delegates to the Constitutional Convention. Some members wanted only small changes to the Articles of Confederation, while others wanted to rewrite the Articles completely. States disagreed about representation, tariffs, slavery, and the strength of the central government. After four days, Edmund Randolph of Virginia presented the Virginia Plan. He proposed a new federal constitution that would give sovereignty, or supreme power, to the central government. The legislature would be bicameral – made up of two houses or groups of representatives – and chosen on the basis of state population. New Jersey delegate William Paterson presented the small-state or New Jersey Plan, which called for a unicameral, or one-house, legislature. The plan gave each state an equal number of votes. In the end, the Great Compromise gave every state regardless of size, an equal vote in the upper house of the legislature, or the Senate. Each state would be represented in the lower house based on population, or the House of Representatives.

 The debate over representation also involved regional differences. Southern states wanted enslaved Africans to be counted as part of their state populations. Northerners disagreed. They wanted the number of slaves to determine taxes but not representation. The **Three-Fifths Compromise** satisfied northerners and southerners. However, only three-fifths of a state’s slave population would count when determining representation. The delegates also agreed to end the slave trade in 20 years.

 Convention delegates also wanted to protect **popular sovereignty**, the idea that political authority belongs to the people. They thought **federalism** could accomplish this goal. Federalism is the sharing of power between a central government and the states that make up a country. Under the Constitution, each state had to obey the authority of the federal, or national, government. States would control government functions not assigned to the federal government.

 The Constitution also balances the power among three branches of government, each responsible for separate tasks. The first is the legislative branch, or Congress. Congress is responsible for proposing and passing laws. It is made up of two houses, the Senate and the House of Representatives. The second branch, the executive branch, includes the president and the departments that help run the government. The executive branch makes sure the law is carried out. The third branch is the judicial branch. The judicial branch is made up of all the national courts. This branch is responsible for interpreting laws, punishing criminals, and settling disputes between states.

The Constitution’s framers established checks and balances to prevent any one branch from becoming too strong. For example, Congress had the power to pass bills into law. The president has the power to veto, or reject, laws that Congress passes. However, Congress can override the president’s veto with a two-thirds majority vote in each house. The Supreme Court has the power to review laws passed by Congress and strike down any law that violates the Constitution by declaring the law unconstitutional.

The final draft of the Constitution was completed in September 1787. Congress and then the states ratified the Constitution.

**Questions**

1. What was one reason Philadelphia was chosen as the site of the Constitutional Convention?
2. Why did framers of the Constitution create a system of checks and balances? Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Forming a Government: Ratifying the Constitution (TB 170-173)

**Main Ideas**

1. Federalists and Antifederalists engaged in debate over the new Constitution.
2. The Federalist Papers played an important role in the fight for ratification of the Constitution.
3. Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.

**Vocabulary**

Antifederalists:

Federalists:

Amendment:

When the Constitution was made public, a huge debate began among Americans. **Antifederalists** – people

who opposed the Constitution – thought that the Constitutional Convention should not have created a new government. For some Antifederalists, the main problem was that the Constitution did not have a section that guaranteed individual rights. Most Antifederalists were small farmers and debtors. **Federalists**, supporters of the Constitution, believed that the Constitution offered a good balance of power. Most Federalists were wealthy planters, farmers, and lawyers. For example, James Madison, George Washington, Benjamin Franklin, and Alexander Hamilton were all Federalists.

 Both groups debated whether the new Constitution should be approved. They made speeches and printed pamphlets advocating their views. One of the most important defenses of the Constitution appeared in a series of essays that became known as the *Federalist Papers*. These essays supporting the Constitution were written anonymously under the name Publius. They were actually written by Hamilton, Madison, and John Jay. These essays were later published into a book in 1788.

 The Constitution needed only nine states to pass it. However, to establish national unity, each state needed to ratify it. On December 7, 1787, Delaware became the first state to ratify the Constitution. The Constitution went into effect in June 1788 after New Hampshire became the ninth state to ratify it. Several other states ratified the Constitution only after they were promised that a bill protecting individual rights would be added to it. In Congress’s first session, James Madison encouraged legislatures to put together a bill of rights. The rights would then be added to the Constitution as **amendments**, or official changes. To create an amendment, a two-thirds majority of both of houses of Congress and three-fourths of the states had to approve it. In September 1789 Congress proposed 12 amendments and turned them over to the states for ratification. By December 1791 the states had ratified the Bill of Rights – 10 of the proposed amendments were written to protect citizens’ rights.

**Question**

1. Do you agree with the Antifederalists or the Federalist? Explain your position.

Comparing Information

**Directions**: Complete the chart below by listing the names of people who were Federalists and

 Anti-Federalists and in the third column, some details about each philosophy.

|  |  |  |
| --- | --- | --- |
| **Idea** | **People** | **Details** |
| **Federalists** |  |  |
| **Anti-Federalists** |  |  |

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Citizenship and the Constitution: Understanding the Constitution (TB 182- 186)

**Main Ideas**

1. The framers of the Constitution devised the federal system.
2. The legislative branch makes the nation’s laws.
3. The executive branch enforces the nation’s laws.
4. The judicial branch determines whether or not laws are constitutional.

**Vocabulary**

Federal System:

Impeach:

The framers of the Constitution wanted to create a government powerful enough to protect the rights of

citizens and defend the country against its enemies. To do so, they set up a **federal system** of government, a system that divided powers between the states and the federal government.

 Congress, the Legislative branch, has two parts. The House of Representatives has 435 members. A state’s population determines the number of representatives. Each state has two senators. The Executive Branch enforces laws made by Congress. The president heads the branch and is elected by Americans every four years. Presidents are limited to two terms. The House of Representatives can **impeach**, or vote to bring charges of serious crimes against a president. The third branch of government, the judicial branch, is made up of a system of federal courts headed by the U.S. Supreme Court. Federal courts can undo a state or federal law if the court finds it unconstitutional. Congress can then change the law it make it constitutional.

Separation of Powers

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Citizenship and the Constitution: The Bill of Rights (TB 216-221)

**Main Ideas**

1. The First Amendment guarantees basic freedoms to individuals.
2. Other amendments focus on protecting citizens from certain abuses.
3. The rights of the accused are an important part of the Bill of Rights.
4. The rights of states and citizens are protected by the Bill of Rights.

**Vocabulary**

Majority Rule:

Petition:

Due Process:

The protection of individual liberties is important in a representative democracy. Without safeguards,

people’s rights would not always be protected because of **majority rule**. This is the idea that the greatest number of people in society can make policies for everyone. The First Amendment rights include freedom of religion, freedom of the press, freedom of speech, freedom of assembly, and the right to **petition**, or make a request of the government.

 The Second, Third, and Fourth Amendments came from colonial problems with Britain. The Second Amendment gives states militias the right to bear arms in emergencies. The Third Amendment prevents the military from forcing citizens to house soldiers. The Fourth Amendment protects against certain “searches and seizures”. For example, authorities must obtain a search warrant to enter a citizen’s property.

 The Fifth, Sixth, Seventh, and Eighth Amendments guard the rights of the accused. The Fifth Amendment says that the governments cannot take a person’s life, liberty, or property without **due process**. This means that the law must be fairly applied. A grand jury decides whether there is enough evidence to indict, or formally accuse, a person. The Fifth Amendment also protects people from having to testify at their own criminal trial. In addition, anyone found not guilty in a criminal trial cannot face double jeopardy. In other words, he or she cannot be tried again for the same crime.

 The Sixth Amendment protects an indicted person’s rights. It guarantees things such as a speedy public trial, knowing the charges against them, and the right to an attorney. The Seventh Amendment states that juries can decide civil cases, usually about money or property. The Eighth Amendment allows bail. By paying bail a defendant can avoid staying in jail before and during a trial. The Ninth Amendment states that the rights listed in the Constitution are not the only rights that citizens have. The Tenth Amendment recognizes that the states and the people have additional powers to decide issues as long as they are not prohibited by the Constitution.

**Question**

1. In what ways did British actions before the Revolution lead to the Second, Third, and Fourth Amendments?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Citizenship and the Constitution: Rights and Responsibilities of Citizenship (TB 222-225)

**Main Ideas**

1. Citizenship in the United States is determined in several ways.
2. Citizens are expected to fulfill a number of important duties.
3. Active citizen involvement in government and the community is encouraged.

**Vocabulary**

Interest Groups:

People become U.S. citizens in several ways. First, anyone born in the U.S. or a territory it controls is a

citizen. People born in a foreign country are U.S. citizens if at least one parent is a U.S. citizen. Foreign-born people whose parents are not citizens must move to the United States to become naturalized citizens. They then go through a process that leads to citizenship being granted. In the United State legal immigrants have many of the rights and responsibilities of citizens but cannot vote or hold public office. The U.S. government can deport, or return to the country of origin, immigrants who break the law. Legal immigrants over age 18 may seek naturalization after living in the U.S. for five years. After completing the requirements, the person stands before a naturalization court and takes an oath of allegiance to the United States.

 Citizens have duties as well as rights. Citizens must obey the laws and authority. In addition, they must pay taxes for services, including public roads, police and public schools. People pay sales taxes, property taxes, and tariffs. Many Americans also pay a tax on their income to the federal and state government. Men 18 years or older must register with selective service in case of a draft, or required military service. Citizens must also serve on juries to give others the right to a trial by jury.

 Taking part in the elections process by voting is one of a citizen’s most vital responsibilities. Anyone can help in a campaign, even people who are not eligible to vote. Many people help with donations to political action committee (PACs). People can influence government officials at any time. Many U.S. citizens work with **special interest groups**. These groups share a common interest that motivates them to take political action.

 Many dedicated Americans also volunteer in community service groups, such as local firefighters or Neighborhood Watch groups that tell police if they see possible criminal activity in their area. The American Red Cross helps citizens in times of natural disasters or other emergencies. The Boy Scouts and Girl Scouts plan many projects such as planting trees to improve the environment. Even simple acts such as picking up trash in a park or serving food at a food shelter helps a community.

**Question**

1. Why do you think it is important that citizens participate in the political process?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Launching the Nation: Washington Leads a New Nation (TB 234-237)

**Main Ideas**

1. In 1789 George Washington became the first president of the United State.
2. Congress and the president organized the executive and judicial branches of government.
3. Americans had high expectations of their new government.

**Vocabulary**

Electoral College:

Precedent:

George Washington was unanimously elected by the electoral college in January 1789. The

**electoral college** is a body of electors who represent the people’s vote in choosing the president. The new federal government had to establish a **precedent** when creating policies and procedures that would determine the future of the country. The First Congress created departments in the executive branch for different area of national policy. Washington consulted with department heads, or cabinet members, who advised him. This practice started during Washington’s presidency and was common by 1792. He picked Alexander Hamilton as Secretary of the Treasury and Thomas Jefferson as Secretary of State. Henry Knox served as Secretary of War and Samuel Osgood was chosen as Postmaster General. To set up the federal court system and the courts’ location, Congress passed theJudiciary Act of 1789. This act created three levels of federal courts and defined their powers and relationship to the state courts.

 Most Americans had high expectations for the new country. They wanted improved trade, free from too many restrictions as they had experienced with the British Parliament. They also expected the government to protect them and keep the economy strong.

 In 1790 four million people lived in the United States. Most Americans lived in the countryside and worked on farms. Farmers wanted fair tax laws and the right to settle in western lands. They did not want the government to interfere with their daily lives. Americans who lived in towns worked as craftspeople, laborers, or merchants. They wanted help with their businesses. Merchants wanted simpler trade laws. Manufacturers wanted laws to protect them from overseas competitors.

 Most cities were small in the United States. Only New York and Philadelphia topped 25,000 residents. New York City was the first capital of the United States. New York City had a bustling economy. International trade and business became more active. In 1792 some 24 Wall Street stockbrokers signed an agreement that eventually created the New York Stock Exchange.

**Question**

1. Do you think New York City should still by the capital of the United States? Explain your answer.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Launching the Nation: Hamilton and National Finances (TB 238-242)

**Main Ideas**

1. Hamilton tackled the problem of settling national and state debt.
2. Thomas Jefferson opposed Hamilton’s views on government and the economy.
3. Hamilton created a national bank to strengthen the U.S. economy.

**Vocabulary**

National Debt:

Speculators:

Loose Construction:

Strict Construction:

Alexander Hamilton wanted to pay off the **national debt** – money owed by the United States from the

Revolutionary War. The United States owed about $11.7 million to foreign countries and about $40.4 million to U.S. citizens. During the war the government sold bonds to raise money. Bonds are certificates of debt that carry a promise to buy back the bonds at a higher price. The new government could not afford to keep this promise. Bondholders who needed money sold their bonds to **speculators**, or people who buy items at low prices in the hopes that the value will rise and they can sell the items for a profit. Hamilton wanted to pay the foreign debt immediately and gradually repay the total value of all bonds. Thomas Jeffersondisagreed. He thought the idea cheated bondholders who had sold their bonds at low price. In the end, more politicians agreed with Hamilton.

 The states owed $25 million for Revolutionary War expenses. Hamilton wanted the federal government to pay for $21.5 million of this debt. He thought that paying the states’ debts would help the national economy. The South, however, did not want to help the federal government pay the debts of other states. For example, states such as Virginia and North Carolina did not have many war debts. Hamilton knew that he needed the help of southern representatives to get his plan approved. Hamilton arranged to have the U.S. capital’s location changed from New York to Philadelphia in 1791 and finally Washington, D.C. Southern leaders then supported his economic plan.

 Hamilton and Jefferson had several other disagreements in dealing with the government. They disagreed about the role of the central government. Hamilton wanted a strong federal government. Jefferson wanted strong powers for the states. Hamilton did not want people to have much power because he had little faith in the average person. Jefferson believed that the people had the right to rule the country. Hamilton backed manufacturing, business, and higher tariffs. Jefferson supported farming and lower tariffs. Additionally, Hamilton wanted to create a national bank so the government could safely deposit money. The bank would also make loans to the government and businesses. Hamilton also thought that the U.S. could build a national mint, a place to make coins. Then the country could begin issuing its own money. Jefferson believed the plan gave too much power to the federal government. Hamilton believed in loose construction of the Constitution. **Loose construction** means that the federal government can take reasonable actions that the Constitution does not specifically forbid. Jefferson supported **strict construction**. People who favor strict construction believe that the federal government should do what the Constitution specifically says it can.

 President Washington and Congress agreed with Hamilton. They hoped a bank would offer stability for the U.S. economy. In February 1791 Congress created the Bank of the United States – the country’s first national bank.

**Comparing Information**

**Directions**: Complete the Venn diagram below comparing Hamilton and Jefferson’s views on government.

 Hamilton’s Views Jefferson’s Views

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Launching the Nation: Challenges for the New Nation (TB 243-249)

**Main Ideas**

1. The United States tried to remain neutral regarding events in Europe.
2. The United States and Native Americans came into conflict in the Northwest Territory.
3. The Whiskey Rebellion tested Washington’s administration.
4. In his Farewell Address, President Washington advised the nation.

**Vocabulary**

Neutrality Proclamation:

Tensions between France and Britain began to build after the beginning of the French Revolution in 1789.

France and Britain finally went to war a few years after the revolution. George Washington believed the United States should remain neutral and issued the **Neutrality Proclamation**. This document stated that the United States would not take sides with any European countries that went to war. France’s new representative to the U.S. asked American sailors to help France fight England by commanding privateers. Privateers were private ships hired by a country to attack its enemies. Washington said that this violated U.S. neutrality. Thomas Jefferson thought the United States should support France and resigned from Secretary of State in 1793. Washington wanted to prevent another war with Great Britain. He sent Chief Justice John Jay to London to work out a compromise. The two sides signed Jay’s Treaty. Britain would pay damages on seized American ships and abandon their forts on the northwestern frontier. The United States agreed to pay debts it owed the British government. The treaty was unpopular and sparked violent protest. Washington did not like the treaty but believed it was the most that could be done to prevent another war.

 American businesses faced problems as well. The Spanish disputed the border between the United States and Florida. Spain closed the port of New Orleans to U.S. trade in 1784. This hurt the American economy because all goods moving down the Mississippi to places in the East or overseas had to pass through New Orleans. In October 1795 the two countries came to a compromise known as Pinckney’s Treaty. It settled the border and trade disputes with Spain and reopened New Orleans to American ships.

The United States had to also deal with domestic problems. Americans continued to settle in the Northwest Territory despite Native Americans’ protest. Supplied by British traders with guns, Native Americans went to war. On August 20, 1794 at the Battle of Fallen Timber, the Native Americans were finally defeated. A year later the Treaty of Greenville was signed which gave the Unite States claim to most Indian lands in the Northwest Territory and safety to settle there. In exchange, Native Americans received $20,000 worth of goods and acknowledged their claim to the lands they still held.

In March 1791 Congress passed a tax on American-made whiskey. People in areas such as western Pennsylvania were upset by the tax. Farmers who produced small amounts of whiskey for trade argued that they could not afford the tax. They believed they should be able to keep the money they made from a product they created themselves. In what became known as the Whiskey Rebellion, farmers lashed out against the tax on whiskey. Protestors refused to pay the tax. George Washington personally led the army against the rebels in western Pennsylvania, but they fled. The revolt ended with no battle.

In 1796 Washington declined to run for a third term; he was tired of public life. In his farewell speech, he warned about the dangers of foreign ties and political conflicts at home. Political unity, he said, was the key to national success. He also cautioned against too much national debt. He thought the government should try not to borrow money.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Launching the Nation: John Adams’s Presidency (TB 250-253)

**Main Ideas**

1. The rise of political parties crated competition in the election of 1796.
2. The XYZ affair caused problems for President John Adams.
3. Controversy broke out over the Alien and Sedition Acts.

**Vocabulary**

Political Parties:

The election of 1796 began a new era in U.S. politics, more than one candidate ran for president. **Political**

**parties**, groups that help elect people and shape policies, had begun to form during Washington’s presidency. Alexander Hamilton helped create the Federalist Party, which wanted a strong federal government and supported industry and trade. The Federalists chose John Adams and Thomas Pinckney as candidates. Thomas Jefferson and James Madison created the Democratic-Republican Party. Its members wanted to limit the federal government’s power. They chose Thomas Jefferson and Aaron Burr as their candidates. In the end, Adams defeated Jefferson. At the time, the person who came in second in a presidential election became vice-president. So, after months of campaigning against one another, Adams and Jefferson took office together.

 Adams made improving the relationship between the United States and France, after Jay’s Treaty a high priority. France had resented Jay’s Treaty, arguing that it favored Great Britain. In retaliation, between 1796 and 1798 France seized more than 300 American merchant ships. U.S. diplomats were sent to speak with the French foreign minister; however he refused to meet with them. Three French agents said that the minister would discuss a treaty only if America paid a $250,000 bribe and gave a $12 million loan to France. The American public became furious about the XZY Affair. Still, Adams did not declare war and a treaty was later signed between the two countries.

 Many Democratic-Republicans continued to sympathize with France. In 1798, the Federalist-controlled Congress passed the Alien and Sedition Acts. The Alien Act empowered the president to remove foreign residents he decided were involved in any treasonable or secret plots against the government. The Sedition Act forbade U.S. residents to “write, print, utter, or publish” false or critical words against the government. Thomas Jefferson and James Madison viewed these acts as a misuse of the government’s power. In response they wrote the Kentucky and Virginia Resolutions. These documents argued that the Alien and Sedition acts were unconstitutional. They stated that the federal government could not pass these acts because they interfered with state government. Although the law was not repealed, the Alien and Sedition Acts were not renewed and expired. The Kentucky and Virginia Resolutions also supported the idea that states could challenge the federal government.

**Question**

1. What effect did political parties have on the election of 1796?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Jefferson Era: Jefferson Becomes President (TB 266-270)

**Main Ideas**

1. The election of 1800 marked the first peaceful transition in power from one political party to another.
2. President Jefferson’s beliefs about the federal government were reflected in his policies.
3. *Marbury v. Madison* increased the power of the judicial branch of government.

**Vocabulary**

Judicial Review:

In the presidential election of 1800, Federalists John Adams and Charles C. Pinckney ran against

Democratic-Republicans Thomas Jefferson and Aaron Burr. In campaigning, both sides made their cases in newspaper editorials and letters. Both sides believed that if the other gained power, the nation would be destroyed. When the election results came in, Jefferson and Burr tied for first place with 73 electoral votes each. Under the Constitution at that time, the candidate with the most votes became president and the one with the second most became vice president. In the case of such a tie, the House of Representatives needed to decide the election. After the thirty-sixth vote in Congress, Jefferson was elected president.

 Jefferson gave his first speech in the new capitol of Washington, DC. He emphasized his belief in a limited government and the protection of civil liberties. He cut military spending to free money to pay the national debt. The Republican-led Congress passed laws to end the unpopular whiskey tax and other domestic taxes. In 1801 the national government was made up of only several hundred people. Jefferson liked it that way. He thought safeguarding the nation against foreign threats, delivering the mail, and collecting custom duties were the most important functions of the federal government. Jefferson did recognize that some of the Federalist policies – such as the creation of the Bank of United States – should be kept.

 Although Republicans controlled the presidency and Congress, Federalists dominated the federal judiciary. In an effort to continue their control over the judiciary, Federalist legislators passed the Judiciary Act of 1801 before their terms in office ended. This act created 16 new federal judge positions that President Adams filled before leaving office. Republicans in Congress repealed the Judiciary Act. Some of the positions were filled so late that the documents needed to confirm these jobs were not delivered by the time Adams left office. When Jefferson took office, Secretary of State James Madison would not deliver them. William Marbury, who did not receive his documents sued and asked the Supreme Court to order Madison to deliver his documents. In the case of *Marbury v. Madison* Chief Justice John Marshall noted the Constitution gave the Supreme Court authority to hear only certain types of cases, Marbury’s was not one of them. The importance of this case established the Court’s power of **judicial review**, the power to declare an act of Congress unconstitutional.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Jefferson Era: The Louisiana Purchase (TB 272-277)

**Main Ideas**

1. As American settlers moved West, control of the Mississippi River became more important to the United States.
2. The Louisiana Purchase almost doubled the size of the United States.
3. Expeditions led by Lewis, Clark, and Pike increased Americans’ understanding of the West.

**Vocabulary**

Louisiana Purchase:

By the early 1800s, thousands of Americans settled in the area between the Appalachians and the

Mississippi River. As the region’s population grew, Kentucky, Tennessee, and Ohio were admitted to the Union. The settlers used the Mississippi and the Ohio rivers to transport their products to eastern and European markets. Jefferson was concerned that a foreign power might shut down the port of New Orleans. France governed New Orleans and Louisiana, which extended from the Mississippi to the Rocky Mountains. In 1802 President Jefferson sent U.S. ambassador to France, Robert R. Livingston, and James Monroe to try to buy New Orleans. France was led by Napoleon Bonaparte, a powerful ruler who had conquered most of western Europe. France was at war with Great Britain, and Napoleon needed money for military supplies. The United States eventually bought the Louisiana territory for $15 million. On October 20, 1803 the Senate approved the **Louisiana Purchase** agreement, which roughly doubled the size of the United States.

 Americans knew little about western Native Americans or the land they lived on. President Jefferson wanted to know about them and he also wondered if there was a river route to the Pacific Ocean. In 1803 Congress provided money to explore the West. To lead it, Jefferson chose former army captain Meriwether Lewis. Lewis then chose his friend Lieutenant William Clark to be the co-leader of the expedition. To prepare for the journey, Lewis spent weeks studying with experts about plants, surveying land, and other subjects. This knowledge allowed him to take careful notes on what he would observe on his trip. Lewis and Clarke carefully selected 50 skilled frontiersmen to join the Corps of Discovery, the name of their exploration group. In May 1804 the Lewis and Clark expedition began its long journey to explore the Louisiana Territory. They traveled up the Missouri River. By the summer of 1804 and after more than 600 miles the group finally saw Native Americans, and Lewis used interpreters to tell their leaders that the United States now owned the land on which they lived. Sacagawea, a Shoshone from the Rocky Mountains, and her husband accompanied Lewis and Clark on their journey to serve as guides. After crossing the Rocky Mountains, Lewis and Clark followed the Columbia River. Along the way they met the powerful Nez Perce Native American tribe. At last, in November 1805, Lewis and Clark reached the Pacific Ocean. Lewis and Clark did not find a river route to the Pacific Ocean, but they had learned much about the western lands.

 In 1806 an army officer named Zebulon Pike was sent on another mission to the West. He was ordered to find the starting point of the Red River. This was important because the United States considered the Red River to be a part of the Louisiana Territory’s western border with New Spain. Heading into the Rocky Mountains, in present-day Colorado, Pike reached the summit of the mountain now known as Pikes Peak. In 1807 he traveled into Spanish-held lands and was arrested. When released he returned to the United States and reported on his trip. He gave many Americans their first impression of the Southwest.

**Questions**

1. What new states were added to the Union by the early 1800s?
2. Why were New Orleans and the Mississippi River important to settlers in the West?
3. What are some possible results of expansion into the Louisiana Purchase?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Jefferson Era: The Coming of War (TB 278-283)

**Main Ideas**

1. Violation of U.S. neutrality led Congress to enact a ban on trade.
2. Native Americans, Great Britain, and the United States came into conflict in the West.
3. The War Hawks led a growing call for war with Great Britain.

**Vocabulary**

Impressments:

Embargo:

War Hawks:

In the late 1700s and early 1800s, American merchant ships sailed across the oceans. However, overseas

trade could be risky at times with pirates seizing cargo and holding crews for ransom. When Great Britain and France declared war in 1803, each tried to stop the United States from selling goods to the other. The British and the French searched many American ships for war goods. Then Britain started searching American ships for sailors who had deserted, or run away from the British navy. At times U.S. citizens were seized by accident. **Impressments** or the practice of forcing people to serve in the army or navy continued despite American protests. Thomas Jefferson, who had been re-elected in 1804, favored an **embargo**, or the banning of trade, rather than war with Britain. In late 1807 Congress passed the Embargo Act, which banned trade with all foreign countries. American merchants lost huge amounts of money because of the act. In 1809 Congress repealed the embargo with the Non-Intercourse Act. This new law banned trade only with Britain, France, and their colonies. However, this act did not work either.

 In the west, Native Americans, Americans, and Great Britain clashed. As settlers poured into the west Native Americans lost land that they believed was taken unfairly. British agents from Canada armed Native Americans in the West. Tecumseh, a Shawnee chief, united his forces with the Creek nation. William Henry Harrison, the governor of the Indiana Territory, raised an army to battle Tecumseh. On November 7, 1811 at the day-long Battle of Tippecanoe, Harrison’s forces defeated the Native Americans.

 The evidence of British support for Tecumseh further enraged Americans. **War Hawks** in Congress demanded war against Britain. These leaders wanted to end British influence on Native Americans. War Hawks also resented British restraints on U.S. trade. Others such as New England Federalists, opposed war with Britain. They believed America lacked the military strength to win. Republican James Madison was elected president in 1808. He had difficulty carrying on the unpopular trade policy against Britain and France. In 1812 he asked Congress to vote on whether to wage war against Britain. Congress voted to declare war. Months later, Americans elected Madison to a second term. He would serve as commander in chief during the War of 1812.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Jefferson Era: The War of 1812 (TB 284-287)

**Main Ideas**

1. American forces held their own against the British in the early battles of the war.
2. U.S. forces stopped British offensives in the East and South.
3. The effects of the war included prosperity and national pride.

In the summer of 1812 the United States launched a war against Great Britain. The British navy had hundreds of ships. The U.S. Navy had fewer than twenty ships, but it boasted expert sailors and larger new warships. American morale rose when its ships defeated the British in several battles. In response to the declaration of war Great Britain blockaded several U.S. seaports.

One major strategy for the U.S. was to attacked British territory in Canada. In 1813 Commodore Oliver Hazard Perry and his small fleet won the Battle of Lake Erie. General William Harrison then marched his troops into Canada. He defeated a combined force of British and Native Americans, breaking Britain’s power. Tecumseh died in the fighting, damaging the alliance of the British and the Native Americans. In 1814 Andrew Jackson, commander of the Tennessee militia won a major battle against the Creek nation that ended in the Treaty of Fort Jackson. This treaty forced the Creek to give up millions of acres of their land to the United States.

Despite U.S. success on the western and southern frontiers, the British were more successful in the east. The British sent more troops to America after defeating the French in 1814. The British set fire to the White House and other buildings in Washington, D.C. The British also attacked New Orleans. British commanders hoped to capture the city and then take control of the Mississippi River. Andrew Jackson commanded the U.S. forces around New Orleans. His troops were a mix of regular soldiers, including two battalions of free African Americans, a group of Choctaw Indians, state militia, and pirates. On January 8, 1815 some 5,300 British troops attacked Jackson’s force of about 4,500. Although Jackson’s forces were outnumbered, America won the Battle of New Orleans, the last key battle of the war. Andrew Jackson became a war hero and would later become president.

The Treaty of Ghent, officially ending the War of 1812, was signed on December 25, 1814. Slow communications at the time meant that neither the Federalists nor Jackson knew the war had ended. Though each nation returned the territory it had captured, the fighting did have several consequences. The war produced feelings of patriotism in Americans for having stood up to the mighty British. The war also broke the power many Native American groups held in the U.S. Additionally, a lack of foreign trading boosted American manufacturing.

**Question**

1. How did the United States benefit from the War of 1812?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A New National Identity: American Foreign Policy (TB 298-301)

**Main Ideas**

1. The United States and Great Britain settled their disputes over boundaries and control of waterways.
2. The United States gained Florida in an agreement with Spain.
3. With the Monroe Doctrine, the United States strengthened its relationship with Latin America.

**Vocabulary**

Monroe Doctrine:

After the War of 1812 ended, both the United States and Great Britain wanted to retain their navies and

freedom to fish on the Great Lakes. The Rush-Bagot Agreement resolved this issue. It limited naval power on the Great Lakes for both the United States and British Canada. The Convention of 1818 also allowed the U.S. to have fishing rights off parts of Newfoundland and Labrador coasts. This treaty also set the border between the United States and Canada. In this treaty, both countries agreed to occupy the Pacific Northwest together.

 The United States also disputed its border with Spanish Florida. President James Monroe sent General Andrew Jackson and troops to protect the U.S. – Florida border. Seminole Indians often aided runaway slaves and sometimes raided U.S. settlements. Under Jackson’s command U.S. troops invaded Florida to catch Seminole raiders, starting the First Seminole War. Jackson also captured most of Spain’s key military posts. Jackson took these actions without a direct command from the president. In 1819 Secretary of State John Quincy Adams and Spanish diplomat Luis de Onis negotiated the Adams-Onis Treaty. This treaty settled all border disputes between the United States and Spain.

 While working out its issues with the U.S. Spain was also dealing with problems in its territories. By the early 1820s most Latin American countries had won their independence from Spain. Simon Bolivar, also known as the Liberator, led many of these battles. The United States saw these circumstances as comparable to the American Revolution. United States leaders supported Latin Americans in their struggle for independence. When Mexico separated from Spain in 1821, President Monroe grew concerned. He feared that rival European powers might try to take control of newly independent Latin American countries. President Monroe developed the **Monroe Doctrine** to protect Latin American countries from European countries still wanting to rule them. The document spells out the relationship between European nations and the United States in the Western Hemisphere. The doctrine states that the United States will intervene in Latin American affairs when American security is at risk. Few European nations challenged the doctrine. The doctrine has remained important to U.S. foreign policy.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A New National Identity: Nationalism and Sectionalism (TB 302-305)

**Main Ideas**

1. Growing nationalism led to improvements in the nation’s transportation systems.
2. The Missouri Compromise settled an important regional conflict.
3. The outcome of the election of 1824 led to controversy.

**Vocabulary**

Nationalism:

American System:

Era of Good Feeling:

Sectionalism:

Pleased by successful negotiations with foreign powers, Americans enjoyed a rising sense of nationalism.

**Nationalism** is the feeling of pride and loyalty to your nation. U.S. representative Henry Clayfrom Kentucky firmly supported this nationalism. Clay developed the **American System** to help create a stronger national economy and reduce regional disagreements. For example, he supported a protective tariff and a national bank that would create a single currency for the United States. Tax money collected from states could help improve roads and canals. In the early 1800s dirt roads in the United States made travel difficult for Americans. The American government began construction on the Cumberland Road, the first road built by the national government. It stretched from Cumberland, Maryland, to present-day West Virginia. By 1850 its extension reached Illinois.

 Improvements in transportation also included water travel. One of the largest projects was the Erie Canal which ran from Albany to Buffalo, New York. Construction of the canal started in 1817 and was finished in 1825. Water transportation was often faster, less expensive, and easier than road travel. Using shovels British, German, and Irish immigrants dug the entire canal by hand. From 1815 to 1825 the United States enjoyed the **Era of Good Feelings**, a time of peace, pride, and progress. The canal’s success was an incentive for a canal-building boom across the country.

 Even during the Era of Good Feelings, disagreements between the different regions (the North and South), known as **sectionalism**, threatened the Union. When Missouri applied to enter the Union in 1819, the Union contained 11 free and 11 slave states. The Senate’s balance of power would favor the South if Missouri entered as a slave state. Henry Clay persuaded Congress to agree to the **Missouri Compromise**. Missouri entered the Union as a slave state, and Maine entered as a free state. This kept an equal balance of power in the Senate. A part of the compromise also banned slavery in new territories or states north of Missouri’s southern border. Despite the success of the compromise, there was still strong disagreements between the North and South over the expansion of slavery.

 The presidential election of 1824 also brought controversy during this time period. Senator Andrew Jackson gained the most popular votes but not enough electoral votes to win the election of 1824. Instead, the House of Representatives selected John Quincy Adams as president.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Age of Jackson: Jacksonian Democracy (TB 322-324)

**Main Ideas**

1. Democracy expanded in the 1820s as more Americans held the rights to vote.
2. Jackson’s victory in the election of 1828 marked a change in American politics.

**Vocabulary**

Jacksonian Democracy:

Spoils System:

In the early 1800s, state legislators expanded democracy, giving more people voting rights.

However, women and African still had no voting rights in most states. By 1828 almost all states changed the system under which state legislatures nominated representatives. Some parties began to hold nominating conventions. Broader voting rights and conventions allowed more people to actively participate in politics. Andrew Jackson entered the political scene as American democracy grew. Historians called the expansion of democracy in this era, **Jacksonian Democracy**.

Jackson’s supporters were determined that their candidate would win the 1828 election. They formed the Democratic Party to support Jackson’s candidacy. Jackson’s supporters were mainly farmers, frontier settlers, and southern slaveholders. Many supporters of President John Quincy Adams called themselves National Republicans. Jackson and John C. Calhoun won the election. Jackson’s supporters described his victory as a triumph for the common people. A crowd of some 20,000 people held a big party on the White House lawn to celebrate. As president Jackson rewarded some of his supporters with government jobs. This was known as the **spoils system**, the practice of giving government jobs to political backers. Secretary of State Martin Van Buren was one of Jackson’s strongest cabinet members. He also relied a great deal on his Kitchen Cabinet, an informal group of trusted advisers who sometimes met in the White House kitchen.

Identifying Effect

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Age of Jackson: Jackson’s Administration (TB 326-331)

**Main Ideas**

1. Regional differences grew during Jackson’s presidency.
2. The rights of the states were debated amid arguments about a national tariff.
3. Jackson’s attack on the Bank sparked controversy.
4. Jackson’s policies led to the Panic of 1837.

**Vocabulary**

States’ Rights Doctrine:

Nullification Crisis:

Regional differences continued to have a major effect during Andrew Jackson’s presidency. Americans’

views on Jackson’s policies were based on where they lived and the economy of those regions. The economy of the North depended on trade and manufacturing. The North supported tariffs, which helped it compete with foreign manufacturers. Northerners also opposed the federal government’s sale of public land at cheap prices. Cheap land encouraged potential laborers to move from northern factory towns to the West. The second region was the South. Its economy was based on farming. Southerners marketed a large portion of their crops to foreign countries. Most southerners opposed tariffs, which led to higher prices in manufactured items that they bought. Westerners wanted cheap land and continued improvements such as better roads and water

transportation.

Tariffs became one of the first issues President Jackson faced. Northerners continued to demand high tariffs to protect their new industries from foreign competition. In 1828, before Jackson took office, Congress passed a law that southerners called the Tariff of Abominations. This tariff placed a high tariff on imports and was very unpopular with southerners.

 A second issue Jackson faced was states’ rights. Vice President John C. Calhoun strongly supported the ideas of a strong central government. However, after the Tariff of Abominations, Calhoun joined his fellow southerners in protest. He later argued for the **states’ rights doctrine**. This doctrine stated that since the states had formed the national government, state power should be greater than federal power. He believed states had the right to nullify, or reject, any federal law they judged to be unconstitutional. In contrast many northerners believed that the American people, not individual states, made up the Union. The debate over states’ rights led to the **nullification crisis**, the rejection of the Tariff of Abominations. Andrew Jackson opposed nullification. Calhoun resigned as his Vice President and was later elected to the Senate. South Carolina’s legislature soon declared that a new 1832 tariff would not be collected in the state. Daniel Webster of Massachusetts argued that the United States was one nation, not a group of independent states.

 In response to South Carolina’s position, President Jackson declared that he would enforce the law in South Carolina, with military force if necessary. In 1833, Henry Clay proposed a compromise that would gradually lower the tariff over several years. Despite the compromise, neither side changed its belief about states’ rights. The argument continued for years, ending in the huge conflict known as the Civil War.

 Though President Jackson upheld federal authority, he opposed the Second Bank of the United States, founded by Congress in 1816. President Jackson and many southern states questioned the constitutional legality of this national bank. He believed it was an unconstitutional extension of the power of Congress. However, in the case of *McCulloch v. Maryland*, the Bank was declared constitutional. In an attempt to weaken the Bank, Jackson moved most of the Bank’s funds to state banks. This action however caused inflation of the U.S. currency.

 Jackson was still very popular with voters in 1836. He chose not to run in 1836, however, and the Democrats nominated Vice President Martin Van Buren. In 1834 a new political party formed to oppose Jackson. The Whig Party favored the idea of a weak president and a strong Congress. They chose four men to run against Van Buren, but in the end Van Buren won. Shortly after Van Buren took office, the country experienced the Panic of 1837, a severe economic depression. Jackson’s banking policies and his unsuccessful plan to stop inflation contributed to the panic. However, people blamed Van Buren. In 1840 the Whigs nominated William Henry Harrison, who won against Van Buren in a landslide.

**Question**

1. How might the sectional issue involved in the dispute over the Tariff of Abominations lead to future problems between the North and South?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Age of Jackson: Indian Removal (TB 332-335)

**Main Ideas**

1. The Indian Removal Act authorized the relocation of Native Americans to the West.
2. Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.
3. Other Native Americans resisted removal with force.

**Vocabulary**

Indian Removal Act:

Trail of Tears:

Native Americans had long lived in settlements stretching from Georgia to Mississippi. However, President

Jackson and other political leaders wanted to open this land to settlement by American farmers. Under pressure from Jackson, Congress passed the **Indian Removal Act** in 1830, authorizing the removal of Native Americans who lived east of the Mississippi River to lands in the West. Congress then established Indian Territory, now Oklahoma, and planned to move Native Americans there. To manage Indian Removal to western lands, Congress approved the creation of a new government agency, the Bureau of Indian Affairs.

 The Choctaw were the first Indians sent to Indian Territory. Federal officials did not provide enough food or supplies to the Choctaw, most of who traveled by walking. About one-fourth died of cold, disease, or starvation. News of the Choctaw’s hardships caused other Indians to resist removal. When the Creek resisted in 1836, federal troops moved in and captured some 14,500 of them. Due to this resistance, many Creeks were led west in chains. The Chickasaw, living in upper Mississippi, negotiated a treaty for better supplies on their trip to Indian Territory. Nevertheless, many Chickasaw lives were lost during the removal.

 A third group, the Cherokee had believed that they could prevent conflicts and avoid removal by adopting the culture of Americans. They established schools where children learned how to read and write in English. The Cherokee also developed their own government modeled after the U.S. Constitution. A Cherokee named Sequoya used 86 characters to represent Cherokee syllables to create a writing system. In the end however, this strategy did not work for the Cherokees. After gold was discovered on their land in Georgia, their treaty rights were ignored by the U.S. government. In response the Cherokee sued the state when the Georgia militia tried to remove them. In the case *Worcester v. Georgia*, the U.S. Supreme Court ruled in favor of the Cherokees. Unfortunately, Georgia ignored the ruling and removed the Cherokee beginning in 1838. The Cherokee’s 800-mile forced march westward became known as the **Trail of Tears**. During the march, the Cherokee suffered from disease, hunger, and harsh weather. Almost one-fourth of the 18,000 Cherokee died on the march.

 Other Native Americans decided to fight U.S. troops to avoid removal. Chief Black Hawk led the Sauk of Illinois in raiding settlements and fighting the U.S. Army. The U.S. attacked the Sauk as they retreated and the uprising ended. In Florida the Seminole also resisted removal. In 1832 some Seminole leaders were forced to sign a treaty that said they would withdraw from Florida in seven years. Any Seminole of African ancestry would be labeled runaway slaves. The Seminoles ignored the treaty. Osceola led his followers in the Second Seminole War. The Seminole won many battles, killing some 1,500 U.S. soldiers. After spending millions, U.S. officials gave up their fight and the Seminoles were left to live in Florida.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expanding West: Trails to the West (TB 346-349)

**Main Ideas**

1. During the early 1800s, Americans moved west of the Rock Mountains to settle and trade.
2. The Mormons traveled west in search of religious freedom.

**Vocabulary**

Mountain Men:

In the early 1800s, Americans continued moving west even beyond the territory of the United States.

Trappers and traders known as **mountain men** worked to supply the eastern fashion for fur hats and clothing. John Jacob Astor, owner of the American Fur Company, sent mountain men to the Pacific Northwest region. To survive on the frontier, mountain men adopted Native American customs and clothing. At this time Oregon Country was inhabited by Native Americans. However, it was claimed by Russia, Spain, Great Britain, and the United States. After a series of treaties, Oregon Country soon became jointly occupied by Great Britain and the United States.

 Many Americans began to move to the region, most of them following a challenging and dangerous route known as the Oregon Trail. It was common for families to band together and take the dangerous six-month journey in wagon trains. Another well traveled route west, the Santa Fe Trail was used mainly by traders. They loaded wagon trains with cloth and other manufactured goods that could be traded for horses, mules, and silver in the Mexican settlement of Santa Fe.

 One large group of settlers traveled west in search of religious freedom. Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in 1830 in western New York. Although church membership grew rapidly, the converts, known as Mormons, had to deal with local hostility. To protect his growing community from persecution, Smith led his followers to a series of settlements in Ohio, Missouri, and Illinois. When Smith was murdered by an anti-Mormon mob in 1844, Brigham Young led the Mormons to a desert valley near the Great Salt Lake in what is now Utah. There the Mormons planned and built Salt Lake City and settled in the area. By December 1860 the Mormon population of Utah stood at about 40,000.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expanding West: The Texas Revolution (TB 350-353)

**Main Ideas**

1. Many American settlers moved to Texas after Mexico achieved independence from Spain.
2. Texans revolted against Mexican rule and established an independent nation.

In the early 1800s the region we now know as the American Southwest was part of Mexico and the larger

Spanish empire in the Americas. Mexico began at this time to struggle against Spanish rule. A revolt led by Father Miguel Hidalgo y Costilla in 1810 failed, but the rebellion he started grew. In 1821 Mexico became independent. In order to establish control of Texas, the new Mexican republic hired empresarios, or agents, to bring settlers there. One of these, Stephen F. Austin, selected a site on the lower Colorado River and settled 300 families, mostly from southern states. These settlers often explicitly ignored Mexican laws, including Mexico’s law forbidding slavery.

 On March 2, 1836 Texans, including some Mexican colonists, declared their independence from Mexico. Mexican leader, Antonio Lopez de Santa Ann inflicted two brutal defeats on the Texans at the Alamoand Goliad. Within a month, however, Texan forces under Sam Houston had won a decisive victory over Santa Anna at the Battle of San Jacinto. Santa Anna was then forced to sign a treaty giving Texas its independence.

Most people in the new Republic of Texas hoped Texas would join the United States. However, U.S. President Andrew Jackson was concerned with two issues. He was worried admitting Texas as a slave state would upset the balance between free and slave states in the Union. Secondly, Jackson feared annexing Texas might lead to a war with Mexico. As the annexation of Texas was delayed, more American settlers came from nearby southern states, often bringing slaves with them to work the land and to grow cotton. Tensions between Mexico and Texas remained high. After a few unsettled years, Texas President Sam Houston signed a peace treaty with Mexico in 1844.

**Question**

1. What problems might the Republic of Texas face?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expanding West: The Mexican-American War (TB 354-363)

**Main Ideas**

1. Many Americans believed that the nation had a manifest destiny to claim new lands in the West.
2. As a result of the Mexican-American War, the United States added territory in the Southwest.
3. American settlement in the Mexican Cession produced conflict and a blending of cultures.

**Vocabulary**

Manifest Destiny:

By the 1840s the United States had a booming economy and population. Barely 70 years old, the nation

already needed more room for farms, ranches, businesses, and growing families. Some people believed it was America’s **manifest destiny**, or obvious fate, to settle lands westward all the way to the Pacific Ocean in order to spread democracy. In the 1840s and 1850s, manifest destiny was tied up with the slavery issue. If American expanded, would slavery be allowed in the new territories? The new president, James K. Polk promised to annex both Texas and Oregon. In 1846 Britain and the United States signed a treaty that gave the United States all Oregon land south of the 49th parallel. This treaty drew the present-day border between the United States and Canada. In 1845 the congresses of both the Republic of Texas and the United States approved annexation of Texas.

 After winning independence from Spain in 1821, Mexico began changing old policies set by Spain. Mission lands were broken up into vast ranches. *Vaqueros*, or cowboys, managed the herds of cattle and sheep. Settlers, known as Californios, felt little connection to their faraway government in Mexico. American settlers also began coming to California and calling for its independence from Mexico.

 Since the Texas Revolution, the border between Mexico and Texas had been in dispute. Mexico claimed the border lay along the Nueces River while the United States claimed the Rio Grande as the border. In 1845 President Polk sent troops to the Rio Grande. When Mexican soldiers attacked them, Congress declared war on Mexico. Although many Americans thought the war was unjustified, U.S. troops pushed into Mexico, going from victory to victory until they finally captured Mexico City in 1847. A successful revolt against the Californios in Sonoma, known as the Bear Flag Revolt Americans proclaimed California an independent nation.

 The Treaty of Guadalupe Hidalgo officially ended the Mexican War in 1848. It increased the land area of the United States by almost 25 percent. Known as the Mexican Cession this land included the present day states of California, Nevada, and Utah and parts of Arizona, New Mexico, Colorado and Wyoming. In exchange for the territory the United States agreed to pay Mexico $15 million. A few years later in 1853 the Gadsden Purchase the U.S. received the southern parts of what are now Arizona and New Mexico in exchange for $10 million. With this purchase, the existing boundary with Mexico was made.

 After the Mexican-American War a flood of Americans moved to the Southwest. American newcomers struggled against Mexican Americans and Native Americans to control the land and other valuable resources such as water and minerals. Cultural encounters often led to conflict and violence. However, traditional knowledge and customs gradually shaped local economies and new and mutually beneficial trade patterns began to emerge. For example, in settlements with large Mexican populations laws were often printed in both English and Spanish while Mexican Americans taught Anglo settlers about mining in the mountains.

**Identifying Cause and Effect**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expanding West: The California Gold Rush (TB 364-369)

**Main Ideas**

1. The discovery of gold brought settlers to California.
2. The gold rush had a lasting impact on California’s population and economy.

**Vocabulary**

Forty-niners:

Before 1840 few Americans settled in California, although there was considerable trade between merchants

from Mexico and the United States. However, after Mexico allowed John Sutter to establish a colony in 1839, American settlers began arriving in greater numbers. In January 1848, Sutter sent a carpenter named James Marshall to build a sawmill beside a nearby river. While working near Sutter’s Mill, Marshall glanced at the ground. “I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold.” Sutter and Marshall agreed to keep the discovery a secret. However, when they examined the work site the next day, they met a Spanish-speaking Native American worker holding a nugget shouting, “Oro! Oro! Oro! [gold]

 With this discovery news spread across the country. During 1849 about 80,000 gold-seekers came to California hoping to strike it rich. These gold-seeking migrants to California were called **forty-niners**. Most forty-niners braved long and often dangerous journeys to reach California. Many easterners and Europeans arrived via sea routes. Midwestern gold-seekers usually traveled West in wagon trains. Most of them arrived in the small port town of San Francisco. Within a year, the population of San Francisco grew from around 800 to more than 25,000.

 Few of the forty-niners had any previous gold-mining experience. The forty-niners would prospect, or search for gold along the banks of streams or in shallow surface mines. The first person to arrive at a site would “stake a claim”. Early miners frequently banded together to search for gold. The miners agreed that each would keep a share of whatever gold was discovered. Mining methods also varied by the time of year and the location of the claim. Placer miners used pans or other devices to wash gold nuggets out of loose rock and gravel. Richer miners established companies to dig shafts and tunnels. Many individual success stories inspired prospectors. However, the good luck that made some miners wealthy never came to the thousands of gold seekers. Most of them found little except misery and debt.

 Mining camps sprang up wherever enough people gathered to look for gold. Among the gold seekers were thousands of immigrants from Mexico, China, Europe, and South America. Many found that they could earn a living by supplying miners with basic services like cooking, washing clothes, operating boardinghouses, or even providing legal services. For example, Biddy Mason and her family were brought as slaves to California from Georgia. She and her family gained their freedom and moved to the small village of Los

Angeles. Soon Mason became one of the wealthiest landowners in California.

 The forty-niners brought a population explosion and an economic boom to California. It became the 31st state of the Union in 1850. As the gold rush faded, many Californians took to farming and ranching. However, California remained isolated from the rest of the country until the transcontinental railroad was completed in 1869.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The North: The Industrial Revolution in America (TB 384-389)

**Main Ideas**

1. The invention of new machines in Great Britain led to the beginning of the Industrial Revolution.
2. The development of new machines and processes brought the Industrial Revolution to the United States.
3. Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812.

**Vocabulary**

Industrial Revolution:

Technology:

Interchangeable parts:

Mass Production:

In the early 1700s, most people in the United States and Europe made a living by farming. They made most

of what they needed by hand. For example, female family members usually made clothing. First, they used a spinning wheel to spin raw materials, such as cotton or wool into thread. They would then use a hand loom to weave the thread into cloth. Some families produced extra cloth to sell to merchants. Skilled workers such as blacksmiths set up shops to earn money by manufacturing goods by hand.

 By the mid-1700s, however, changes in Great Britain led to a greater demand for manufactured goods. People began creating ways to use machines to make things more efficient. These developments led to the **Industrial Revolution**, a period of rapid growth in using machines for manufacturing and production. The first important breakthrough of the Industrial Revolution took place in how textiles, or cloth items, were made. In 1769 Englishman Richard Arkwright invented a large spinning machine called a water frame. The water frame could produce dozens of cotton threads at the same time. It lowered the cost of cotton cloth and increased the speed of textile production. The machines were large and needed a power source. As a result, most textile mills were built near streams to use running water for power.

 Englishman Samuel Slater brought his knowledge of British textile technology to the United States. Along with Moses Brown, Slater operated a mill in Pawtucket, Rhode Island. The mill made cotton thread by machine and was instantly successful. Other businessmen followed his example. Most mills were in the located in the northeast due to the necessity of rivers and streams for power. Despite these great changes, most manufacturing was still done by hand in the America.

In the 1790s U.S. gun makers faced the problem of not producing muskets quickly enough to satisfy the government’s demand. Better **technology** was needed. Eli Whitney had the idea of manufacturing using **interchangeable parts** – parts of a machine that are identical. Using interchangeable parts made machines easier to assembly and broken parts easier to replace. As a result, the invention of interchangeable parts led to **mass production**, the efficient production of large numbers of identical goods. With all of these technological changes, U.S. manufacturing spread slowly. People who could buy good farmland would not work for low factory wages. British goods were still cheaper than American goods.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The North: Changes in Working Life (TB 390-395)

**Main Ideas**

1. The spread of mills in the Northeast changed workers’ lives.
2. The Lowell system revolutionized the textile industry in the Northeast.
3. Workers organized to reform working conditions.

**Vocabulary**

Lowell System:

With the focus now of working with machines in the north, workers no longer needed the specific skills of

craftspeople to run the machines of the new mills. However, many mill owners in the United States could not find enough people to work in factories because other jobs were available. Young male apprentices often left because their work was boring. Slater began hiring entire families and moved them to Pawtucket. In order to save money for his business, he paid workers in credit at the company store rather than paying them cash. This way Slater could reinvest money in his business. Slater’s strategy of hiring families and dividing factory work into simple tasks became known as the Rhode Island system. Many northeastern mill owners imitated Slater’s system.

 Not all mill owners followed the Rhode Island system. Francis Cabot Lowell, a businessman from New England developed a very different approach. The **Lowell system** was based on water-powered textile mills that employed young unmarried women. The system included a loom that could both spin thread and weave cloth in the same mill. Lowell constructed boardinghouses for the women. Boardinghouse residents were given a room and meals along with their jobs. These young women, called Lowell girls, journeyed from across New England to earn money instead of earning nothing on the family farm. Lowell girls were also encouraged to take classes and join social clubs. The mills paid them between $2 and $4 each week. The workers paid $1.25 for room and board. The working day was between 12 and 14 hours long, and daily life was carefully controlled. Cotton dust also began to cause health problems, such as chronic cough, for workers.

 Factories continued to spread in the 1800s, especially in New England. Craftspeople, who made goods by hand, felt threatened. Factories quickly produced low-priced goods. To compete with factories, shop owners had to hire more workers and pay them less. The wages of factory workers also went down as people competed for jobs. Immigrants also competed for jobs. As a result, skilled workers formed trade unions, groups that tried to improve pay and working conditions. Sometimes union members staged work stoppages called strikes. Workers on strike refuse to work until employers met their demands. Most early strikes were not successful, however. For example, courts and police usually supported companies; not striking union workers.

 Lack of support did not stop the campaign for better working conditions in factories. Sarah G. Bagley was the first highly ranked woman in America’s labor movement. In 1840 President Martin Van Buren had given a 10-hour workday to many federal employees. Bagley wanted the 10-hour workday for all workers. Men and women often worked 12 to 14 hours per day, six days a week. The unions won some concrete legal victories. Some states passed 10-hour workday laws. Nevertheless, companies often found ways to get around these new laws.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The North: The Transportation Revolution (TB 396-401)

**Main Ideas**

1. The Transportation Revolution affected trade and daily life.
2. The steamboat was one of the first developments of the Transportation Revolution.
3. Railroads were a vital part of the Transportation Revolution.
4. The Transportation Revolution brought many changes to American life and industry.

During the 1800s the United States was not only transformed by the Industrial Revolution but also the

Transportation Revolution. This was a period of rapid growth in the speed and convenience of travel as a result of new methods of transportation. People and information began traveling at much higher speeds. New towns and businesses sprang up with improved communication, travel, and trade. In 1803 American Robert Fulton tested his first steamboat design in France. By 1807 Fulton tested the *Clermont* in the United States. Steamboats increased trade and profits because goods could be moved quickly and thus more cheaply. The successful test helped launch the steamboat era. Sometimes the changes in transportation led to legal conflicts. In a landmark case, *Gibbons v. Ogden*, the Supreme Court reinforced the federal government’s authority to regulate trade between the states by ending monopolistic control over waterways in several states. The ruling freed up waters to even greater trade and shipping.

 In 1830 Peter Cooper built the *Tom Thumb*, a small but fast train. By 1860 about 30,000 miles of railroad tracks joined nearly every major eastern U.S. city. Trains took goods to faraway markets. Train travel averaged about 20 miles per hour and could be dangerous because of fires and derailment. However, the dangers did not discourage travelers who wanted to go places faster.

 The Transportation Revolution brought many changes to America. Steamboats and railroads made getting goods to distant markets easier and less costly. Trains brought new residents and raw materials to faraway cities. The Transportation Revolution also increased the use of certain natural resources that had not been important until then. As faster locomotives were built, coal replaced wood as the main source of power. A half ton of coal produced as much energy as two tons of wood but half the cost. Coal also became popular for heating homes. As the demand for coal increased, a coal mining industry developed in many states, including Pennsylvania, western Virginia, and Illinois.

 Later, in 1870s, the demand for coal increased as the demand for steel grew. Steel is made through a smelting process – heating iron ore to very high temperatures. Coal was used to fire the furnaces. Steel, which is much stronger than iron, was increasingly used to build factories and the machines they produced. Steel was also used to make the rails that trains ride on.

 The railroads also played a role in the growth of other businesses. The logging industry expanded as people in the growing towns and cities needed wood for houses and furniture. As newspaper publishing increased, demand for paper also grew. Lumber items became the primary product of New England. Railroads also caused cities to grow. Chicago was one such city. Its location on Lake Michigan made it an ideal transportation hub, linking the Midwest to the East and South.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The North: More Technological Advances (TB 402-405)

**Main Ideas**

1. The telegraph made swift communication possible from coast to coast.
2. With the shift to steam power, businesses built new factories closer to cities and transportation centers.
3. Improved farm equipment and other labor-saving devices made life easier for many Americans.
4. New inventions changed lives in American homes.

The 1800s continued to showcase thousands of inventions. In 1832 Samuel F.B. Morse perfected the

telegraph – a device that could send information over wires across great distances. To develop the telegraph Morse studied electricity and magnetism. Telegraphs carry pulses, or surges, of electric current over wires. The operator touches a bar, called a telegraph key that sets the length of each pulse. At the wires other end, the pulses change into clicks. A short click is a dot; a long click is a dash. Morse’s partner, Alfred Lewis Vail, developed a system known as Morse code– different combinations of dots and dashes that represent each letter of the alphabet. For example, *dot* *dot dot*, *dash dash dash*, *dot dot dot* is the distress signal called SOS. Skilled telegraph operators could send and receive many words per minute. Some people did not think Morse could actually read messages sent across long distances. However, during the 1844 Democratic Convention in Baltimore, Maryland, a telegraph wired news of a nomination to politicians who were in Washington. Soon telegraphs were relaying messages for businesses, the government, newspapers, and private citizens. Telegraph lines were strung on poles next to railroad tracks across the country.

 At the start of the Industrial Revolution, most factories ran on waterpower. In time, however, factory owners began using steam power. Steam power allowed business owners to build factories almost anywhere. By 1860 New England had as many factories as all of the South had. Many new factories were near cities and transportation centers, giving them better access to workers. In addition, by the 1840s new machinery could produce interchangeable parts.

 During the 1830s, technology began transforming the farm as well as the factory. In 1837 blacksmith John Deere saw that friends in Illinois had difficulty plowing thick soil with iron plows. He thought a steel blade might work better. His design for a steel plow was a success. By 1846 Deere was selling 1,000 plows per year. In 1831 Cyrus McCormick developed a new harvesting machine, the mechanical reappear, which quickly and efficiently cut down wheat. McCormick used new methods to encourage sales. His company advertised, gave demonstrations, and provided a repair and spare parts department. He also allowed customers to buy with credit. The combination of Deere’s plow and McCormick’s reaper allowed Midwestern farmers to plant and harvest huge crop fields. By 1860, U.S. farmers were producing more than 170 million bushels of wheat and more than 800 million bushels of corn per year.

 Many inventions of the Industrial Revolution made life easier. The sewing machine was among the American inventions that made home life easier. Isaac Singer made improvements on the sewing machine created by Elias Howe. Like McCormick, Singer allowed customers to buy his machines on credit and provided service. By 1860 Singer’s company was the world’s largest maker of sewing machines.

 Other advances improved on everyday items. In the 1830s, iceboxes cooled by large blocks of ice became available. Iceboxes stored fresh food safely for longer periods. Iron cook stoves began replacing cooking fires and stone hearths. Companies also began to mass produce earlier inventions. This allowed many families to buy household items, such as clocks, that they could not afford in the past. For example, a clock that cost $50 in 1800 was selling for only $1.50 by the 1850s. Additional useful items created during this period include matches, introduced in the 1830s, and the safety pin, invented in 1849.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The South: Growth of the Cotton Industry (TB 414-419)

**Main Ideas**

1. The invention of the cotton gin revived the economy of the South.
2. The cotton gin created a cotton boom in which farmers grew little else.
3. Some people encouraged southerners to focus on other crops and industries.

**Vocabulary**

Cotton gin:

After the American Revolution, the use of slaves began to decline. This was a result of crop prices for

tobacco, rice, and indigo dropping. Cotton was not a new crop to the southern states. However, few farmers planted much, for the short-staple cotton that grew well there was very hard to separate from its seeds. Northerner Eli Whitney changed that when he invented the **cotton gin**. This hand-cranked cylinder easily pulled cotton and seeds apart. With the cotton gin, cotton crops became profitable. A cotton gin could clean as much cotton as planters could plant and their slaves could pick. A planter was a large-scale farmer who owned more than twenty slaves.

 For southern farmers cotton had many advantages over other crops. Unlike food products, cotton could be stored for long periods of time. Its lightness made it fairly inexpensive to transport. Thus the cotton-supported slave trade grew, even as Congress worked to limit slavery in the nation.

 Most of the country’s cotton was produced in the cotton belt, which stretched from South Carolina to Texas. Without transportation systems such as roads and canals, southern farmers relied on rivers to move their cotton. When the cotton reached a port, the farmers sold their cotton to merchants who then contacted crop brokers to arrange transportation for the cotton aboard trading ships.

 Some leaders worried that the South depended too much on cotton. They wanted southerners to try a variety of cash crops and investments. Scientific agriculture, or the use of scientific methods to improve farming, encouraged southern farmers to rotate the kinds of crops that planted. One such crop was corn, the primary southern food crop. The South’s other successful crops included rice, sweet potatoes, wheat, sugarcane, tobacco, hemp, and flax. Some southerners also encouraged the growth of industry. The Tredegar Iron Works based in Virginia was the only factory to produce bridge materials, cannons, steam engines, and other products in the south.

**Question**

1. How might the rise of cotton production and slavery affect Southern society?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The South: Southern Society (TB 420-423)

**Main Ideas**

1. Southern society and culture consisted of four main groups.
2. Free African Americans in the South faced a great deal of discrimination.

Popular fiction often made it seem that all white southerners had many slaves and lived on large plantations. This romantic view was far from the reality. Only about one-third of all southerners owned slaves. Far fewer were actually wealthy planters. However, those few planters were among the most influential southern citizens, and many were political leaders.

 On the vast plantations, the planter ran the farm business. A wealthy planter would have overseers to help him. Planters also often arranged their children’s marriages based on business interests. The planter’s wife ran the household, which included many house slaves. Slave women typically cooked, cleaned, and helped care for the planter’s children. Wives also were in charge of important social events such as dances and dinners.

 Most southern farmers were yeomen. Yeomen owned small farms averaging about one hundred acres, and often they worked side by side with few slaves they might own. Yeomen families typically worked long days at a variety of tasks. Many white southerners were poor. They owned no slaves at all. Often they lived on land that could not grow crops. They survived by hunting, fishing, raising small gardens, and doing odd jobs for money.

 The economy of the South also depended on the businesses conducted in its busy cities. As in northern cities, southern cities provided many services to residents, including water systems and street maintenance. Southern cities used slave labor, too. Slaves worked as domestic servants, in mills, in shipyards, and at skilled jobs.

Religion was central to southern life. One reason was its social impact. Often farm families only saw their neighbors at church functions. Some southerners also believed that Christianity justified slavery – a belief not shared by Christians in the North. Wealthy white southerners argued that God created some people, like themselves, to rule others.

Not all Africans were slaves. More than 250,000 free Africans lived in the southern region by 1860. Some had been born free while others bought their freedom from their slaveholders or had run away. The presence of free Africans concerned some white southerners. They worried that those who were free would incite those who were enslaved to rise up against their owners. As a result, southern cities and states passed laws aimed at limiting the rights of these free Africans. Most free Africans could not vote, travel freely, or hold certain jobs. In some places, free Africans had to have a white person represent them in any business transaction. There were also laws which restricted where they were allowed to live or conduct business.

Additionally, many white southerners argued that free Africans did not have the ability to take care of themselves. This became another belief to justify the institution of slavery. To many white southerners, the very existence of free Africans threatened the institution of slavery.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The South: The Slave System (TB 424-429)

**Main Ideas**

1. Slaves worked at a variety of jobs on plantations.
2. Life under slavery was difficult and dehumanizing.
3. Slave culture centered on family, community, and religion.
4. Slave uprisings led to stricter slave codes in many states.

**Vocabulary**

Nat Turner’s Rebellion:

Most enslaved African Americans lived in rural areas where they worked on farms and plantations.

Enslaved people on small farms usually did a variety of jobs. On large plantations, most slaves were assigned specific jobs mostly working in the fields. Most planters used the gang labor system to get their fields farmed. In this system enslaved men, women, and children over ten years of age all did the same fieldwork from dawn until dark. Some slaves worked as butlers, cooks, or nurses in the planter’s home. These slaves often had better food, clothing, and shelter than field hands did, but they often worked longer hours. They had to serve the planter’s family 24 hours a day.

 On large plantations, some enslaved Africans worked at skilled jobs, such as blacksmithing or carpentry. Sometimes planters let these slaves sell their services to other people. Often planters collected a portion of what was earned but allowed slaves to keep the rest. This was one way some skilled slaves earned enough money to buy their freedom from their slaveholders. Enslaved people often endured poor living conditions. Planters housed them in dirt floor cabins with few furnishings and often leaky roofs. The clothing given to them was usually simple and made of cheap, coarse fabric.

 To most southern slaveholders, slaves were property, not people. As property, slaves could be bought and sold. Usually, this business occurred at a slave auction. At these auctions family members could be sold away from each other forever. Many slaveholders used cruel punishments to make sure their slaves stayed obedient. In addition, many states passed strict slave codes. These laws limited what slaves could do. For example, in some states it was illegal to teach slaves to read and write.

 For enslaved Africans, the family was the most important aspect of their lives. Parents made sure their children knew the African part of their history, including African customs and traditions. Since they could not read and write they passed this information on verbally. Some of their stories were folktales – stories with morals – to teach children how to survive slavery. Religion was also an important part of the culture of enslaved Africans. Christian slaves believed in God’s eyes they were equal to anyone else. They held onto the hope that someday they would be freed. Often, these beliefs were expressed in the spirituals or emotional Christian songs that blended African and European music.

 Enslaved Africans also found a variety of ways to protest their treatment. Some even ran away. However, getting all the way North to freedom was filled with dangers and hardships. Most runaways were caught and forced to return. Sometimes slaves protested with violence risking certain punishment. This was true of Virginia slave Nat Turner. During **Nat Turner’s Rebellion** in 1831, slaves killed about sixty white people. In the end, though more than a hundred slaves were killed and Turner was executed. In response to this uprising, many states strengthened their slave codes.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Movements in America: Immigrants and Urban Challenges (TB 438-442)

**Main Ideas**

1. Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
2. Industrialization led to the growth of cities.
3. American cities experienced urban problems due to rapid growth.

Between 1840 and 1860, more than four million immigrants came to the United States. Many came from

Ireland fleeing starvation from the potato famine. The famine also meant that many Irish immigrants arrived poor. Many settled in cities in Massachusetts, New Jersey, New York, and Pennsylvania. They worked at unskilled jobs in the cities or on building canals and railroads. Irish women often worked as domestic servants for wealthy families, laboring 16 or more hours per day. Unlike the Irish, immigrants from Germany often arrived with some money. In 1848 some Germans had staged a revolution against harsh rule. Some educated Germans fled to the United States to escape persecution caused by their political activities. Most German immigrants, however, were working class, and they came for economic reasons. Many bought farmland in America’s Midwest. Those who moved to cities worked as tailors, seamstresses, bricklayers, servants, clerks, cabinetmakers, bakers, and food merchants. While most Irish immigrants were Catholics, German immigrant groups included Catholics, Jews, and Protestants.

 To many native-born Americans, the new immigrants posed an implicit threat. Americans worried that immigrants would take away their jobs. Immigrants would do the same work but for less money. The Americans also mistrusted immigrants who were Catholic. In Europe, Protestants and Catholics had a history of conflicts. Americans who opposed immigration for these reasons were known as nativists. Together the nativists formed a political group called the Know-Nothing Party, which tried to limit immigration.

 The combination of the Industrial Revolution and the Transportation Revolution led to American city growth during the mid-1800s. Those who owned their own businesses or worked in skilled jobs benefited most from the rise in industries. The families of these merchants, manufacturers, professionals, and master craftspeople made up a growing social class. This new middle class was a social and economic level between the wealthy and the poor. In the growing cities, people found entertainment and an enriched cultural life. In the mid-1800s people also attended urban theaters. Favorite pastimes included bowling, boxing, and playing cards. The rules of baseball were formalized in 1845, and the game became increasingly popular.

Most people who moved to the city to work could afford only tenements – poorly designed apartment buildings that housed large numbers of people. These structures were often dirty, overcrowded, and unsafe. Cities had not yet learned how to deal with the filth and garbage generated by so many people and killer epidemics resulted. In 1832 and 1849, for example, New York City suffered cholera epidemics that killed thousands of people. Crime and fires also plagued the fast-growing cities of the United States.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Movements in America: American Arts (TB 443-445)

**Main Ideas**

1. Transcendentalists and utopian communities withdrew from American society.
2. American Romantic painters and writers made important contributions to art and literature.

**Vocabulary**

Transcendentalism:

Some New England writers and philosophers found spiritual wisdom in **transcendentalism**, the belief that

people could transcend, or rise above material things in life. Transcendentalists also believed that people should depend on themselves and their own insight, rather than on outside authorities. Important transcendentalists included Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. Some transcendentalists created communities apart from society. In these utopian communities people hoped to form a perfect society. Some, such as the Shaker communities, were based on religious beliefs.

 In the early and mid-1800s, many artists were inspired by simple life and nature’s beauty. Some joined the Romantic movement that began in Europe with British poets such as Blake, Byron, Keats, and Shelley. For the Romantics, each person brought a unique point of view to the world. These writers used their emotions to guide their words. At this time American Romantic writers began to develop an American style. Female writers such as Ann Sophia Stephens wrote popular historical fiction novels. Another historical novel, *The Scarlet Letter* by Nathaniel Hawthorne described Puritan life in America. Herman Melville wrote *Moby- Dick*, considered to be one of America’s finest novels. Edgar Allan Poe also gained fame for his short stories and poetry. Emily Dickinson, Henry Wadsworth Longfellow, and John Greenleaf Whittier are just three additional poets from this time period whose works have long outlived them. The same is true of Walt Whitman who used his poetry collection *Leaves of Grass* to praise American individualism and democracy.

**Question**

1. Do you think the Romantic movement was important to American culture? Explain.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Movements in America: Reforming Society (TB 448-453)

**Main Ideas**

1. The Second Great Awakening sparked interest in religion.
2. Social reformers began to speak out about temperance and prison reform.
3. Improvements in education reform affected many parts of the population.
4. Northern African American communities became involved in reform efforts.

**Vocabulary**

Temperance Movement:

During the 1790s and early 1800s, some Americans took part in a Christian renewal movement called

the Second Great Awakening. By the 1820s and 1830s, this new interest in religion had spread to New England and the South. Charles Grandison Finney and Lyman Beecher were two the leaders of the Second Great Awakening. Through the efforts of Finney and other ministers, many Americans joined churches across the country.

 In the spirit of the Second Great Awakening, people tried to reform many of society’s troubles. The **temperance movement** aimed to limit alcohol consumption. Lyman Beecher and other ministers spoke about the evils of alcohol. Another reformer, Dorothea Dix reported on the terrible conditions she found when she visited some Massachusetts prisons. Imprisoned along with adult criminals were the mentally ill and children. Due to her efforts and others, governments built hospitals for the mentally ill and reform schools for young lawbreakers. They also began to try to reform, not just punish, prisoners.

 Education in the early 1800s also improved with the common-school movement. This movement, led by Horace Mann worked to have all students, regardless of background, taught in the same place. Women’s education also improved at this time. Several women’s schools, including Catherine Beecher’s all-female academy in Connecticut opened. Teaching people with disabilities improved, too. For example, Thomas Gallaudet bettered the education of the hearing impaired.

 In this period, life improved for the nation’s free black population. The Free Africans Religious Society founded by Richard Allen, pressed for equality and education. Leaders such as Alexander Crummel helped build African American schools in New York, Philadelphia, and other cities. In 1835 Oberlin College became the first college to admit African Americans. Soon after in the 1840s several African American colleges were founded.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Movements in America: The Movement to End Slavery (TB 454-459)

**Main Ideas**

1. Americans form a variety of backgrounds actively opposed slavery.
2. Abolitionists organized the Underground Railroad to help enslaved Africans escape.
3. Despite efforts of abolitionists, many Americans remained opposed to ending slavery.

**Vocabulary**

Abolition:

Underground Railroad:

By the 1830s many Americans formed a movement to end slavery. They supported **abolition**. These abolitionists worked for emancipation, or freedom from slavery for all who lived in the United States. Some abolitionists thought that ex-slaves should get the same rights enjoyed by other Americans. Others, however, hoped to send the freed blacks back to Africa to start new colonies there. In fact, the American Colonization Society successfully founded the African colony of Liberia.

Many abolitionists spread the message of abolition using the power of the pen. William Lloyd Garrison for example, ran the *Liberator* newspaper. In 1833 he also helped establish the American Anti-Slavery Society. This group believed in emancipation and racial equality. Angelina and Sarah Grimke were two sisters from a southern slave-holding family. They wrote pamphlets and a book trying to convince whites to join the fight against slavery. Another abolitionist, Frederick Douglass was a slave who secretly learned to read and write. After he escaped slavery he used those skills to support the abolition movement by publishing a newspaper and writing books about his life. Douglass also was a powerful speaker who vividly described slavery’s horrors. Many other ex-slaves also were active abolitionists. An additional example was Sojourner Truth who became famous for her anti-slavery speeches.

 By the 1830s a loosely organized group began helping slaves escape from the South. To support this effort, free Africans, ex-slaves and a few white abolitionists worked together. They created what became known as the **Underground Railroad**. The organization was not an actual railroad but a network of people who arranged transportation and hiding places for escaped slaves. One of the most famous “conductors” of the Underground Railroad was an ex-slave Harriet Tubman. On her own she made nineteen trips to the north freeing more than 300 slaves without ever once being caught.

 Although the North was the center of the abolitionist movement many white northerners agreed with the South and supported slavery. Others disliked slavery but opposed equality for Africans. Some workers feared losing jobs to newly freed slaves who they believed would accept lower wages. Abolition leaders were also at times threatened with violence by supporters of slavery. Many white southerners saw slavery as vital to the South’s economy and culture. Racism, fear, and economic dependence on slavery made emancipation all but impossible in the South.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New Movements in America: Women’s Rights (TB 461-466)

**Main Ideas**

1. Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
2. Calls for women’s rights met opposition from men and women.
3. The Seneca Falls Convention launched the first organized women’s rights movement in the United States.

**Vocabulary**

Seneca Falls Convention:

Declaration of Sentiments:

One of the larger reform movements of the 1800s were when some female abolitionists began focusing women’s rights. For example, the Grimke sisters were criticized for speaking in public. Their critics felt they should stay at home. Sarah Grimke responded by writing a pamphlet in support of women’s rights. She also argued for equal educational opportunities as well as for laws that treated women in an equal manner. Abolitionist Sojourner Truth also became a women’s rights supporter. The ex-slave never learned to read or write, but she became a great and influential speaker.

 The women’s movement had many critics – both men and women. Some felt a woman should stay home. Others felt women were not as physically or mentally strong as men. Therefore, they needed the protection of first their fathers, then their husbands. As a result, after marriage husbands took control of their wives’ property.

 With the support of leaders like Elizabeth Cady Stanton and Lucretia Mott, the **Seneca Falls Convention** opened July 19, 1848 in Seneca Falls, New York. It was the first time American women organized to promote women’s rights. It resulted in the **Declaration of Sentiments**. This document officially requested equality for women. It brought eighteen charges against men, much as the Declaration of Independence had brought eighteen charges against King George III. After the convention more women rose to lead the fight for rights. Lucy Stone, for example, was another abolitionist who spoke out for women’s rights. Susan B. Anthony argued that women should be paid the same as men for the same job, and that women could do the jobs reserved for men. Due to her efforts certain property rights were won for women. However some rights, such as the right to vote, were not won until much later.

**Question**

1. How did the abolition movement influence women to demand equal rights?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Divided Nation: The Debate over Slavery (TB 476-481)

**Main Ideas**

1. The addition of new land in the West renewed disputes over the expansion of slavery.
2. The Compromise of 1850 tied to solve the disputes over slavery.
3. The Fugitive Slave Act caused more controversy.
4. Abolitionists used antislavery literature to promote opposition.

The United States added more than 500,000 square miles of land as a result of winning the Mexican-

American War in 1848. The additional land returned the country back into its debate over the expansion of slavery. The Missouri Compromise of 1820 had divided the Louisiana Purchase into either free or slave regions. It prohibited slavery north of latitude 36 degrees 30’ but let Missouri become a slave state. In the 1840s President James K. Polk wanted to extend this line to the West coast, dividing the Mexican cession into two parts – one free and one enslaved. Many northerners supported the Wilmot Proviso, which would outlaw slavery in new lands. Many southerners, on the other hand, did not support the bill. Arguments about the proviso showed growing sectionalism, or favoring the interests of one section or region over the interests of the entire country. Other Americans favored the idea of popular sovereignty. They thought each region’s voters should decide the question of slavery for that region. The debate was so intense that a third political party, the Free Soil Party formed to support abolition.

 The California gold rush caused such rapid population growth that California applied to join the Union as a state instead of as a territory. Most Californians opposed slavery which had been illegal when the state was part of Mexico. Additionally, many forty-niners had come from free states. However, if California became a free state, what would happen to the balance of power between free and slave states? The **Compromise of 1850** was presented by Kentucky’s Senator Henry Clay. Its purpose was to maintain the delicate balance between slave and free states. With the Compromise of 1850 California was able to enter the Union as a free state. The rest of the Mexican Cession was divided into two territories – Utah and New Mexico – where the question of whether to allow slavery would be decided by popular sovereignty. Senator John C. Calhoun of South Carolina asked that the slave states be allowed to “separate and part in peace”.

 Part of the Compromise of 1850 required passing of the **Fugitive Slave Act**. This act made it a crime to help runaway slaves. Many abolitionists expressed their antislavery feelings in speeches. Others used the written word to influence people on the issue of slavery. One effective author was Harriet Beecher Stowe. In 1852 Stowe’s antislavery novel *Uncle Tom’s Cabin* was published. The book showed some of the consequences of slavery. It sold more than 2 million copies and influenced many to support the end of slavery.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Divided Nation: Trouble in Kansas (TB 483-487)

**Main Ideas**

1. The debate over the expansion of slavery influenced the election of 1852.
2. The Kansas-Nebraska Act allowed voters to allow or prohibit slavery.
3. Pro-slavery and antislavery groups clashed violently in what became known as “Bleeding Kansas”.

**Vocabulary**

Kansas-Nebraska Act:

In the presidential election of 1852 Democrats nominated Franklin Pierce from New Hampshire. He was

not a well-known politician; however his promise to honor the Compromise of 1850 assured him many southern votes. Pierce ran against Winfield Scott. Pierce’s win over Scott was resounding. When the votes were counted it was discovered that out of the 31 states, 27 voted for Pierce.

 The slavery issue continued to plague the United States. In January 1854 Representative Stephen Douglas introduced a bill that addressed slavery in the Louisiana Territory. When it was signed into law on May 30th it became known as the **Kansas-Nebraska Act**. It got its name from the two territories into which it the rest of Louisiana was divided. In each territory popular sovereignty would determine the answer to the slavery question. This act would eliminate the Missouri Compromise’s restriction on slavery north of the 36 degree 30 latitude line. Antislavery northerners feared the implications of the Act. They were afraid free territory would become slave territory. To make sure Kansas voted in favor of slavery, pro-slavery voters left their homes in Missouri to cross the border and vote in Kansas. They won and quickly set up a pro-slavery government. However those who did not believe in slavery set up another separate government in Topeka.

 By early 1856 Kansas had two opposing governments and the population was angry. In April 1856 a congressional committee arrived in Kansas to decide which government was legitimate. In May 1856 pro-slavery jurors charged antislavery leaders with treason. Pro-slavery forces rode to Lawrence to arrest those charged. When they found the suspects had fled, they burned the town. The Sack of Lawrence outraged many abolitionists including New England abolitionist John Brown. Together with a small group that included four of his sons, Brown began the Pottawatomie Massacre in which five pro-slavery men were killed. Quickly, Kansas fell into civil war. Fighting even took place on the Senate floor. South Carolina Representative Preston Brooks used his cane to beat Massachusetts Senator Charles Sumner into unconsciousness because of Sumner’s criticisms of pro-slavery leaders.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Divided Nation: Political Divisions (TB 488-492)

**Main Ideas**

1. Political parties in the United States underwent change due to the movement to expand slavery.
2. The Dred Scott decision created further division over the issue of slavery.
3. The Lincoln-Douglas debates brought much attention to the conflict over slavery.

**Vocabulary**

Republican Party:

As the 1850s progressed Whigs, Democrats, Free-Soilers, and abolitionists united to create the **Republican**

**Party** to fight slavery. For the 1856 presidential election the Democratic Party nominated James Buchanan of Pennsylvania. Buchanan had been out of the country during the Kansas bloodshed but he defeated Know-Nothing Millard Fillmore and Republican John C. Fremont.

 Just two days after Buchanan became president, the Supreme Court issued a historic ruling about slavery. Dred Scott was a slave. His owner was a doctor who traveled from Missouri, a slave state, to free areas and back again to Missouri. After the death of his owner, Scott sued for his freedom since he had lived in free states. The Supreme Court’s decision in this complex case was against Scott. Chief Justice Roger B. Taney in his judgment claimed Africans were not citizens, and thus only citizens could sue in federal court. Taney also wrote in the *Dred Scott* decision that slaves were considered property and Scott living in free territory did not make him free. Taney said that Congress could not stop people from taking slaves into federal territory. Many antislavery voices rose against the decision. This included the voice of an Illinois lawyer named Abraham Lincoln.

 In 1858 Abraham Lincoln ran for U.S. Senate seat as the Republican candidate. His opponent was Democrat Stephen Douglas who was up for re-election. During the campaign the two men met several times in what became known as the Lincoln-Douglas debates. In the debates Lincoln was careful not to talk about slavery in the existing slave states. Instead, he claimed Democrats were trying to spread slavery across the nation. During the second debate, Lincoln questioned Douglas about popular sovereignty. He wondered whether that belief went against the *Dred Scott* decision. In other words, how could the people ban what the Supreme Court allowed? Douglas restated his belief in popular sovereignty. His response was remembered as the Freeport Doctrine. The Freeport Doctrine put the slavery question back in the hands of American citizens. It helped Douglas win the Senate seat. Lincoln, while not victorious, became a strong important leader of the Republican Party.

**Question**

1. Despite his loss in the election, how did Lincoln become the leader of the Republican Party?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Divided Nation: The Nation Divides (TB 493-497)

**Main Ideas**

1. John Brown’s raid on Harper’s Ferry intensified the disagreement between the states and slave states.
2. The outcome of the election of 1860 divided the United States.
3. The dispute over slavery led the South to secede.

**Vocabulary**

Secede:

Confederate States of America:

In 1858 abolitionist John Brown tried to start an uprising against slave owners. He wanted to attack the

federal arsenal in Virginia and seize weapons there. He planned to arm local slaves. John Brown’s Raid began on October 16, 1859. Although he succeeded in taking the arsenal, federal troops overwhelmed him and his small group. They killed some of Brown’s followers and captured others, including Brown himself. Brown was charged and found guilty. On December 2, 1859 he was hanged for his crimes. Many northerners agreed with Brown’s anti-slavery beliefs, but they did not agree with his violent methods. Southerners worried that Brown’s raid was the start of more attacks on the South.

 The country was tearing apart as the 1860 presidential election approached. The Democrats proposed two candidates – the North’s Stephen Douglas and the South’s John C. Breckinridge. Abraham Lincoln ran on the Republican ticket. Lincoln won 180 of 183 electoral votes in free states. The election results angered southerners. Lincoln did not campaign in their region and did not carry any southern states, but he became the next president. The election signaled that the South was losing its national political power.

 Lincoln insisted that he would not change slavery in the South. However, he said that slavery could not expand and thus would eventually die out completely. That idea angered many southerners. People in the South believed their economy and way of life would be destroyed. In response to Lincoln’s policy on the expansion of slavery South Carolina elected to dissolve “the union now subsisting [existing] between South Carolina and other States” on December 20, 1860. Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas also **seceded** to form the **Confederate States of America**, also called the Confederacy. Its new constitution guaranteed citizens the right to own slaves. Jefferson Davis of Mississippi was elected as president of the Confederacy.

 President Lincoln was inaugurated on March 4, 1861. While he believed that U.S. citizens had the power to change their government through majority consent, he opposed the idea that southern states could leave the Union because they were unhappy with the government’s position on slavery. He announced he would keep all government property in the seceding states. However, he also tried to convince southerners that his government would not provoke a war. He hoped that, given time, southern states would return to the Union.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Civil War: The War Begins (TB 510-515)

**Main Ideas**

1. Following the outbreak of war at Fort Sumter, Americans chose sides.
2. The Union and the Confederacy prepared for war.

**Vocabulary**

Fort Sumter:

Cotton Diplomacy:

After being elected in 1861, Abraham Lincoln took office as seven southern states left the Union. He

promised he would not end slavery where it existed. However, he also promised to preserve the Union. Confederate officials already were taking control of federal mints, arsenals, and forts. Fighting finally broke out at **Fort Sumter**, a federal fort in the Confederate state of South Carolina. Federal troops refused to surrender to the Confederacy. Within two days Fort Sumter fell, beginning the Civil War. Lincoln called 75,000 men to put down the South’s rebellion. After Lincoln called for troops, all the states had to choose a side. Pennsylvania, New Jersey, and the states north of them rallied to the president’s call.

The crucial slave states of the Upper South – North Carolina, Tennessee, Virginia, and Arkansas – seceded. They provided soldiers and supplies to the South. Wedged between the North and the South were the key border states of Delaware, Kentucky, Maryland, and Missouri – slave states that did not join the Confederacy. Kentucky and Missouri controlled parts of important rivers. Maryland separated the Union capital, Washington, D.C., from the North. In addition, western Virginia broke off from Confederate Virginia to stay in the Union.

Numbers tell an important story about the Civil War. Consider the North’s advantages. It could draw soldiers and workers from a population of 22 million. The South had only 5.5 million people to draw from. One of the greatest advantages in the North was the region’s network of roads, canals, and railroads. Some 22,000 miles of railroad tracks could move soldiers and supplies throughout the North. The South had only about 9,000 miles of track. In the North the Civil War stimulated economic growth. To supply the military, the production of coal, iron, wheat, and wool increased. Also, the export of corn, wheat, beef, and pork to Europe doubled. In the South, the export of resources decreased because of a Union blockade on southern ships. Finally, in regards to money the North had a more developed economy, banking system, and a currency called greenbacks. The South had to start printing its own Confederate dollars.

In the beginning, Union General Winfield Scott had a two-part strategy to conquer the South. First he would destroy its economy with a naval blockade. Second he would gain control of the Mississippi River to help divide the South. The Confederacy also had its own plan of attack. Part of that plan involved **cotton diplomacy** – the hope that Britain would support the Confederacy because it needed cotton. This strategy did not work because Britain had large stores of cotton and received its supply from India and Egypt.

Neither side was prepared for the war to come. However, many citizens – northern and southern – were eager to help. Thousands upon thousands of young men answered the call to arms and volunteered to serve in both armies. Civilians, too, volunteered to help. They raised money to aid soldiers and their families. They staffed and supplied emergency hospitals. In the Union alone, about 3,000 women served as army nurses.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Civil War: The War in the East (TB 516-521)

**Main Ideas**

1. Union and Confederate forces fought for control of the war in Virginia.
2. The Battle of Antietam gave the North a slight advantage.
3. The Confederacy attempted to break the Union naval blockade.

**Vocabulary**

Ironclads:

In July 1861, the Union and Confederate armies clashed near Manassas Junction, Virginia. At first the

Union soldiers under General Irvin McDowell pushed back the left side of the Confederate line. Then Southern troops, inspired by General Thomas “Stonewall” Jackson, fought back. With reinforcement arriving, the Confederate troops drove the Union army back. This conflict, referred to as the First Battle of Bull Run, showed that the war would not be an easy victory for the Union. After the failed attempt to take Richmond, Lincoln tried again. This time he sent new commander General George B. McClellan. In the spring of 1862, McClellan led 100,000 soldiers on a slow march to Richmond. Then, in June, General Robert E. Lee took command of the Confederate forces. On June 26th the two armies met in the Seven Days’ Battles. These battles pushed McClellan away from Richmond. During the Second Battle of Bull Run, Jackson’s troops defeated another Union army before it could march directly on Richmond.

 A copy of Lee’s battle strategy left behind led to the next major battle of the Civil War. The Union discovered the Confederates were going to attack Harpers Ferry. McClellan sent his troops to stop them. The Battle of Antietam took place on September 17, 1862. It halted Lee’s northward march. Despite this success the battle was the bloodiest of the Civil War and of United States history. At the same time, the Union blockade of Southern ports was very effective. It reduced the number of ships entering southern ports from 6,000 to 800 per year. Even though both sides had the innovation of **ironclads**, the Union continued the blockade uninterrupted.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Civil War: The War in the West (TB 522- 525)

**Main Ideas**

1. Union strategy in the West centered on control of the Mississippi River.
2. Confederate and Union troops struggled for dominance in the Far West.

In February 1862 General Ulysses S. Grant led a Union army into Tennessee. He was headed toward the

Mississippi River to capture outposts that would separate the eastern Confederacy from its western food-supplying states. On the way Grant and his forces took both Fort Henry and Fort Donelson. Near Shiloh Church, Grant halted his troops to wait for more soldiers to arrive. Although Grant was aware of Confederate troops in the area, he was caught by surprise when they attacked on April 6th. During the two-day Battle of Shiloh, each side lost and gained ground. Union reinforcements arrived and helped push the Confederates into retreat. This win helped the Union control part of the Mississippi River Valley.

 To control the Mississippi River, the Union had to first deal with New Orleans, the south’s largest city and the valuable port. However, two forts guarded New Orleans from the south. Union Admiral David Farragut solved that problem by racing past the two forts in the darkness before dawn on April 24, 1862. Within days New Orleans fell to the Union forces. Farragut continued north, taking more cities, until he reached Vicksburg, Mississippi. The geography of Vicksburg allowed Confederate General John C. Pemberton to stop any attempt to attack the city. So, instead of trying to attack Vicksburg directly, General Grant cut the city off and shelled it repeatedly. The Siege of Vicksburg lasted about six weeks before hunger forced the Confederates to surrender. The Mississippi River was now under Union control.

 Fighting also broke out in the southwest, as the Confederates tried to take control there. Defeats in Arizona and at Glorieta Pass stopped Confederates from taking lands in the West. Confederate-Union conflicts in Missouri also ended with a Confederate defeat, despite aid from the Cherokee. At the same time, attacks on Union forts and raids on towns forced the Union commanders to keep valuable troops stationed in the western states and territories.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Civil War: Daily Life during the War (TB 528-534)

**Main Ideas**

1. The Emancipation Proclamation freed slaves in Confederate states.
2. African Americans participated in the war in a variety of ways.
3. President Lincoln faced opposition to the war.
4. Life was difficult for soldiers and civilians alike.

**Vocabulary**

Emancipation:

Emancipation Proclamation:

Habeas Corpus:

At the heart of the nation’s bloody struggle were millions of enslaved Africans. Abolitionists urged

President Lincoln to free them. **Emancipation** would free many slaves on which the South’s economy relied. After the Battle of Antietam, Lincoln presented the **Emancipation Proclamation** on September 22, 1862. Despite the impossibility of enforcing it in Confederate-held states, the proclamation still had a distinct effect on the war.

 As the war casualties climbed, the Union needed even more troops. African Americans were ready to volunteer. In July 1862 Congress decided to allow African Americans to join the army as laborers. This decision included both free African Americans and contrabands, or escaped slaves. Within a year several African American units had formed. The most famous of these was the 54th Massachusetts Infantry, which helped attack South Carolina’s Fort Wagner. African American soldiers received $10 a month, while white soldiers got $13. They also faced greater danger because, if captured by Confederates, they could be returned to slavery. In fact, Lincoln suggested these soldiers be rewarded by getting the right to vote. In total, about 180,000 African Americans served with the Union army.

 While the north and south were intensely fighting, some mid-westerners did not think the war was necessary. They called themselves Peace Democrats, but their enemies called them **Copperheads**, after the poisonous snake. Since he saw them as a threat to the war effort, Lincoln had Copperheads put in jail with no evidence and no trial. To do this he ignored their right of **habeas corpus**, the constitutional protection against unlawful imprisonment. Despite this and the northern draft, Lincoln won his second election in 1864.

 For soldiers fighting in the war both camp life and combat offered dangers. Poor camp conditions, including lack of medicine and painkillers, led to illness. This alone killed more men than battle did. Those wounded or captured in battle often met the same fate. Those left behind took over the work of the men who went to war. In addition, many women also provided medical care for the soldiers. For example, volunteer Clara Barton formed the organization that would become the American Red Cross.

**Question**

1. Should President Lincoln have suspended the right to habeas corpus? Why?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Civil War: The Tide of War Turns (TB 536-543)

**Main Ideas**

1. The Union tried to divide the Confederate Army at Fredericksburg, but the attempt failed.
2. The battle of Gettysburg in 1863 was a major turning point in the war.
3. During 1864 Union campaigns in the East and South dealt crippling blows to the Confederacy.
4. Union troops forced the South to surrender in 1865, ending the Civil War.

In late 1862 Confederate troops under the command of General Robert E. Lee won a battle at

Fredericksburg, Virginia. In the spring of 1863 they again defeated Union troops at Chancellorsville. Hoping a Confederate win on Union soil would break the Union’s spirit, Lee headed into Union territory. The Battle of Gettysburg, which started July 3, 1863, was the consequence of Lee’s decision. The first day Lee’s troops pushed General Meade’s soldiers back. The Union troops had to set up on top of two hills outside the town. On the second day, Confederate troops tried to take the hill called Little Round Top, but failed. On the third day, Lee ordered General George Pickett to lead a charge on Cemetery Ridge. Pickett’s Charge was a disaster. Over half the Confederates were killed, and Lee retreated. Never again would his troops reach northern land. On November 19, 1863, at the dedicating ceremony of the Gettysburg battlefield cemetery, President Lincoln gave a speech called the Gettysburg Address. In this speech he praised the bravery of Union soldiers and renewed his commitment to winning the Civil War.

 From May through June the armies fought in northern and central Virginia. Union troops launched the Wilderness Campaign – a series of battles designed to capture the Confederate capital at Richmond, Virginia. Although he lost more men than Lee, Grant also had more reinforcements. As a result of the battles, Grant was winning the war. To assure his re-election, Lincoln needed a victory. General William Tecumseh Sherman provided it by capturing Atlanta, Georgia. This victory helped Lincoln get re-elected in a landslide victory. Sherman did not stop at Atlanta. He ordered his troops to cut a path of destruction through Georgia, practicing total war – destroying civilian and economic resources. On April 9, 1865, at Appomattox Courthouse, Lee officially surrendered to Grant. The long, bloody war was over. However, the question of how the United States could be united again remained.

**Question**

1. What problems did the South face at the end of the war?

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reconstruction: Rebuilding the South (TB 552-557)

**Main Ideas**

1. President Lincoln and Congress differed in their views as Reconstruction began.
2. The end of the Civil War meant freedom for African Americans in the South.
3. President Johnson’s plan began the process of Reconstruction.

**Vocabulary**

Reconstruction:

Freedman’s Bureau:

As soon as the Civil War ended, Reconstruction began. **Reconstruction** was the process of reuniting the

nation and rebuilding the southern states. President Lincoln proposed southerners be offered amnesty, or an official pardon. Southerners had to swear an oath of loyalty to the United States and accept the ban of slavery. When ten percent of the voters in any state took the oath, that state could be accepted back into the Union. This was called the Ten Percent Plan. Some politicians argued that Congress, not the president, should control the southern states’ return to the Union. They supported the Wade-Davis Bill instead of President Lincoln’s plan. Following procedures of the Wade-Davis bill, a state had to meet two conditions before it could rejoin the Union. First, it had to ban slavery. Second, a majority of adult males in the state had to take the loyalty oath. Also, only southerners who swore they had never supported the Confederacy could run for office. In the end, Lincoln vetoed this plan.

 One thing Republicans agreed on was abolishing slavery. On January 31, 1865, at President Lincoln’s urging, Congress passed the Thirteenth Amendment. This amendment made slavery illegal throughout the United States. The law was ratified and took effect on December 18, 1865. Former slaves reacted to freedom in many ways. They legalized their marriages, searched for relatives who had been sold, took last names, and moved to new places. To help the South’s poor and freed people Congress created the **Freedmen’s Bureau** in 1865. One of its roles was to build more schools. Some freed people also established their own schools. Although some southerners violently resisted the idea of educating African Americans, freed people of all ages attended classes.

 With so many rapid changes already taking place in the United States, April 14, 1865 would become even more historic. President Lincoln and his wife attended a play at Ford’s Theater in Washington, D.C. During the play, John Wilkes Booth, a southerner who opposed Lincoln’s policies, sneaked into his theater box and shot him. Lincoln was rushed to a boardinghouse across the street where he died early the next morning. Vice President Andrew Johnson was sworn into office quickly soon after. Johnson’s plan for bringing southern states back into the Union was similar to Lincoln’s plan. However, he decided that wealthy southerners and former Confederate officials would need a presidential pardon to receive amnesty. Johnson shocked many Republicans though by eventually pardoning more than 7,000 people by 1866.

 By the end of 1865, all the southern states except Texas had created new governments. Johnson approved them all and declared that the United States was restored. Newly elected representatives came to Washington from each reconstructed southern state. Many Republicans made note though that many new representatives had been leaders of the Confederacy. Congress therefore refused to readmit the southern states into the Union. Clearly, the nation was still divided.