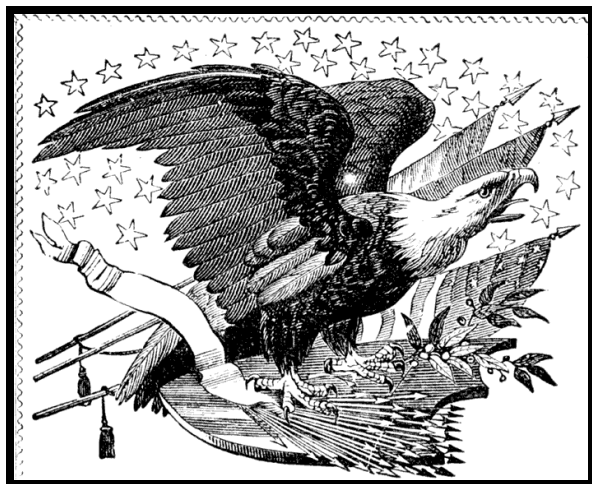


8th Grade History Review



Name:

Teacher:

Period:

Table of Contents

8.1 Events Preceding Founding of US.....	page 3
8.2 The Constitution.....	page 5
8.3 American Political System.....	page 7
8.4 Aspirations and Ideals of US.....	page 9
8.5 US Foreign Policy, 1787-1820.....	page 11
8.6 The Northeast, 1800-1850.....	page 13
8.7 The Southern US, 1800-1850.....	page 15
8.8 The Western US, 1800-1850.....	page 17
8.9 Attempts to Abolish Slavery.....	page 19
8.10 The Civil War.....	page 21
8.11 Reconstruction.....	page 23
8.12 Industrial America.....	page 25
Glossary.....	page 27

Review Strategies

Levels of Reading

1. First, read through the passage quickly to get the gist. Mark up your text with symbols:
 - √ = I know this already.
 - ! = Wow! That's new information!
 - ? = Huh? I don't understand this...
2. Compare your marks with your study partners. See if they can help you understand parts of the text you don't understand.
3. Now, take a little more time. Read the questions in the margins. Highlight the parts of the text that contain answers to the questions. Be sure you are getting all of the information that answers each question.
4. When you are done, write the answer to the question (using the sentence stem) in your History CST Prep booklet.

Vocabulary Selective Highlighting

1. As you read the text, use a highlighter to highlight the vocabulary words that appear in bold print, as follows:
 - Blue = I pretty much know what this word means.*
 - Yellow = Okay, I don't have a clue what this word means.*
2. From the vocabulary list at the end of the section, choose three terms that you would like to learn. Look them up in the glossary, write the word and definition in your History CST Prep booklet, and then create a picture, symbol, or sentence to help you remember the term.

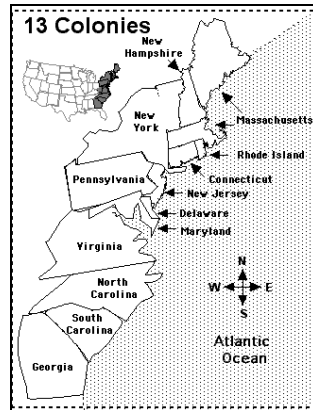
Remember: You already know a lot!! This is all about reviewing what you might have forgotten.

8.1 MAJOR EVENTS PRECEDING THE FOUNDING OF THE NATION

Big Idea: Traditions of English government combined with events such as the Great Awakening strongly influenced colonial America and led to the colonists' decision to break with England and write the Declaration of Independence.

Time Frame: 1700-1776

Where in the United States?



Notes/Vocabulary	Text
<p>What were some of influences that led colonists to expect to have a voice in government? <i>Some of the influences that led colonists to expect to have a voice in government are...</i></p> <p>How did the Great Awakening help lead to the American Revolution? <i>The Great Awakening led to the American Revolution by...</i></p>	<p>English Parliamentary Traditions</p> <p>Colonists in America saw themselves as English citizens. They expected to have a voice in their government. The English people had won the right to participate in their government only after a long struggle and succeeded in forming a constitutional democracy. In 1215, King John agreed to sign the Magna Carta, which limited the power of the king. The next major victory was the founding of Parliament in 1265, a lawmaking body with the power to approve laws and taxes proposed by the king or queen. Colonists established similar assemblies to create laws and promote citizen rights, such as in the first colonial assembly of Virginia in 1619. In 1689, William I signed the English Bill of Rights. This act said that the power to make laws and impose taxes belonged to the people's elected representatives in Parliament and to no one else. It also included a bill, or list, of rights that belonged to the people. Among these were the right to petition the king and the right to trial by jury. English colonists wanted to choose the people who made their laws and set their taxes.</p> <p>The Great Awakening</p> <p>Religion was very important to the colonists. The First Great Awakening revived religious feeling and helped spread the idea that all people are equal. By encouraging ideas of liberty, equality, and resistance to authority, the Great Awakening helped pave the way for the American Revolution by creating a revolutionary fervor in the colonies.</p>

<p>What philosophy of government is expressed in the Declaration of Independence?</p> <p><i>The philosophy of government expressed in the Declaration of Independence is...</i></p>	<p>The Declaration of Independence</p> <p>Between 1763 and 1775, tensions rose between Britain and the colonists. American colonists had grown used to governing themselves, and they felt strongly about their right to do so. However, the French and Indian War left Britain with huge debts and a much larger empire to govern. Parliament tried to deal with these challenges by imposing new taxes and passing new laws. These actions divided many of the colonists into opposing camps. Loyalists urged obedience to Britain, but Patriots resisted "taxation without representation" through protests, boycotts, and riots.</p> <p>Rising tensions and Thomas Paine's eloquent pamphlet, <i>Common Sense</i>, moved the colonies closer to a declaration of independence. Thomas Jefferson, a delegate to the Second Continental Congress, was selected to write a draft of the declaration.</p> <p>On July 4, 1776, the delegates took their lives in their hands by signing the Declaration of Independence. For the first time in history, a government was being established on the basis of the natural rights of people and the duty of government to honor those rights.</p> <p>In the Declaration of Independence, Thomas Jefferson explained that, "all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness." Jefferson's philosophy of government states that governments are formed, Jefferson said, "to secure these rights." Their power to rule comes from "the consent of the governed" and if a government fails to protect people's rights, "it is the right of the people to alter or abolish it." The people can then create a new government that will protect "their safety and happiness."</p>
---	--

Key Vocabulary:

civic republicanism
 constitutional democracy
 democracy

natural rights
 Parliament
 philosophy

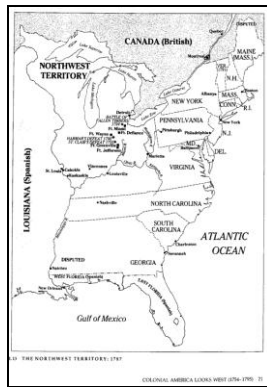
revolutionary
 unalienable

8.2 THE CONSTITUTION

Big Idea: After winning the Revolutionary War, Americans were faced with the challenge of creating a government. Their first attempt, the Articles of Confederation, proved too weak. A stronger, more flexible government was created by the Constitution and included provisions to protect individual rights in the Bill of Rights.

Time Frame: 1783-1791

Where in the United States?



Notes/Vocabulary	Text
<p>Why were the Articles of Confederation and the Constitution written? <i>The Articles of Confederation and the Constitution were written to...</i></p> <p>What were some of the major debates during the Constitutional Convention and how were they resolved? <i>Some of the major debates during the Constitution Convention were...</i></p> <p><i>They were resolved by...</i></p>	<p>The Articles of Confederation and the Constitutional Convention</p> <p>Both the Articles of Confederation and the Constitution that replaced it were attempts to realize the ideals of the American Revolution and the Declaration of Independence. Americans wanted a government that would protect their rights to "life, liberty, and the pursuit of happiness." The challenge was to create a government that was strong enough to guarantee these rights, yet not so strong that it could take them away.</p> <p>The Articles of Confederation, which were America's first attempt at self-government, created a loose union of states under a weak central government. This government saw the new nation through the Revolutionary War. It also established a procedure for settling western territories. But, as Shays's Rebellion showed, it was too weak in peacetime to keep order or protect its own property.</p> <p>Delegates to the Constitutional Convention quickly agreed to create a new constitution. For four long months, they argued in secret over a number of issues, such as representation in Congress, that often threatened to destroy the meeting. In the end, the framework they created included a series of compromises. One of these agreements, the Great Compromise, established how the states were to be represented in the legislative branch of government. The three-fifths compromise settled how slaves were to be counted in determining a state's population.</p> <p>The labors of the framers were only the beginning. Their new Constitution had to be ratified by the people through special state conventions. Federalists, such as James Madison, Alexander Hamilton, and John Jay, wrote newspaper articles that showed how the Constitution would fix the weaknesses of the Articles of Confederation by creating a stronger government under the Constitution. Anti-</p>

<p>How is the federal government organized in the Constitution? What are checks of balances? <i>The federal government is organized...</i></p> <p><i>Checks and balances are...</i></p> <p>What are the powers of Congress, the President, and Federal Courts? <i>The powers of Congress are...</i></p> <p><i>The powers of the President are...</i></p> <p><i>The powers of the federal courts are...</i></p> <p>What is the Bill of Rights? What individual rights does it protect? How does it protect the rights of the states? <i>The Bill of Rights is...</i></p> <p><i>Some individual rights it protects are...</i></p> <p><i>It protects the rights of the states by...</i></p>	<p>Federalists feared the power of the proposed national government would be too great.</p> <p>Powers of Government</p> <p>The Constitution defines the organization and powers of the federal (national) government. Under the principle of separation of powers, it divides power between three branches of government: the Legislative (Congress), Executive (President), and Judicial (federal courts and the Supreme Court). A system of checks and balances keeps any branch from gaining too much power. The Constitution also ensures dual sovereignty and that power is shared between the states and the national government in a system known as federalism.</p> <p>Powers of Congress Congress can raise taxes decide how to spend the money raised through taxes. Other congressional powers include the power to raise an army and navy, to declare war, to pay government debts, and to grant citizenship.</p> <p>Powers of the President The president does more than carry out laws passed by Congress. The president is commander in chief of the nation’s military forces. He or she can, with the consent of the Senate, make treaties, or formal agreements, with other nations. The president nominates, or recommends, ambassadors (official representatives to other countries) and Supreme Court justices. Finally, the president can grant pardons to people convicted of violating federal (national) laws.</p> <p>Powers of Federal Courts Federal courts protect the Constitution and have the power to resolve disputes involving national laws, the federal government, or the states. The Supreme Court is the highest court in the judicial system. Its decisions are final, and they are binding on all lower courts. Judicial Review is the power to decide whether laws and actions by the legislative and executive branches conflict with the Constitution.</p> <p>The Bill of Rights</p> <p>The first ten amendments to the Constitution are known as the Bill of Rights. The promise of a bill of rights was key to getting the Constitution ratified by the states. As a member of the first Congress, James Madison proposed the amendments that guarantee the rights of citizens of the United States.</p> <p>The First Amendment spells out five basic freedoms enjoyed by all Americans, from freedom of speech, religion, assembly, petition, and freedom of the press. Thomas Jefferson’s Statute for Religious Freedom served as a forerunner for the First Amendment’s guarantee of religious freedom. The Second, Third, and Fourth Amendments specify protections for ordinary citizens against the abuse of government power. The Fifth through Eighth Amendments are intended to guarantee fair treatment for people who are involved in legal actions. The Ninth and Tenth Amendments guarantee that if a power of government is not enumerated in the Constitution, it remains the power of the states and the people.</p>
--	--

Key Vocabulary:

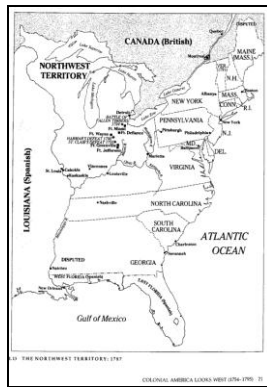
- | | |
|---------------------|----------------------|
| Bill of Rights | federalism |
| checks and balances | legislative |
| compromise | judicial |
| Constitution | ratified |
| convention | separation of powers |
| enumerated | |
| executive | |
| federal | |

8.3 THE AMERICAN POLITICAL SYSTEM

Big Idea: Early state constitutions created the background for framing the Constitution. The Constitution creates a clear way for Congress to create laws and provides opportunities for citizens to participate in the political process. Soon after the ratification of the Constitution, conflicts between Thomas Jefferson and Alexander Hamilton resulted in the beginning of political parties.

Time Frame: 1780-1810

Where in the United States?



Questions	Text
<p>How did early state constitutions influence the United States? <i>Early state constitutions influenced the United States by...</i></p> <p>How did the Whiskey Rebellion test the strength of the new government? <i>The Whiskey Rebellion tested the strength of the new government by...</i></p>	<p>Early State Constitutions</p> <p>Americans declared their independence from Great Britain in 1776. By 1781, most states had adopted new state constitutions. Early state constitutions reflected republican principles. They based the government's right to rule on the will of the people. They established legislatures in which the people's will could be represented. Some constitutions took steps to separate church and state, and other state constitutions were the first to include a bill of rights. When delegates gathered for the Constitutional Convention in the summer of 1787, they brought with them their experience with state constitutions. Not surprisingly, some of the language and many of the ideas of the U.S. Constitution come directly from the state constitutions.</p> <p>Challenges to the New Government</p> <p>In order to raise money, Congress placed a tax on whiskey in 1791. Settlers living west of the Appalachian Mountains howled in protest. Many farmers complained that the tax made their whisky too expensive, and refused to pay it. Tax rebels of western Pennsylvania tarred and feathered tax collectors who tried to enforce the law. Hamilton and Washington saw the Whiskey Rebellion as a threat to the authority of the national government. At Hamilton's urging, Washington led 13,000 state militia troops across the mountains to crush the rebels. Faced with overwhelming force, the rebellion melted away. The Whiskey</p>

<p>How did political parties form in the U.S? <i>Political parties in the U.S. formed as a result of...</i></p>	<p>Rebellion was an early challenge to the new nation's ability to enforce its laws.</p> <p>Formation of Political Parties Differences between Alexander Hamilton and Thomas Jefferson led to the formation of two political parties in the 1790s, Federalists and Democratic-Republicans. Political parties are not mentioned in the Constitution, but they have become a central part of the American political system.</p> <p>Hamilton and the Federalists believed in a strong national government run by wealthy and well-educated men. Hamilton also favored using the national government's power to support business, manufacturing, and trade. Alarmed by the violence of the French Revolution, he and other Federalists favored Great Britain in its war with France.</p> <p>In contrast, Jefferson and the Democratic-Republicans looked to the mass of informed citizens to protect democracy. They championed the rights of states and the interests of farmers and planters. Republicans saw the French Revolution as a step toward democracy, and they attacked the Federalists' support for Great Britain.</p>
<p>What is the process for creating laws? <i>The process for creating laws is...</i></p>	<p>The Law Making Process and Popular Participation in Government <i>How Congress Passes Laws</i> The primary job of Congress is to make laws. Any member of the House of Representatives or Senate can submit a proposal for a new law, called a bill. However, only the House can propose new taxes. If a majority in one house votes in favor of the bill, it is sent to the other house for debate. If both houses approve the bill, it goes to the president. The bill becomes a law if the president signs it. The president can veto (reject) any proposed law. Congress can override the president's veto, which means passing the bill over the president's objections. But to do so requires a two-thirds majority in both houses.</p>
<p>What are two ways that people can participate in government (besides voting)? <i>Two ways people can participate in government are...</i></p>	<p><i>How People Participate in Government</i> The Constitution establishes the principle of majority rule. Laws are passed in Congress by majority vote, and elections are decided by a majority of voters. It is through elections that most people have a say in what the government does. Leaders must listen to the voters, or they will not be elected (or reelected). Elections serve the vital function of expressing the will of the people.</p> <p>Popular participation in government has evolved in other ways that are not part of the Constitution. For example, the Constitution makes no mention of political parties. Becoming active in party affairs is one way besides voting that voters can help choose their leaders and influence the positions they take on issues. People also take part in government indirectly through interest groups. There are interest groups for almost any issue people might care about. Interest groups influence government in several ways. They rally public opinion, work to elect candidates who promise to listen to them, and try to persuade lawmakers and government officials to take actions they favor.</p>

Key Vocabulary:

- | | | |
|----------------|-----------------|----------------------------|
| bill | militia | separation of church/state |
| interest group | override | veto |
| legislature | political party | |
| majority rule | republican | |

8.4 ASPIRATIONS AND IDEALS OF THE NEW NATION

Big Idea: During its early years, the United States developed a growing sense of nationhood and pride, as reflected in speeches and art of the period. Also, the Supreme Court emerged as an important policy maker for political and economic issues during this time.

Time Frame: 1800-1830

Notes/Vocabulary	Text
<p>What policies are expressed in the speeches of Washington, Jefferson, and Adams? <i>In Washington's Farewell Speech, he sets for the policy of...</i></p> <p><i>In Jefferson's Inaugural Address, he sets for the policy of...</i></p> <p><i>In Adams's July 4, 1821 Address, he sets forth the policy of...</i></p>	<p>Famous Speeches and Their Policy Significance</p> <p><i>George Washington's Farewell Address</i> Before leaving office, Washington summed up his foreign policy of neutrality in his famous farewell address. The United States, he said, could gain nothing by becoming involved in other nations' affairs. "It is our true policy," he declared, "to steer clear of permanent alliances with any portion of the foreign world." Washington's policy of avoiding alliances with other countries became known as isolationism. For the next century, isolationism would be the foundation of American foreign policy.</p> <p><i>Thomas Jefferson's 1801 Inaugural Address</i> The presidential election of 1800 was an important test for the young nation. The race between John Adams, a Federalist, and Thomas Jefferson, a Republican, was close and hard fought. Both sides did some nasty campaigning to make the other side look bad. In many countries, the tension might have led to open warfare. However, the election process worked and provided a peaceful transition in power. In his inaugural address, Jefferson wanted to unite the country. He famously said, "We are all Republicans, we are all Federalists." His ideas continue to influence American politics today.</p> <p><i>John Q. Adams's Fourth of July 1821 Address</i> In the 1820s, Latin American countries won their independence from Spain. Many people in the United States pressured the president to back the new, independent Latin American nations. John Quincy Adams delivered a speech to the House of Representatives on July 4, 1821, in which he stated that while the United States is the "well-wisher to the freedom and independence of all," it should not join in the battles of other countries.</p>
<p>How did Supreme Court decisions strengthen federal power? How did they encourage the growth of capitalism? <i>Supreme Court decisions strengthened federal power by...</i></p>	<p>Judicial Nationalism</p> <p>John Adams appointed John Marshall as Chief Justice of the Supreme Court in 1801. Marshall wrote some of the most important court decisions in American History. Marshall's decisions had two major impacts. First, they strengthened the role of the Court itself, as well as federal power over the states. Second, his rulings encouraged the growth of capitalism. Several specific cases show how. In <i>McCulloch v. Maryland</i> (1819), the Court confirmed Congress's power to create a national bank that was free from state interference. This strengthened the federal government's position. In another case, Marshall's Court ruled that business contracts were inviolable—they could not be broken, even by state legislatures. This ruling gave contracts a fundamental place in constitutional law.</p>

<p><i>Supreme Court decisions encouraged capitalism by...</i></p> <p>How did American literature of this period express America's experiences and values? <i>American literature expressed America's experiences and values by...</i></p>	<p>And in <i>Gibbons v. Ogden</i> (1824), the Court further reduced state powers. Only Congress, the Court said, had the authority to regulate interstate commerce.</p> <p>Art and Literature</p> <p>The growing sense of national identity was reflected also in culture. Distinctly American themes and styles developed in art, music, and literature. Writers began to use uniquely American subjects and settings.</p> <p>One of the first to achieve literary fame was Washington Irving. He drew on German folklore for his colorful tales of "Rip Van Winkle" and "The Legend of Sleepy Hollow," but set them in the wilds of upstate New York. Irving's enchanted stories were an immediate hit. The nation's first novelist was James Fenimore Cooper. In books such as <i>The Pioneers</i> and <i>The Last of the Mohicans</i>, Cooper wrote about the adventures of rugged frontiersmen venturing into the wilderness. His descriptions of frontier life and Native Americans attracted worldwide interest. New England's Henry Wadsworth Longfellow was one of the first serious American poets. He wrote America's first epic poem, <i>The Song of Hiawatha</i>, based on stories of Native Americans. Other poems, like his famous "Paul Revere's Ride," touched on patriotic themes. In "The Building of the Ship," Longfellow celebrated America's growing importance to the world.</p> <p>In both subject matter and style, writers like these helped nurture the growing sense of national identity. In particular, they encouraged the myth of rugged individualism that for many people—at home and abroad—best characterized America.</p>
---	--

Key Vocabulary:

- alliances
- capitalism
- federal power
- foreign policy
- inaugural
- individualism
- interstate
- inviolable
- isolationism
- nationalism
- neutrality

8.5 EARLY U.S. FOREIGN POLICY

Big Idea: England and other foreign countries posed challenges to the new country. After successfully fighting the War of 1812 with England, the United States warned Europe to leave the Americas alone under a policy known as the Monroe Doctrine.

Time Frame: 1800-1830

Where in the United States?



Questions	Text
<p>What were some dilemmas that presidents faced during this time? <i>Some dilemmas presidents faced were...</i></p>	<p>U.S. Foreign Policy</p> <p>Our first president, George Washington, knew that the young United States was not prepared for war. He established a policy of isolationism that stated America would avoid alliances with other countries. Each president following Washington faced new dilemmas that required decisions about what was best for America. During the presidency of John Adams, the dilemma involved French attacks on American ships. Adams followed Washington's policy of isolationism and kept America at peace. President Thomas Jefferson also faced threats at sea. When peace talks failed, he declared an embargo on American ports. It, too, was unsuccessful. President James Madison then tried offering a trade deal to both France and Britain. But the attacks at sea continued. Madison finally abandoned isolationism and declared war on Britain in 1812.</p> <p>The War of 1812</p> <p>When Congress declared war on Britain on July 17, 1812, it was a very bold step for a nation with an army of 7,000 poorly trained men and a navy of only 16 ships. War Hawks in Congress were overjoyed when war was declared. They</p>

<p>What were some of the key events of the War of 1812? <i>Some key events of the War of 1812 were...</i></p>	<p>thought that conquering Canada was "a mere matter of marching," but this was not the case. In 1812, 1813, and again in 1814 American forces crossed into Canada, but each time they were turned back. Meanwhile, in August 1814, a British army invaded Washington, D.C. The British burned several public buildings, including the Capitol and the White House. President Madison had to flee for his life. Next the British unsuccessfully attacked the port city of Baltimore. It was during this bombardment that Francis Scott Key wrote "The Star-Spangled Banner." Two days before the unsuccessful attack on Baltimore, a British fleet had surrendered to American forces after the Battle of Lake Champlain in New York. But the news took time to travel, and in the meantime British commanders in America launched another invasion. This time their target was New Orleans. The city was defended by General Andrew Jackson and a ragtag army of 7,000 militia, free African Americans, Indians, and pirates. Some 2,000 British soldiers were killed or wounded, compared with only about 20 Americans. The Battle of New Orleans was the greatest American victory of the war.</p>
<p>What were some of the effects of the War of 1812? <i>Some effects of the War of 1812 were...</i></p>	<p>The War of 1812 had important effects. First, Indian resistance in the Northwest weakened. Second, national pride in the United States rose rapidly. Third, the war had political effects. The Federalists were badly damaged by their opposition to the war, and their party never recovered. Two of the war's heroes—William Henry Harrison and Andrew Jackson—would later be elected president.</p>
<p>What did the Monroe Doctrine state? <i>The Monroe Doctrine stated that...</i></p>	<p>The Monroe Doctrine The War of 1812 resulted in a peace treaty with Britain. President Monroe's dilemma was whether or not to support the new Latin American states. Monroe issued a policy called the Monroe Doctrine. In it, he warned the nations of Europe to leave the Americas alone. The Monroe Doctrine established the United States as a strong and confident nation, willing to stand up for its own freedom and that of others.</p>

Key Vocabulary:

- alliances
- embargo
- foreign policy isolationism
- militia
- Monroe Doctrine
- treaty
- War Hawks

8.6 THE NORTHEAST: 1800-1850

Big Idea: Between 1800 and 1850, the Northeast United States developed a distinctive regional identity characterized by rising industrialization, expanding roads and canals, and immigration from Northern Europe. This region also witnessed efforts to reform schools, prisons, and gain voting rights for women.

Time Frame: 1800-1850

Where in the United States?



Questions	Text
<p>What did Henry Clay's American system encourage? <i>Henry Clay's American system encouraged...</i></p> <p>What are two means of transportation that were developed in the Northeast? What difficulties did they face? <i>Two means of transportation that were developed in the Northeast were... Some difficulties they faced were...</i></p>	<p>Factories, Roads, Canals, and Henry Clay's American System</p> <p>The swelling of nationalist spirit in the early United States led many to suggest that the federal government take a more active role in building the national economy. For example, Henry Clay of Kentucky believed that the national government had a role to play in encouraging economic growth. An important part of Clay's "American System" was federal spending on transportation projects like roads and canals.</p> <p>Thanks to the Industrial Revolution, the northern economy grew rapidly after 1800. Factory owners needed fast, inexpensive ways to deliver their goods to distant customers. In 1806, Congress funded the construction of a National Road across the Appalachian Mountains, tying the new western states with the East. With its smooth gravel surface, the National Road was a joy to travel. As popular as the National Road was, in 1816 President James Monroe vetoed a bill that would have given states money to build more roads, arguing that spending federal money for roads within states was unconstitutional.</p> <p>Even with better roads, river travel was still faster and cheaper than travel by land. But moving upstream, against a river's current, was hard work. To solve this problem, inventors experimented with boats powered by steam engines. In 1807, Robert Fulton showed that steamboats were practical by racing the steamboat Clermont upstream on New York's Hudson River. Of course, rivers weren't always located where people needed them. In 1817, the state of New York hired engineers and workers to build a 363-mile canal from the Hudson River to Lake Erie. The Erie Canal provided the first all-water link between farms on the Central Plains and East Coast cities. It was so successful that other states built canals as well.</p>

<p>Where did most immigrants come from between 1845 and 1860? How were they treated? <i>Most immigrants between 1845 and 1860 came from...</i></p> <p><i>They were treated...</i></p>	<p>New Immigrants</p> <p>Between 1845 and 1860, four million--most of them from Ireland and Germany--swelled the North's growing population. In Ireland, a potato famine drove thousands of families to America. In Germany, a failed revolution sent people fleeing overseas. Some immigrants had enough money to buy land and farm. But most settled in cities, where they found jobs in mills and factories. Some northerners resented the newcomers. Anti-immigrant feeling occasionally exploded into riots. More often it was expressed in everyday discrimination, such as help-wanted signs with the words, "No Irish need apply." Still the immigrants came, attracted, said one German newcomer, by "a new society with almost limitless opportunities open to all."</p>
<p>What rights did women want during this time? What did they do to try to get more rights? <i>Some rights women wanted during this time were...</i></p> <p><i>To get more rights, they...</i></p>	<p>Rights for Women</p> <p>Many women in the Northeast worked towards the abolition of slavery. However, they found that they were denied many rights themselves, such as the right to vote (suffrage). Lucretia Mott and Elizabeth Cady Stanton met in 1840 at the World Anti-Slavery Convention in London. They both felt that something had to be done about the injustices suffered by women, such as being unable to vote, speak in public, gain access to education, or get employment. To overcome such barriers, Stanton and Mott decided "to hold a convention...and form a society to advocate the rights of women."</p> <p>On July 19, 1848, 300 people (including 40 men) arrived for a women's convention in Seneca Falls, New York. The convention organizers modeled their proposal for women's rights, the Declaration of Sentiments, on the Declaration of Independence. "We hold these truths to be self-evident," the document began, "that all men and women are created equal." The Seneca Falls Convention helped to create an organized campaign for women's rights, and reformers for women's rights started making slow progress towards equality.</p>
<p>What were transcendentalism and individualism? Who were some people who supported these ideas? <i>Transcendentalism was...</i></p> <p><i>Individualism was...</i></p> <p><i>Two people who supported these ideas were...</i></p>	<p>Transcendentalism and Individualism</p> <p>Other optimistic ideas also inspired Americans during this time. In New England, Ralph Waldo Emerson, a former minister, was the central figure in a movement called transcendentalism. Emerson believed that every human being had unlimited potential. But to realize their godlike nature, people had to "transcend," or go beyond, purely logical thinking. They could find the answers to life's mysteries only by learning to trust their emotions and intuition. Transcendentalists added to the spirit of reform by urging people to question society's rules and institutions. Emerson's friend Henry David Thoreau captured this new individualism in a famous essay. In 1845, he went into the woods near Concord, Massachusetts, to live alone and as close to nature as possible. In the book <i>Walden</i>, Thoreau wrote about his experience of building a cabin in the woods. There he meditated on the meaning of his life, society, nature, and the human spirit.</p>

Key Vocabulary:

abolition	Declaration of Sentiments	famine	transcendentalism
canal	discrimination	individualism	unconstitutional
convention	economic growth	Industrial Revolution	veto
		suffrage	

8.7 THE SOUTH: 1800-1850

Big Idea: Between 1800 and 1850, the South developed a primarily agrarian economy that was based on cotton production and slave labor. Slavery had a profound effect on the South's political, social, economic, and cultural development; throughout this period, there were attempts to overturn slavery (slave revolts, for example), and preserve it.

Time Frame: 1800-1850

Where in the United States?



Questions	Text
<p>Describe the economy of the South during this time. <i>During this time, the economy of the South was...</i></p> <p>How did the cotton gin lead to an increase in slavery? <i>The cotton gin led to an increase in slavery because...</i></p>	<p>An Agrarian Society</p> <p>The South's economy was based on agriculture, and southerners were proud of it. Most white southerners were agrarians who favored a way of life based on farming. This was especially true of rich plantation owners, who did not have to do the hard work of growing crops themselves.</p> <p>Although most white southerners worked their own small farms, plantation owners used slaves to grow such cash crops as tobacco, rice, sugarcane, and indigo. By the early 1790s, however, the use of slaves had begun to decline. Cotton was a promising crop, but until some way was found to clean the seeds out of its fiber easily, cotton was of little value. Discouraged planters were buying fewer slaves, and even letting some go free.</p> <p>In 1793, a young Yale graduate named Eli Whitney created a working machine that would change the face of the South. Whitney's "cotton engine," called the cotton gin for short, was a simple machine that used rotating combs to separate cotton fiber from its seeds. Using a cotton gin, a single worker could clean as much cotton as 50 laborers working by hand.</p> <p>Whitney had hoped that his invention would lighten the work of slaves. Instead, it made slavery more important than ever to the South. Between 1790 and 1850, the number of slaves in the South rose from 500,000 to more than 3 million. Across the South, planters began growing cotton. Within ten years, cotton was the section's most important crop, being grown in states such as Louisiana, Mississippi, Alabama, Georgia, South Carolina, and Texas. By 1860, sales of cotton overseas earned more money than all other U.S. exports combined. It was little wonder that many southerners liked to boast, "Cotton is King."</p>

<p>What was life like for slaves? <i>For slaves, life was...</i></p> <p>What were some ways slaves resisted slavery? How did slaveholders respond? <i>Some ways slaves resisted slavery were...</i></p> <p><i>Slaveholders responded by...</i></p>	<p>Slavery in the South</p> <p>African Americans had a great impact on the development of American life. The economy of the South was built on the labor of African American slaves. Some African Americans lived in freedom in both the North and South, but nowhere could they escape racism and discrimination.</p> <p>Those who lived in slavery worked endlessly, either in the fields or as servants in the master's house. Most lived in simple, dirt-floor cabins with only straw and rags for beds. Many slaves lived in daily fear of harsh punishments. Their biggest fear was the threat of family members being sold to other farms.</p> <p>Slaves were encouraged to attend church, and Sunday was a day of rest for everyone. Slaves spent Saturday nights at social events and worshiped in their own secret churches on Sundays. They prayed and sang spirituals to help themselves find joy and hope in their hard lives.</p> <p>Resistance to Slavery</p> <p>Many slaves learned to rebel in small ways. They might break a tool on purpose or pretend to be lame or blind. Some slaves fought back openly when the oppression became too much to bear, and refused to work, rejected orders, or struck back violently. Slaveholders would harshly punish slaves for such actions. At great risk, many tried to run away. Some slaveholders would rather kill runaways than allow them to escape. At times, resistance turned into violent rebellion. In 1822 authorities in Charleston, South Carolina, learned that Denmark Vesey, a free black, was preparing to lead a sizable revolt of slaves. Vesey, along with more than 30 slaves, was arrested and hanged. Nine years later, in 1831, a slave named Nat Turner led a bloody uprising in Virginia. Armed with axes and guns, Turner and his followers set out to kill every white person they could find. Before their reign of terror ended two days later, at least 57 people had been hacked to death.</p>
--	---

Key Vocabulary

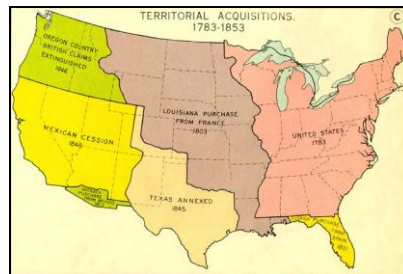
- agrarian
- cash crop
- cotton gin
- plantation
- rebellion
- resistance
- strategy

8.8 THE WEST: 1800-1850

Big Idea: The West had a deep influence on the politics, economy, and culture of the nation. The election of Andrew Jackson in 1828 symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. The acquisition, exploration, and settlement of the lands west of the Mississippi, from the Louisiana Purchase in 1803 to the land acquired by the Mexican-American War (including California), marked a period of rapid expansion for the United States that was marked by a strong spirit of nationalism and "manifest destiny." The disastrous effect on Native American groups is exemplified by the removal of Indians and the Cherokees' "Trail of Tears" during this time.

Time Frame: 1800-1850

Where in the United States?



Questions	Text
<p>Why was the election of Jackson seen as a victory for the common man? What were some of his policies? <i>Jackson's election was seen as a victory for the common man because... Some of his policies were...</i></p> <p>What was Jackson's Indian policy? What was the Trail of Tears? <i>Jackson's Indian policy was... The Trail of Tears was...</i></p>	<p>Andrew Jackson</p> <p>First-time voters, many of them farmers and frontiersmen, flocked to the polls to help elect Andrew Jackson in 1828. Jackson's supporters celebrated his election as a victory for the "common man" over the rich, well-born, and powerful. Jackson, after all, was a self-made man who rose from poverty to become president of the United States. As president, Jackson fought a number of battles for "the people"— and rewarded his friends and supporters at the same time. For advice, he relied on his "kitchen cabinet," rather than the official cabinet. He replaced a number of Republican civil servants with Democrats (the Spoils System). And he waged war on the powerful Bank of the United States.</p> <p>A controversy over higher tariffs led to the Nullification Crisis, in which South Carolinians threatened to separate from the United States. Although Jackson forced them to back down, the crisis was an early sign of developing tensions between northern and southern states.</p> <p>Jackson's Indian policy was simple: move the eastern Indians across the Mississippi to make room for whites. The Indian Removal Act caused great suffering for thousands of Native Americans, resulting in the Trail of Tears, which began with the removal of the Choctaw Nation in 1831, and culminated with the Cherokee Nation, during which many suffered from exposure, disease, starvation, and death. Furthermore, Jackson had only moved the conflict between whites and Indians to the West, not solved it. The West was just where many white Americans were looking for new opportunities.</p>

<p>What was Manifest Destiny? <i>Manifest Destiny was...</i></p>	<p>Expansion of the United States</p>
<p>What were the results of the Mexican-American War? <i>The results of the Mexican-American War were...</i></p>	<p>In the 1800s, many Americans believed that they had both the right and the duty (an idea called Manifest Destiny) to spread their way of life across the continent. America's first great expansion was the Louisiana Purchase. Next, Florida was added to the United States through a treaty with Spain. A treaty with Great Britain added Oregon Country. Americans in Texas rebelled against the Mexican government there and created the Lone Star Republic. Ten years later, the United States annexed Texas. In 1846, the United States went to war with Mexico (the Mexican-American War) and acquired California and New Mexico as part of the Mexican Cession under the Treaty of Guadalupe Hidalgo, in return for which the United States agreed to pay Mexico \$15 million and promised to protect the Mexicans living in Texas and the Mexican Cession (most of these promises were not kept). Later, the Gadsden Purchase completed the outline of the United States. America's expansion across the continent was now complete.</p>
<p>What were the goals and results of the Lewis and Clark expedition? <i>The goals of the Lewis and Clark expedition were... The results were...</i></p>	<p>America Moves West</p>
<p>What role did pioneer women play in settling the West? How did pioneer women help gain greater equality for women? <i>The role pioneer women played in settling the West was... Pioneer women helped gain greater equality for women by...</i></p>	<p>In the 1800s, the West became a magnet for people seeking adventure and opportunity. The Lewis and Clark expedition went west to find the Northwest Passage and to establish friendly relations with the native peoples. By mapping and collecting information about the West, the expedition helped prepare the way for future settlement. In California, Spanish-speaking settlers followed in the footsteps of missionaries. The Californios' way of life centered on the rancho and the raising of cattle.</p> <p>Valuable beaver furs—and a life of freedom and adventure—attracted fur trappers to the West. Many of these hardy "mountain men" stayed on as scouts, guides, and traders. Missionaries traveled to Oregon and other western territories in hopes of converting Indians to Christianity. Although they made few converts, the missionaries attracted other settlers to the West.</p> <p>Many women pioneers sought new opportunities in the West. Besides working to establish homes and farms, women brought education and culture to new settlements. For example, Annie Bidwell taught sewing to local Native American women and helped their children learn to read and write English. She also tried to get women the right to vote (which the Wyoming Territory had granted women in 1869). While most women were wives and mothers, others were single women seeking homesteads, new opportunities, or freedom. For example, when Biddy Mason's owner tried to take her from California (a free state) to Texas, Biddy sued for her freedom and won. She moved to Los Angeles, where she became a well-known pioneer and community leader. Women in the West paved the way for greater equality for women in the United States.</p> <p>As more settlers arrived, conflicts developed over the precious resource of water, which was vital to raising crops and livestock (farm animals). Peoples sometimes resorted to trickery and even violence to gain access to water. Upstream users sometimes cut off the supply of water to those downstream. Called the "water wars," these conflicts over water rights plagued the West throughout the 19th century.</p>

Key Vocabulary:

frontiersmen
common man
spoils system
Nullification Crisis

Trail of Tears
Manifest Destiny
treaty
annex

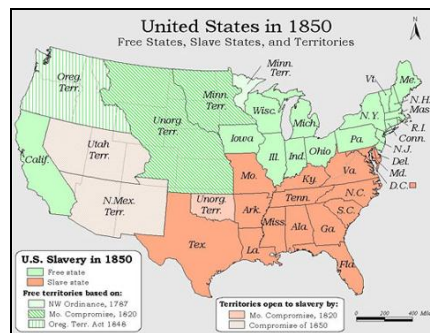
cession
Northwest Passage
homestead
water wars

8.9 THE ABOLITION MOVEMENT

Big Idea: The Abolition Movement, led by people such as Theodore Weld and William Lloyd Garrison, worked to gain freedom for slaves. Blacks themselves worked for their own freedom: leading black abolitionists such as Frederick Douglass, and Sojourner Truth brought attention to the cruelty of slavery, and free blacks such as Harriet Tubman helped slaves to escape. Several important events, such as the the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case tried to keep a balance between slave states and free states, but pointed out the increasing difficulty of maintaining unity.

Time Frame: 1830-1860

Where in the United States?



Questions	Text
<p>What was the goal of the abolition movement? <i>The goal of the abolition movement was...</i></p> <p>Who were the leaders of the abolition movement and how did they work to end slavery? <i>William Lloyd Garrison was... He worked to end slavery by...</i></p> <p><i>Frederick Douglass was... He worked to end slavery by...</i></p> <p><i>Theodore Weld was... He worked to end slavery by...</i></p>	<p>Fighting Slavery</p> <p>Some Americans had opposed slavery even in Revolutionary War times. By 1792, every state as far south as Virginia had anti-slavery societies. By the 1830s, however, the abolition movement, dedicated to ending slavery, was well underway.</p> <p><i>William Lloyd Garrison</i> In 1831, a deeply religious white man, William Lloyd Garrison, started a fiery abolitionist newspaper, the Liberator. Braving the disapproval of many northerners, Garrison demanded the immediate freeing of all slaves. Angry pro-slavery groups destroyed Garrison's printing press and burned his house.</p> <p><i>Frederick Douglass</i> Frederick Douglass, an escaped slave, quickly became a leader in the abolition movement. His autobiography (the story of his life) became an instant best-seller. A brilliant, independent thinker, Douglass eventually started his own newspaper, The North Star.</p> <p><i>Theodore Weld</i> Another abolitionist, Theodore Weld, who once studied for the ministry, preached the sinfulness of slavery. As an organizer for the American Anti-Slavery Society, he wrote influential booklets and trained speakers who helped spread the abolitionist "gospel." In 1838, Weld married another anti-slavery activist, Angelina Grimke.</p>

<p><i>John Quincy Adams was... He worked to end slavery by...</i></p>	<p><i>John Quincy Adams</i> After his presidency, Adams served in the House of Representatives. As a representative, he introduced a constitutional amendment in 1839 proposing that no one born in the United States after 1845 could become a slave.</p>
<p><i>The Grimke Sisters were... They worked to end slavery by...</i></p>	<p><i>The Grimke Sisters</i> Many women were inspired to become involved in the fight against slavery. Like other abolitionists, they sometimes faced violence. When Angelina Grimke spoke against slavery, an anti-abolition mob threw stones. When she kept speaking, they burned the building. Angelina and her sister Sarah, both of whom had grown up in a slave-owning family in the South, began speaking out about the poverty and pain of slavery. At first they spoke only to other women, but soon they were speaking to large groups of men and women throughout the North.</p>
<p><i>Sojourner Truth was... She worked to end slavery by...</i></p>	<p><i>Sojourner Truth</i> Sojourner Truth, a former slave, had always been strongly spiritual and had preached throughout the North at religious meetings and on street corners. But when she met Douglass and Garrison, their enthusiasm inspired her to speak out about slavery. An outstanding speaker, she argued that God would end slavery peacefully.</p>
<p>What were the goals of the Missouri Compromise? <i>The goal of the Missouri Compromise was...</i></p>	<p>The Failure of Compromise</p>
<p>What did the Compromise of 1850 do? Why did it fail? <i>The Compromise of 1850... It failed because...</i></p>	<p>A series of compromises failed to keep the United States from splitting in two over the issue of slavery. In 1820, the Missouri Compromise resolved the first great crisis over slavery by admitting Missouri to the Union as a slave state and Maine as a free state, maintaining a balance between slave and free states. The compromise also drew a line across the Louisiana Territory. In the future, slavery would be permitted only south of that line.</p>
<p>What were some other events that led to growing tensions between the North and South over the issue of slavery? <i>Some other events that led to growing tensions over slavery were...</i></p>	<p>The argument over slavery in new territories erupted again after the war with Mexico. The Compromise of 1850 admitted California as a free state while leaving the territories of New Mexico and Utah open to slavery. In addition, the compromise ended the slave trade in Washington, D.C., and included a fugitive slave law. Once again, compromise failed. Northerners refused to honor the Fugitive Slave Law.</p> <p>The split between the North and the South became even greater by a series of events in the 1850s:</p> <ul style="list-style-type: none"> ▪ Harriet Beecher Stowe's powerful novel <i>Uncle Tom's Cabin</i> showed Northerners the cruelty of slavery; ▪ The Kansas-Nebraska Act repealed the Missouri Compromise of 1820 and allowed the settlers in Kansas and Nebraska to decide whether or not to have slavery within those territories, resulting in violence; ▪ The Supreme Court's decision on the Dred Scott case held that because slaves were not citizens, they could not sue in court and, because they are property, could not be taken away from their owners; and ▪ In Illinois, the issue of slavery was the focus of well-publicized debates between Abraham Lincoln and Stephen Douglas. Lincoln's anti-slavery position angered the South.

Key Vocabulary:

abolition movement
amendment

compromise
fugitive

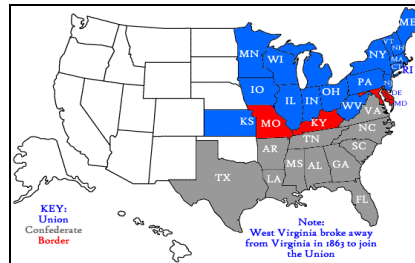
repeal
territory

8.10 THE CIVIL WAR

Big Idea: The Civil War was a major turning point in U.S. history. The rising tensions between the North and the South erupted into war after the election of Abraham Lincoln and the South forming the Confederate States of America. Although slavery was a central issue, the war also decided issues regarding state and federal authority. The North's industrialization ultimately gave it the advantage; the war ended with General Lee's surrender at Appomattox.

Time Frame: 1861-1865

Where in the United States?



Questions	Text
<p>What were Webster and Calhoun's views on federal authority? <i>Webster's opinion of federal authority was...</i></p> <p><i>Calhoun's opinion of federal authority was...</i></p>	<p>Daniel Webster and John C. Calhoun Debate the Future of the U.S.</p> <p>Tensions between the North and the South reached a crisis in 1850. During the lengthy debates over the Compromise of 1850, Southerners wondered aloud about leaving the Union. Secession—separating from the Union—was on their lips. Right in the middle of the debates were two senators: Daniel Webster of Massachusetts and John C. Calhoun of South Carolina. Calhoun believed that federal authority over the states should be limited. In his Southern Address of 1849 Calhoun stated, "So far from maintaining the doctrine, which the issue implies, we hold that the Federal Government has no right to extend or restrict slavery, no more than to establish or abolish it." Webster, on the other hand, believed strongly in the supremacy of the federal government. In a famous 1830 speech, Webster argued against the idea of states' rights over federal authority. He said such opinions were "words of delusion and [foolishness]."</p>
<p>How did the Civil War begin? <i>The Civil War began...</i></p>	<p>The Civil War</p> <p>When Lincoln, a Republican candidate who supported abolishing slavery, was elected president in 1860, Southern Carolina and several southern states left the Union and formed the Confederate States of America, or the Confederacy. When fighting broke out at Fort Sumter, South Carolina, both Lincoln and Jefferson Davis, president of the Confederacy, called for volunteers.</p>
<p>What were the advantages of the North? What were the advantages of the South?</p>	<p>Both sides had advantages and disadvantages going into the war. The North had a larger population and more factories and railroads than the South, but it lacked strong military leadership. The South had serious economic problems, but it had capable generals and the advantage of fighting a defensive</p>

<p><i>The advantages of the North were...</i> <i>The advantages of the South were...</i></p>	<p>war. New weapons and military tactics allowed soldiers to kill from greater distances. They also caused horrifying numbers of deaths and casualties. Unfortunately, medical knowledge was not as advanced as the weapons of war. Many more soldiers died of disease than from wounds.</p>
<p>What was the turning point of the war? <i>The turning point of the war was...</i></p>	<p>After the Battle of Antietam, President Lincoln issued his Emancipation Proclamation, freeing all slaves in the Confederacy. The proclamation helped to make the war a crusade for freedom for slaves. The battle of Gettysburg ended the South's last attempt to invade the North. It proved to be a turning point. Lincoln's speech dedicating the cemetery at Gettysburg gave the war a larger meaning by relating it to the ideals of the American Revolution.</p>
<p>How did the war end? <i>The Civil War ended when...</i></p>	<p>The Union finally won the war under the leadership of General Grant. Grant began waging total war on the Confederacy. Union soldiers marched through the South, burning fields and houses and terrifying all those in their path. When the Union army surrounded General Lee's Confederate troops, Lee was forced to surrender. Grant was generous to the southern troops. He fed them and sent them home to rebuild their lives.</p>
<p>What was the basic message of many of Lincoln's speeches and writings? <i>The basic message of Lincoln's speeches and writings was...</i></p>	<p>Lincoln and His Legacy Besides serving as president during the Civil War, Abraham Lincoln is also remembered for his writing and speaking abilities. His speeches supported the ideals of the Declaration of Independence and the importance of maintaining the Union. As early as 1858, he stated, "a house divided against itself cannot stand," pointing out that slavery would ultimately divide the nation. In his Gettysburg Address, he deliberately spoke of the war in words that echoed the Declaration of Independence. The "great civil war," he said, was testing whether a nation "conceived in liberty, and dedicated to the proposition that all men are created equal...can long endure." He called on Americans to remain dedicated to the task of reuniting the nation so that "government of the people, by the people, for the people, shall not perish from the earth." Finally, in his inaugural address of 1865, Lincoln sought to bring the nation back together. He said, "With malice [anger or cruelty] toward none, with charity [kindness and compassion] for all...let us finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and for his orphans, to do all which may achieve and cherish a just and a lasting peace among ourselves."</p>

Key Vocabulary:

- abolish
- casualties
- Confederacy
- Emancipation Proclamation
- Gettysburg Address
- proposition
- restrict
- secession
- states' rights
- supremacy
- total war

8.11 RECONSTRUCTION

Big Idea: Reconstruction was the period of time when the United States readmitted the Southern states to the Union. It brought with it challenges such as the struggle by blacks to attain political freedom and full equality, which the thirteenth, fourteenth, and fifteenth amendments attempted to do, but which were thwarted by legal restrictions placed on former slaves. Reconstruction ended with the withdrawal of federal troops from the South in 1877.

Time Frame: 1865-1877

Where in the United States?



Questions	Text
<p>What was Reconstruction? <i>Reconstruction was...</i></p> <p>What did the 13th Amendment do? <i>The 13th Amendment...</i></p> <p>What did the Freedmen's Bureau do? <i>The Freedmen's Bureau...</i></p>	<p>Reconstruction in the South after the Civil War</p> <p>The period known as Reconstruction immediately followed the Civil War. It was a time after the Civil War when the federal government ruled the southern states in order to rebuild them and allow them back into the Union. It was also a time when freed African-Americans struggled to achieve political and social equality, but were thwarted in their efforts.</p> <p>Presidential Reconstruction</p> <p>In the first phase of Reconstruction, the Thirteenth Amendment became part of the Constitution, abolishing slavery. To assist former slaves, called freedmen, Congress established the Freedmen's Bureau in March 1865. Over the next four years, the bureau provided food and medical care to both blacks and whites in the South. It helped freedmen bargain for wages and good working conditions. It also built free public schools for former slaves.</p> <p>Soon, however, black codes were passed to control former slaves. Also, freedmen still could not vote and were allowed to work only at unskilled jobs. African Americans were kept separate from whites in public, and black children were not allowed to attend public schools.</p>

8.12 THE RISE OF INDUSTRIAL AMERICA

Big Idea: The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the West, the expansion and concentration of basic industries, the establishment of national transportation networks, a massive wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of businessmen, the rise of organized labor, and increased American involvement in foreign affairs.

Time Frame: 1877-1914

Where in the United States?



Questions	Text
<p>What happened to Native Americans as settlers moved west? <i>When settlers moved west, Native Americans...</i></p> <p>What were some positive and negative effects of industrialization? <i>Some positive effects of industrialization were...</i> <i>Some negative effects were...</i></p>	<p>Settling the West</p> <p>After the Civil War, settlers continued to move to the West. As settlers moved west, Native Americans were pushed off their lands and onto reservations. When Indians like the Nez Perce resisted, soldiers were sent to move them by force.</p> <p>The completion of the first transcontinental railroad in 1869 opened the West to a flood of new settlers. The railroads helped ranchers and cowboys introduce large-scale cattle ranching to the Great Plains. Homesteaders turned the Great Plains into the most productive wheat-producing region in the world.</p> <p>The wars between settlers, soldiers, and Plains Indians came to a head in the Battle of the Little Big Horn. The Indians won the battle, but soon afterward the Sioux and Cheyenne were forced onto reservations. The settling of the West helped to make the United States one of the world's largest and wealthiest countries.</p> <p>Industrial America</p> <p>The rapid industrialization of the United States influenced the way average people earned their livings. New inventions and ideas made it possible for businesses to grow in size and efficiency. While these innovations allowed more Americans to afford manufactured items, there was a hidden price to pay. With the rise of big business through corporations, trusts, and</p>

<p>Why did people join trade unions? <i>People joined trade unions because...</i></p>	<p>monopolies, the wealthy got wealthier and the poor got poorer.</p> <p>As cities grew, factories rose ten or more stories above the ground, and people from all over came looking for jobs. People lived in crowded, unclean, and dangerous tenement buildings. Men, women, and children worked long hours for low wages in crowded, unsafe factories. Doors were kept locked, and workers could not leave their stations without permission. Most worked in miserable conditions.</p> <p>Workers didn't dare speak up for fear of losing their jobs. By joining trade unions, they could fight as a group for better wages and working conditions. When organized workers went on strike, factory owners often responded with violence or by simply hiring other workers.</p>
<p>Where did most immigrants come from during this time? <i>During this time, most immigrants came from...</i></p>	<p>New Immigration</p> <p>Between 1880 and 1920, there was a great wave of immigration to the United States from southern and eastern Europe. The immigrants of this period were far more diverse than earlier arrivals. Many were escaping from poverty, wars, or persecution. Others were drawn by the promise of economic prosperity. They helped build the nation's booming cities and industries, but they faced many challenges, including prejudice, discrimination, overcrowded living conditions, and low-paying jobs.</p>
<p>Who were Rockefeller and Carnegie? How did they view industrialization? <i>Rockefeller and Carnegie were... They thought industrialization...</i></p>	<p>The Progressive Era</p> <p>As early as the 1870s, farmers had organized in protest against government's laissez-faire policies and the growing power of big business. The Granger and Populist movements championed the cause of the "common man." Their ideas helped sow the seeds of Progressive reform.</p> <p>Men like John D. Rockefeller and Andrew Carnegie had made massive fortunes in industry. To them, calls for reform were misguided. All of America, they argued, had benefited from industrialization. They saw a country that was growing in wealth. Ordinary Americans enjoyed luxuries that were unheard of just a short time before.</p>
<p>What causes did Progressives fight for? <i>Some causes Progressives fought for were...</i></p>	<p>Progressives agreed that many industrial advances were good for the country. But they also saw continuing problems in American society. They used newspapers, magazines, and books to draw attention to such issues as child labor, fair business practices, conservation, and equal rights. Government regulation, they said, was needed to soften the negative effects of the industrial age.</p> <p>Progressives fought for many different causes, such as the rights of workers, women, African Americans, and consumers. Their efforts convinced many people that government had a role to play in correcting social problems. The work of Progressives gave hope for a better future for millions of Americans.</p>

Key Vocabulary:

corporation
industrialization
homesteader
laissez-faire

manufactured
monopoly
Progressive movement
reservation

social problems
trade union
trust

8th Grade Vocabulary

A

abolish: put an end to something, such as slavery

abolition: the ending of slavery

abolition movement: the organized movement in the 19th century to end slavery in the United States

agrarian: *a person who favors an agricultural way of life and government policies that support agricultural interests*

alliances: agreements between nations to support each other, usually in wartime

ally: a nation that joins another nation in some common effort, such as winning a war

amendment: a change to the constitution

annex: To add a territory to a country. Such an addition is called an annexation.

B

bill: a proposed law

Bill of Rights: a formal listing of the basic rights of citizen

C

capitalism: an economic system based on the private ownership of farms and businesses

carpetbaggers: northerners who went to the South after the Civil War to gain money and political power

cash crops: crops, such as tobacco, sugar, and cotton, raised in large quantities in order to be sold for profit

cession: land that one country gives another, usually by treaty

checks and balances: the system that allows each branch of government to limit the powers of the other branches

civil rights: the rights that are guaranteed by the Constitution to all people as citizens, especially equal treatment under the law

common man: people who are not from privileged or wealthy backgrounds and who earn their living from labor, such as farmers

compromise: an agreement in which both sides in a dispute agree to give up something they want in order to achieve a settlement

Confederacy: the independent country declared by 11 southern states, who called

themselves the Confederate States of America

constitution: a written plan that provides the basic framework of a government; for example, the U.S. Constitution creates the plan for the government of the United States

constitutional democracy: a democracy that is based on a written document, such as a constitution

convention: a large meeting

corporation: a business that is owned by many investors

cotton gin: a hand-operated machine that cleans seeds and other unwanted material from cotton

D

Declaration of Sentiments: a formal statement of injustices suffered by women, written by the organizers of the Seneca Falls Convention. *Sentiments* means "beliefs" or "convictions."

democracy: a form of government in which citizens have an opportunity to participate in government by electing representatives to make and carry out laws.

discrimination: unequal treatment based on a person's race, gender, religion, place of birth, or other arbitrary characteristic

E

economic growth: increase in the production and sale of goods and services

economy: the way a society organizes the manufacture and exchange of things of value, such as money, food, products, and services

emancipation: the act of freeing people from slavery; the **Emancipation**

Proclamation was the document which freed slaves in Confederate states during the Civil War

embargo: a government order that stops merchant ships from leaving or entering a country's ports

enumerated: listed

executive: branch the part of government that "executes" (carries out) the laws

F

famine: shortage of food

federal: the national government (as opposed to state governments)

federal power: the power of the national government

federalism: the constitutional system that shares power between the national and state governments

foreign policy: guidelines for how a country handles political and economic interactions with other countries

freedmen: African Americans who had been set free from slavery

frontiersmen: people who lived in the unsettled regions of the West (the "frontier")

fugitive: a person who flees or tries to escape (for example, from slavery)

G

Gettysburg Address: the speech given by Abraham Lincoln at the dedication of the national cemetery on the Civil War battlefield at Gettysburg in November

H

homestead: a plot of land where pioneers could build a home, farm, or ranch

homesteader: a farmer who is given a plot of public land (called a homestead) in return for cultivating it

I

impeach: to formally accuse an official of a crime related to official duties

inaugural: relating to the inauguration of a president, the ceremony that brings the president into office

individualism: an idea that stresses the independence and self-reliance of the individual, and that opposes any outside influence on that person, especially by society or government

Industrial Revolution: The dramatic change in economies brought about by the use of machines to do work formerly done by hand. The Industrial Revolution began in England in the late 1700s and spread to America and the rest of Europe.

industrialization: the birth and growth of businesses that make and distribute products through the use of machinery

interest group: an organization that actively promotes the views of some part of the public on specific issues

interstate: commerce, trade and other business dealings that cross state lines

J

inviolable: unable to be changed or modified

isolationism: the policy of avoiding involvement with the political and military affairs of other countries, first established by George Washington

Jim Crow laws: laws enforcing segregation of blacks and whites in the South after the Civil War. "Jim Crow" was a black character in an entertainer's act in the mid-1800s.

judicial: related to courts of law

judicial branch: the part of government, consisting of the Supreme Court and lower federal courts, that interprets the laws

L

laissez-faire: The theory that economies work best when governments do not interfere with them. (Laissez-faire is French for "leave alone.")

legislative branch: The lawmaking part of government, called the legislature. To legislate is to make a law.

legislature: the lawmaking body of a government; in the United States, the Congress (House of Representatives and Senate)

M

majority rule: in government, the idea that whoever receives the most votes may make decisions for everyone

Manifest Destiny: the belief that it was America's right and duty to spread across the North American continent

manufactured: made by a machine

militia: a small army made up of ordinary citizens who are available to fight in an emergency

monopoly: a company that controls all production and sales of a particular product or service

Monroe Doctrine: the policy expressed by James Monroe, that foreign powers would not become involved in the affairs of North or South America

N

nationalism: devotion to a national or ethnic identity, including the desire for independence from rule by foreign countries

natural rights: rights that belong to all people

neutrality: a policy of not choosing sides in a war or dispute between other countries

Northwest Passage: a theoretical sea passage from the Atlantic to the Pacific Oceans; the Lewis and Clark expedition showed that it didn't exist

Nullification Crisis: in 1832, South Carolina declared that two federal laws were unconstitutional and therefore did not apply to South Carolina; this was a direct threat to federal authority

nullify: To refuse to recognize a federal law. This action by a state is called nullification.

O

override: make ineffective; overrule

P

Parliament: the lawmaking body of England, consisting of representatives from throughout the kingdom

philosophy: an idea or viewpoint

plantation: a large area of privately owned land where crops were grown through the labor of workers, usually slaves, who lived on the land

political party: a group of people who share similar beliefs about government and who support political candidates who share their views

Progressive movement: a political reform effort of the early 1900s that focused on improving American life by fighting for such causes as equal rights, better working conditions, and protection of wilderness areas

proposition: suggestion

R

ratify: To formally approve a plan or an agreement. The process of approval is called ratification.

rebellion: an organized resistance to authority, on a smaller scale than a revolution

Reconstruction: the period after the Civil War when the federal government ruled the southern states in order to rebuild them and allow them back into the Union

repeal: to take back, or to cancel, a law

republican: related to a country governed by elected representatives

reservation: An area of land set aside ("reserved") by the government for Native Americans. Reservations generally were on poor land that settlers didn't want.

S

resistance: refusal, defiance, or challenge

restrict: limit

revolutionary: related to a revolution, or overturning an established government

secession: the act of withdrawing from an organization or alliance, such as the withdrawal of the southern states from the Union

segregation: the social separation of groups of people, especially by race

separation of church and state: the idea that religious beliefs or opinions should not influence governmental or political decisions or processes

separation of powers: the philosophy that power within a government should be divided among several groups within the government

social: related to a society, or group of people

social problems: problems that affect large groups of people within a society

spoils system: the practice of rewarding political supporters with government jobs

states' rights: All rights kept by the states under the Constitution. Supporters of states' rights sometimes argued that states were not obliged to honor federal laws that they believed violated the Constitution.

strategy: An overall plan (for example, for winning a war). Specific ways of carrying out a strategy are called tactics.

suffrage: the right to vote

supremacy: dominance

T

territory: A region designated by Congress and organized under a governor. A territory may apply to become a state when it has a large enough population.

total war: warfare that is not limited to the battlefield and that attempts to eliminate an opponent's resources by destruction of property

trade unions: early labor organizations that brought together workers in the same trade, or job, to fight for better wages and working conditions

Trail of Tears: the forced removal of Native Americans in the 1830s, resulting in the deaths of many

transcendentalism: a philosophy which taught that people should "transcend" (go

beyond) logical thinking to reach true understanding with the help of emotion and intuition

treaty: a formal agreement between nations

trust: a group of corporations that unite in order to reduce competition and control prices in a business or industry

U

unalienable: unable to be taken away

unconstitutional: going against the constitution; illegal

V

veto: To reject a proposed law or a bill. Only the president can veto bills.

W

War Hawks: members of Congress who wanted to go to war against England in the War of 1812

water wars: struggles over water rights in the West in the 19th century that sometimes turned violent

Grade 8

Curricular Narrative

Grade Eight—United States History and Geography: Growth and Conflict

Notes/Vocabulary

democratic institutions: political structures based on participation by citizens
Enlightenment: period of time in Europe when reason was applied to solve human problems
parliamentary: based on the democratic practices of England’s Parliament
regional: related to a geographic area

natural rights: rights that all humans have
natural law: laws that are not made by governments, but apply to all humans
unalienable rights: rights that cannot be taken away

moral: having to do with right and wrong
fervor: eagerness

Magna Carta: English document that limited the power of the monarch
compact: agreement

despotism: government headed by a strong ruler

This year, you began with an intensive review of the major ideas, issues, and events preceding the founding of the nation. You then concentrated on the critical events from the framing of the Constitution to World War I.

Our Colonial Heritage

During the colonial period, there were several significant events that led to the development of **democratic institutions** in the original thirteen colonies, such as **Enlightenment** philosophy, and English **parliamentary** traditions. During this period, the colonies developed an economy based on agriculture, commerce, and handcraft manufacturing; during this time, major **regional** differences arose in the colonies, leading to the future development of the geographic concept of the North and the South.

A New Nation

There were several major events and ideas that led to the American War for Independence. The Declaration of Independence contained ideas such as **natural rights, natural law, unalienable rights**, and that “all men are created equal.”

The **moral** and political ideas of the Great Awakening had a great effect on the development of revolutionary **fervor**. Such events as the Great Awakening and documents such as Thomas Paine’s *Common Sense* created a desire in colonists to be independent of British control. The American Revolution would not have been possible without the leadership of such people as George Washington, Thomas Jefferson, and Benjamin Franklin, who -- along with others -- became the leaders of the new nation. The American Revolution greatly influenced other nations, especially France, who took inspiration in America’s newfound independence.

The Constitution of the United States

Due to the influence of the Enlightenment as well as the origins of self-government in the **Magna Carta**, the English Bill of Rights of 1689, the Mayflower **Compact**, the Virginia House of Burgesses, and the New England town meeting, the leaders of the new country tried to create a government that was neither too strong (because it might turn into **despotism**) nor too weak (as the Articles of Confederation proved to be).

compromise: give and take

representation: number of people representing a regional population

clause: section

fugitive: escaped

contradiction: inconsistency

sectional: regional

consent: agreement

amendment: change

sovereignty: independence

dame school: school for young children run by a woman

The Constitutional Convention in Philadelphia was a time when issues divided the Founding Fathers, who adopted several **compromises** when writing the Constitution. For example, although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the three-fifths rule of **representation**, the slave importation **clause**, and the **fugitive** slave clause. Even though these compromises were a **contradiction** with the nation's ideal that all men were created equal, these compromises were important to the southern delegates. The American Revolution had transformed slavery from a national to a **sectional** institution; nine out of ten American slaves lived in the South. In spite of these compromises, the Constitution represented great achievements: (1) it created a democratic form of government based on the **consent** of the governed—a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests and by providing a process of **amendment** to adapt the Constitution to the needs of a changing society.

Launching the Ship of State

The nation faced enormous tasks during its formative years, which tested the talents of its first leaders (Washington, Jefferson, Madison, Hamilton, and the Adamses). The new nation had to demonstrate that its government would work, and in 1812 it had to fight a war to prove its **sovereignty**. The nation's founders believed that the survival of a democratic society depended on an educated people. Therefore, education became an important part of the Northwest Ordinance of 1787. Even Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." During this time, there were several types of education that students received, such as church schools, **dame schools**, and at home.

This was a period of time when ordinary people went about the business of building the new nation, including farmers, merchants, and traders, women, and blacks, both slave and free. Native Americans, however, were not included in this process and continued to be driven from their native lands. Writers such as James Fenimore Cooper and Washington Irving wrote about the new nation; their writings contain a sense of what life was like in America at that time.

The Divergent Paths of the American People: 1800-1850

Between 1800 and 1850, the United States experienced distinctive regional development in the West, Northeast, and South.

mores: values

domestic: within the country

suffrage: right to vote

artisans: crafts-people

democratizing: equalizing

social change: change within a society

spoils system: a system in which government jobs are given to supporters
veto: official refusal

nationalism: strong identification with a country

Manifest Destiny: the belief that it was America's right to spread across North America

water rights: access to and control of rivers

aftermath: outcome or consequences

The West. The West had a deep influence on the politics, economy, **mores**, and culture of the nation. It opened **domestic** markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it provided a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image.

The election of Andrew Jackson in 1828 reflected the steady expansion of male **suffrage**, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was both a remarkable man and a symbol of his age. Jacksonian Democracy found its support among the common people of America—farmers with small holdings, **artisans**, laborers, and middle-class businessmen. Due to the nature of frontier life, women took on many new responsibilities, which had a **democratizing** effect on the relations between men and women. Frontier women, such as California's Annie Bidwell who promoted women's rights and worked for **social change**, made significant contributions to the United States.

Jackson's presidency was noted for his **spoils system**, **veto** of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Alexis de Tocqueville's nine-month visit to the United States at this time, during which he sought to identify the general principles of democracy in America, provides an opportunity to compare the United States in the 1830s with American life today.

The acquisition, exploration, and settlement of the lands west of the Mississippi, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850, marked a period of rapid expansion for the United States. This was a period marked by a strong spirit of **nationalism** and "**manifest destiny**." The changing geography and settlement of this immense land is represented by the Lewis and Clark Expedition to the Northwest or the explorations of trailblazers such as Zebulon Pike; the disastrous effects on Native American groups is exemplified by the removal of Indians and the Cherokees' "Trail of Tears" during this time. Great rivers and the struggles over **water rights** in the development of the West were all part of the development of the West. Settlers from Mexico moved northward into the great Southwest, bringing with them their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established in these regions. As settlers from the East moved west, they encountered these established Mexican communities. The Mexican-American War, its territorial settlements, and its **aftermath** affected the lives of the Mexican families who first lived in the region.

The Northeast. The industrial revolution in the Northeast had important

mechanized: run by machines

boom and bust: period of rapid economic growth followed by an economic downturn

reform: improvement

elocution: speaking clearly using proper pronunciation

orations: speeches

zeal: enthusiasm or passion

abolitionist: attempting to end slavery

diverged: took a different direction

aristocratic: upper class

cash crops: crops grown to make money

egalitarian: without social classes

chattel property: personal property

illiterate: unable to read or write

effects throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled crafts-persons were replaced by **mechanized** production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work in the mills of Lowell, Massachusetts. Immigrants flocked to the cities. Periods of **boom and bust** created both progress and poverty.

An age of **reform** began that made life more bearable for the less fortunate and expanded opportunities for many. Imagine what life was like for young people working in factories in the 1830s; in order to improve opportunities for all, Horace Mann crusaded for free public education for all. Typical schoolbooks of the period contained **elocution** exercises, moral lessons, and **orations** (for example, *The Columbian Orator*). During this period, women generally had a lower legal and economic status, which gave a major impetus to the women's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton, whose ideas are included in the Seneca Falls Declaration of Sentiment which was modeled on the Declaration of Independence. Educators such as Emma Willard and Mary Lyon established schools and colleges for women. Other women, such as Dorothea Dix, campaigned to reform mental institutions and prisons. Charles Finney, the leader of the second Great Awakening, inspired religious **zeal**, moral commitment, and support for the **abolitionist** movement. Many of these events are related to movements still going on in the United States.

The South. During these years, the South **diverged** dramatically from the Northeast and the West. Its **aristocratic** tradition and plantation economy depended on a system of slave labor to harvest such **cash crops** as cotton, rice, sugarcane, and tobacco. Black slavery, the "peculiar institution" of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the **egalitarian** surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

In the South, slaves were considered as **chattel property**, belonging to their owners. Daily life for slaves on the plantations was harsh; the practices of slave auctions dehumanized slaves; slaves were forced to be **illiterate** by law; and many laws suppressed the efforts of slaves to win their freedom. These laws became increasingly severe following the 1831 slave revolts in South Carolina and Virginia. During this time, there were more than 100,000 free blacks in the South; however, laws curbed their freedom and economic opportunity. Freed slaves who lived in the North were often not treated any

Abolitionist Movement:
the movement to bring
an end to slavery

better; freedom from slavery did not necessarily lead to acceptance and equality.

The **Abolitionist Movement**, led by people such as Theodore Weld and William Lloyd Garrison, strived to gain freedom for slaves. Blacks themselves worked for their own freedom; organizations wrote petitions to Congress for redress of the fugitive slave laws and for emancipation of the slaves; leading black abolitionists such as Frederick Douglass, Charles Remond, and Sojourner Truth brought attention to the plight of slaves; and free blacks such as Harriet Tubman and Robert Purvis in the underground movement assisted slaves to escape.

Abolitionist literature flourished during this period, including Frederick Douglass's *What the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Fanny Kemble's *Description of Life on a Southern Plantation*, as well as slave narratives and abolitionist **tracts** of this period.

Toward a More Perfect Union: 1850-1879

proviso: qualification or
restriction

The issue of slavery eventually became too divisive to ignore or tolerate. Several important events, such as the Wilmot **Proviso**, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates, tried to keep a balance between slave states and free states, but pointed out the increasing difficulty of maintaining unity. The threat of **secession** of the southern states and the doctrine of **nullification** posed a direct challenge to the Constitution and the Union. Ultimately, the Civil War had a significant impact on the lives of soldiers, free blacks, slaves, women, and others. Abraham Lincoln, the president who saw the nation through the Civil War, is notable not only for his leadership during the war but also his speeches he gave and important documents he issued, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

secession: separation
nullification: refusal to
recognize federal
authority within a state

watershed: defining
moment
antebellum: before the
war
prototype: model

The Civil War was a **watershed** in American history. It resolved a challenge to the very existence of the nation, demolished (and mythologized) the **antebellum** way of life in the South, and created the **prototype** of modern warfare.

Reconstruction brought with it economic and social changes and challenges (such as the struggle by blacks to attain political freedom and exercise power within a few years after the war) as well as dramatic events, such as the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to black Americans was followed by adoption of the

carpetbaggers: people from the North who took advantage of Reconstruction to make money

peonage: a system where someone has to work for another until a debt is paid

segregation: official separation

Jim Crow Laws: laws that took away the rights of freed slaves

civil rights: rights that are guaranteed to all citizens

organized labor: workers who are protected by a union

foreign affairs: dealings with other countries

mass production: making large amounts of identical goods in a factory

bosses: leaders

thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Life in the South changed as Reconstruction governments were set up, northern "**carpetbaggers**" moved in, and the Freedman's Bureau sent northern teachers to educate the ex-slaves. Reconstruction ended with the election of 1876 and the prompt withdrawal of federal troops from the South.

Events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. The thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. Slavery was replaced by black **peonage**, **segregation**, **Jim Crow laws**, and other legal restrictions on the rights of blacks, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Although undermined by the courts a century ago, these amendments became the basis for all **civil rights** progress in the twentieth century.

The Rise of Industrial America: 1877-1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of **organized labor**, and increased American involvement in **foreign affairs**. The building of the transcontinental railroad, the destruction of the buffalo, the Indian wars, and the removal of American Indians to reservations are all important events during this time. Chief Joseph's words of surrender to U.S. Army troops in 1877 demonstrate the heroism and human tragedy that accompanied the conquest of this last frontier. By 1914 the frontier was closed, and the forty-eighth state had entered the Union.

Progress was hastened by new technology in the farming, manufacturing, engineering, and production of consumer goods. **Mass production**, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Yet, beneath the surface of the "Gilded Age," there was a dark side, seen in the activities of corrupt political **bosses**; in the ruthless practices of businesses; in the depths of poverty and unemployment

sweatshops: factories with harsh working conditions

Social Darwinism: the belief that some individuals are naturally superior to others
laissez-faire: hands off
muckraker: those who expose misconduct of public officials

experienced in the teeming cities; in the grinding labor of women and children in **sweatshops**, mills, and factories; in the prejudice displayed against blacks, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violence associated with labor unrest.

During these years, great mines and large-scale commercial farming in the West and Southwest provided essential resources for the industrial development of the nation. Families from Mexico increasingly provided the labor force that developed this region. These immigrants encountered social, economic, and political handicaps. Yet, Mexican-American communities survived and even thrived, strengthened by their rich cultural traditions and community life.

Social Darwinism provided a justification for child labor, unregulated working conditions, and **laissez-faire** policies toward big business. Political programs and activities of Populists, Progressives, settlement house workers, **muckrakers**, and other reformers were an important part of this period, which was also marked by the rise of the labor movement and a change in the role of government in improving social and economic conditions. The consolidation of public education in the United States and the dramatic growth of public high school enrollments also occurred during this time. McGuffey Readers, which were used by more than half the school-age population in the late nineteenth century, provided literature and poetry for this increasing student population.

Can You?

Trace the major trends in U.S. foreign policy, from George Washington's Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I?

CST Assessment

- Why did Stone Age people practice slash-and burn agriculture?
A) to fulfill spiritual beliefs
B) to make irrigation easier
C) to drive away wild animals
D) to clear land for farming
- Which development most enabled early peoples to form permanent settlements?
A) advances in agricultural production
B) the creation of democratic government
C) the spread of monotheism
D) advances in written language
- Hammurabi's Code of ancient Mesopotamian society was important because it
A) listed the laws and the corresponding punishments.
B) explained how government officials were chosen.
C) established a single currency for use across the empire.
D) described how to perform formal religious ceremonies.
- The art and architecture of ancient Egypt were designed to emphasize the
A) value of the arts in daily life.
B) role of the individual as an artist.
C) idea of beauty as seen by the artist.
D) religious idea of eternal life.
- The Ten Commandments of the ancient Hebrews has had the greatest influence on the development of Western
A) parliamentary democracies.
B) moral and ethical teachings.
C) feudal social class systems.
D) styles in art and literature.
- The diaspora, the dispersing of the Jewish people, refers to their
A) exile from their homeland.
B) collection of their sacred writings.
C) effort to convert nonbelievers.
D) opposition to the Crusades.
- We regard an individual who takes no interest in public affairs not as harmless, but as useless.*
—Pericles' Funeral Oration

The quotation above illustrates the importance ancient Athenians placed on individual participation in the
A) education of young children.
B) religious rituals of the community.
C) political process of the city-state.
D) economic activities of the household.
- Ancient Greeks used myths about their gods primarily to
A) strike fear in their enemies.
B) explain events in the natural world.
C) justify their type of government.
D) undermine the Persian religion.
- Which statement about the Hindu caste system in India is accurate?
A) Different castes shared the same rules for governing their behavior.
B) Foreigners were treated as members of the lowest caste.
C) Castes were encouraged to interact with one another.
D) People were required to stay in the same caste to which they were born.
- What do Buddhism and Hinduism have in common?
A) Belief in many gods
B) Bathing rituals
C) Belief in many lifetimes
D) Complicated writings
- The Chinese people turned to the teachings of Confucius because his ideas were thought to help
A) unify the Chinese against foreign enemies.
B) restore order in China.
C) stop the Chinese people from converting to Islam.
D) create democratic institutions.

12. What was the main contribution of Emperor Shi Huangdi to China?
- He unified most of China under one government.
 - He established a public education system in China.
 - He required citizens to use the Mongol language.
 - He encouraged acceptance of the Hindu religion.
13. What effect did Julius Caesar's seizure of power have on the Roman political system?
- It secured the rights of the commoners against the nobles.
 - It allowed for control of the state by the Senate.
 - It marked the transition from a republic to an empire.
 - It standardized the system by which emperors were chosen.
14. What was the Pax Romana?
- A long peace enforced by Roman power
 - A treaty ending the civil wars in Rome
 - A large territory controlled by Rome
 - A title given to Octavian by the Senate

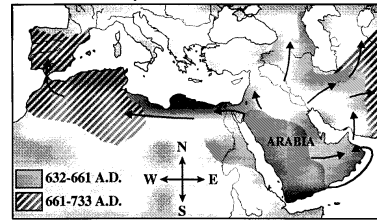
15. Read this list:

- People paid heavy taxes.
- Many people lived in poverty.
- Trade declined.

The items on the list are examples of what type of problems that led to the end of the Roman Empire?

- Political
 - Economic
 - Military
 - Cultural
16. What is one way that Latin, the Roman language, has influenced the English language?
- English words use Latin roots and prefixes.
 - English is written with all capital letters.
 - Latin words come from English roots.
 - Latin is spoken in many homes.

17. The Spread of Islam



According to this map, when did the Islamic Empire reach its greatest size?

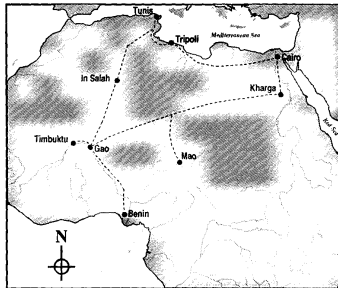
- 632 AD
 - 661 AD
 - 733 AD
 - Cannot tell from the map
18. In the 700s A.D., Arabian merchants played an important role in
- spreading new technology among Asia, Africa, and Europe.
 - converting large numbers of Western Europeans to Islam.
 - uniting most of Asia and Europe under a single religion.
 - stopping the invasions of nomadic people from Central Asia.
19. *Beginning with childhood, all of man's study is centered on one aim alone: to emerge successfully from the three days' examinations, and all he has in mind is what success can bring to him in terms of power, influence, and prestige.*
- Ye Shih, Chinese scholar

The examinations described in the quotation above were necessary for a position as a Chinese

- soldier.
 - priest.
 - silk merchant.
 - government official.
20. Which of these describes how paper was introduced into medieval Europe?
- The Chinese introduced it to the Arabs, who passed it on to Europeans.
 - The Swedes bought it from Chinese, who learned about it from Indians.
 - The Chinese learned to make it and sold the process to Europeans.
 - The Arabs learned about paper making from the Japanese and taught Europeans.

21. How did the location of cities in the West African empires of Ghana and Mali influence their growth?
- Their location in river valleys allowed for extensive farming.
 - Their coastal location made the cities major ports for maritime trade.
 - Their location on major trade routes allowed them to prosper economically.
 - Their mountainous location made the cities easily defensible.

22. Trans-Saharan Contacts



The contacts between civilizations shown in the map above were primarily made by

- explorers who were mapping Central Africa.
 - traders who crossed the Sahara desert into West Africa.
 - Christian missionaries from the Middle East.
 - barbarians migrating from North Africa.
23. China's influence on Medieval Japan is illustrated by Japan's development of
- a writing system.
 - the samurai tradition.
 - haiku poetry.
 - a civil service exam.
24. Endurance, cunning, physical strength, and courage were the ideal characteristics of
- Confucian officials.
 - Buddhist priests.
 - Japanese samurai.
 - Hindu governors.
25. In medieval Europe, law and order were maintained by the
- legions.
 - merchants.
 - nobility.
 - serfs.

26. How did the Crusades affect the economies of Central and Western Europe?
- Gold and silver brought back by crusaders caused monetary inflation.
 - The Crusades led to a decline in the production of crafts and food crops.
 - Cloth and spices brought back by crusaders led to greater interest in trade.
 - The Crusades limited access to luxury goods from China and India.

27. Which characteristic did Aztec and Incan societies share?
- laws that made slavery illegal
 - families dominated by women
 - government by direct democracy
 - complex religious ceremonies

28. Read the following list:
- Prepared calendar that regulated agricultural activities
 - Gathered folk tales and recorded historical events
 - Served as members of the ruling class

Which members of Aztec society were responsible for the tasks outlined above?

- merchants
 - soldiers
 - farmers
 - priests
29. Which of these is **not** a characteristic of Renaissance painting?
- subject matter limited to Christian themes
 - realistic portrait painting
 - settings reflecting the world of the artists
 - paintings showing depth and perspective
30. The poems and plays of which person are representative of the English Renaissance?
- Johann Gutenberg
 - William Shakespeare
 - Dante Alighieri
 - Miguel de Cervantes

31. Which of the following statements might an early reformer have said?
- "We must not have a pope anymore."
 - "I want to purify the church."
 - "I no longer believe in God."
 - "We must not translate the Bible."
32. England became a Protestant country during the Reformation when its
- king declared himself head of the Church of England.
 - people demanded the adoption of Lutheran beliefs.
 - priests opposed reforms implemented by the Pope.
 - armies were exposed to Calvinist beliefs while in France.
33. The findings of Galileo and Newton were significant because, from their time on, scientific thought was based upon
- traditional ways of thinking
 - the ideas of the classic philosophers.
 - the authority of the Church.
 - observation and experimentation.
34. Which Scientific Revolution-era invention led to an increased understanding of diseases?
- the telescope
 - the thermometer
 - the barometer
 - the microscope
35. The Scientific Revolution contributed to Enlightenment thought by influencing people to
- believe in the power of human reason.
 - reject belief in the organized church.
 - study the ideas of past civilizations.
 - oppose individuality in favor of social order.
36. *Ideas of John Locke*
- Rulers receive the right to govern from the people.
 - Unjust rulers can be forced from power.
- Based on the quotation above, which form of government would John Locke most oppose?
- republic
 - dictatorship
 - representative democracy
 - constitutional monarchy
-
37. What were both the Magna Carta and the English Bill of Rights designed to do?
- limit the power of the monarch
 - provide for religious freedom
 - accept the theory of divine right
 - give commoners the right to vote
38. The Great Awakening of the mid-1700s affected the British colonies by
- decreasing the power and prestige of radical religious figures.
 - encouraging greater religious enthusiasm and political independence.
 - encouraging strict obedience and respect for governmental authorities.
 - discouraging individual free will in spiritual and political matters.
39. In designing the legislative branch, the writers of the Constitution mainly based their ideas on the
- French Estates General.
 - Congress of Vienna.
 - Council of Trent.
 - English Parliament.
40. Which of these is a constitutional "check" that the executive has to "balance" the power of the legislature in the United States government?
- dismiss Congress when it acts illegally
 - veto acts passed by Congress
 - overturn decisions made by courts
 - appoint representatives and senators

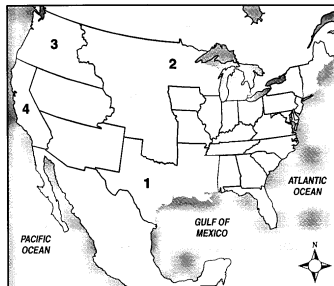
41. Which of these groups most likely supported the political ideas and policies of Alexander Hamilton?
- A) small farmers
 - B) tobacco planters
 - C) business owners
 - D) frontier settlers
42. Thomas Jefferson and his followers opposed Alexander Hamilton's tariff policy in part because they believed that high tariffs would cause problems for
- A) rich bankers.
 - B) small farmers.
 - C) big city merchants.
 - D) owners of small factories.
43. In his Farewell Address, George Washington urged the American people to
- A) limit a president to two terms in office.
 - B) value and maintain a sense of national unity.
 - C) create a defensive alliance with European countries.
 - D) establish more effective political parties.
44. James Fenimore Cooper, America's first great novelist, is best known for his novels about
- A) Political life.
 - B) City life.
 - C) Plantation life.
 - D) Frontier life.
45. What was the purpose of the Monroe Doctrine (1823)?
- A) to open Canada to American settlers
 - B) to prevent European expansion in the Americas
 - C) to acquire Florida for the United States
 - D) to end the United States' alliance with Great Britain
46. Why were western War Hawks so eager for war with Britain in the War of 1812?
- A) They hoped to drive the British out of Canada.
 - B) They were eager to gain control of the Mississippi River.
 - C) They saw a chance to turn Native Americans against Britain.
 - D) They wanted to end Britain's blockade of American ports.
47. Which statement best describes the location of factories in New England during the early 1800s?
- A) They needed to be close to coal deposits.
 - B) They were located next to rivers.
 - C) They were located in isolated areas.
 - D) They needed to be close to railroads.
48. During the 1800s, the movement of large numbers of immigrants from many different countries into large American cities resulted in the rapid growth of
- A) effective public health programs.
 - B) ethnic neighborhoods.
 - C) public parks and recreation areas.
 - D) plentiful and affordable public housing.
49. What agricultural invention, designed to increase production, had the effect of increasing the number of slaves needed for labor in the Deep South?
- A) the wheat reaper
 - B) the cotton gin
 - C) the steel plow
 - D) the rice mill
50. The growing importance of cotton to the South created an economy and a society dominated by
- A) managers and professional people.
 - B) small independent farmers.
 - C) large landowners.
 - D) industrial leaders.

51. *Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward.*
—*Democratic Review, 1845*

The quotation above describes the nineteenth-century American belief in

- A) the Social Contract.
 - B) Manifest Destiny.
 - C) isolationism.
 - D) the Monroe Doctrine.
52. The Indian Removal Act (1830) relocated thousands of Cherokees from Georgia to Indian Territory for the purpose of
- A) making the land available for white miners and farmers.
 - B) allowing the Cherokee their freedom from U.S. control.
 - C) obeying the Supreme Court's order to move the Cherokee.
 - D) creating a wilderness area for use by white fur trappers.
53. The main goal of abolitionists like William Lloyd Garrison was to
- A) allow all women the right to vote.
 - B) establish tax-supported schools.
 - C) stop individuals from drinking alcoholic beverages.
 - D) end slavery immediately.

54. United States in 1850



Which area on the map above was admitted as a state as a result of the Compromise of 1850?

- A) 1
 - B) 2
 - C) 3
 - D) 4
55. Abraham Lincoln's Gettysburg Address is similar to the Declaration of Independence in that both documents
- A) include descriptions of laws which should be passed.

- B) emphasize the need for effective government.
- C) support the ideals of self-government and human rights.
- D) justify the need for economic change.

56. What was the first major goal of President Abraham Lincoln's administration?

- A) to destroy the institution of slavery
- B) to maintain the unity of the country
- C) to expand the power of state governments
- D) to industrialize the economy

57. One goal of post-Civil War Congressional Reconstruction was to

- A) repay Confederate war debts.
- B) ensure civil rights for former slaves.
- C) preserve the plantation system.
- D) rebuild the Southern naval system.

58. The 13th, 14th, and 15th Amendments to the Constitution of the United States were intended to solve problems relating to

- A) government organization.
 - B) civil rights.
 - C) checks and balances.
 - D) rapid economic change.
59. What did the American Federation of Labor try to achieve in the late 1800s?
- A) control of decision making in the market
 - B) higher wages and better working conditions
 - C) employee ownership of factories and mines
 - D) elimination of racial discrimination in the workplace

60. A large percentage of the immigrants who came to the United States during the late 19th and early 20th centuries settled in large cities because

- A) most of them had lived in cities in their homelands.
- B) there were fewer and fewer farms in the United States.
- C) the growing industries were usually located in cities.
- D) the government encouraged immigrants to settle in big cities.