

The American Journey

Daily Lecture and Discussion Notes



Glencoe

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To the Teacher

The American Journey Daily Lecture and Discussion Notes provides detailed outlines for each section of the student textbook, page number references, and discussion questions to encourage student participation in classroom activities. Each section begins with a short, high-interest “Did You Know” anecdote.



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Daily Lecture and Discussion Notes



Chapter 1, Section 1

Did You Know? Beringia, the ancient land bridge between Asia and North America, may have been around 937.5 miles wide. Early hunters who migrated across this land bridge to follow animals were not aware that they had crossed onto a new continent.

I. The Journey From Asia (Pages 16–18)

- A. The first people migrated from Asia to North, Central, and South America during the last Ice Age. They reached the Americas thousands of years ago.
- B. This migration took centuries, and people spread out across the Americas as far east as the Atlantic Ocean and as far south as the tip of South America.
- C. These early people crossed a land bridge from Siberia in northeastern Asia to present-day Alaska. This land bridge, Beringia, now lies under the waters of the Bering Strait.
- D. These early Americans were nomads, moving from place to place in search of food.
- E. These early peoples were skilled hunters. They used every part of the animal for food, clothing, weapons, and tools.

Discussion Question

Why did these early people spread out across the Americas? (*Answers may vary but should include that they were looking for a particular climate or land terrain as well as enough resources so they could survive.*)

II. Settling Down (Pages 18–19)

- A. As large animals such as the mammoth disappeared, Native Americans hunted smaller game and ate plants and berries.
- B. Native Americans began to find new food sources by learning to plant and raise crops.
- C. People living near the coast or rivers learned to fish.
- D. Settlers formed villages and communities. Some people remained nomadic hunters.
- E. Early peoples eventually developed their own cultures.

Discussion Question

How did early Native Americans learn to adapt to their environment? (*They used the resources around them for food, clothing, and shelter. They hunted, fished, planted, and traveled from place to place in search of their needs.*)

Daily Lecture and Discussion Notes

Chapter 1, Section 2



Did You Know?

The present-day metropolitan Mexico City area sits on the same site as the great Aztec capital, Tenochtitlán. Today the population is more than 20 million people.

I. Early American Civilizations (Pages 22–23)

- A. Several great civilizations arose in present-day Mexico and in Central and South America. The most advanced were the Olmec, the Maya, the Aztec, and the Inca. Each thrived for centuries.
- B. The Olmec people lived in what is now Mexico, Guatemala, and Honduras, between 1500 B.C. and 3000 B.C.
- C. The Olmec built stone pavement and drainage systems and sculpted large stone monuments. Their civilization influenced their neighbors.

Discussion Question

Why do you think early American civilizations developed along large bodies of water? *(Answers will vary but should include the notion that early people settled near water as a means of transportation and a way to farm. If they needed to flee quickly, they could navigate along the waters.)*

II. The Maya (Pages 23–24)

- A. The Mayan civilization flourished in present-day Mexico, Guatemala, Honduras, and Belize.
- B. The people built large cities, each having at least one stone pyramid.
- C. Tikal was the largest Mayan city and had five pyramids.
- D. The Mayan civilization was a theocracy, or a society ruled by religious leaders.
- E. The Maya believed that the gods controlled all that happened on Earth. Atop the pyramids were religious and governmental centers.
- F. The Maya became skilled astronomers and developed a writing system called hieroglyphics.
- G. Mayan traders transported their goods such as maize, vegetables, jade, turquoise jewelry, and cacao beans on their backs and along the water.
- H. No one knows what caused the decline of the Maya around A.D. 900, but descendants of the Maya still live in parts of Mexico and Central America.



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Chapter 1, Section 2



Discussion Question

Why do you think the Maya believed that the gods controlled what happened on Earth?
(It was an easy way to explain what they did not understand, such as the change of seasons or the weather.)

III. The Aztec (Pages 24–26)

- A. Founded in 1325, Tenochtitlán was the home of the Aztec and their capital city. Situated on an island, it was one of the largest cities in the Americas.
- B. Workers toiled day and night to make causeways linking the island to the mainland and filling in Lake Texcoco, upon which the city was built.
- C. Tenochtitlán was also a center of trade.
- D. The Aztec people were warriors and conquered nearly all rival communities. They built a military empire.
- E. From the conquered people, the Aztec took weapons, maize, cotton cloth, and copper. The Aztec forced their captives to work as slaves.
- F. The Aztec people also believed in pleasing the gods. Their society was organized around religion, and they sacrificed thousands of prisoners in religious ceremonies.

Discussion Question

How did the Aztec build a military empire? *(They went to war and conquered neighboring communities. They stole weapons from the conquered people to help build their empire. They used the conquered people as slaves to help them expand their capital city.)*

IV. The Inca (Page 26)

- A. The Inca Empire developed in the western highlands of South America.
- B. Cuzco, the capital city, was founded around A.D. 1200.
- C. The Inca ruler Pachacuti and his son, Topa Inca, conquered neighboring lands to build their empire.
- D. It was the largest of the early American civilizations. The empire stretched more than 3,000 miles from present-day Colombia to northern Argentina and Chile.
- E. The population of the Inca Empire at its height was more than nine million people.



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- F.** The Inca were very advanced.
- 1.** They built 10,000 miles of paved roads.
 - 2.** Rope bridges crossed canyons and rivers.
 - 3.** They developed a record-keeping system using quipus so that runners could take messages from one part of the empire to another.
 - 4.** The language, Quechua, became the official language of the empire.
 - 5.** They developed a system of terracing the land by building platforms so that they could plant crops on slopes.
- G.** They were also a religious people, worshipping the sun god.

Discussion Question

Why is the Inca considered a great civilization? *(It was the largest of the early civilizations, stretching for about 3,000 miles. The Inca developed paved roads, a common language, a record-keeping system, and terracing for farming.)*

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Did You Know?

Native Americans who hunted buffalo, such as the Apache and Navajo, relied on the animal for meat. The buffalo, however, served other uses such as hides for clothing, pouches, and dolls; hair for headdresses and pillow stuffing; tails for whips; hoofs for glue; and horns for cups and spoons.

I. Early Native Americans (Pages 28–31)

- A.** Many Native American cultures existed in North America before Europeans arrived in the 1500s.
- B.** The Hohokam lived in the desert of present-day Arizona. Their civilization flourished from about A.D. 300 to A.D. 1300. They built irrigation channels to bring water to the hot, dry land from the nearby Gila and Salt Rivers and left behind pottery, carved stone, and shells.
- C.** The Anasazi lived in an area known as the Four Corners (or the meeting place) of present-day Utah, Colorado, Arizona, and New Mexico from A.D. 1 to A.D. 1300.
- D.** The Anasazi built stone and cliff dwellings. A pueblo or stone dwelling looked like an apartment building. The cliff dwellings were built into the walls of steep cliffs. Pueblo Bonito and Mesa Verde are examples of each.
- E.** In about 1300, the Anasazi left these dwellings to settle in smaller communities, perhaps due to droughts during which their crops dried up.
- F.** The Mound Builders lived in central North America from present-day Pennsylvania to the Mississippi River valley. They built mounds of earth that looked like the Aztec stone pyramids.
- G.** The Adena were hunters and gatherers and among the earliest Mound Builders living in the Ohio Valley around 800 B.C.
- H.** The Hopewell people were farmers and traders who built large burial mounds shaped like live birds, bears, and snakes. They left behind pearls, shells, cloth, and copper in the mounds to show their variety of trade.
- I.** The Cahokia built the largest settlement in present-day Illinois. This city may have had 16,000 people. The highest mound, Monks Mound, rose nearly 100 feet and was probably the highest structure north of Mexico.



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Chapter 1, Section 3



Discussion Question

Why do you think the dwellings of these early Native Americans (the pueblos, mounds, and cliff dwellings) were large and massive? (*Answers will vary but should include the idea that if they reached high in the sky, they would be nearer to the gods. Also they were visible from far away and could accommodate a large group of people for living quarters and for religious ceremonies.*)

II. Other Native North Americans (Pages 31–33)

- A.** The peoples of the North were the Inuit, settling in the cold Arctic region. Inuits may have been the last to migrate to North America. They built igloos to protect themselves from severe weather. They wore furs and sealskins to keep them warm and dry. They were hunters and fishers.
- B.** The peoples of the West were many: Tlingit, Haida, Chinook, Nez Perce, Yakima, Pomo, Ute, and Shoshone. They used the resources of the forest and sea as they hunted and gathered. The Ute and Shoshone created temporary shelters as they traveled to search for food.
- C.** The peoples of the Southwest were the Hopi, the Acoma, and the Zuni. Their homes were made of adobe bricks, and they raised maize, beans, and squash. The Navajo and the Apache settled in the region in the 1500s. They were hunters and gatherers, unlike the other peoples of the region, and built square homes called hogans.
- D.** The peoples of the Plains were nomads. They hunted and farmed and built tents called tepees that they moved with them from place to place. They learned to tame wild horses and used them to hunt and fight.
- E.** The peoples of the East, the Iroquois and the Cherokee, formed complex political systems of governing. The Iroquois formed five groups: the Onondaga, the Seneca, the Mohawk, the Oneida, and the Cayuga. Until the late 1500s when these groups formed the Iroquois League, also called the Iroquois Confederacy, they fought wars with one another.
- F.** The peoples of the Southeast were the Creek, Chickasaw, and Cherokee. They farmed and adapted to the warmer woodlands climate of the south.

Discussion Question

Why do you think the different Native North American groups developed a wide variety of cultures? (*Answers will vary but should include recognition that regional climate and resources created the need for different lifestyles. Climate and resources affected whether groups farmed, fished, or hunted, were nomadic or permanently settled, and what type of shelters they built.*)

end

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Did You Know? In the 1400s, the astrolabe was the explorer's most important tool to determine latitude at sea, although it had already existed for more than a thousand years. Islamic societies had been using the instrument beginning around A.D. 800. Today, the largest astrolabe collection in North America can be found at the Adler Planetarium in Chicago, Illinois.

I. Expanding Horizons (Pages 38–39)

- A. Marco Polo's book, *Travels*, written in 1296–97, described his travels to Asia. It inspired Columbus and other explorers to journey to these lands 200 years later.
- B. The cities of Venice, Genoa, and Pisa became centers of the growing trade in goods such as spices, silks, perfumes, and precious stones.
- C. The Renaissance, a period of renewed interest in classical Greek and Roman learning, spread throughout Europe in the 1400s. It encouraged Europeans to pursue new ideas and challenges and set the stage for exploration and discovery.

Discussion Question

Why do you think Western European explorers found Asia so interesting? (*Answers will vary but may include the ideas of becoming wealthy through foreign trade and learning about lifestyles in distant lands.*)

II. Powerful Nations Emerge (Pages 39–41)

- A. The development of large nation-states in Western Europe helped spark foreign trade and travel outside the region.
- B. The monarchies of Spain, Portugal, England, and France looked for ways to increase the power and wealth of their countries.

Discussion Question

Why was it necessary for monarchs to work at building powerful and wealthy countries? (*Answers will vary but may include the idea that countries wanted to appear powerful so they would not be invaded and overtaken by any other country. Wealth would allow the monarch to outfit a powerful army that could defend the country or invade another country.*)



Daily Lecture and Discussion Notes

Chapter 2, Section 1



III. Technology's Impact (Pages 40–41)

- A. Better maps and navigational instruments, such as the astrolabe and compass, helped navigators more accurately determine direction and location.
- B. Larger and sturdier sailing vessels, such as the caravel, enabled sailors to travel faster and carry more people, cargo, and food.
- C. These advances enabled sailors to explore new routes, especially a sea route to Asia. Portugal and Spain began searching for routes to Asia and traveled south to the West Coast of Africa.

Discussion Question

How does modern technology make our lives easier? *(Answers will vary but should include the ideas that it helps us do things better, faster, more efficiently, and cost effectively.)*

IV. African Kingdoms (Pages 41–42)

- A. Three West African kingdoms flourished: Ghana, Mali, and Songhai.
- B. Ghana was a huge trading Empire between 400 and 1100. Its trade in gold and salt contributed to its prosperity. When Ghana's power declined, the empire saw new states emerge.
- C. Mali and its capital, Timbuktu, became important Islamic centers. Mansa Musa, who ruled Mali from 1312 to 1337, was its greatest king. He made a pilgrimage to Makkah (also spelled Mecca), the Muslim holy city.
- D. The Songhai Empire rose in the late 1400s and became the largest in the history of West Africa. Its ruler, Askia Muhammad, encouraged trade with Europe and Asia and introduced to his country a legal system, a system of government, and schools. The empire fell in the late 1500s when the Moroccans attacked its trade centers.

Discussion Question

Why did great empires arise in Africa? *(The resources of the land, the trade with North Africa, and powerful rulers helped create these great empires.)*

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Chapter 2, Section 2



Did You Know?

An Italian mapmaker, Amerigo Vespucci, went to Brazil to help King Manuel I of Portugal determine how much land Portugal had been given by the Treaty of Tordesillas. Vespucci made a map of South America and sold copies to a German cartographer. Amerigo Vespucci's name appeared on the map, giving him credit. However, many people misunderstood and thought the land portion of the map was labeled "America."

I. Seeking New Trade Routes (Pages 43–45)

- A. The Portuguese were the leaders of early exploration. They hoped to find a new route to China and India. They also helped to find a more direct way to get West African gold.
- B. Prince Henry of Portugal (also called Henry the Navigator) set up a center for exploration so that scientists could share their knowledge with shipbuilders and sailors.
- C. Ships sailed south along the coast of West Africa (also called the Gold Coast) where they traded for gold and ivory and began buying slaves in the mid-1400s.
- D. In 1487 Bartholomeu Dias explored the southernmost part of Africa. This became known as the Cape of Good Hope. The king of Portugal hoped the passage around the tip of Africa would lead to a new route to India.
- E. In 1497, Vasco da Gama sailed around the Cape of Good Hope. He visited East African cities and reached India in 1498.

Discussion Question

Why do you think the Portuguese began buying slaves from West Africa? (*Answers will vary but should include the fact that they traded goods for slaves so they could help make Portugal wealthy.*)

II. Columbus Crosses the Atlantic (Pages 45–49)

- A. The Vikings reached North America and established settlements in Iceland and Greenland in the 800s and 900s. Viking sailor, Leif Eriksson, explored land west of Greenland known as Vinland about the year 1000. Historians think that Vinland was North America. No one is sure what other parts of North America the Vikings explored.
- B. Queen Isabella of Spain sponsored Columbus on his first voyage in August 1492. He set out with three ships to find a route to Asia. On October 12, 1492, he spotted land, named it San Salvador, and claimed it for Spain. He did not know that he had reached the Americas. He was convinced that he had reached the East Indies.



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- C.** Columbus made three additional voyages in 1493, 1498, and 1502. He explored the Caribbean islands of Hispaniola, Cuba, and Jamaica and sailed along the coasts of Central America and northern South America. He claimed these lands for Spain.
- D.** The Treaty of Tordesillas was signed by Spain and Portugal to clarify the line of demarcation between their lands in the Americas. The treaty moved the line farther west so that Portugal would not be at a disadvantage. Spain was to have control of all the lands to the west of the line, and Portugal was to have control of all the lands to the east of the line.
- E.** Amerigo Vespucci mapped South America's coastline in 1499. He concluded South America was a continent, but not part of Asia. European geographers called the continent America, in honor of Amerigo Vespucci.
- F.** Vasco Núñez de Balboa claimed the Pacific and adjoining lands for Spain.
- G.** Ferdinand Magellan, sailing from Spain in 1519, found a passage to the Pacific, the Strait of Magellan. Magellan sailed around South America and toward Spain. Magellan was killed in an island battle along the way, but a small number of his crew made it all the way to Spain. The crew became the first to circumnavigate the world.

Discussion Question

Why did European explorers attempt these difficult journeys? (*Answers will vary but should include the ideas of excitement, gaining wealth and fame, being dedicated to a goal, and so on.*)

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Did You Know?

The legend of the fountain of youth was a tradition of the Native Americans of Puerto Rico. They believed that on the island of Bimini, there was a wonderful fountain that produced drinking water that could make people young again. Juan Ponce de León set out to find this fountain, hoping it would make him forever young and rich.

I. Spanish Conquistadors (Pages 51–53)

- A. Conquistadors were explorers who settled in the Americas. They received land grants from Spanish rulers in exchange for one-fifth of gold or treasure taken from the Americas.
- B. In 1521 Hernán Cortés conquered the Aztec capital of Tenochtitlán. He took their emperor Montezuma prisoner and gained control of the region.
- C. Francisco Pizarro captured the Inca ruler Atahualpa in 1532 and later gained control of the Inca Empire.
- D. The Spanish conquistadors conquered great Native American empires with their strong armies using guns, cannons, and horses. The invaders also received the help of the Native Americans in overthrowing many existing rulers. Because the Native Americans had no immunity to European diseases, many of them became sick and died.

Discussion Question

What personality traits do you think the conquistadors might have had? (*Answers will vary but should include traits such as goal-oriented, greedy, fearless, driven, strong-willed, and so on.*)

II. Spain in North America (Pages 53–55)

- A. Spanish conquistadors also explored the southeastern and southwestern parts of North America in hopes of finding riches.
- B. Juan Ponce de León landed on the east coast of present-day Florida in 1513, looking for gold and the “fountain of youth.” In 1565 the first Spanish settlement in the United States, a fort, was established at St. Augustine, Florida.
- C. Many conquistadors searched for wealth and the “Seven Cities of Cibola.” Some lost their lives as they searched for these cities because of stormy weather, lack of supplies, and illness.



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- D.** Álvaro Núñez Cabeza de Vaca and Pánfelo de Narváez explored Florida and the coast of Mexico.
- E.** In 1541 Hernando de Soto explored the southeastern region of North America. He crossed the Mississippi River and traveled as far west as present-day Oklahoma.
- F.** Francisco Vásquez de Coronado traveled through northern Mexico and present-day Arizona and New Mexico. In 1540 he reached a town belonging to the Zuni people, but found no gold.

Discussion Question

What similarities do you see between these early conquistadors and the immigrants of today who are settling in the United States? (*Answers will vary but should include the ideas of hopes of a good or new life in another place, learning to adapt to a new environment, and being able to leave their homes for the unknown.*)

III. Spanish Rule (Pages 54–56)

- A.** The Spanish established three kinds of settlements in the Americas.
 - 1.** Pueblos or towns were centers of trade.
 - 2.** Missions were religious communities.
 - 3.** Presidios were forts and usually built near a mission.
- B.** The hierarchy of the social classes from upper to lower included:
 - 1.** *peninsulares* who owned land, ran the local government, and served in the Catholic Church.
 - 2.** creoles, or people born in the Americas to Spanish parents.
 - 3.** mestizos, or people with both Spanish and Native American parents.
 - 4.** Native Americans.
 - 5.** enslaved Africans.
- C.** The Spanish developed a system of encomiendas that created enslaved Native Americans. A conquistador could demand taxes and labor from the Native Americans living on the land. Many Native Americans died from malnutrition and disease because of this grueling labor. Bartolomé de Las Casas, a priest, condemned this harsh treatment and fought against it. As a result, Spain passed the New Laws in 1542 that forbade enslaving Native Americans.



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- D.** The Spanish also developed the plantation system or large estate. The Spanish used Native Americans to work on the plantations, but in the mid-1500s, Africans were transported from West Africa to replace enslaved Native Americans. As a result, slave labor became an essential part of the Spanish and Portuguese economies.

Discussion Question

Why do you think the social class system developed in the Americas? (*Answers will vary but should include the idea that most societies have social classes. The conquistadors brought Western European ideas about class structure to the Americas.*)

Daily Lecture and Discussion Notes

Chapter 2, Section 4



Did You Know?

French influence is still strong almost four centuries after the French explorer Samuel de Champlain established a settlement in present-day Quebec, Canada. Quebec is the only place in North or South America where French is the primary language spoken. French speakers are called *Francophones* and English speakers are called *Anglophones*.

I. A Divided Church (Pages 58–59)

- A. Martin Luther brought about changes in Europe in the 1500s with his opposition to Catholicism. His protests began the Protestant Reformation.
- B. In France, John Calvin, a Christian theologian, broke away from the Catholic Church.
- C. For personal reasons, King Henry VIII established England as a Protestant nation.
- D. When Europeans settled in America, they brought with them their religious beliefs of either Catholicism or Protestantism.

Discussion Question

Why do you think Martin Luther had so many followers? (*Answers will vary but may include the idea that many people felt repressed by the Catholic Church and were ready, in this age of discovery, to join a Protestant revolution.*)

II. Economic Rivalry (Pages 59–62)

- A. The exploration of the Americas created rivalries between European countries to acquire colonies there. These colonies provided resources and a market to sell European products.
- B. The Columbian Exchange was a two-way exchange between the Americas and Europe, Asia, or Africa. The exchange included crops, livestock, and other goods for enslaved Africans who worked on the plantations. Disease was a result of this exchange since Native Americans did not have the immunity to fight off European germs.
- C. England, France, and the Netherlands searched for a more direct route to Asia to compete with Spain and Portugal, who had claimed most of the Americas. This became known as the Northwest Passage. Instead of traveling around South America, they sailed along the northern coast to North America.
- D. John Cabot probably landed on the coast of Newfoundland in 1497. England was then able to establish claims in North America.



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- E.** Giovanni de Varranzo sailed for France in 1524 and explored the coast of North America from present-day Nova Scotia south to the Carolinas.
- F.** Jacques Cartier also sailed for France. He sailed up the St. Lawrence River and founded Mont-Royal (Montreal).
- G.** Henry Hudson sailed for the Dutch. He discovered the Hudson River in 1609. He sailed as far north as Albany. In 1610 he discovered Hudson Bay, thinking that he had reached the Pacific Ocean. He and his crew were unsuccessful in finding an outlet.
- H.** In the 1600s France and the Netherlands set up trading posts in the Americas. They were interested in economic opportunities, not building an empire.
- I.** Samuel de Champlain established a trading post for fur trading in Quebec and other parts of Canada. The Dutch established trading posts along the Hudson River.

Discussion Question

Why was it important for Europeans to compete for territory in the Americas? (*Answers will vary but may include the idea that owning territory led to wealth, and wealth led to power. Each European country did not want its neighbors to become more powerful.*)

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Did You Know?

Before John Rolfe married Pocahontas, she learned English, converted to Christianity, was baptized, and was renamed Rebecca. After their marriage, the couple went to England, where she met the king and queen. Pocahontas died of smallpox before she could return to America.

I. England in America (Pages 70–71)

- A. The English defeat of the Spanish Armada ended Spanish control of the seas. England and other European nations could begin colonies in North America because it was now safe to sail the waters.
- B. In 1583 Sir Humphrey Gilbert claimed Newfoundland for Queen Elizabeth.
- C. Sir Walter Raleigh sent about 100 men to settle on Roanoke Island off the coast of present-day North Carolina in 1585. After the difficult winter there, the colonists returned to England.
- D. A second group of settlers came in 1587. This group of Roanoke colonists deserted the island and disappeared. No clues to their fate were left except the word *Croatoan* carved on a gatepost.

Discussion Question

Why do you think Roanoke Island was so difficult to settle? (*Answers will vary, but should include the idea that weather conditions were probably hard for living and for growing crops. So the settlers were not able to get the food and supplies they needed to survive.*)

II. Jamestown Settlement (Pages 71–73)

- A. In April 1607, settlers sent by the Virginia Company in London entered Chesapeake Bay and founded Jamestown. They faced many hardships. For example, they found no gold nor did they establish the fish or fur trading expected of them by the Virginia Company investors. The number of colonists dwindled.
- B. Captain John Smith arrived in 1608 to govern the colonists. The Virginia Company installed yet another leader to govern them after Smith. A harsh winter and more trouble continued to plague the colonists.
- C. When the colonists discovered how to grow tobacco, the colony began to prosper. Relations with the Native Americans living nearby also improved when one of the colonists, John Rolfe, married Pocahontas, the daughter of Chief Powhatan.



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- D.** The Virginia Company allowed a representative government in which ten towns in the colony each sent two representatives, or burgesses, to an assembly. The assembly made local laws.
- E.** The House of Burgesses met for the first time on July 30, 1619.
- F.** In 1619 ninety women were sent to Jamestown so that families could form and the population could increase.
- G.** In 1619 twenty Africans came to Jamestown. They were sold to Virginia planters to work in the tobacco fields. They may have come as servants, not as slaves.
- H.** Until 1640 some Africans were free and some owned property. In the years that followed, however, Africans came as enslaved passengers or were sold as slaves upon arrival. Slavery became legal in the 1660s.
- I.** Because of the financial problems the Virginia Company faced, King James of England canceled its charter and made Jamestown England's first royal colony in America.

Discussion Question

Why do you think slavery in Virginia was made legal in the 1660s? (*Answers will vary, but they should include the notion that the lawmakers felt slavery was not bad. Slavery provided workers for the plantations that grew crops, which made money for the colony.*)

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Did You Know?

Today in the city of Cape Cod, the Massachusetts House of Representatives deliberates under a giant carved wooden codfish whose head points at whichever party is in power—the Democratic or the Republican.

I. Religious Freedom (Pages 76–78)

- A. There were two groups of Protestants in England. Those who wanted to reform the Anglican Church were Puritans. Those who wanted to leave and set up their own church were Separatists.
- B. Some Separatists fled to the Netherlands for religious freedom. Some of these Separatists were given a guarantee by the Virginia Company to be able to practice their religion freely if they settled in Virginia. In return they had to share their profits with the Virginia Company. These people called themselves Pilgrims.
- C. The *Mayflower* carried Pilgrims to settle the Virginia colony. They landed north, however, at Plymouth, Massachusetts, due to the oncoming winter. Plymouth was not part of the Virginia Company territory and its laws did not apply. So the Pilgrims drew up the Mayflower Compact to provide laws to live by. It was the beginning of a representative government in America.
- D. The Pilgrims received help from the Native Americans in learning to plant crops and in hunting and fishing. Without them the Pilgrims may not have survived.

Discussion Question

How do you think the Pilgrims lives in America compared to their lives in England? *(Answers will vary, but should include discussions about gaining religious freedom, establishing a new government, and learning to adapt to a new environment, as well as living under religious persecution, living under established laws, and living under difficult economic conditions.)*

II. New Settlements (Pages 78–80)

- A. More hard times beset the Puritans in England. In 1629 a group received a royal charter and formed the Massachusetts Bay Colony located north of Plymouth. The group settled in Boston with John Winthrop as their governor.
- B. During the Great Migration in the 1630s, more than 15,000 Puritans came to Massachusetts to escape religious persecution and economic difficulties in England.
- C. An elected group called the General Court ran the colony. The Massachusetts Bay Colony created a colonial legislature when settlers wanted a larger role in government. Every adult male church member who also owned property could vote for their representatives to the General Court.



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- D.** Although the Puritans left England for religious freedom in America, they criticized, or persecuted, people who held religious beliefs other than theirs. This led to the formation of new colonies in America.
- E.** Colonists began to settle along the fertile Connecticut River valley in the 1630s.
- F.** In 1636 Thomas Hooker founded Hartford. Three years later, Hartford and two neighboring towns adopted the Fundamental Orders of Connecticut. This was the first written constitution in America.
- G.** Roger Williams, a minister, established Rhode Island and Providence Plantations, where religious toleration existed. People could worship as they pleased.
- H.** In 1638 John Wheelwright founded the colony of New Hampshire. It became independent of Massachusetts in 1679.

Discussion Question

Why were the Puritans so intolerant of religious views other than their own? (*Answers will vary, but should state that once here, they expected everyone to think and believe as they did and did not want to deal with differing views.*)

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Did You Know? The term “Pennsylvania Dutch” doesn’t refer to Dutch settlers in Pennsylvania, but instead to seventeenth- and eighteenth-century German settlers. The term comes from the German word *Deutsch*, meaning “German,” which was mistakenly changed to the English word *Dutch*. Some descendants of these original settlers still speak a German dialect, known as Pennsylvania Dutch.

I. England and the Colonies (Pages 82–84)

- A.** In 1660 England had two groups of colonies:
 - 1.** The New England colonies run by private corporations under a royal charter. They were Massachusetts, New Hampshire, Connecticut, and Rhode Island.
 - 2.** The royal colonies run by England. They were Maryland and Virginia.
- B.** England wanted to gain control of the Dutch-controlled land in between these two groups of colonies because of its harbor and river trade.
- C.** The Dutch colony was New Netherland. Its main settlement of New Amsterdam on Manhattan Island was a center of shipping to and from the Americas. The Dutch West India Company gave new settlers who brought at least 50 settlers with them a large estate. These landowners gained riverfront estates and ruled like kings. They were called patroons.
- D.** In 1644 the English sent a fleet to attack New Amsterdam. The governor of New Amsterdam, Peter Stuyvesant, was unprepared for a battle, so he surrendered the colony.
- E.** The Duke of York gained control of the colony and named it New York. He promised the colonists freedom of religion and allowed them to hold on to their land.
- F.** The population of New York grew to about 8,000 in 1664. New Amsterdam, now called New York City, became one of the fastest-growing locations in the colony.
- G.** The southern part of New York between the Hudson and the Delaware Rivers became New Jersey. Its inhabitants were diverse in ethnicity and religion, like those from New York. Without a major port or city, however, it did not make the money the landowners expected.
- H.** By 1702 New Jersey became a royal colony, yet it continued to make local laws.



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Discussion Question

How did owning a large estate play such an important role in the settlement of New York? *(People were encouraged to come to the colony with a large group of people to become landowners. In turn, owning land gave them wealth, power, and prestige.)*

II. Pennsylvania (Page 84)

- A.** William Penn received a large tract of land in America from the king as a repayment of a debt. The colony was Pennsylvania.
- B.** Penn, a Quaker, saw Pennsylvania as a chance to put the Quaker ideas of tolerance and equality into practice. He designed the city of Philadelphia and wrote the first constitution.
- C.** To encourage settlers to Pennsylvania, he advertised the colony throughout Europe in several languages. By 1683 more than 3,000 English, Welsh, Irish, Dutch, and German people settled there.
- D.** In 1701 Penn granted the colonists the right to elect representatives to a legislative assembly. In 1703 Three Lower Counties formed their own legislature and became the colony of Delaware.
- E.** The counties functioned as a separate colony known as Delaware and were supervised by Pennsylvania's governor.

Discussion Question

Why was religious toleration and equality important to the settlers of Pennsylvania? *(They were Quakers and believed in these ideals.)*

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Did You Know? Although 41 Jewish settlers were founding members of the colony at Savannah, Georgia, in 1733, there had been Jews in the South already. An example was Joachim Gans, a Central European minerals expert on Sir Walter Raleigh's expeditions, who surveyed the Carolina coast in 1585. Also, in 1697 four Jews were made citizens of South Carolina.

I. Coming to America (Pages 86–88)

- A.** The colonies needed people to grow and prosper. Settlers came voluntarily. Others came because they were
 - 1.** criminals or prisoners of war from England and Scotland and could earn their release if they worked for a period of time (seven years).
 - 2.** seized and brought as slaves from Africa.
 - 3.** indentured servants who worked without pay for a certain period of time in exchange for their passage.
- B.** Maryland became a proprietary colony in 1632. King Charles I gave Sir George Calvert, called Lord Baltimore, a colony north of Virginia. Lord Baltimore wanted to establish a safe place for Catholics, and he also hoped that the colony would make him rich.
- C.** Maryland tobacco farmers also produced wheat, fruit, vegetables, and livestock so that they would not be dependent upon one cash crop. Wealthy landowners became powerful. As plantations grew in number, indentured servants and enslaved Africans were used to work the plantations.
- D.** Baltimore became the largest settlement, founded in 1729.
- E.** Because the boundary between Maryland and Pennsylvania was disputed, the British astronomers, Mason and Dixon, were hired to resolve the issue and establish a boundary.
- F.** A conflict between Catholics and Protestants, who outnumbered them, resulted in the passage of the Act of Toleration in 1649. It stated that both groups had the right to worship freely. The colony's Protestant majority repealed this act in 1692.

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Discussion Question

Think about what life was like as a wealthy plantation owner, as an indentured servant, or as an enslaved African. Describe what you would have liked or disliked about belonging to one of these groups. *(Answers will vary, but should include the ideas of becoming powerful and rich from the land versus eking out a living working the land, working hard under harsh conditions and making no money, watching others work to make you money, having certain freedoms, having no freedoms, and so on.)*

II. Virginia Expands (Pages 88–89)

- A.** As Virginia grew, settlers moved inland to open up the backcountry. Native Americans lived on these lands. The governor, Sir William Berkeley, worked out an arrangement in 1644 that kept settlers from moving farther into Native American land. The settlers received a large piece of land, and conflicts were diminished.
- B.** Many Virginia westerners resented Berkeley's pledge to the Native Americans and settled in the lands anyway. As a result, Native Americans raided these settlements.
- C.** Nathaniel Bacon opposed colonial government because it was made of easterners. He led attacks on Native American villages, set fire to the capital, marched into Jamestown, and drove Berkeley into exile. England summoned Berkeley and sent troops to restore order.

Discussion Question

Why did Native Americans sign a treaty with the colonial government in 1677 to open up more land? *(They were probably not given any choice and there was still land for them to live on. Perhaps they hoped all people could live together peacefully, so they gave up a piece of their land under the terms of the treaty.)*

III. Settling the Carolinas (Pages 89–90)

- A.** King Charles II founded the colony of Carolina. The proprietors took large estates for themselves and hoped to sell and rent land to new settlers. In 1670 English settlers arrived, and by 1680 they founded Charleston.
- B.** The English philosopher John Locke wrote their constitution.
- C.** Northern Carolina was settled by small farmers. Because this northern region did not have a good harbor, settlers relied on Virginia's ports.
- D.** Southern Carolina was more prosperous due to the fertile farmland and its harbor city, Charleston. Rice became the leading crop, and indigo, a blue flowering plant, became the "blue gold" of Carolina.



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- E.** Most of the settlers of southern Carolina came from the English colony of Barbados in the West Indies. They brought with them enslaved Africans to work in the rice fields. Because so much labor was needed to grow rice, the demand for slaves increased. By 1708 more than half of southern Carolina's new settlers were enslaved Africans.
- F.** Carolina's settlers were angry at the proprietors. They wanted a greater role in the colony's government. In 1719 the settlers in southern Carolina seized control from its proprietors. Carolina was formally divided into two colonies—North Carolina and South Carolina—in 1729.

Discussion Question

Why did many of the settlers to Southern Carolina come from the West Indian island of Barbados? (*Barbados was an English colony. Enslaved Africans were brought there as part of the Columbian Exchange. These enslaved Africans had worked on large sugar plantations in Barbados. Their experience would be helpful as they worked on the plantations of Southern Carolina, which ultimately helped the economy of the colony grow. Because they were enslaved people, they had no freedom to choose where they were to live.*)

IV. Georgia (Pages 90–92)

- A.** James Oglethorpe founded the colony of Georgia in 1733. It was the last British colony to be founded in the Americas. Great Britain created Georgia for several reasons:
 - 1.** as a place where British debtors and poor people could make a fresh start
 - 2.** as a military barrier to protect the other British colonies from Spain due to its location between Spanish Florida and South Carolina
- B.** Georgia did receive poor people but few debtors. Religious refugees also settled there.
- C.** The town of Savannah was created in 1733.
- D.** Oglethorpe banned slavery, Catholics, and rum in the colony and limited the size of farms. As settlers came, they objected to the laws, so he lifted all the bans except on slavery. In 1751, he turned the colony back to the king.

Discussion Question

Because Georgia was the last colony to be settled by the British, did it suffer in any way or was it as stable or organized as the other colonies? (*Answers will vary but should include that it probably was at a disadvantage because of Oglethorpe's laws and the settlers' objections. Remember the colony eventually became a royal colony. On the other hand, it had the experience from other colonies to draw on.*)



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V. New France (Page 92)

- A.** The French settlement in the Americas grew slowly. The French were interested mainly in the fishing and fur trade at first. Their settlement called New France became a royal colony in 1663. They had settlements in two regions:
1. North in Quebec and along the St. Lawrence River. They consisted mostly of forts, trading posts, and later large estates.
 2. South along the Mississippi River to the Gulf of Mexico. La Salle claimed the region called Louisiana for France. In 1718 the port city of New Orleans was founded.
- B.** The French, years later, did send explorers, traders, and missionaries farther west to the Rocky Mountains and southwest to the Rio Grande.
- C.** The French respected the ways of the Native Americans, so they had better relations with them than did other Europeans. The fur trappers traveled far into Native American territory, so they needed to learn to live among the Native Americans. These trappers did not push the Native Americans off their land. The missionaries did not try to change their customs.

Discussion Question

Why were the French less interested than the British in colonizing the Americas? (*They wanted the money gained from fishing and fur trading because it was profitable. They were not looking to set up colonies abroad because that took time, money, and responsibility. They were not in a race for land across the ocean.*)

VI. New Spain (Pages 92–93)

- A.** Spain had a large empire in Mexico, the Caribbean, Central, and South America called New Spain. To keep control and protect their claims, they sent soldiers, missionaries, and settlers north of this region into
1. present-day New Mexico, where Santa Fe was founded in late 1609 or early 1610
 2. Arizona in the late 1600s
 3. the region that is now Texas in the early 1700s, establishing San Antonio and other military posts
 4. California
- B.** In California Spanish priests built missions to convert people to Catholicism. In 1769 Junípero Serra founded a mission at San Diego. Many more missions that eventually became large cities were established along the El Camino Real.



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- C. Rivalries in Europe between Great Britain and France often resulted in fighting between the British and Spanish colonies in America. Wars between the British and French in Europe also greatly affected their lands in the Americas.

Discussion Question

Do you think the Spanish were any kinder to the Native Americans than the British were? *(Answers will vary but should include the fact that perhaps they were not, but they did not try to usurp their land immediately. They did take the Native Americans as laborers, but did not make them slaves.)*

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Did You Know?

Tobacco was the first major export from America. By 1617 fifty thousand pounds of Virginia's tobacco crop had been exported to England.

1. New England Colonies (Pages 100–103)

- A.** Immigration was an important factor to the growth of the colonies. Between 1607 and 1775, almost a million people came to live in the colonies. The colonies also grew as parents had larger families, more babies survived childhood diseases, and people began living longer.
- B.** Most New Englanders lived in towns. Each town had a meetinghouse facing a green, or common, where cows grazed and the army trained. The meetinghouse was used for both town meetings and church services.
- C.** The soil in New England made farming difficult. Farming produced just enough to meet the needs of families. This was called “subsistence farming.” The farms in New England were also smaller than in the South.
- D.** Small businesses thrived. Skilled craftspeople, such as blacksmiths, furniture makers, and printers, started businesses. Women often produced extra candles, garments, and soup to sell or trade.
- E.** Shipbuilding and fishing were important industries. Trade with Northern and Southern Colonies and with the West Indies centered in northern coastal cities. Trade with the colonies and Europe also centered in northern coastal cities. For example, manufactured goods from Europe were traded for fish, furs, and fruit from New England.
- F.** The triangular trade route developed. Ships brought sugar and molasses from the West Indies to New England where the molasses was made into rum. From New England, rum and other manufactured foods were shipped to West Africa. On the second leg in Africa, these goods were traded for enslaved Africans. On the last leg, the enslaved Africans were taken to the West Indies where they were sold to planters. The profit was used to buy more molasses, and the triangular trade continued.
- G.** One of the worst parts of the triangular trade was called the Middle Passage. Enslaved Africans endured inhumane treatment and conditions during the voyage across the Atlantic.

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Discussion Question

Why were the enslaved Africans forced into such a brutal existence during the Middle Passage? (*Answers will vary; however, students will probably say that the enslaved Africans' captors and the people on the ship did not think of Africans as people but as cargo. Because the slave trade was so profitable, these people only thought of enslaved Africans as a way to make more money. As a result, the more people they could pack on a ship, the more money they would make.*)

II. The Middle Colonies (Pages 103–104)

- A. Farms in these colonies were larger than in New England. As a result, they produced greater quantities of cash crops.
 - B. The port cities of New York and Philadelphia became busy with the wheat and livestock that was shipped from them.
 - C. Lumbering, mining, small-scale manufacturing, and home-based crafts were major industries of the region.
 - D. Religious and cultural differences existed here. Immigrants from Germany, Holland, Sweden, and other non-English countries provided a cultural diversity not found in New England.
-

Discussion Question

What was the importance of cash crops? (*Cash crops could easily be sold in both the colonies and in Europe. They brought in revenue to the seller. The larger the land and the harvest from that land, the more the revenue increased.*)

III. The Southern Colonies (Pages 104–105)

- A. The economies of the Southern Colonies were dependent upon tobacco in Maryland and Virginia and on rice in South Carolina and Georgia. As a result, commerce or industry was slow to develop in the South.
- B. Growing tobacco and rice was dependent upon slave labor. Rice was even more profitable than tobacco. London merchants, rather than the local merchants, managed this southern trade.
- C. Tobacco and rice were grown on plantations. A plantation, or large farm, was often on a river so crops could be shipped easily by boat. Each plantation was a community consisting of a main house, kitchens, slave cabins, barns, stables, and outbuildings, and perhaps a chapel and a school. They were in the Tidewater region of the South.



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- D.** Some people in the South settled in the backcountry region, toward the Appalachian Mountains. Small farms grew corn and tobacco. The independent small farmers outnumbered the large plantation owners. Yet the plantation owners controlled the economic and political life of the region.

Discussion Question

Would you have wanted to be a backcountry farmer or a plantation owner? Give your reasons. (*Answers will vary, but should include discussion of the needs of running a small farm versus a large plantation, the desire to have a life of wealth versus a more middle-class existence, the desire to control versus being independent, and so on.*)

IV. Slavery (Page 106)

- A.** Slavery was a main reason for the economic success of the South. It was criticized as being inhumane. Some colonists did not believe in slavery, nor would they own enslaved people.
- B.** Most of the enslaved Africans lived on plantations. Many suffered cruel treatment. All of the Southern Colonies had slave labor and slave codes, or strict rules that governed the enslaved Africans.
- C.** Although many enslaved Africans saw their families torn apart and suffered from harsh treatment, they also developed their own culture as enslaved people. This was based on their West African homelands.
- D.** Some were given the opportunity to learn trades and become skilled workers. If they were lucky enough to buy their freedom, they developed communities with other free African Americans.
- E.** The debate over slavery later ended in a war with the North against the South.

Discussion Question

Would you have enforced the slave codes as a white colonist living in the South during this period in history? (*Answers will vary, but many students would say no. Others might have felt it was their duty as a colonist to enforce laws and keep things running smoothly.*)

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Did You Know?

The “Great Awakening” of the 1730s and 1740s called for a greater involvement of faith in God in daily life. On the other side, the “Enlightenment” of the 1770s questioned such involvement of faith and called for a smaller role for God in the daily affairs of people.

I. English Colonial Rule (Pages 108–109)

- A. In the mid-1600s, the English monarchy saw Charles II and then James II rule. James II tried to tighten royal control over the colonies, but in 1688 he was forced out by the English Parliament. Mary, his daughter, and her husband, William, ruled. This power of elected representatives over the monarch was known as the Glorious Revolution.
- B. The English Bill of Rights, signed by William and Mary in 1689, guaranteed certain basic rights to all citizens. This document inspired the creation of the American Bill of Rights.
- C. England passed a series of laws called the Navigation Acts. The colonies were an economic resource that England wanted to maintain control of. These laws controlled the flow of goods between England and the colonies. They kept the colonies from sending certain products outside of England and forced the colonists to use English ships when shipping.
- D. Some colonists began smuggling, or illegally trading with other nations. They did not want to trade only with England. This illegal trade was the beginning of the economic conflict between England and the colonies.

Discussion Question

How did the economic theory of mercantilism govern England’s interest in controlling colonial trade? (*English manufacturers bought raw materials from the colonies and used them to make finished goods. These finished goods were sold to the colonists and to other countries. As a nation becomes more powerful, it has to export more goods than it imports. The more England could control the colonies, the more money it could make from its trade with them. The colonists had to trade only with England under the Navigation Acts. Trade with other countries was not allowed. The colonists had to pay the English price for goods and use English ships to ship their products. England profited from all angles.*)



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II. Colonial Government (Pages 110–111)

- A.** There were three types of colonies by the 1760s:
- 1.** The Charter Colonies of Connecticut and Rhode Island. They were established by a group of settlers who had been given a charter, or a grant of rights and privileges. Colonists elected governors and members of both houses of the legislature. Britain could approve the governor's appointment, but the governor could not veto acts of the legislature.
 - 2.** The Proprietary Colonies of Delaware, Maryland, and Pennsylvania. Britain granted land to proprietors to start these colonies. The proprietors could usually rule as they wished. They appointed the governor and members of the upper house, or the council. The colonists elected members of the lower house, or assembly.
 - 3.** The Royal Colonies of Georgia, Massachusetts, New Hampshire, New Jersey, North Carolina, South Carolina, and Virginia. They were ruled directly by Britain. The King appointed a governor and council. The colonists elected the assembly. The governor and council members usually acted as Britain told them. However, conflicts arose, especially in the assembly, when officials tried to enforce tax laws and trade restrictions.
- B.** Voting rights were granted only to white men who owned property. Women, indentured servants, men without land, and African Americans could not vote.

Discussion Question

How did the colonists' involvement in government prepare them for their eventual struggle for independence from Britain? (*Colonists elected officials and took an interest in the laws that were passed. They were not afraid to complain when they did not like the enforcement of certain laws. They learned about the ideals of democracy by practicing them.*)

III. An Emerging Culture (Pages 112–113)

- A.** The return of strong religious values in the 1720s through the 1740s led to the Great Awakening. Influential preachers like Jonathan Edwards and George Whitefield inspired colonists in New England and the Middle Colonies to reexamine their lifestyles, their relationships with one another, and their faith.
- B.** The family was the foundation of colonial society. Men were the formal heads of the households. They managed the farms and represented the family in community matters.



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- C.** Women also participated in decision making and worked in the fields or on farms. In the cities and towns, they worked outside the home for wealthy families, as teachers, nurses, or as shopkeepers. However, they could not vote.
- D.** Education was valued in the colonies. Many communities established schools. By 1750 the literacy rate in New England was approximately 85 percent for men and 50 percent for women.
- E.** Many schools were run by widows or unmarried women who taught in their homes. Some schools in the Middle Colonies were run by Quakers or by other religious groups. In towns and cities, craftspeople opened night schools to train apprentices.
- F.** Harvard was the first college, established in 1636 by Puritans. The early colleges were founded to train ministers.
- G.** The Enlightenment, a movement that began in Europe in the 1750s, influenced the colonists. It spread the idea that knowledge, reason, and science could improve society. Ideas spread through newspapers, lectures, and organizations.
- H.** The foundation for freedom of the press came when *New York Weekly Journal* publisher John Peter Zenger was sued, accused of libel for printing articles criticizing the royal governor of New York. Zenger argued free speech was a basic right of the people. The jury based its decision on whether the articles were true, not offensive. Zenger was found not guilty.

Discussion Question

Compare the family roles of men and women in colonial times to those of today.
(Answers will vary, but should include a discussion of who heads the household, the types of jobs men and women hold, how they can be a part of community affairs, and what responsibilities they have. Discussion should compare then and now.)

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Did You Know?

George Washington lost most of his teeth over the years by cracking Brazil nuts between his jaws. His first set of dentures was made from cow's teeth and his second set from hippopotamus tusk. Washington's dentures were held in place by being attached to his one remaining natural tooth.

I. British-French Rivalry (Pages 116–118)

- A. The French and British rivalry grew as both countries expanded into each other's territories.
- B. In the 1740s, the British fur traders built a fort at Pickawillany in the Ohio River country. In 1752, the French attacked this fort and drove the British out. The French built several more forts along the Ohio River valley to protect what they claimed to be their fur-trading territory.
- C. Also in 1740, French troops raided towns in Maine and New York. The British captured the French fortress at Louisbourg, north of Nova Scotia, in retaliation. Later they returned Louisbourg to France.
- D. Many Native Americans helped France since the French and Native Americans had a better relationship. The Native Americans often raided British settlements.
- E. The Iroquois Confederacy was the most powerful Native American group in the East. It consisted of five nations:
 - 1. the Mohawks
 - 2. the Seneca
 - 3. the Cayuga
 - 4. the Onondaga
 - 5. the Oneida

They remained independent until the mid-1700s when the British gained certain trading rights in the Ohio Valley.

Discussion Question

Why did the British and French rivalry grow? (*The rivalry grew as a result of each country wanting to control the territory that they claimed and each country infringing on the other's territory.*)



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II. American Colonists Take Action (Pages 118–119)

- A.** In 1753 the Virginia governor Robert Dinwiddie sent George Washington into the Ohio Valley to push the French out. He was not successful against the French.
- B.** In the spring of 1754, Washington returned as a lieutenant with a militia of 150 men to build a fort near present-day Pittsburgh. He found the French were already there building Fort Duquesne. Washington established Fort Necessity nearby. The French surrounded Washington's soldiers and forced them to surrender but later let them go back to Virginia.
- C.** Even though he was defeated, Washington's fame spread throughout the colonies and Europe because he stood up to the French.
- D.** A group of representatives met in Albany, New York, to discuss the possible war threat and to defend themselves against the French. The representatives adopted the Albany Plan of Union suggested by Benjamin Franklin. But none of the colonies approved the plan because no colony wanted to give up any of its power.
- E.** The series of clashes that occurred was called the French and Indian War by the colonists because they were fighting two wars—one with the French and the other with the Native Americans who were allies of the French.

Discussion Question

Why did the Albany Plan of Union fail? *(It laid out a plan that would unite the colonies, but none of the colonies wanted one government to rule them. They were not ready to give up their powers.)*

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Did You Know?

After Pontiac, chief of the Ottawa village, experienced several key defeats in his rebellion against the English, he signed a peace treaty and was eventually pardoned for his crimes.

I. The British Take Action (Pages 121–124)

- A. Early in the war, the French appeared to be winning control of the American land.
 - 1. They had built forts throughout the Great Lakes region and the Ohio River valley.
 - 2. They had strong alliances with the Native Americans. This allowed them to control land from the St. Lawrence River in Canada south to New Orleans.
 - 3. The British colonists had little help from Britain in fighting the French.
- B. In 1754 Great Britain sent General Edward Braddock to be commander in chief of British forces in America and drive the French out. He was unsuccessful in the battle at Fort Duquesne, suffered nearly 1,000 casualties, and was killed himself.
- C. This defeat spurred Britain to declare war on France. The Seven Years' War began in 1756. French, British, and Spanish forces clashed in North America, Europe, Cuba, the West Indies, India, and the Philippines.
- D. During the early years, the British were not successful. After William Pitt, prime minister of Britain, came to power, things changed.
 - 1. Britain paid for war supplies, which ultimately put them into debt.
 - 2. Pitt sent British troops to conquer French Canada. In 1758 the British recaptured the fort at Louisbourg.
 - 3. New Englanders, led by British officers, captured Fort Frontenac.
 - 4. British troops forced the French to abandon Fort Duquesne, which was renamed Fort Pitt.

Discussion Question

Why did Pitt want to capture French Canada as well as gain a path to the western territories? (He wanted Britain to control the lands in North America.)

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II. The Fall of New France (Page 124)

- A.** The continued British victories led to the downfall of the French as a power in North America. In 1759
 - 1. the British captured several French islands in the West Indies
 - 2. the British defeated the French in India
 - 3. the British destroyed a French fleet in Canada
 - 4. the British surprised and defeated the French army at the Battle of Quebec. Quebec was the capital of New France and a place that was thought to be impossible to attack.
- B.** The Treaty of Paris of 1763 ended the war. In the treaty,
 - 1. France kept some of its islands in the West Indies but gave Canada and most of its lands east of the Mississippi River to Great Britain
 - 2. Great Britain gained Florida from Spain
 - 3. Spain received lands west of the Mississippi River (the Louisiana Territory) and the port of New Orleans
- C.** North America was now divided between Britain and Spain with the Mississippi River as the boundary.

Discussion Question

Why was the Battle of Quebec such a great victory for the British? *(It was the capital of New France and thought impossible to capture because of its location high on a cliff.)*

III. Trouble on the Frontier (Page 125)

- A.** The British victory left the Native Americans without their ally and main trading partner. The British raised prices of goods, did not pay the Native Americans for their land, and began new settlements in western Pennsylvania.
- B.** Pontiac was a chief of an Ottawa village near Detroit. He put together an alliance of Native American peoples in 1763. In the spring, they attacked the British fort at Detroit, captured other British outposts in the Great Lakes region, and led a series of raids called Pontiac's War along the Pennsylvania and Virginia frontiers.
- C.** The war ended in August 1765 when Pontiac heard that the French signed the Treaty of Paris.



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- D.** To prevent more fighting and westward expansion, Britain established the Proclamation of 1763. The king declared the Appalachian Mountains as the temporary boundary for the colonies. This created more conflicts between Britain and the colonies, especially to those people who owned or invested in land west of the mountains.

Discussion Question

What could Britain have done differently so as not to anger the colonists with the Proclamation of 1763? *(Answers will vary, but suggestions may include amending the proclamation when they saw how angry some of the colonists were or working out contracts with the speculators to appease them. The fact remained that Britain wanted to control its colonies and was not looking to appease them because of the proclamation.)*

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Did You Know? In 1764 Britain issued a complete ban on paper money to all the colonies except for military purposes. Benjamin Franklin tried to convince Parliament that paper money was needed, but he did not succeed. The struggle over the right to issue paper money was a major factor of the American Revolution.

I. Relations With Britain (Pages 132–134)

- A.** A feeling of distrust between the colonists and Britain grew due to
1. British soldiers stationed in the colonies and on the frontier
 2. the Proclamation of 1763
 3. the passing of trade laws and the Sugar Act

Colonists feared that British soldiers might interfere with their liberties, and they saw the proclamation as limiting their freedom.

- B.** George Grenville, the British finance minister, began to watch colonial trading more closely in order to catch colonists who were involved in smuggling. In 1764, customs officials were able to obtain writs of assistance to search homes and warehouses for smuggled goods. Colonists were outraged by this intrusion without warning.
- C.** Parliament passed the Sugar Act in 1764 to stop the molasses smuggling between the colonies and the French West Indies.
1. The act lowered the tax on imported molasses.
 2. The British hoped that by lowering the tax, the colonists would be encouraged to pay the duty on foreign molasses. When Britain collected the taxes, its revenues would increase.
 3. The Sugar Act also allowed special courts that had judges, not juries, to hear smuggling cases. The colonists were outraged again because this took away their basic right of trial by jury.

Discussion Question

As a colonist would you have been upset with the laws that Britain passed? (*Answers will vary, but should include reasons for or against being upset. Most students will probably say that they would be upset by losing their freedoms and by having to pay taxes to Britain.*)

II. The Stamp Act (Page 134)

- A.** The Stamp Act taxed almost all printed material in the colonies such as newspapers, pamphlets, wills, and playing cards. British officials placed a stamp on all printed



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materials. Colonists were opposed because the British Parliament taxed the colonists directly, and it had passed the act without their consent.

- B.** The colonists protested this act.
 - 1.** In Virginia, Patrick Henry, although accused of treason by his opponents, persuaded the burgesses to take action against the Stamp Act. They passed a resolution saying that they had the “sole exclusive right” to tax their citizens.
 - 2.** The Sons of Liberty, originally organized in Boston by Samuel Adams, protested by burning effigies, raiding and destroying houses of British officials, and marching along the streets to protest Britain’s taxing of Americans.
 - 3.** Boycotts against importing British and European goods occurred. Nonimportation agreements signed by merchants, artisans, and farmers hurt British merchants.
- C.** In October, Congress petitioned the king and Parliament saying that only their own assemblies could tax the colonies. In March 1766, Parliament repealed the Stamp Act.
- D.** Parliament passed another act, the Declaratory Act of 1766, on the same day it repealed the Stamp Act. The act allowed Parliament the right to tax and to make decisions for the British colonies “in all cases.”

Discussion Question

Why did the British Parliament pass the Declaratory Act of 1766? (*Britain wanted to maintain control of its colonies and it also did not want to give up the revenue that it received from the colonies.*)

II. New Taxes (Page 135)

- A.** Parliament passed the Townshend Acts in 1767, which taxed imported goods at the port of entry. It taxed basic items such as glass, tea, paper, and lead—items that the colonists did not produce and therefore had to import.
- B.** Another boycott occurred in hopes of showing Britain that only the colonies’ representatives had the right to tax them. The Daughters of Liberty, an active group in the protest, urged Americans to wear homemade fabrics and produce other goods so as not to buy British products.

Discussion Question

What were the effects of the Townshend Acts of 1767? (*Colonists were outraged that Britain was taxing them. An effective boycott against British goods took place as Americans began to use products that they produced.*)

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Did You Know?

There were two Boston tea parties. The first one, staged by the Sons of Liberty disguised as Mohawks, occurred on December 16, 1773, when they dumped 342 chests of tea into Boston Harbor. They were protesting the 3 cents per pound tax on tea. The second one repeated the protest on March 7, 1774. Both tea parties cost the British, in present-day currency, around \$3 million.

I. Trouble in Boston (Pages 136–138)

- A.** Parliament sent two regiments of troops (often referred to as redcoats) to Boston. They set up camp in the heart of the city. These soldiers were in some cases rude and violent toward the colonists. Because Boston resented the presence of the soldiers, fighting broke out between the redcoats and Bostonians and continued throughout the next year.
- B.** The Boston Massacre on March 5, 1770, was a result of the heated tension between the redcoats and the Bostonians. Townspeople wielding weapons marched through the streets toward the customhouse. The redcoats fired, killing five colonists. Among the dead was Crispus Attucks, an African American dockworker.
- C.** The Boston Massacre led colonists to call for stronger boycotts of British goods. Colonial leaders used the killings as propaganda against the British.
- D.** Parliament repealed the Townshend Acts except the tax on tea.
- E.** Some colonial leaders still called for resistance to British rule. In 1772 Samuel Adams revived the committee of correspondence in Boston to circulate colonists' grievances against Britain. Other colonies began committees of correspondence that brought together protesters opposed to British measures.

Discussion Question

Why did Britain repeal the Townshend Acts? (*Britain hoped that repealing these acts would encourage the colonists to again trade with Britain. This increased trade would bring in more revenue for Britain.*)

II. A Crisis Over Tea (Pages 138–139)

- A.** Parliament passed the Tea Act of 1773 to save the British East India Company from going under. This act gave the East India Company a favorable advantage over colonial merchants because it was able to ship its extra tea to the colonies without paying most of the tea taxes.



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- B.** Because its tea was sold directly to the shopkeepers at a low price and bypassed colonial merchants, the tea from the East India Company was cheaper than any other tea. The colonists again boycotted British goods to denounce the British monopoly.
- C.** The Daughters of Liberty marched through town and burned the East India Company's tea. Colonists in Boston and Philadelphia planned to stop the company's ships from unloading. In all colonial ports except Boston, colonists forced the company's ships to return to Britain.
- D.** In Boston Harbor in December 1773, the royal governor ordered the tea unloaded. At midnight on December 16, the Boston Sons of Liberty disguised as Mohawks boarded the ships and threw 342 chests of tea overboard. This became known as the Boston Tea Party.
- E.** The king and Parliament vowed to punish Boston and the people of Massachusetts for using the Boston Tea Party to resist British rule. They passed the Coercive Acts.
- F.** These acts closed Boston Harbor until the colonists paid for the ruined tea. Closing the harbor prevented Bostonians from receiving food and other supplies.
- G.** The laws also banned town meetings and forced Bostonians to house British soldiers in their homes.
- H.** The colonists renamed these acts the Intolerable Acts.

Discussion Question

How did the Boston Tea Party challenge British rule? (*Colonists defied the order to unload the tea by throwing it overboard so that it could not be unloaded.*)

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Did You Know?

After Paul Revere reached Lexington on his famous April 1775 ride to warn John Hancock and Samuel Adams that the British were coming, he rode to Concord, where he was captured by the British. After being interrogated, they left him horseless and stranded.

I. The Continental Congress (Pages 141–142)

- A. The Continental Congress was a group of prominent colonial leaders who met in September 1774 to establish a political group that would fight for American interests and challenge British rule. Among the delegates who attended were Samuel Adams, John Adams, John Jay, Richard Henry Lee, Patrick Henry, and George Washington.
- B. The delegates worked together to draft a statement of grievances. They called for repeal of the 13 acts of Parliament. They voted to boycott all British goods and trade.
- C. They also passed a resolution to form militias, or groups of citizens, so that the colonies would have their own armed forces.

Discussion Question

How did the Continental Congress represent political leadership and achieve its goals? (*Representatives from all the colonies attended the Continental Congress. They worked together even though they differed on how to achieve their goal of standing against British rule. Their list of grievances, the boycott against British goods, and the formation of militias all helped to show Britain that the colonies had had enough and were willing to take steps to protect their rights.*)

II. The First Battles (Pages 142–144)

- A. The British also prepared themselves for battle. British General Sir Thomas Gage had 3,000 soldiers in and around Boston. In April 1775, his orders were to take away weapons and arrest the militia leaders.
- B. Paul Revere and William Daws rode to Lexington, a town near Concord, to warn Samuel Adams and John Hancock that the British were coming.
- C. The redcoats approached Lexington and continued to Concord. They found that the gunpowder was removed, but they destroyed the remaining supplies.
- D. The minutemen were waiting all along the British return trail from Concord to Boston. They ambushed the British. More than 200 British were wounded, and 73 of them were dead. The battles of Lexington and Concord began the struggle for independence from Britain.



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Discussion Question

How did the minutemen prepare so well to attack the British soldiers? (*The militia sent men to warn nearby troops and spread word of British movements. Because they moved so quickly and trained as marksmen, they were able to defeat the British.*)

III. More Military Action (Pages 144–145)

- A.** Ethan Allen and the Green Mountain boys captured Fort Ticonderoga on Lake Champlain on May 10, 1775.
- B.** The colonial militia grew to about 20,000 after committees of correspondence enlisted more volunteers.
- C.** The Battle of Bunker Hill took place on June 16, 1775. Although the British won the battle, they suffered heavy losses and learned that defeating the Americans would not be easy.
- D.** Americans chose sides. Those who wanted to fight the British until they won their independence were called Patriots. Loyalists wanted to remain with Britain.

Discussion Question

Why would some American colonists have wanted to support Britain despite the harsh policies Britain invoked? (*Answers will vary, but students should include the ideas that these colonists may not have felt Britain was being unfair. Additionally they had strong ties with Britain and perhaps did not want to engage in any military actions.*)

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Did You Know?

In 1775 Benjamin Franklin wrote the first version of a Declaration of Independence because he was so upset by the British and the fighting at Lexington and Concord. He presented it to the Continental Congress, but the delegates were not ready for it. It took another year before the Continental Congress approved the final version of the Declaration of Independence. Thomas Jefferson wrote this one with Franklin's help.

I. Colonial Leaders Emerge (Pages 147–150)

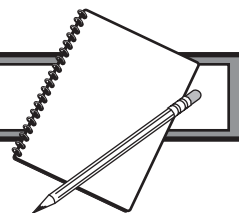
- A. The Second Continental Congress met for the first time on May 10, 1775. In addition to the delegates from the first Continental Congress, Benjamin Franklin, John Hancock, and Thomas Jefferson were new delegates.
- B. The Congress governed the colonies. It
 - 1. authorized the printing of money
 - 2. set up a post office
 - 3. established a Continental Army with George Washington as the commander
 - 4. sent a formal request to King George III asking for peace and for the king to protect the colonists' rights. King George III refused this Olive Branch Petition and prepared for war.
- C. Washington trained the army, and on March 17, 1776, led his troops into Boston after surrounding the city and forcing the redcoats to withdraw. The British sailed to Halifax, Nova Scotia.
- D. After an attack on New York by the British in Canada, the American troops at Fort Ticonderoga struck and captured Montreal in November. American troops failed to capture Quebec but stayed outside the city through the winter and returned to Fort Ticonderoga in 1776.

Discussion Question

What traits did George Washington have to be able to lead his troops with such success? (Answers will vary, but should include organization, strong leadership, good communication skills, the ability to get people to work together, and perhaps a way to convince the British on the strength of his army.)

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II. The Colonies Declare Independence (Pages 150–151)

- A.** The Second Continental Congress debated a resolution to support independence. Some delegates thought the colonies were not ready to separate, and others felt that a large part of the population wanted to separate from Britain.
- B.** The Congress formed a committee to draft a Declaration of Independence. Members included Jefferson, Franklin, John Adams, Roger Sherman of Connecticut, and Robert Livingston of New York.
- C.** On July 2, 1776, twelve colonies voted for the resolution for independence. On July 4, they approved the Declaration with some changes. John Hancock was the first to sign it. His signature was large so that the king would have no trouble reading it.
- D.** The Declaration has four main sections:
 - 1.** the preamble, or introduction
 - 2.** a list of the rights of the colonists
 - 3.** a list of the grievances against Britain
 - 4.** a proclamation claiming the emergence of a new nation

Discussion Question

What did the Declaration of Independence do for the American colonists? *(It explained the founding principles of the new nation. It served as the first formal document in the move toward independence. It professed the rights of the colonists and listed the grievances against Britain so that they would not be repeated.)*

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Did You Know?

Thomas Paine's *Common Sense* was published in 1776 in order to influence Americans to support the Revolution. The pamphlet met this goal. Today, more than 200 years later, *Common Sense* is still in print!

I. The Opposing Sides (Pages 162–166)

- A.** In order for the colonies to actually gain their independence from Britain, they had to fight a war. No one expected it to last so long, however.
- B.** The Patriots, or Americans who supported independence, faced several obstacles:
 - 1. Britain had a larger population—8 million against 2.5 million.
 - 2. Britain had the strongest navy in the world and a well-trained army as well.
 - 3. The Americans did not have a regular army or navy. Many colonists belonged to militias who were basically volunteers and served for short periods of time.
 - 4. Not all Americans supported the war effort. Some were neutral, some were opposed to fighting, and some were loyal to Britain.
- C.** The Loyalists, or Tories, supported Britain for several reasons:
 - 1. Some were members of the Anglican Church and thus loyal to Britain.
 - 2. Some depended on the British for jobs.
 - 3. Some feared the changes a new government might bring and feared challenging an existing government.
 - 4. Some just did not understand the war.Loyalist strength varied from region to region but was strongest in the Carolinas and Georgia.
- D.** Some African Americans were promised their freedom if they fought on the British side, so they became Loyalists.
- E.** The Patriots had some advantages over the British troops.
 - 1. They fought on their own ground, not 3,000 miles from home.
 - 2. They had a personal stake in fighting to protect the freedom of their own land as opposed to the Hessian mercenaries, or hired soldiers, who fought for the British for money.
 - 3. George Washington was a leader with courage, honesty, and determination.

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- F.** Raising an army was difficult. Congress had trouble enlisting soldiers and raising money to fight the war. The Americans had militias, not a regular army. Soldiers usually signed up for one year of service. The Congress offered a three-year term, or length of service, but the one-year enlistment was most common.
- G.** Some women also fought in the war as Patriots.

Discussion Question

Why did the thirteen colonies have to fight a war if they declared their independence from Britain? *(Answers will vary, but should include the notion that the Declaration was just that, a statement. No country, least of all Britain, recognized the colonies as an independent nation. Therefore, they had to go to battle to win their independence.)*

II. Fighting in New York (Pages 166–167)

- A.** The British troops outnumbered the Americans. During the summer of 1777, Britain sent 32,000 troops to fight in America. The British hoped to win an early victory.
- B.** The British defeated the Continental Army at the Battle of Long Island in August. Nathan Hale became a hero for America. He was discovered as a spy and hanged. After the defeat, Washington retreated to Manhattan and then across New Jersey into Pennsylvania, pursued by the British.
- C.** The Continental Army faced many obstacles. They ran short of supplies. The size of the army shrank. Soldiers became discouraged. Some soldiers finished their term of service and went home. Others ran away.

Discussion Question

What if the term of service for the armed forces had been a mandatory three-year term or the length of the war, not just the one-year term? Would the Americans have had an advantage and won the war earlier? *(Answers will vary, but should include the idea that people enlisted to serve. They were not drafted. If they knew the term was so long at the outset, maybe the army would not have had as many enlisted people. On the other hand, if people were committed to fighting for the ideals of freedom and signed up for the longer term, the armed forces may have been stronger and larger, as Washington had hoped. The soldiers would have been better trained and prepared to fight, and perhaps the war could have been won earlier.)*

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III. Patriot Gains (Page 167)

- A. More soldiers were needed, so some states enlisted African Americans. By the end of the war, every state except South Carolina had enlisted African Americans. In fact Rhode Island had an all African American regiment in 1778.
- B. American troops scored victories at Trenton and Princeton, New Jersey. Washington caught the British troops off guard when he surprised them at Trenton in late December 1776. The British sent more troops under Lord Charles Cornwallis, but Washington marched his troops to Princeton and drove away the British.

Discussion Question

Why did Washington plan a battle at Trenton? (*He saw an opportunity to defeat the British troops. It was wintertime and armies often called a halt to fighting during winter. Washington was also successful at surprising the British in battle.*)

IV. A British Plan for Victory (Pages 167–168)

- A. The British planned to gain control of Albany and the Hudson River to separate New England from the Middle Colonies. First, John Burgoyne would lead troops south from Canada. Second, Lieutenant Colonel Barry St. Leger would move east from Lake Ontario. Third, General Howe would move north from New York City, and they would all meet in Albany.
- B. Howe's troops captured Philadelphia, and the Continental Congress fled to the countryside. Howe postponed the move to Albany and stayed in Philadelphia during the winter.
- C. The Americans, however, were able to slow down the British. American forces led by Benedict Arnold forced the British to retreat at Fort Stanwix, New York. General Burgoyne's army captured Fort Ticonderoga but had trouble after that. Short of supplies and men, Burgoyne retreated to Saratoga, New York, in October.
- D. The British lost the Battle of Saratoga. Burgoyne's troops were completely surrounded by the Patriot Army. On October 17, 1777, they handed over their weapons to the Americans and surrendered.

Discussion Question

Why did the British want to take Albany? (*By taking Albany, located between New England and the Middle States, they would sandwich themselves between the Americans and take control of the Hudson River. By controlling the region in between, they could make it difficult for the Patriots to receive supplies and to form a united front.*)

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Did You Know?

The Saratoga battlefield in Stillwater, New York, was established as a New York state park in 1927 on the 150th anniversary of the battles. It was made part of the National Park System in 1938 by Congress.

I. Gaining Allies (Pages 172–175)

- A.** European nations helped the American cause. France and Spain were at war with the British in Europe and hated the British. They realized that the Americans had a chance to win their war, so they offered assistance.
- B.** France at first secretly gave money to help the American war effort and then publicly announced its support. In February 1778, the French and the Americans worked out a trade agreement and an alliance. France declared war on Britain and gave the Americans money, equipment, and troops to fight the British.
- C.** Spain and the Netherlands were at war with Britain. Spain did not recognize America's independence until after the Revolution, but the Spanish governor of Louisiana, Bernardo de Gálvez, helped the war effort.
- D.** Washington's troops spent a hard winter at Valley Forge, Pennsylvania. The army lacked enough food, clothing, and shelter. Some men deserted; others resigned. Yet the Continental Army survived. In April news of France's alliance cheered them.
- E.** A French nobleman, Marquis de Lafayette, spent the winter at Valley Forge. He offered his services and became one of Washington's trusted aides.
- F.** Other Europeans also volunteered to help.
 - 1.** Casimir Pulaski from Poland died fighting for the Continental Army in 1780.
 - 2.** Friedrich von Steuben from Germany taught military discipline to Washington's troops.
 - 3.** Juan de Miralles from Spain lent money, became friends with Patriot leaders, and convinced Cuba, Spain, and Mexico to send financial aid to the colonies.
- G.** Getting money to finance the war was difficult. To pay for the war, Congress and the states printed hundreds of millions of dollars of paper money. Soldiers had to be paid and supplies bought. The paper quickly lost its value and in turn led to inflation. Congress stopped issuing paper money because no one would use it.

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Discussion Question

Many political disputes revolve around economics and especially the impact that money has on everyone's daily lives. How was money an issue during the Revolution? *(The Continental Congress had no power to raise money through taxes. The cost of the war was growing, and America needed money to pay for it. So Congress issued paper money to pay for expenses. Because there were so many bills in circulation, the paper money lost its value. The number of bills was greater than the supply of gold and silver used to back the money. This led to inflation. America had no other way to finance the cost of the war, however.)*

II. Life on the Home Front (Pages 175–176)

- A.** Women often took over the duties of men while the men were in the military. Some women questioned their place in society, and some fought for women's interests.
- B.** The Loyalists in the colonies faced hard times. Those who actively helped the British by spying and informing on the Patriots could be arrested and tried as traitors. Some were victims of mob violence or ignored by their neighbors. Many fled to Britain, to Spanish-owned Florida, or to the frontier.
- C.** The issue of slavery was questioned, especially in light of the ideals of freedom for which people went to war. African Americans fought as soldiers in the Revolutionary War. They hoped that they would soon see the day when slavery would be abolished.

Discussion Question

What did Governor William Livingston of New Jersey in 1778 mean when he said that slavery was "utterly inconsistent with the principles of Christianity and humanity"? *(Answers will vary, but should include a discussion centering on why slavery was inhumane as well as why slavery went against the ideals espoused in Christianity. Slavery took away a person's rights and freedoms, and thus went against the ideals for which the colonies fought against Britain. In fact, the governor felt so strongly that he asked the New Jersey legislature to free all enslaved people in the state.)*

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Did You Know?

Naval hero John Paul Jones is considered to be one of the founders of the United States Navy. He was the first person to hoist the new American flag on a warship. In 1778 Jones sailed into a French bay and exchanged gun salutes with a French ship. This was the first time the United States flag was officially recognized by a foreign government.

I. War in the West (Pages 177–178)

- A. The war in the West took place along the frontier, west of the Appalachian Mountains, and involved Native Americans. They often helped the British by raiding American settlements.
- B. George Rogers Clark went west to end the attacks. In July 1778, he and 175 soldiers took the British post at Kaskaskia in present-day Illinois and then captured the town of Vincennes in present-day Indiana.
- C. The British recaptured Vincennes under Henry Hamilton in December. In February Clark and his troops surprised the British and forced Hamilton to surrender. This victory helped strengthen the western position.

Discussion Question

Why did more of the Native Americans help the British, not the Patriots? (*Answers will vary, but students should discuss the idea that the Native Americans may have felt that the British could have helped them in their struggles against the Americans.*)

II. Glory at Sea (Pages 178–179)

- A. The British had a powerful navy and thus were able to wage battles at sea. They blockaded American harbors, preventing ships from entering or leaving ports. This effectively cut off supplies and reinforcements from getting to the troops.
- B. The American Navy was too weak to fight the British, so they used privateers. Privateers were privately owned merchant ships with weapons. The privateers attacked the British ships. Congress authorized approximately 2,000 ships to sail as privateers.
- C. John Paul Jones became a naval hero as a result of his battle near the coast of Great Britain in September 1779. The battle involved his ship, the *Bonhomme Richard*, and the British warship *Serapis*. After more than three hours of battle, the *Serapis* surrendered. The *Bonhomme Richard* sank because it was so badly damaged.



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Discussion Question

How were the privateers successful against the powerful British Navy? (*The privateers were experienced sailors used to the seas. They were in it for the profit, so they were motivated to attack and capture British vessels.*)

III. Struggles in the South (Pages 179–182)

- A.** By 1778 the British saw that it would be difficult to unite the American colonies back into their empire. They concentrated their efforts in the South, which had many Loyalists.
- B.** In late 1778 the British occupied Savannah, Georgia, and took over most of the state. In 1780 General Henry Clinton himself went to attack Charles Town, South Carolina. In May Charles Town surrendered. It was the worst defeat for the Americans during the war.
- C.** General Charles Cornwallis remained in the South as commander of the British forces. The British scored another victory at Camden, South Carolina, in August 1780.
- D.** The Patriots used guerrilla warfare to catch the British off guard. Frances Marion was one of the successful guerrilla leaders of eastern South Carolina.
- E.** The Patriots were victorious at Kings Mountain in central North Carolina in September 1780. They forced the British to retreat.
- F.** Another battle at Cowpens, South Carolina, saw the British defeated in January 1781. In March the Continental commander Nathaniel Greene met General Cornwallis's army at Guilford Courthouse in present-day Greensboro, North Carolina. Greene's army retreated, and even Cornwallis's troops ended the battle. They suffered many losses, so Cornwallis abandoned the campaign to take North Carolina.
- G.** In April 1781, the Cornwallis troops decided to march north to Virginia, carrying out raids and nearly capturing Governor Thomas Jefferson and the Virginia legislature in June. Cornwallis set up camp at Yorktown, Virginia.
- H.** George Washington sent Lafayette and General Anthony Wayne to fight Cornwallis. The battle for the South was almost over, but the war was at a point where each side needed a victory to win.

Discussion Question

Why was guerrilla warfare primarily used in the South and not in New England or the Middle Colonies? (*Answers will vary, but students might suggest that because there was more open land and fewer towns and cities in the South, the trees and brush and swamps of the South were good hiding places for the troops. They could attack and then quickly disappear.*)

end

Daily Lecture and Discussion Notes

Chapter 6, Section 4



Did You Know?

The song, “Yankee Doodle,” played as the British surrendered at Yorktown, was reportedly written by a British army surgeon in the 1750s. The lyrics of the song make fun of the clothing Americans wore to battle during the French and Indian War. Americans wore buckskins, furs, and ragged, unmatched clothing, while the British wore spotless uniforms. Even though “Yankee Doodle” began as a song that ridiculed the American soldiers, they adopted it as their own and sang it with pride.

I. Victory at Yorktown (Pages 183–185)

- A.** Washington planned a complex and secretive takeover at Yorktown, Virginia, in hopes of surprising Cornwallis. Washington was originally going to attack New York City because he was expecting a French fleet to arrive there to help. The French fleet never reached New York City because the British fleet trapped them in Newport. Washington planned an attack on Yorktown instead.
 - 1.** He knew the British expected him at New York City, so this change would surprise and confuse them.
 - 2.** He learned that a second French fleet was to arrive near Chesapeake Bay, and he hoped that they would meet at Yorktown.
- B.** The Yorktown plan was kept secret. Three groups were to meet there and surprise the British.
 - 1.** In August 1781, Admiral François de Grasse’s fleet was to land along the Virginia coast near Yorktown.
 - 2.** In July the first French fleet that was trapped in Newport would meet Washington’s troops and march south to Yorktown. Their commander was General Rochambeau.
 - 3.** A third group from the west under Anthony Wayne was to march toward Yorktown, Virginia.
- C.** The plan worked. By the end of September, 14,000 American and French troops trapped Cornwallis’s 7,500 troops. The British troops could not escape by sea because de Grasse’s troops blocked them. The rest of the British Army was in New York under General Clinton, unable to help Cornwallis in the South.
- D.** On October 11, American and French troops bombarded the British. On October 19, Cornwallis surrendered. The Patriots had won the Battle of Yorktown.

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Chapter 6, Section 4



Discussion Question

George Washington seemed a master at confusing the enemy troops. Do you think armed forces today are skilled at this? (*Answers will vary; however, many students may say no because today troops have the advantage of technological advances and advanced espionage techniques. A commander today does not need to think up strategies alone and would have help.*)

II. Independence (Pages 185–187)

- A.** Fighting continued after the Battle of Yorktown, but the British realized that the war was too costly to continue. Delegates from both sides met in Paris. After a preliminary treaty was ratified in April 1783, the final Treaty of Paris was signed on September 3, 1783. It said that
1. Britain recognized the United States as an independent nation
 2. the United States territory extended from the Atlantic Ocean west to the Mississippi River and from Canada in the north to Spanish Florida in the south
 3. the British promised to withdraw all troops and agreed to give Americans the right to fish off the coast of Canada
 4. the United States agreed that British merchants could collect on debts owed by Americans
 5. property taken from Loyalists would be returned to them
- B.** George Washington gave up his command and on December 4 gave his farewell speech. Two weeks later, he formally resigned and returned home to Mount Vernon.
- C.** America won the war against the world's strongest power.
1. Americans fought on their own land.
 2. Americans controlled the countryside, where they knew the local terrain, even though Britain captured the cities.
 3. Help from other nations contributed to the victory.
 4. Mostly, the people fought the battles with determination and belief in their ideals.

Discussion Question

Why did five months pass between the preliminary peace treaty drawn in April and the final treaty of Paris signed on September 3, 1783? (*Answers will vary but should include the idea that delegates reviewed and made changes to the agreement. Without present-day capabilities of almost instant communication, things took much longer then.*)

Daily Lecture and Discussion Notes

Chapter 7, Section 1



Did You Know?

The voting age in the United States remained 21 until the passage of the Twenty-Sixth Amendment in 1971, which lowered the age to 18. It was spurred on by Vietnam war protesters in the 1960s who argued that if people were old enough to fight in wars, they were old enough to vote.

I. Thirteen Independent States (Pages 192–193)

- A.** Americans needed to establish their own government and gain Britain’s respect. This brought new challenges. The British believed the new government was weak and ineffective.
- B.** States organized their governments and adopted their own state constitutions. The writers wanted to prevent abuses of power and also wanted to keep power in the hands of the people.
- C.** State constitutions limited the power of the governor to avoid giving one ruler too much power. Pennsylvania replaced the office of governor with an elected council of twelve members.
- D.** States divided functions between the governor (Pennsylvania’s council) and the legislature.
 - 1.** The legislature was the more powerful branch because of the limited powers of the governor. Most states had a bicameral, or two-house, legislature. This further divided the power.
 - 2.** Legislatures were popularly elected and elections were frequent. State legislatures had many disagreements about how to make taxes fair.
- E.** In most states only white males who were 21 years of age could vote. They also had to either be property owners or pay a certain amount of taxes. In some states free African American males could vote.

Discussion Question

Why do you think Britain thought that the new government was weak and ineffective? *(Answers will vary, but should include the idea that because each state had its own government, it was hard for the states to work together. Because there was a weak central, or confederate, government with limited powers, it was hard for the government to rule over the states. Each state operated independently, and Britain saw this as weak and ineffective.)*

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II. Forming a Republic (Pages 193–195)

- A.** Americans agreed that the country should be a republic, which is a government with elected representatives. What they could not agree on was the origin and powers of the new republic.
- B.** At first most Americans favored a weak central government with the powers being given to the states to function independently except for the power to wage war and handle relations with other countries.
- C.** In 1777 the Articles of Confederation were adopted to provide for a central government. At the time the country needed a central government to fight the war against Britain. The Articles were America's first constitution. The states, though, gave up little of their power. Each state kept "its sovereignty, freedom, and independence."
- D.** Under the Articles of Confederation, the government, which was the Confederation Congress, had the authority to
 - 1.** conduct foreign affairs
 - 2.** maintain armed forces
 - 3.** borrow money
 - 4.** issue currency
- E.** The government did not have the authority to
 - 1.** regulate trade
 - 2.** force citizens to join the army
 - 3.** impose taxes

Congress needed to ask state legislatures to raise money and provide troops.
- F.** The government did not have a chief executive.
- G.** Each state had one vote in Congress. State population did not matter, although larger, more populated states believed that they should have more votes.
- H.** States also argued about whether or not they claimed land in the West. Maryland refused to ratify the Articles of Confederation until states abandoned their land claims. Finally all 13 states approved the Articles on March 1, 1781. The Confederacy formally became the government of the United States.
- I.** The Confederation government had its weaknesses, but it won Americans their independence, expanded foreign trade, and provided for new states in the West.
 - 1.** It had limited authority.
 - 2.** It could not pass a law unless nine states voted for it.
 - 3.** To change the Articles of Confederation, all 13 states had to give consent. It was difficult, therefore, for Congress to pass laws when there was any opposition.



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Discussion Question

Why did the Confederation Congress have limited authority? (*The writers of the Articles of Confederation did not feel that Americans wanted or needed a strong central government. They thought that giving the powers to the states would be a reasonable way to run the new government. Also, in light of their history of problems with Britain, they feared a government with too much power.*)

III. New Land Policies (Pages 195–197)

- A.** The Articles of Confederation had no provision for adding new states. Congress realized it had to extend its authority over the frontier and bring order and stability to the territory where western settlers reached almost 120,000 by the 1790. The Western ordinances had a large impact on Western expansion and development of the United States.
- B.** In 1784 Congress divided the Western territory into self-governing districts. When the number of people in a district reached the population of the smallest existing state, that district could apply for statehood.
- C.** In 1785 the Confederation Congress established a new law that divided the Western territories into larger townships and smaller sections. Each smaller section would be sold at auction for at least \$1 an acre. This was called the Ordinance of 1785. Land speculators bought large pieces of land cheaply.
- D.** Another ordinance passed in 1787 was the Northwest Ordinance.
 - 1.** It created a Northwest Territory out of the lands north of the Ohio River and east of the Mississippi River.
 - 2.** It divided the lands into three to five smaller territories.
 - 3.** It stated that when the population of a territory reached 60,000 citizens, that territory could apply for statehood. Each new state would enter as an equal to the original 13 states.
 - 4.** It included a bill of rights to protect the settlers that guaranteed freedom of religion and trial by jury. Neither slavery nor involuntary servitude were permitted in the new territories.

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Discussion Question

How did the Ordinances of 1784 and 1785 and the Northwest Ordinance of 1787 open the way for settlement of the Northwest Territory? *(They opened the door to land speculators, who probably encouraged people to settle in the West. The ordinances also divided the land so that as soon as a smaller region reached a certain population, it could apply for statehood. The bill of rights of the Northwest Ordinance protected settlers by giving them certain freedoms. This encouraged citizens to feel more comfortable moving to a new place knowing that they were protected.)*

IV. Trouble on Two Fronts (Pages 197–198)

- A.** The Confederate government had trouble with finances, and with Britain and Spain over landholdings and trade. Many Americans felt the country needed a stronger government to better deal with the problems.
- B.** The government had a large debt from fighting the war. Congress had borrowed money from American citizens and foreign governments. It owed soldiers their wages. But because Congress had no power to tax, it did not have a way to raise revenue and pay off this debt.
- C.** Money was almost worthless. The paper money printed during the Revolutionary War had fallen in value, while the prices of food and other goods soared. In Boston, for example, high prices led to food riots. Because Congress had no power to tax, it and the states issued paper money. Because there were so many bills in circulation, the value of the money fell. No gold or silver backed these bills.
- D.** To help solve the financial problems, the Confederacy created a department of finance. Robert Morris, a Philadelphia merchant, headed the department.
- E.** Morris proposed a plan that called for collecting a 5 percent tax on imported goods to help pay off the national debt. Because of Rhode Island's opposition, the measure did not pass. A second effort also failed five years later. The country's financial situation worsened.
- F.** The problems with Britain concerned landholdings and trade.
 - 1.** British troops remained in several strategic forts in the Great Lakes Region even though Britain had promised to withdraw all troops under the Treaty of Paris.
 - 2.** British merchants closed Americans out of the West Indies and other profitable British markets.
 - 3.** John Adams went to London in 1785 to discuss these issues. The British claimed that because Americans had not paid Loyalists for the property taken from them during the war, as agreed to under the Treaty of Paris, they were not willing to talk. Congress recommended payment, but the states refused.



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- G.** The problems with Spain were worse than those with England.
1. Spain closed the lower Mississippi River to American shipping in 1784 in hopes of halting American expansion into their territory of Spanish Florida and lands west of the Mississippi River.
 2. A compromise was reached with an agreement in 1786 that limited American shipping on the Mississippi. In return for this, Spain promised to accept the border between Georgia and Spanish Florida proposed by the Americans. Representatives from the South rejected the agreement because it did not include the right to use the Mississippi River.

Discussion Question

What do you think George Washington meant when he described the government by the words “little more than the shadow without the substance”? (*Answers will vary, but should center on the idea that because the central government was weak, he likened it to a shadow. It was there, but because its powers were limited, it did not have substance or a way to carry out its duties.*)

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Did You Know?

Benjamin Franklin, a signer of the United States Constitution, was a multitalented man who, in addition to his involvement with the government, was a scientist, inventor, printer, philosopher, musician, and economist.

I. Economic Depression (Pages 199–201)

- A.** The United States went through a depression, or a time when economic activity slowed and unemployment increased, after the Revolutionary War.
 - 1.** Because Southern plantations were damaged during the war, they could not produce as much rice as prior to the war. As a result, rice exports dropped.
 - 2.** Farmers could not sell the goods they grew and therefore did not have money to pay state taxes. As a result, farmers lost their lands when state officials took their farms to pay the debt they owed. Some farmers were even jailed.
 - 3.** American trade fell off when Britain closed the West Indies to American merchants. As a result, currency was in short supply, and whatever was around was used to pay the war debt.
- B.** The Shays's Rebellion occurred as a result of the problems farmers suffered. In 1787 Daniel Shays led a group of more than 1,000 angry farmers in forcing courts in western Massachusetts to close so judges could not seize farmers' lands.
- C.** Shays led the farmers toward the federal arsenal in Springfield, Massachusetts, for arms and ammunition. The farmers did not stop, even when the state militia fired over their heads and then directly at them, killing four. The uprising was over when Shays and his followers scattered.
- D.** Americans felt the impact of the Shays uprising. Many were scared that future uprisings could occur.
- E.** Slavery was a difficult issue that many people and groups began to work toward ending.
 - 1.** Quakers organized the first American Antislavery Society in 1774.
 - 2.** In 1780 Pennsylvania passed a law that provided for freeing enslaved people gradually.
 - 3.** In 1783 a Massachusetts court ruled slavery was illegal.
 - 4.** Between 1784 and 1804, Connecticut, Rhode Island, New York, and New Jersey passed laws that gradually ended slavery.
 - 5.** In 1787 the Free African Society in Philadelphia was formed.



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- F.** Some states clung to slavery, especially those south of Pennsylvania. The plantations system relied on slavery to survive. Yet a number of slaveholders did begin to free slaves after the war.
- G.** Virginia passed a law encouraging manumission, or freeing individual enslaved persons.
- H.** The abolition of slavery divided the country. In 1787, when state representatives met to plan a new government because they realized the Articles of Confederation were weak, they compromised on the issue of slavery. It would take another war to resolve this issue.

Discussion Question

More than once the country has been through depressions after war. Why does a depression usually follow a war? *(Answers will vary, but should include the issues of rebuilding the country, readjusting to peacetime, and addressing all the problems that a war brings. Students may mention bringing the people back who served in the war and finding work and housing for them; economic policies, including paying off war debts, revising foreign trade policies, and establishing a strong political leadership; and so on.)*

II. A Call for Change (Page 201)

- A.** Political leaders were divided on the issue of the type of government the country should have.
 - 1.** One group wanted to remain with a system of independent state governments.
 - 2.** The other group wanted to create a strong national government. This group called for reform of the Articles of Confederation. James Madison and Alexander Hamilton were proponents of a strong central government.
- B.** In September 1787, Hamilton proposed calling a meeting in Philadelphia to discuss trade issues and possible changes to the Articles of Confederation so that the union would become a nation.
- C.** George Washington finally agreed to attend the convention although at first he was not enthusiastic about revising the Articles of Confederation. His presence lent greater significance to the meeting.

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Discussion Question

Do you think that a stronger national government was the solution to America's problems? (*Answers will vary, but many students will probably say yes because so many issues had to be dealt with and a central government could oversee the process. The country needed a national government to oversee the state governments and work toward solving problems together. Have students give reasons why they believe as they do.*)

III. The Constitutional Convention (Pages 202–203)

- A.** The Constitutional Convention met in Philadelphia beginning in May 1787 and consisted of 55 delegates, none of whom were Native American, African American, or women. None of these groups were included in the political process.
- B.** Several leaders stood out—George Washington, Ben Franklin, James Wilson, Gouverneur Morris, who wrote the final draft of the Constitution, Edmund Randolph, and James Madison, who became known as “Father of the Constitution” because he authored the basic plan of government that was adopted.
- C.** George Washington presided. The basic rules were:
 - 1. each state had one vote on all issues
 - 2. a majority vote was needed to finalize decisions
 - 3. delegates from at least 7 of the 13 states were required for meetings to be held
 - 4. delegates met behind closed doors so they could talk freely
- D.** Two plans of government were proposed—the Virginia Plan and the New Jersey Plan.
- E.** The Virginia Plan, proposed by Edmund Randolph from Virginia, called for a two-house legislature, a chief executive chosen by the legislature, and a court system.
 - 1. The people would elect members of the lower house.
 - 2. The lower house would choose members of the upper house.
 - 3. In both houses, the number of representatives would be proportional to the population of each state. A state with a smaller population would have fewer representatives than a state with a larger population.
- F.** The New Jersey Plan, proposed by William Paterson, modified the Articles of Confederation.
 - 1. It kept the one-house legislature with one vote for each state.
 - 2. Congress would now have the powers to set taxes and regulate trade.
 - 3. Congress would elect a weak executive branch with more than one person.



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Discussion Question

Disagreement between the delegates occurred. Do you think the Virginia Plan or the New Jersey Plan would have created the type of government that was needed at the time? (*Answers will vary, but should include students' reasons for thinking that either plan would or would not have created the strong government that was needed. Perhaps have students make a chart to compare both plans and lead them ultimately to see that maybe neither plan would have actually worked and why a compromise plan was created.*)

IV. Compromise Wins Out (Pages 203–205)

- A.** The delegates decided that simply revising the Articles of Confederation would not solve the problems. They voted to plan a national government based on the Virginia Plan, but they had to work out several issues:
1. how the members of Congress were to be elected
 2. how state representation would be determined in both houses
 3. whether or not enslaved people were to be counted as part of the population, which would affect the number of representatives for some states
 4. whether or not to ban slavery
- B.** The Great Compromise was the agreement used to resolve the representation issues. Roger Sherman of Connecticut proposed the plan. It said that:
1. There would be a two-house legislature. In the lower house, or House of Representatives, the number of seats for each state would vary according to the state's population. In the upper house, or Senate, each state would have two members.
 2. The way to count enslaved people would be determined by the Three-Fifths Compromise. Each enslaved person was to count as three-fifths of a free person for taxation and representation. So every five enslaved people would equal three free people. This broke the great debate that divided large and small states.
- C.** Another compromise plan to resolve the issue of slavery said that Congress would not interfere with the slave trade until 1808. Beginning that year, Congress could limit the slave trade if it chose to. The Northerners, who wanted to abolish slavery throughout the nation and had already banned the slave trade in their states, compromised with the Southern states that considered slavery and the slave trade essential to their economies.
- D.** The Bill of Rights was proposed to protect the new government from abusing its power. George Mason of Virginia proposed a bill of rights, but it was defeated. Most of the delegates felt that the Constitution already provided adequate protection of the people's rights.

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- E.** On September 17, 1787, after four months of discussion and planning, the delegates met to sign the document. All but three delegates signed. The Confederation Congress sent the approved draft for state consideration. Nine of the thirteen states were needed for the Constitution to be approved.

Discussion Question

Why do you think Mason's plan for a bill of rights to be included in the Constitution was defeated? *(Answers will vary, but should include the idea that the delegates were focusing on planning a strong national government and not necessarily focusing on an individual bill of rights. They believed that they had adequately planned for protecting individuals by listing the powers of the government. They could not foresee that the Constitution later was criticized because it was lacking a bill of rights and that in 1791 the Bill of Rights would be added to the Constitution.)*

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Chapter 7, Section 3



Did You Know?

When the Supreme Court was established in 1790, it had six members. Before settling at nine in 1869, the number of Supreme Court justices changed six times. In its entire history, the Supreme Court has had only 16 chief justices, and over 100 associate justices.

I. Roots of the Constitution (Pages 207–208)

- A. The framers of the Constitution had studied government, history, and politics. Many ideas in the Constitution came from the study of European political institutions and political writers. The Enlightenment also influenced the delegates.
- B. The British system of government and British ideas and institutions influenced the framers of the Constitution. The English found ways to limit the power of the monarch beginning in the 1200s. The English Parliament controlled funds. The English bill of rights guaranteed individual rights, and the judicial system oversaw that these rights were protected. These ideas were included in the original Constitution except for the Bill of Rights, which was added a few years later.
- C. The framers took ideas about people and government from European writers of the Enlightenment. The Enlightenment promoted knowledge, reason, and science as the way to improve society.
 - 1. Ideas of John Locke, an English philosopher, included the belief that all people have natural rights, including life, liberty, and property and that government is an agreement, or contract, between the people and the ruler.
 - 2. The Constitution was a contract between the American people and their government, and it protected the people's natural rights by limiting the power of the government.
 - 3. The French writer Baron de Montesquieu believed that a separation and balance of powers should exist. Also, the powers of government should be clearly defined and limited.
 - 4. The framers provided for a specification and a division of powers. They also provided for a system of checks and balances to make sure that no one part would gain too much power.

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Discussion Question

Why did the framers of the Constitution use the ideas of the Enlightenment and the British system of government to help them write the American Constitution? *(The framers had studied European political systems, were familiar with the British Parliament system, and valued the ideas of the writers from the Enlightenment. They used ideas from their studies because they wanted to create a new government that would include all the necessary aspects but that would also avoid mistakes of the past.)*

II. The Federal System (Pages 208–209)

- A.** The Federal System divided powers between the national (federal) government and the states. It created shared powers, a distinctive feature of the United States government.
 - 1.** The federal government had the powers to tax, regulate trade, control the currency, raise an army, and declare war.
 - 2.** The state governments had the power to pass and enforce laws and regulate trade within their borders. They could also establish local governments, schools, and other institutions affecting the welfare of its citizens.
 - 3.** Shared powers by the federal and states included the power to tax and to build roads.
- B.** The Constitution became the supreme law of the land, the final authority. No state could make laws or take actions that went against the Constitution. Federal courts based on the Constitution would settle disputes between the federal government and states.

Discussion Question

Why do you think the framers created a federal system with shared powers? *(Answers will vary, but should include the idea that the framers probably felt that certain powers needed to be carried out by both the federal and state governments. Thus we have federal and state taxes and federal and state highways.)*

III. The Organization of Government (Pages 209–211)

- A.** The federal government is divided into three branches: legislative, executive, and judicial.
- B.** The legislative, or lawmaking, branch is made of the House of Representatives and the Senate. Powers include collecting taxes, coining money and regulating trade, declaring war, raising and supporting armies, and making all laws needed to fulfill its functions given to it by the Constitution.



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- C.** Headed by the president the executive branch carries out the nation's laws and policies. The duties of the president include being commander in chief of the armed forces and conducting foreign policy.
 - 1.** In the Electoral College, each state chooses to cast their votes for the president and vice president.
 - 2.** The president and vice president serve a four-year term.
- D.** The judicial branch, or court system, consists of the Supreme Court and lower courts. The courts hear cases involving the Constitution, laws passed by Congress, and disputes between states.
- E.** The system of checks and balances, a distinctive feature of the United States government, maintains a balance of power. It is a system that keeps one branch from becoming more powerful than another. Each branch has roles that limit the others.
 - 1.** Both houses of the legislature must pass a bill for it to become a law.
 - 2.** The president can check Congress by vetoing a bill. The judicial branch checks the Congress by making sure the laws they pass do not conflict with the Constitution.
 - 3.** Congress can check the president by overriding the veto, but two-thirds of both houses must vote for the bill. The judicial branch checks the president by making sure his decisions and actions are legal.
 - 4.** The judicial branch decides whether or not decisions or actions by the legislative and administrative branches are legal.
 - 5.** The president appoints Supreme Court justices, but the Senate checks by approving the appointments.
- F.** The Constitution created a nation in which the people could choose their officials and the officials answered to the people, not the states.

Discussion Question

More than 200 years later, the Constitution still stands as the supreme law of the land. Do you agree that Americans showed the world that it was possible for this new form of self-government to work? *(Answers will vary, but should include the idea that the Constitution was and still is a document arrived at by astute political leaders who took much pain to create what they hoped would be a way to maintain the ideals of freedom and liberty that Americans had fought so hard for. Most students will agree that the Constitution provided the backbone for the new self-governing country to run efficiently and grow into the world's strongest power today.)*

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IV. The Constitutional Debate (Pages 211–212)

- A.** Before the Constitution could go into effect, 9 of the 13 states had to ratify it. A great debate took place, with Americans discussing arguments for and against the Constitution. State legislatures set up special ratifying conventions. Rhode Island was the only state that did not call a convention because its leaders opposed the Constitution from the beginning.
- B.** Federalists supported the Constitution. George Washington, Ben Franklin, James Madison, Alexander Hamilton, and John Jay supported the Constitution. Madison, Hamilton, and Jay wrote the *Federalist Papers*, a collection of essays explaining and defending the Constitution.
- C.** The Antifederalists opposed ratification. They wrote a series of essays known as the *Antifederalist Papers*. They believed that the new Constitution would take away the liberties Americans had fought to win, create a strong central government, and ignore the will of the states and the people. They wanted a bill of rights.
- D.** The debate exposed each group's fears. The Federalists feared disorder without a strong federal government and looked to the court to create a national government capable of maintaining order. The Antifederalists feared oppression more than disorder. They worried that the government would be run by a small educated group of people that would hold the power.

Discussion Question

Which group would you have sided with and why? (*Answers will vary, but should include students' reasons for supporting the Federalists or the Antifederalists. You can lead a discussion comparing a strong central government with a less strong central government with more power given to the states and the people.*)

V. Adopting the Constitution (Page 213)

- A.** The Constitution was ratified by all states, despite opposition. Delaware was the first to ratify on December 7, 1787. New Hampshire was the ninth state to ratify on June 21, 1788. New York and Virginia, the two largest states, had not yet ratified. Both states had strong Antifederalist groups, and their support was necessary to promote the future of the new government.
- B.** Virginia ratified at the end of June 1788 after being told the Constitution would have a bill of rights added to it.
- C.** New York narrowly ratified in July 1788, North Carolina in November 1789, and Rhode Island in May 1790.



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- D.** Celebrations took place in hundreds of American towns and cities. The Constitution was finally ratified, and the new nation had a new government. A bill of rights was added in 1791.

Discussion Question

Why do you think all the states ended up ratifying the Constitution, despite opposition to it? (*Answers will vary, but should include the idea that as the majority of states ratified, the remaining states of New York, Virginia, North Carolina, and Rhode Island knew that the Constitution could go into effect but would be more effective if they also voted to ratify. These four states may not have wanted to be left out and probably voted to ratify so that the country would begin as a united nation, believing in the ideals they fought for and becoming a self-governing country.*)

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Chapter 8, Section 1



Did You Know? The dome that visitors see today on the United States Capitol is actually the second dome that topped it. The first dome, designed by Boston architect Charles Bulfinch, was finished in 1824. It was wood covered by copper. But by the 1850s, it was thought to be too low and unimpressive. It was removed in 1856 to make way for the new dome that still graces the building today.

I. President Washington (Pages 258–260)

- A.** Although Washington thought he was going to retire after the war, he was elected the first president of the United States under the federal Constitution (there had been several presidents under the Articles of Confederation). On April 30, 1789, he took the oath of office. John Adams became vice president.
- B.** Washington was aware of the difficulties and decisions he had to face. He would establish precedents that would shape the future of the United States. He would make many decisions especially about the structure of government.
- C.** Congress set up a cabinet with three departments:
 - 1.** the State Department to handle relations with other nations, headed by Thomas Jefferson
 - 2.** the Treasury Department to deal with financial matters, headed by Alexander Hamilton
 - 3.** the War Department to provide for the national defense, headed by Henry Knox
- D.** Congress created the office of attorney general to handle the government's legal affairs. Edmund Randolph was the first attorney general. Congress also established the office of postmaster general to direct the postal service.
- E.** Washington met regularly with the three department heads, or secretaries, and the attorney general, which together became known as the cabinet.
- F.** Congress was divided as to how much power the president should hold over the executive departments. The president appointed the department heads with the Senate's approval. Congress gave the president authority over hiring and firing cabinet officers so that he did not need the Senate's approval to dismiss someone. This strengthened the president's position and created a major separation between the legislature and the executive branches.
- G.** The Judiciary Act of 1789 was actually a compromise act. One group in Congress favored a national legal system, and a second favored state courts. The act established a federal court system with 13 district courts and 3 circuit courts. State laws would remain, but federal courts would have the power to reverse state decisions.



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- H. The Supreme Court was to be the highest court with final authority. John Jay was appointed chief justice.
- I. Many people felt the Constitution needed a guarantee of personal liberties. In fact, some states supported the Constitution because a bill of rights was to be added to it.
 - 1. James Madison presented a list of amendments to Congress.
 - 2. Congress passed 12 amendments.
 - 3. The states ratified 10 of them.
 - 4. These 10 amendments became known as the Bill of Rights and were added to the Constitution in December 1791.

Discussion Question

What do you think was the most important decision of the early government: creating a cabinet, passing the Judiciary Act, or adding the Bill of Rights to the Constitution? *(Answers will vary, but should include reasons for student choices. Most will probably say the Bill of Rights because it guarantees personal liberties, and that is what the country represents; however, the Judiciary Act created the court system, and the cabinet helps the executive office function.)*

III. Financial Problems (Pages 260–261)

- A. Hamilton, as secretary of the treasury, tried to find a way to strengthen the country's financial problems. He proposed the Hamilton Plan. It said that the new government should pay off the millions of dollars in debts owed by the Confederate government to other countries and to individual citizens.
 - 1. The nation should pay for the cost of their help.
 - 2. Further, by the federal government assuming the states' debts, this would give the states a strong interest in the success of the new government.

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- B.** There was opposition to Hamilton's plan. Congress agreed to pay money to other nations, but they could not agree to pay off the debt to American citizens.
- C.** When the government borrowed money during the war, it issued bonds, or paper notes, promising to repay the money in a given period of time. Speculators bought many of the original bonds for less than their value. Hamilton's plan proposed paying off these bonds at their original value, and opponents said this would make the speculators rich.
- D.** The original bond owners were also opposed because they had lost money on their bonds and the new bond owners had made money, only to make more if Hamilton's plan was enacted.
- E.** The Southern states also presented opposition because their state debt was less than the Northern states, and they would have to pay more than their share under Hamilton's plan.
- F.** Hamilton proposed a compromise plan. He agreed to a proposal by Southern leaders to move the nation's capital from New York City to a special district in the South between Virginia and Maryland. This became Washington, D.C. The Southerners then agreed to support his plan to pay off the state debts.

Discussion Question

How did Hamilton's plan propose to strengthen the economy? *(It proposed to pay off the growing debt from the war by paying foreign countries money that was borrowed, by paying off the state debts, and by paying American citizens money borrowed from them. By paying the debt, Hamilton believed that he could rebuild the country's financial reputation and strengthen the nation. Without such a large debt, the nation would be able to use its money to grow instead of towards interest payments on the debt).*

IV. Building the Economy (Page 262)

- A.** Hamilton also proposed the creation of a national bank, the Bank of the United States; a tariff, or tax, on imports; and national taxes to help the nation's economy.
- B.** Before the bill to create a national bank was proposed, only state banks existed. Madison and Jefferson opposed the idea of a national bank, saying that it would benefit the wealthy and was unconstitutional. Hamilton said that Congress had the power to create a bank even though the Constitution had no provision. The president signed the bill, creating the Bank of the United States.
- C.** Hamilton proposed a protective tariff on imports. He hoped this would protect American industry from foreign competition and encourage people to buy American goods.



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1. The South opposed this tax because they had little industry to protect.
 2. Hamilton did win support in Congress for some low tariffs to raise money.
- D.** Hamilton's economic program also called for creating national taxes. The government could have additional funds to operate and use to make interest payments on the national debt. Congress approved a variety of taxes, including one on American whiskey.
- E.** Hamilton's economic program gave the country new financial powers, but it split Congress and the nation. His opponents, including Madison and Jefferson, feared a national government with strong economic powers to protect the wealthy.

Discussion Question

Do you think Hamilton planned to protect the interests of the wealthy, or was this just a by-product of his economic program? *(Answers will vary; however, he probably did want to protect the wealthy citizens because they had the money to invest in helping the country grow. Over time there has been a struggle over whether or not, and how much, the government should protect the investments and interests of the wealthy.)*

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Did You Know?

The French Revolution of 1789 was partly inspired by ideas from the earlier American Revolution. These ideas included the people's right to take up arms against tyranny, the concept that there should be no taxation without representation, that all men should have liberal freedoms, and that a republic is superior to a monarchy.

I. The Whiskey Rebellion (Pages 263–264)

- A. Farmers resisted paying a tax on the whiskey they made. They usually exchanged whiskey and other items for goods they needed rather than buy goods with cash. They did not have money to pay a tax.
- B. In July 1794, federal officers came into western Pennsylvania to collect a tax. The resistance turned into an armed protest that was called the Whiskey Rebellion. A large mob of people attacked tax collectors and burned buildings.
- C. President Washington sent an army to quiet the rebellion. His actions showed people that the government would use force to maintain social order.

Discussion Question

Why were the western Pennsylvania farmers so resistant to a tax on whiskey? (*These farmers were not rich. Their lives were different from Easterners living in cities or towns. They were proud of their ability to exist by bartering their whiskey for goods they needed. They did not have money to pay a tax and thought they could rebel against the new government instead of paying a tax. They saw that they could not and that they would not be excluded from paying the whiskey tax that was levied on all citizens.*)

II. Struggle over the West (Page 264)

- A. The Native Americans who lived between the Appalachian Mountains and the Mississippi River had troubles with the new government over this land. They felt the land belonged to them and the new settlers were taking away their land. They looked to Britain and Spain for help to prevent American settlers from moving onto these lands. Washington hoped that treaties signed with the Native American tribes would keep the British and Spanish out.
- B. American settlers ignored the treaties and moved onto the lands that were promised to the Native Americans. When fighting broke out, Washington sent an army led by General Arthur St. Clair to restore order. His troops were beaten badly in November



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1791. The Miami, Shawnee, and Delaware tribes allied and continued to resist American settlers moving onto their land.

- C.** The Native Americans demanded that all settlers north of the Ohio River leave. Washington sent in another army led by Anthony Wayne. At the Battle of Fallen Timbers in August 1794, Wayne's army defeated over 1,000 Native Americans.
- D.** The Treaty of Greenville was signed in 1795 to settle the issue. Native Americans agreed to surrender most of the land in present-day Ohio.

Discussion Question

Which group fared better from the Treaty of Greenville, the Native Americans or the American settlers? (*Answers will vary, but should include a comparison of what each group gained. Because the treaty required Native Americans to give up most of present-day Ohio in return for \$20,000 worth of goods, they lost land but gained money that they did not have. Because the American settlers gained more land on which to settle, they probably fared better.*)

III. Problems with Europe (Pages 264–266)

- A.** The French Revolution began in 1789, just after Washington took office, and in 1793, Britain and France went to war. Washington hoped that America could remain neutral, but as time went on, this became difficult.
- B.** The French tried to involve the United States. In April 1793, the French diplomat Edmond Genêt came to the United States to recruit American volunteers to attack British shipping. His plan failed, but he did sign up a few hundred Americans to serve on French ships that took British vessels and stole their cargoes.
- C.** Washington announced a Proclamation of Neutrality on April 22 that prohibited Americans from fighting in the war and prohibited British warships from American ports.
- D.** The British began capturing American ships that traded with the French. They also stopped American merchant ships, took their crews, and forced them into the British navy, or impressed them.
- E.** Washington, so as to avoid war with Britain, sent John Jay to negotiate a peaceful solution. The British listened to Jay's proposal. They knew that a war with the United States would make things more difficult, as they were already at war with France. Besides, the United States bought their products.
- F.** Jay's Treaty said that Britain shall
 - 1.** withdraw from American soil
 - 2.** pay damages for ships they seized



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- 3. allow some American ships to trade with British colonies in the Caribbean
- Jay's treaty also provided for settlements of debts from before 1776.
- E. Jay's Treaty was controversial. Many Americans disapproved of it because it did not deal with British impressment or the British interference with American trade. Washington sent it to the Senate even though he, too, did not favor it. He saw it as an end to a crisis. It was narrowly approved.
 - F. To settle their differences with the United States, Spain also signed a treaty. Thomas Pinckney went to Spain in 1795. The Pinckney Treaty gave Americans the right to freely navigate the Mississippi River and also the right to trade at the port of New Orleans.

Discussion Question

Why did Britain and Spain sign treaties with the United States? (*Britain sold its goods mainly to the United States and needed to maintain a good relationship. Britain also saw that the Americans would fight if pressured. So Britain accepted the fact that they had to give up their positions in the United States and agree to the terms of Jay's Treaty. The United States' victories in the West made Spain realize that it also needed to make peace. Spain also did not want the United States and Britain to work against their empire in North America, so Spain signed the Pinckney Treaty.*)

IV. Washington's Farewell (Page 266)

- A. Washington had served two terms as president and chose not to seek a third term. This set a precedent for later presidents to follow. He looked forward to retiring at Mount Vernon. He was greatly troubled by the divisions in American politics and political parties.
- B. In his farewell address, he spoke about the evils of political parties and the problems of foreign affairs. His parting words influenced the nation's foreign policy for more than 100 years.
- C. Washington's speech is read aloud in the Senate each year on his birthday.

Discussion Question

Why do you think Washington was so concerned about avoiding "permanent alliances" with foreign nations? (*Answers will vary, but should include a discussion of the problems he encountered as president that influenced him to say that the United States should avoid "permanent alliances" and remain neutral. He wanted the country to focus on running itself and growing. By avoiding entanglements the nation could focus on growing and establishing a strong government.*)

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Did You Know?

According to present-day writer George F. Will, Alexander Hamilton's ideas are still affecting Americans today. "There is an elegant memorial in Washington to Jefferson, but none to Hamilton. However, if you seek Hamilton's monument, look around. You are living in it. We honor Jefferson, but we live in Hamilton's country, a mighty industrial nation with a strong central government."—George F. Will, *Restoration*, 1992.

I. Opposing Views (Pages 267–270)

- A. Most Americans in the late 1700s considered political parties harmful and to be avoided. Political parties were not mentioned in the Constitution. Washington also denounced them.
- B. By 1796 Americans were beginning to divide into opposing groups and form political parties. It was natural for people to disagree about issues and also for people who held similar views to group together. In Washington's cabinet, Hamilton and Jefferson often took opposing sides. Washington was partisan also, favoring one side of an issue.
- C. Two distinct political parties emerged—the Federalists and the Republicans, also called the Democratic-Republicans.
- D. The Federalists generally supported policies of Alexander Hamilton. Its policies favored
 - 1. a strong federal government
 - 2. banking and shipping interests
 - 3. rule by the wealthy
 - 4. a national bank
 - 5. representative government in which elected officials ruled in the people's name
 - 6. a loose interpretation of the Constitution or implied powers
 - 7. a British alliance
 - 8. protective tariffs
- E. The Republicans, or Democratic-Republicans, led by Thomas Jefferson and James Madison, favored
 - 1. strong state governments and limited federal government powers
 - 2. emphasis on agricultural products
 - 3. rule by the people
 - 4. state banks
 - 5. government in which people participate

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6. a strict interpretation of the Constitution
 7. a French alliance
 8. free trade
- F.** By 1793 Jefferson resigned as secretary of state and in 1795 Hamilton resigned as secretary of the treasury because of their differences.
- G.** In the 1796 presidential election, candidates were members of a political party. At caucuses, or political-party meetings, members of Congress and other leaders chose their party's candidates.
1. The Federalists nominated John Adams for president and Charles Pinckney for vice president.
 2. The Republicans nominated Thomas Jefferson for president and Aaron Burr for vice president.
 3. Adams won the election with 71 electoral votes. Jefferson received 68 votes. Jefferson became the vice president, because at the time, the person with the second-highest number of electoral votes became vice president. Jefferson and Adams were of different political parties.

Discussion Question

Why do you think the electoral process was changed so that results like the 1796 election with people from different parties holding office together would not occur again? *(Answers will vary, but should include the idea that it is hard enough to get consensus, or agreement, within a party and even more difficult to get people from different parties to agree when they hold the offices of president and vice president concurrently. The electoral process was later changed so that people elected a slate, not individuals.)*

II. President John Adams (Pages 270–272)

- A.** John Adams served as vice president under Washington for two terms before becoming the second president of the United States. He spent most of his life in public service.
- B.** A dispute with France over the terms of Jay's Treaty ended in an incident known as the XYZ affair.
1. The French saw the treaty as the United States helping the British in the war with France, so they seized American ships carrying cargo to Britain.
 2. To avoid war with France, Adams sent a delegation to Paris to resolve the issue.

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- 3.** Charles de Talleyrand, the French foreign minister, refused to meet with the Americans and sent three agents who demanded a bribe and a United States loan for France.
- 4.** The Americans refused the terms, and when Adams heard about the incident, he referred to the three agents as X, Y, and Z.
- C.** Adams urged Congress to prepare for war. Congress strengthened the armed forces, established the Navy Department in April 1798, and allotted money to build warships. George Washington was appointed commanding general.
- D.** This undeclared sea war between American and French naval forces between 1798 and 1800 saw more than 90 French armed ships seized. France now became the enemy for many Americans.
- E.** In 1798 Congress passed a group of measures called the Alien and Sedition Acts. These laws were passed to protect the nation's security.
 - 1.** Americans became more suspicious of aliens, or people living in the United States who were not citizens, especially Europeans who came in the 1790s and who supported the ideals of the French Revolution. People were concerned that if the United States and France went to war, these aliens might not remain loyal to the United States.
 - 2.** *Sedition* refers to activities aimed at weakening established government. Americans were suspicious of the aliens and concerned that they might engage in unlawful activities such as speaking out against the United States government.
- F.** The Kentucky and Virginia Resolutions of 1798 and 1799 were resolutions written by Madison and Jefferson on states' rights. The resolution said that the Alien and Sedition Acts could not become effective because they violated the Constitution.
 - 1.** They also said that the people of each state had the right to nullify, or cancel, a federal law within that state.
 - 2.** They showed that many Americans feared a strong central government that could interfere with their rights. The issue of states' rights would continue, and in time lead to civil war.
- G.** The undeclared war with France needed resolution. Federalists urged Adams to step up the war with France. They hoped to benefit politically from a war. Adams refused to rush a war and appointed a commission to seek peace with France. In 1800 the French agreed to a treaty and stopped attacks on American ships.
- H.** This agreement hurt Adams's chance for reelection. Hamilton and his supporters now opposed their own president. Because of this rift in the Federalist Party, the Republicans now had a good chance to win the 1800 presidential election.

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Discussion Question

Under the Adams presidency, what do you think was the most important event or decision that occurred? *(Answers will vary, but should include an analysis of the foreign-affairs issues, the issue of states' rights versus a strong federal government, and the political-party issues so students can make an informed decision.)*

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Did You Know?

Chief Justice John Marshall's home, which he built in Richmond, Virginia, still stands. Many of his personal belongings are there, including his black robe, which he wore on the bench for 34 years.

I. The Election of 1800 (Pages 278–279)

- A. The election campaign of 1800 between Adams/Pinckney and Jefferson/Burr was very different from those of today. Candidates and their friends wrote letters to leading citizens and newspapers to spread their views. The Federalists and Republicans fought a bitter letter-writing campaign.
- B. The election was deadlocked. Both Jefferson and Burr received 73 electoral votes, so the House of Representatives had to decide the election.
 - 1. The Federalists decided to support Burr to prevent the election of Jefferson. Hamilton distrusted Burr but was not a friend of Jefferson either.
 - 2. Finally, at Hamilton's request, one Federalist voted against Burr, and Jefferson became president and Burr vice president.
- C. To avoid another election deadlock, Congress passed the Twelfth Amendment in 1803. It required electors to vote for the president and vice president on separate ballots.
- D. Thomas Jefferson was inaugurated on March 4, 1801. In his Inaugural Address, Jefferson tried to close the gap between the political parties. His goals included
 - 1. "a wise and frugal government"
 - 2. "support of state governments in all their rights"
- E. Jefferson was a proponent of states' rights. He believed strong states would best protect freedom and that a large federal government would threaten liberty. He also believed in *laissez-faire*, a policy in which government plays a small role in the economic concerns of a country.

Discussion Question

Why were the election campaigns of Adams and Jefferson different from campaigns of today? (In 1800 transportation was limited. The best way to reach a large group of constituents was through letter writing.)



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II. Jefferson's Policies (Page 280)

- A. Jefferson surrounded himself with men who shared his Republican principles. His cabinet had James Madison as secretary of state and Albert Gallatin as secretary of the treasury.
- B. Under Jefferson the government allowed the unpopular Alien and Sedition Acts to expire and repealed the Naturalization Act.
- C. Jefferson and Gallatin reduced the huge national debt. They cut back on military expenses by reducing the size of the army and navy.
- D. Jefferson and Gallatin also persuaded Congress to repeal federal internal taxes, including the whiskey tax. The government funds would come from customs duties, or taxes on imported goods, and from the sale of Western lands.
- E. The number of federal government employees was small under Jefferson. He believed that the responsibility of government should be limited to delivering the mail, collecting customs duties, and conducting a census every 10 years.

Discussion Question

Jefferson was a wealthy landowner and a slaveholder, although he believed in individual freedoms. He was also an excellent practical politician. Do you think that his views of government would have been different had he not been wealthy? (*Answers will vary, but should include the idea that Jefferson did not let his wealth interfere with his principles. Jefferson cared about people.*)

III. Jefferson and the Courts (Pages 280–281)

- A. The Federalists controlled the court system even though Jefferson was a Republican. The Federalists passed the Judiciary Act of 1801 before Jefferson took office.
- B. Prior to Adams leaving office, he made hundreds of appointments to the courts. He also appointed John Marshall, his secretary of state, as chief justice of the United States after Chief Justice Ellsworth resigned.
- C. Adams and Marshall worked around the clock to process the papers (commissions) for these last-minute “midnight judges.” A few of the commissions had not been processed when Jefferson took office on March 4. Jefferson told Madison, his secretary of state, to hold them. One of these was for William Marbury.

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- D.** The Supreme Court heard the case of *Marbury v. Madison*. Marbury went right to the Supreme Court to force delivery of his commission. Marbury claimed that he had jurisdiction as a result of the Judiciary Act of 1789. Marshall turned down his claim. Marshall said that the Constitution did not give the Supreme Court jurisdiction to decide Marbury's case.
- 1.** This was the first time that judicial review was used. Judicial review is the right of the Supreme Court to review and rule on acts of other branches of government.
 - 2.** Today judicial review is a basic part of our government and is a way to check and balance the other branches of the government.
- E.** Under Justice Marshall, who served as chief justice until 1835, the Supreme Court became an equal partner in government due to judicial review. Under Marshall the court usually upheld the power of the national government over the rights of states. The Marshall court used many Federalist beliefs in the American system of government.

Discussion Question

Why did John Adams make so many judicial appointments in the final hours of his presidency? (*Adams, along with Chief Justice Marshall, attempted to process the commissions for judicial appointments until the final hours so that the court system would be full of "Federalist thinking" judges when Jefferson took office. Adams did not win the presidency, but he did have a large impact on the courts. Presidents through history have made an impact as well by their Supreme Court appointments because justices serve for life or until they are too ill to serve the country.*)

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Did You Know?

In 1997 the United States government decided to mint a new dollar coin featuring a woman. Some of the women nominated by citizens to grace the coin included civil rights activists Rosa Parks and Sojourner Truth, first ladies Martha Washington and Eleanor Roosevelt, and poet Emma Lazarus, among others. The winner? Sacagawea, the Native American woman who helped lead explorers Lewis and Clark westward.

I. Western Territory (Pages 282–283)

- A.** Settlers in the less settled areas of the Northwest Territory and in Kentucky and Tennessee were pioneers. They loaded their belongings onto Conestoga wagons and made the long, tiring journey over the Appalachian Mountains to the area west of the Mississippi River known as the Louisiana Territory.
 - 1.** The Louisiana Territory, a large area, belonged to Spain. The region extended from New Orleans in the south, west to the Rocky Mountains. It was undefined to the north.
 - 2.** Many pioneers settled near the rivers that fed into the upper Mississippi River. The Spanish allowed them to sail on the lower Mississippi and trade in New Orleans. This access allowed farmers to unload goods in New Orleans and then ship these goods to markets in the East.
- B.** In 1802 Spain changed its policy and refused to allow American goods to move into or past New Orleans. Jefferson confirmed that Spain had transferred the Louisiana Territory to France in a secret agreement. The United States was surprised and fearful that Napoleon Bonaparte, France's leader, wanted to increase his empire in Europe and the Americas.
- C.** Jefferson authorized Robert Livingston, the new minister to France, to offer as much as \$10 million for New Orleans and West Florida.
- D.** Because of unrest in Santo Domingo (now Haiti and the Dominican Republic), Napoleon had to cancel his plans in America. He sent in troops to crush a revolt against French rule. Toussaint-Louverture, a former enslaved African, led the revolt. He helped drive the British and Spanish from the island and end slavery there. The French captured Toussaint-Louverture but did not regain the island.

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Discussion Question

Why was the Louisiana Territory important to Americans? *(It was a large area of land that provided space for settlers to begin a new life in the West. Because of its proximity to the Mississippi River, farmers had a way to transport their goods and make money from the markets in the East. When Spain, who owned the land, refused American access to or past the port of New Orleans, it became even more important for Americans to continue to have access to the territory and use the Mississippi River for transport. Once Jefferson learned of the transfer of the Louisiana Territory from Spain to France, he sent Monroe to France to negotiate a sale of New Orleans to the United States.)*

II. The Nation Expands (Pages 283–285)

- A.** America bought the Louisiana Territory from France, not just New Orleans. The French needed money to finance Napoleon’s plans for war against Britain, so while the American diplomats were in France, Talleyrand informed them that the entire Louisiana Territory was for sale. Monroe and Livingston negotiated a price of \$15 million for the territory. With this territory, the size of the United States doubled.
- B.** The United States ratified the treaty with France in October 1803 to make the Louisiana Territory purchase legal. Jefferson was concerned because the Constitution said nothing about acquiring new territory.
- C.** Jefferson was interested in knowing more about the lands west of the Mississippi River. Jefferson sent Meriwether Lewis and William Clark to explore the new territory even before the Louisiana Purchase was complete.
 - 1.** Jefferson saw the expedition as a scientific adventure, while Congress was interested in commercial possibilities and places for future ports.
 - 2.** Lewis and Clark put together a crew and left St. Louis in the spring of 1804. Along the way they kept a journal of valuable information on people, plants, animals, and geography of the West.
 - 3.** After traveling nearly 4,000 miles in 18 months, they reached the Pacific Ocean. They spent the winter there and traveled back along different routes.
- D.** Jefferson sent another expedition to explore the wilderness. Lieutenant Zebulon Pike led two expeditions into a region that is now Colorado. There he found a snowcapped mountain he called Grand Peak. Today it is called Pikes Peak.
- E.** A group of Federalists who opposed the Louisiana Purchase planned to secede, or withdraw, from the Union. They were concerned that the new territory would become agricultural and Republican, and because it was so large, they would lose power.

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1. They wanted to form a Northern Confederacy including New York. To get the New York support, the Federalists supported Aaron Burr for governor of New York in 1804.
2. Hamilton, who never trusted Burr, heard rumors that Burr had secretly agreed to lead New York out of the Union. Burr lost the election and blamed Hamilton.
3. Burr challenged Hamilton to a duel with armed pistols. It took place in July 1804 in Weehawken, New Jersey. Hamilton fired first but missed actually injuring Burr. Burr, on the other hand, seriously wounded Hamilton, who died the next day. Burr fled so he would not be jailed.

Discussion Question

What was so valuable about the Lewis and Clark expedition and the other expeditions to the West? *(Since the nation had little knowledge of the lands west of the Mississippi, Jefferson wanted to be able to provide information for people who were looking to move west. By sponsoring government expeditions, Jefferson hoped to gain knowledge for new settlers about the land, the climate, the wildlife, and the geography. Lewis and Clark's journal kept detailed records, including maps of their travels, to prepare people who wanted to move west. Sending men into the wilderness and seeing them return also offered hope and inspiration to Americans who had desires to move west.)*

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Did You Know?

Thomas Jefferson founded the University of Virginia by securing its land, obtaining state funding, and designing its distinctive grounds and buildings. Jefferson devoted his last years to the project, completing the Rotunda in 1826, the same year he died. Jefferson claimed the University as one of his proudest achievements, along with authoring the Declaration of Independence and Virginia's statute on religious freedom.

I. Americans in Foreign Seas (Pages 288–289)

- A.** Many American merchant ships profited from trade with foreign nations in the late 1700s and early 1800s. Ships made calls in South America, Africa, and along the Mediterranean Sea. By 1800 the United States had almost 1,000 ships trading around the world.
- B.** Sailing foreign waters could be dangerous, however. Ships had to watch for Barbary pirates from Tripoli and other Barbary Coast states of North Africa. These pirates demanded tribute, or protection money, to let ships safely pass the Mediterranean waters.
- C.** The United States entered a war with Tripoli. When the ruler of Tripoli asked the United States for more money in 1801, Jefferson refused. War broke out. Jefferson sent ships to blockade Tripoli, but the Barbary pirates were too powerful to be defeated.
- D.** In 1804 the pirates seized the United States warship *Philadelphia* and towed it into Tripoli Harbor. When a United States navy captain and his raiding party burned the ship, a British admiral called it a “bold and daring act.”
- E.** The conflict ended in June 1805 when Tripoli agreed to stop demanding tribute. However, the United States had to pay a ransom of \$60,000 to release American prisoners.

Discussion Question

If you were an American merchant shipper, would you have sailed during the era of the Barbary pirates? Why or why not? (*Answers will vary, but should include the idea that these people were in business despite the danger of the seas. They made profits by trading their goods with foreign nations, so they risked capture. If they did not sail, they did not make money. Have students give their reasons and substantiate them in the discussion.*)

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II. Freedom of the Seas (Pages 289–292)

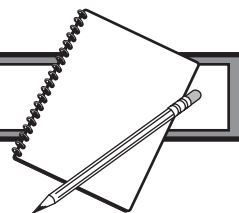
- A.** Great Britain and France were involved in a war that threatened to interfere with American trade. America traded with both Britain and France when they went to war in 1803. For two years American shipping had neutral rights, or the right to sail the seas because it did not side with either country.
- B.** By 1805 Britain and France took action against America and its neutral rights. Britain blockaded the French coast and threatened to search all ships trading with France. France said it would search and seize ships trading with Britain.
- C.** The British needed sailors, so they kidnapped American sailors. Their naval patrols claimed the right to stop American ships at sea. They seized sailors thought to be British deserters and forced them into service. This practice of impressment did catch some deserters, but thousands of the impressed sailors were native-born and naturalized American citizens.
- D.** The British attacked the American ship *Chesapeake* in June 1807. The British warship *Leopard* intercepted the *Chesapeake* and demanded to search the ship for British deserters. The British opened fire when the *Chesapeake's* captain refused to let the British search his ship.
- E.** Americans were furious at the British when they heard of the attack. Many demanded war. However, Jefferson chose another path. Congress passed a disastrous trade ban in December 1807 called the Embargo Act. The hope was to hurt Britain. Instead, the embargo banned imports from and exports to all foreign countries.
 - 1.** The act was a disaster. It wiped out all American commerce with other nations.
 - 2.** It was also ineffective against Britain because it traded with Latin America for agricultural goods.
 - 3.** On March 1, 1809, Congress repealed the act and passed the Nonintercourse Act. This act prohibited trade with only Britain and France and their colonial possessions.
- F.** Jefferson announced his departure after two terms. The candidates nominated were Madison for the Republicans and Pinckney for the Federalists. Madison won with 122 electoral votes to Pinckney's 47.

Discussion Question

Why was the Embargo Act such a disaster? (It killed American commerce by banning imports from and exports to all foreign countries, and it did not hurt Britain, which was the true target. Congress realized its mistake and repealed the act, though probably too late.)

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III. War Fever (Pages 292–294)

- A. When James Madison took office, the country was suffering from the embargo crisis and the possibility of war.
- B. The war cry grew close, but it was hard to determine if the enemy was France or Britain. In 1801 Congress passed a law permitting direct trade with either France or Britain. Because France lifted its trade restrictions first, Americans were able to trade directly with France. Napoleon, however, tricked the United States and continued to seize ships. Madison still saw Britain as the larger threat to the United States, despite Napoleon's actions.
- C. The country also had problems in the West. Between 1801 and 1810, white settlers continued to move onto lands that had been guaranteed to Native Americans.
 - 1. Ohio became a state in 1803.
 - 2. Native Americans renewed their associations with British agents and fur traders in Canada for protection.
 - 3. Some Native Americans built a confederacy among their nations in the Northwest. They were led by Tecumseh, a Shawnee chief. Tecumseh believed that the treaties with separate Native American nations were worthless and the land was meant for Native Americans to live on.
 - 4. Tecumseh's brother, the Prophet, attracted a huge following with his teachings. He felt that the Native Americans should return to the customs of their ancestors and give up the white ways. He founded a village called Prophetstown near present-day Lafayette, Indiana, where the Tippecanoe and Wabash Rivers meet.
- D. Tecumseh met with the white people and the governor of the Indiana Territory, General William Henry Harrison, after Harrison had warned him of the weakness of a Native American-British alliance and the power of the United States against them. Tecumseh said that it was the Americans who were killing the Native Americans, taking away the land, pushing the Native Americans to do mischief, and keeping the tribes from uniting.
- E. In 1811 Harrison attacked Prophetstown at the Battle of Tippecanoe. The Americans proclaimed a victory, while the Prophet's forces fled. Unfortunately for the Americans, Tecumseh and the British forces united as a result of the American victory.
- F. The War Hawks, led by Henry Clay from Kentucky and John Calhoun from South Carolina, pushed for the president to declare war with Britain. The Federalists in the Northeast remained opposed to war.
 - 1. The War Hawks were eager to expand the nation's power.

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2. By their efforts, the size of the army quadrupled through additional military spending.
 3. Their nationalism appealed to a new sense of American patriotism.
- G.** On June 1, 1812, Madison asked Congress for a declaration of war, concluding that war with Britain was inevitable. At the same time, Britain ended their policy of searching and seizing American ships. However, because the news took so long to travel across the ocean, the United States did not know of the change.

Discussion Question

Why did Madison think that the enemy was Britain, not France, and that the war with Britain was inevitable? (*Madison did not trust the British in their alliance with the Native Americans. He sensed an anti-British feeling growing among Americans. Because Britain had once ruled the country and because of their powerful navy, Britain was a larger military threat to the United States than France was. Because Madison thought Britain was going to continue searching and seizing American ships, a war with Britain seemed about to happen.*)

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Did You Know? Although Francis Scott Key wrote the lyrics in 1814 to what eventually was called “The Star-Spangled Banner,” it originally was called “Defence of Fort M’Henry,” and wasn’t adopted as our national anthem until March 3, 1931.

I. War Begins (Pages 296–298)

- A.** The United States was unprepared for the war. It had a government that provided no leadership, a small army of 7,000, and state militias with 50,000 to 100,000 poorly trained soldiers, some of whom were too old to fight.
- B.** The war began in July 1812. General William Hull led the army from Detroit to Canada, but was forced to retreat. General William Henry Harrison made another attempt without luck and decided that as long as the British controlled Lake Erie, they would not be able to invade Canada.
- C.** Naval battles were more successful. The navy was more prepared with three of the fastest frigates, or warships. On September 10, 1813, after a bloody battle along Lake Erie led by Oliver Hazard Perry, American ships destroyed the British naval force.
- D.** British troops and their Native American allies tried to pull back from Detroit now that America controlled Lake Erie. In the Battle of the Thames on October 5, Tecumseh was killed when Harrison and his troops cut off the British and Native American forces.
- E.** Canada remained unconquered, although Americans attacked York (present-day Toronto), burning the Parliament buildings.
- F.** The war at sea saw more victories. In August 1812, the American warship *Constitution* destroyed a British vessel and four months later destroyed another British ship. American privateers attacked and captured numerous vessels.
- G.** The Native Americans had some setbacks. When Tecumseh died, hopes of a Native American confederation also died. In March 1814, at the Battle of Horseshoe Bend, Indiana, Jackson attacked and defeated the Creeks. They were forced to give up most of their lands in the United States.

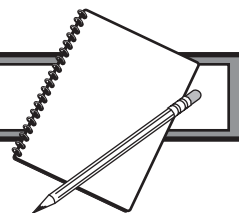
Discussion Question

Why do you think America wanted to seize Canada from the British? (*Answers will vary, but should include the idea that Canada was a vast land. If America could conquer the region, the United States would grow in size and in resources.*)



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II. The British Offensive (Pages 298–300)

- A.** In the spring of 1814, the British won the war with the French. Now they could send more troops to America. In August 1814, the British marched into the capital of Washington, D.C., burning and destroying the city.
- B.** The British then went on to attack Baltimore, but Baltimore was ready. The British attacked but could not enter.
 - 1.** Roads were barricaded, the harbor was blocked, and some 13,000 militiamen stood guard.
 - 2.** Frances Scott Key wrote the “Star-Spangled Banner” to exemplify the patriotic feeling when he saw the American flag still flying over Fort McHenry when the battle was over. He watched as bombs burst over the fort in the night. When he saw the American flag the next morning, he wrote the poem.
- C.** The British goal to capture Plattsburgh, a key city on the shore of Lake Champlain, was stopped when the American naval force on Lake Champlain defeated the British fleet on the lake in September 1814. Knowing the American ships could overtake them, the British retreated to Canada.
- D.** The British decided after the Battle of Lake Champlain loss that the war in North America was too costly and unnecessary. In December 1814, in Ghent, Belgium, American and British representatives signed the Treaty of Ghent to end the war. The treaty did not change any of the existing borders.
- E.** One final battle was fought after the peace treaty was signed but before word reached the United States of the peace agreement. The Battle of New Orleans in December 1814 was a bloody battle in which the Americans were victorious. Andrew Jackson led the American army and became a hero. His fame helped him later win the presidency in 1827.
- F.** The Federalists in New England had opposed the war from the start. At the Hartford Convention, they drew up a list of proposed amendments to the constitution. Once the word came of Jackson’s victory and the peace treaty, their grievances seemed unpatriotic and their party lost favor.

Discussion Question

How did the War of 1812 affect the country? (*The American victory brought a spirit of nationalism. The War Hawks, who urged the president to declare war, were winners, too. People viewed members of the Republican Party with respect. Even the New England Federalists, who had opposed the war, felt a sense of patriotism. Americans felt that now Britain would see the United States as more of an equal in their political policies. America could now focus again on Western expansion, developing the economy, and creating a strong army and navy.*)

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Did You Know?

Eli Whitney, who invented the cotton gin, was not only an inventor. At different times in his life, he was a blacksmith, a nail maker, and the country's only maker of ladies' hatpins.

I. The Growth of Industry (Pages 306–308)

- A.** The Industrial Revolution began in the mid-1700s in Britain. It was a period during which machinery and technology changed how people worked and produced goods.
- B.** The Industrial Revolution took hold in the United States in New England around 1800.
 - 1.** Rivers and streams provided waterpower to run machinery in factories.
 - 2.** New England was near needed resources, such as coal and iron from Pennsylvania and therefore had an advantage.
 - 3.** New England shipped cotton from the Southern states and sent the finished cloth to markets throughout the nation.
 - 4.** Capitalism played a large part in the development of different industries. People put up capital, or their own money, for a new business in the hopes to make a profit, too.
 - 5.** With the growth of industry came free enterprise. People are open to buy, sell, or produce anything of their choosing as well as work wherever they want. Competition, profit, private property, and economic freedom are all aspects of a free enterprise.
 - 6.** New England had workers to handle the growth of industry.
- C.** The Industrial Revolution could not have taken place without the invention of new machines and new technology or the scientific discoveries that made work easier.
 - 1.** Britain created machinery and methods that changed the textile industry with inventions such as the spinning jenny, the water frame, and the power loom.
 - 2.** Most mills were built near rivers because the new machines ran on waterpower.
 - 3.** In 1785 the steam engine provided power for a cotton mill.
- D.** In the United States, many new inventions were created.
 - 1.** In 1793 Eli Whitney invented the cotton gin. One worker using the machine could clean cotton as fast as 50 people working by hand.
 - 2.** The patent law passed in 1790 protected the rights of people who created inventions. A patent gives an inventor the sole legal right to the invention and its profits for a certain period of time.

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Discussion Question

What was the Industrial Revolution? (*It was a period in history in which the development of machines and technology changed how people worked and produced goods. Inventors in the United States and Europe created machines that sparked the growth of factories and industry, which created economic growth.*)

II. New England Factories (Pages 308–309)

- A.** Samuel Slater took over a cotton mill in Pawtucket, Rhode Island, where he was able to copy the design of a machine invented by Richard Arkwright of Britain that spun cotton threads. Slater memorized the design while in Britain, came to the United States in 1789, and established Slater's Mill.
- B.** Lowell's Mill, another textile plant in Waltham, Massachusetts, was established in 1814.
- C.** The factory system, or bringing manufacturing steps together under one roof, began here. This was an important part of the Industrial Revolution because it changed the way goods were made and increased efficiency.
- D.** The technology of making interchangeable parts made it possible to produce many types of goods in large quantities. It also reduced the cost of manufacturing goods. In 1798 Eli Whitney devised this method to make 10,000 rifles in two years for the United States government. He was able to make huge quantities of identical pieces that could replace one another.

Discussion Question

Why was the technology of interchangeable parts so revolutionary to the Industrial Revolution? (*This technology made it cheaper and faster to produce goods. Parts were made to fit other identical parts on a large scale. This allowed different types of factories to turn out many goods in a short period of time.*)

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III. Agriculture Expands (Page 310)

- A. In the 1820s, more than 65 percent of Americans were farmers.
- B. In the Northeast, farms were small and the produce was sold locally.
- C. In the South, cotton production greatly increased with the development of the textile industry of New England and Europe.
 - 1. Enslaved workers planted, tended, and picked the cotton.
 - 2. With the invention of the cotton gin, cotton could be cleaned faster and cheaper than by hand, so farmers raised larger crops.
 - 3. Between 1790 and 1820, cotton production went from 3,000 to 300,000 bales a year.
- D. In the West, farmers north of the Ohio River raised pork and cash crops such as wheat and corn. Some Southern farmers also moved west to plant cotton.

Discussion Question

How do you think the growth in agriculture affected the country's population? (*Answers will vary, but should include the idea that because of the increased cotton production and the invention of the cotton gin, the South grew. In the West, the population probably also grew due to more settlers moving there for farmland, especially those from the South. In the Northeast, since farms were small, the population was not made up of farmers, but rather town and city dwellers and factory workers.*)

IV. Economic Independence (Page 310)

- A. Merchants, shopkeepers, and farmers put some of the money they earned back into their businesses to try to earn larger profits.
- B. Businesses that needed more money had to borrow it from banks. The charter for the First Bank of the United States expired in 1811. In 1816 Congress chartered the Second Bank of the United States. It had the power to establish a national currency and to make large loans. It helped strengthen the economic independence of the nation.
- C. Cities and towns grew as a result of the growth of factories and trade. Many developed along rivers and streams to use the waterpower. Cities such as New York, Boston, and Baltimore became centers of commerce and trade. Towns such as Pittsburgh, Cincinnati, and Louisville became profitable from their proximity to major rivers.
- D. Cities and towns did not look like those today. Buildings were wood or brick. Streets were unpaved. Animals roamed freely.
 - 1. Because there were no sewers, the danger of diseases such as cholera and yellow fever grew.



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2. Fires could spread easily and could be disastrous.
3. Cities offered many types of shops, jobs, a steady income, and cultural opportunities.
4. Many people left their farms and moved to the cities for the city life.

Discussion Question

Why did cities and towns grow? (*The Industrial Revolution created factories, and people were needed to work them. Because more product was produced, trade increased and cities and towns became centers of this commerce and trade. Some cities and towns grew because they were near rivers that were used for transport as well as for waterpower to run machinery. Some people left their farms for the opportunity that city life offered.*)

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Did You Know?

The first turnpike, the Lancaster Turnpike, was built in 1793. The word *turnpike* comes from the Middle English of the 1500s. A turnpike was a revolving frame bearing spikes and serving as a barrier. Turnpikes today use toll booths as barriers.

I. Moving West (Pages 314–317)

- A.** In 1790 most of the nearly 4 million people of the United States lived east of the Appalachian Mountains and near the Atlantic coast. In 1820 the population had more than doubled to about 10 million with almost 2 million living west of the Appalachian Mountains.
- B.** Travel west was difficult. A pioneer family faced many hardships along the way.
- C.** Good inland roads were needed. Private companies built turnpikes, or toll roads. In 1803, when Ohio became a state, it asked the federal government to build a road to connect it to the East. Congress approved a National Road to the West in 1806, but because of the War of 1812, roadwork stopped. The first section from Maryland to western Virginia opened in 1818, and years later it reached Ohio and then on to Illinois.
- D.** Some people traveled along the rivers, loading all their belongings onto barges. Travel was more comfortable by boat than on bumpy roads. Some difficulties were that
 - 1. traveling upstream, against the flow of the current, was slow and difficult
 - 2. most major rivers flow in a north-south not east-west direction
- E.** Steamboats provided a faster means of river travel. In 1807 Robert Fulton built the *Clermont*, a steamboat with a newly designed powerful engine. The 150-mile trip from New York to Albany was shortened from 4 days to 32 hours. Steamboats improved the transport of people and goods. Shipping became cheaper and faster. River cities such as Cincinnati and St. Louis also grew.

Discussion Question

Compare and contrast the ways people traveled west. Which was the fastest? The most direct? The most difficult? (*People traveled by horse-drawn wagons on roads, barges along the river, and, after 1807, steamboats. The steamboat was the fastest but also more costly; river travel was more comfortable, faster, and easier than roads, but only when going downstream; and road travel was slow, bumpy, and difficult, but direct. Nevertheless, people were adventurous and desirous of moving west, and the population grew rapidly between 1790 and 1820.*)



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II. Canals (Pages 317–318)

- A.** Traveling the existing river system would not tie the East with the West, so a New York business and government group planned to link New York City with the Great Lakes region by building a canal. This artificial waterway across New York State would connect Albany on the Hudson River with Buffalo on Lake Erie.
- B.** The 363-mile canal, called the Erie Canal, was built by thousands of workers. A series of locks to raise and lower ships to different water levels was used to move ships along the canal where water levels changed.
- C.** Early on, steamboats could not use the canal because their powerful engines might damage the embankments. Teams of mules and horses on the shore pulled the boats and barges. In the 1840s, the canal's banks were reinforced to accommodate steam tugboats.
- D.** As a result of the success of the Erie Canal, by 1850 the United States had more than 3,600 miles of canals. They lowered shipping costs and brought growth and prosperity to towns along their routes. These canals also helped unite the country, tying the East and West together.

Discussion Question

The Erie Canal is an inland water route built to connect two cities. It also made travel easier. What are some of the issues that people had to deal with when building the canal? (*Answers will vary, but should include cost, time to build, laborers to do the construction, engineering plans for the route, moving laborers on and off the construction sites, supplies, equipment, and so on.*)

III. Western Settlement (Page 319)

- A.** Four new states—Vermont, Kentucky, Tennessee, and Ohio—were admitted to the Union between 1791 and 1803, but only one new state, Louisiana, entered during the next 13 years.
- B.** After the War of 1812, a second wave of westward expansion began. Between 1816 and 1820 five western states were created: Indiana, Illinois, Mississippi, Alabama, and Missouri.
- C.** People tended to settle in communities along the rivers and with others from their home communities. Indiana was settled mainly by people from Kentucky and Tennessee. Michigan's pioneers came mainly from New England.
- D.** Life in the West included social events such as wrestling and pole jumping for men and quilting and sewing parties for women. Both men and women gathered for cornhusking. Life in the West did not have conveniences of Eastern town life.



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Discussion Question

Why did people travel westward? *(Answers will vary, but should include the idea of making a new life for themselves and their families, having the opportunity to begin a new community and share in its advantages, for the excitement and adventure of pioneer life, and perhaps for change in their lives and hopes of a better future.)*

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Did You Know?

Aaron Burr and Alexander Hamilton were not the only leaders in early America to fight a duel. In 1809 Kentucky state legislator and Republican Henry Clay and his Federalist party colleague, Humphrey Marshall, disagreed over an embargo of British-made goods. Clay challenged Marshall to a duel. The two men fired three rounds at each other, and both suffered minor wounds. Neither man changed his mind about the embargo.

I. The Era of Good Feelings (Pages 321–322)

- A. James Monroe won the 1816 presidential election easily. He had been involved in national politics since the American Revolution.
- B. The Federalist Party was almost nonexistent, but its programs gained support. Political differences seemed to disappear during this Era of Good Feelings, and Monroe's presidency also symbolized the era. He traveled around the nation as far south as Savannah and as far west as Detroit. In 1820 Monroe was reelected, receiving all but one electoral vote.

Discussion Question

Why did Monroe so easily win the elections of 1816 and 1820? (*He hardly had opposition from the Federalist Party. Also, because of the Era of Good Feelings, people were satisfied with Monroe, so they elected him to a second term.*)

II. Sectionalism Grows (Pages 322–324)

- A. Regional differences soon surfaced, and the Era of Good Feelings disappeared. People felt a strong tie to the region in which they lived. This promoted sectionalism, or loyalty to a region.
- B. Differences arose over slavery and national policies. Slavery was opposed in the North and protected in the South. National policies—such as tariffs, a national bank, and internal improvements, or federal, state, and privately funded projects to develop the nation's transportation system—were not accepted in all regions of the Union.
- C. John Calhoun, a planter from South Carolina, was the spokesperson from the South. Early on he favored support for internal improvements, developing industries, and a national bank. In the 1820s, he backed state sovereignty, or the belief that states should have power over the federal government, and was against high tariffs. Calhoun said high tariffs raised the prices of manufactured goods planters could not produce themselves and tariffs protected unproductive corporations.



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- D.** Daniel Webster was first elected to Congress in 1812 to represent New Hampshire. In later years, he represented Massachusetts in the House and Senate. He began his career as a supporter of free trade and the shipping interests of New England. In time he began to favor the Tariff of 1816, which protected American industries from foreign competition, and other policies that would strengthen the nation and help the North. He became known as a great orator when, as a senator, he spoke in defense of the nation.
- E.** Henry Clay of Kentucky, a leader who represented Western states, became Speaker of the House in 1811. He served as a member of the group who negotiated the Treaty of Ghent to end the War of 1812. Clay became known as the national leader who tried to resolve sectional disputes and conflicts through compromise.
- F.** The Missouri Compromise reached in March 1820 tried to preserve the balance between the North and the South. The South wanted Missouri, part of the Louisiana Purchase, admitted as a slave state, and the North wanted Missouri to be a free state. Maine's statehood was also discussed. The Compromise stated that
 - 1.** Missouri would be admitted as a slave state
 - 2.** Maine, still part of Massachusetts, was to be admitted as a free state
 - 3.** slavery was to be banned in the remaining part of the Louisiana Territory north of the 36°30' N parallel

Discussion Question

How did the Missouri Compromise preserve the balance between the North and the South? *(The balance kept an equal number of slave and free states in the Union and satisfied North versus South regionalism. The issue of applying for statehood as a slave or free state was hotly debated. Because the Southern economy depended on slavery and Missouri was in the South, the South wanted it admitted as a slave state. Maine in the North, where slavery was not allowed, was admitted as a free state.)*

III. The American System (Pages 324–325)

- A.** Henry Clay proposed a program called the American System in 1824. He felt that all regions of the nation would benefit from his program:
 - 1.** a protective tariff
 - 2.** a program of internal improvements, especially building roads and canals to stimulate trade
 - 3.** a national bank to promote one national currency and to lend money to build industry



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- B.** Not everyone agreed. Thomas Jefferson thought that the American System favored the wealthy manufacturing classes of New England. The South agreed with Jefferson and did not see how they would benefit from the tariff or internal improvements. Congress adopted some internal improvements and created the controversial Second Bank of the United States.
- C.** The Supreme Court heard several cases that involved sectional and states' rights issues.
1. *McCulloch v. Maryland* in 1819 involved the issue of whether or not the state of Maryland had the right to impose a tax on the Second Bank of the United States, a federal institution. Chief Justice John Marshall ruled that Maryland did not have the right to tax the Bank because it was a federal institution. The federal government can coin money, but the Constitution does not mention paper money. Also, the Constitutional Convention voted against giving the federal government the authority to charter corporations, including banks.
 2. In the case *Gibbons v. Ogden*, the Supreme Court said that states could not enact legislation that would interfere with congressional power over interstate commerce.

Discussion Question

How was nationalism displayed in Clay's American System and in the rulings of the Supreme Court? (*Clay believed that his program would benefit all regions of the country. He thought the protective tariff would protect American industry and also provide the government with money to build roads and canals. Strong businesses could use their profits to buy more agricultural goods from the South and ship the goods north along the new roads and canals. Both court rulings strengthened the national government. States were banned from imposing a tax on a federal institutions in *McCulloch v. Maryland*, and states could not enact legislation to interfere with interstate commerce regulated by the federal government as in *Gibbons v. Ogden*.)*)

IV. Foreign Affairs (Pages 325–326)

- A.** President Monroe signed two agreements to resolve long-standing disputes with Britain. The first was the Rush-Bagot Treaty, signed in 1817. It set limits on the number of naval vessels each could have on the Great Lakes. It also provided for the disarmament, or removal of weapons, along the border between British Canada and the United States.
- B.** The second was the Convention of 1818, in which the official boundary of the Louisiana Territory was set at the 49th parallel and became a demilitarized zone, one without armed forces. America also was given the right to settle in the Oregon Territory.



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- C.** When General Andrew Jackson invaded Spanish East Florida in April 1818 and took control of two Spanish forts, he went beyond his orders to stop Seminole raids on American territory. The Spanish minister to the United States, Luis de Onís, protested and Secretary of War John Calhoun said that Jackson should be court-martialed. Secretary of State John Quincy Adams disagreed.
- D.** Spain signed the Adams-Onís Treaty in 1819, in which Spain gave East Florida to the United States and gave up claims to West Florida. In return the United States gave up claims to Spanish Texas and agreed to pay \$5 million that American citizens claimed Spain owed them for damages. The border between the United States and Spanish possessions in the Northwest was extended from the Gulf of Mexico to the 42nd parallel and then west to the Pacific. The United States gained a large piece of territory on the Pacific northwest as a result of this treaty.

Discussion Question

Why do you think Spain agreed to give up territory it owned in North America to the United States? (*Answers will vary, but should include the idea that perhaps Spain did not want to get involved in a war with the United States. It also had rebellions going on in Mexico and independence movements in South and Central America.*)

V. Latin American Republics (Pages 326–327)

- A.** Spain faced challenges within its empire in North America. In 1810 Miguel Hidalgo led a rebellion in Mexico calling for racial equality and redistribution of land. The Spanish defeated his forces and executed him. In 1824 Mexico gained its independence but not the social or economic changes.
- B.** Simon Bolívar, the “Liberator,” led an independence movement in the northern region of South America. Venezuela, Colombia, Panama, Bolivia, and Ecuador won independence. José de San Martín led an independence movement in the southern region in which Chile and Peru won their independence.
- C.** By 1824 Spain liberated most of South America. What remained of the Spanish Empire consisted of Cuba, Puerto Rico, and some Caribbean islands.
- D.** The Monroe Doctrine, issued on December 2, 1823, served to protect North America from increased European involvement. It stated that the United States would not interfere with any existing European colonies in the Americas, but it would oppose any new ones. When the doctrine was issued, the United States did not have the military power to enforce it. However, it became and has remained an important part of American foreign policy.



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Discussion Question

Why was the Monroe Doctrine an important part of American foreign policy? *(It showed other nations that America would not stand by and allow new European colonization in North America. America was protective of the entire North American region.)*

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Did You Know? In United States history, there have been two instances in which both a father and son became presidents: John Adams and John Quincy Adams, and George H. Bush and George W. Bush. So there have been two women who have been both the wife of a president as well as the mother of one: Abigail Adams and Barbara Bush.

I. The Election of 1824 (Pages 334–335)

- A.** John Quincy Adams was elected president in 1824. William Crawford, Andrew Jackson, and Henry Clay were the other Republican Party candidates. No candidate received a majority of the electoral votes, so the House of Representatives selected the president.
1. Clay and Adams struck a deal. Clay agreed to use his influence as speaker of the house to defeat Jackson, hoping to gain the secretary of state post in return. Adams did name Clay as secretary of state.
 2. Andrew Jackson's followers accused the two men of making a corrupt bargain and stealing the election.
- B.** During the Adams presidency, his policies ran against popular opinion. He wanted a stronger navy, scientific expeditions supported by government funds, and direct federal involvement in economic growth.
- C.** Congress turned down many of his proposals. Some members of Congress wanted a more limited role for the federal government.

Discussion Question

Why do you think Clay and Adams got together to defeat Jackson in the election of 1824? (*Answers will vary, but should include the idea that both were politicians, while Jackson was a war hero. Clay also had ulterior motives to improve his political status. If Adams won the presidency, then he would make Clay the secretary of state. Adams won, and Clay became secretary of state.*)

II. The Election of 1828 (Pages 335–336)

- A.** The election was a vicious campaign between Jackson and Adams. The party divided into two: the Democratic-Republicans nominated Jackson, and the National Republicans nominated Adams. Democratic-Republicans favored states' rights.



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- B.** New elements were introduced in the 1828 election, and many became a permanent part of election campaigns.
 - 1.** Mudslinging, or attempts to ruin the opponent with insults
 - 2.** Election slogans, rallies, buttons, and campaign events
- C.** Jackson won the election in a landslide. He received the most votes of the new frontier states and many votes in the South. John C. Calhoun of South Carolina, who had served as Adams's vice president, switched parties to run with Jackson.

Discussion Question

What was so different about the election campaign of 1828? (*The party divided into two, new campaign tactics were used, and John C. Calhoun switched parties to run with Jackson.*)

III. Jackson as President (Pages 336–337)

- A.** Jackson was an American success story. He went from being a member of a poor farm family to being a war hero to becoming the president of the United States.
- B.** Democracy broadened under Jackson. He promised “equal protection and equal benefits” for all Americans, at least for white American men. Between 1824 and 1828, the percentage of white voting males in presidential elections increased from 36.9 to 57.6 percent. The right to vote, or suffrage, continued to expand for white men. In 1840 more than 80 percent of white males voted in the presidential election.
- C.** By 1828 state constitutions changed to allow people, not state legislatures, to choose presidential electors.
- D.** Jackson instituted the spoils system. He replaced government employees with his supporters. The fired workers were angry and protested. Jackson felt that a new group of employees would be good for democracy.
- E.** Jackson's supporters made the political system more democratic by abandoning the caucus system and replacing it with nominating conventions. Instead of major political candidates being chosen by committees of members of Congress, state delegates would select the party's presidential candidate. More people could now participate in the selection process.
- F.** The first national party convention for the Democrats was in Baltimore, Maryland, in 1832. The convention drew delegates from each state that would nominate a candidate receiving two-thirds of the vote. Jackson was nominated.

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Discussion Question

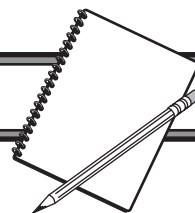
How did democracy broaden under Jackson? (*More white males voted in presidential elections than previously; voters, not state legislators, chose presidential electors; the nominating convention replaced the caucus system, which allowed more people to participate in the selection of political candidates. Although the spoils system backfired, Jackson thought he was being more democratic by replacing government employees with ordinary citizens.*)

IV. The Tariff Debate (Pages 338–339)

- A.** In 1828 Congress passed a very high tariff on goods imported from Europe. This tariff made European goods more expensive. Manufacturers in the United States, especially the Northeast, were happy because they thought Americans would now be even more likely to buy American-made products.
- B.** Southerners hated the tariff and protested because they traded their cotton with Europe for manufactured goods. Now they would have to pay more for these items.
- C.** Some Southerners called for the Southern states to secede, or break away and form their own government. John C. Calhoun, a believer in states' rights argued for nullification, or canceling a federal law it considered unconstitutional, and for secession. He said that states have rights and powers independent of the federal government, that states had created the federal government, and they should be able to have the last word on decisions affecting them.
- D.** The Webster-Hayne Debate was a response to these issues. In January 1830, Senator Daniel Webster challenged the speech given by Robert Hayne, a senator from South Carolina who defended the right of states to nullify acts of the federal government and to secede. Webster defended the Constitution and the Union arguing that nullification would cause the end of the Union.
- E.** Jackson defended the Union, saying it must be preserved. Vice President Calhoun was shocked. When he won election to the Senate in December 1832, he resigned as vice president.
- F.** The nullification crisis grew, and the threat of the Union splitting apart intensified. In 1832 Congress passed a new, lower tariff, hoping that the Southern protest would die down. But it did not. South Carolina's state legislature passed the Nullification Act, saying that it would not pay the "illegal" tariffs of 1828 and 1832. The South Carolina legislature threatened to secede if the federal government interfered.



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- G.** Jackson supported a compromise bill by Clay, lowering the tariff. He also made sure that the South would accept it. He persuaded Congress to pass the Force Bill, which allowed the president to use the United States military to enforce acts of Congress.
- H.** South Carolina accepted the compromise tariff and state leaders voted to put aside the Nullification Act. The crisis between a state and the federal government was over for the time being.

Discussion Question

Do you agree with South Carolina or the federal government over the issues of nullification and secession? (*Answers will vary, but should include a discussion of states' rights and the power of the federal government. Students may wish to use the Webster-Hayne Debate as a starting point and even prepare their own debates for or against nullification and secession.*)

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Did You Know?

In their war against the United States, the Seminoles used guerrilla tactics, making surprise attacks and then retreating back to the forests. The word *guerrilla* comes from a Spanish word for war, *guerra*. The word was first used to describe Spanish-Portuguese rebels who helped the Duke of Wellington drive the French from the Iberian Peninsula during the wars of 1809–1813.

I. Moving Native Americans (Pages 341–344)

- A.** President Andrew Jackson supported relocating Native Americans to lands west of the Mississippi River. Congress passed the Indian Removal Act in 1830. The federal government paid Native Americans to move west.
- B.** Jackson also sent officials to negotiate treaties with the southeastern Native Americans. In 1834 Congress created the Indian Territory (a region in present-day Oklahoma) for Native Americans from the southeast.
- C.** The Cherokee Nation refused to give up its land in Georgia. Treaties of the 1790s recognized the Cherokee people as a separate nation with their own laws, but Georgia did not recognize the Cherokee laws. In the Supreme Court case *Worcester v. Georgia* in 1832, the Cherokee sued the state. Chief Justice Marshall ruled that Georgia had no right to interfere with the Cherokee. Further, the Court stated that only the federal government had authority over matters involving the Cherokee. President Jackson disagreed and supported Georgia's efforts to remove the Cherokee.
- D.** In 1832 a few Cherokee signed a treaty giving up their land, but most of the 17,000 Cherokee refused to honor it. General Winfield Scott and an army of 7,000 federal troops came to remove the Cherokee and threatened force if they did not leave. The long Cherokee march west began and became known as the Trail of Tears, the trail along which they cried.

Discussion Question

How did the federal government treat the Native Americans? (*The government treated them poorly. It wanted to remove them from their lands. Eventually the government sent in federal troops to enforce a treaty requiring them to give up their lands. Even though a Supreme Court case ruled in favor of the Cherokee peoples' rights in Georgia, the president did not support the ruling.*)



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II. Native American Resistance (Pages 344–345)

- A.** Black Hawk led a group of Sauk and Fox people back to Illinois in 1832 to recapture the land given up in a treaty. State and federal troops used force to chase them into the Mississippi River and slaughtered most of the Native Americans as they tried to flee westward into present-day Iowa. The troops killed hundreds.
- B.** The Seminole people of Florida successfully resisted removal. They went to war instead. In 1835 the Seminole and a group of African Americans together attacked white settlements along the Florida coast. They used guerrilla tactics successfully against the American soldiers. By 1842 more than 1,500 American soldiers had died. The government finally gave up and let some of the Seminole remain in Florida. However, many of them had died in the long war, and many were captured and forced to move west.
- C.** Only a few scattered groups of Native Americans lived east of the Mississippi River after 1842. Most had been removed from their lands. They gave up more than 100 million acres east of the Mississippi and received about 68 million and 32 million acres of land west of the Mississippi. They lived in reservations, divided by nations.

Discussion Question

How were the Seminole people in Florida successful in remaining on their land? *(They fought a long war with the United States to be able to remain. The federal government gave up after seven years, but not after both sides saw casualties, deaths, and upheaval.)*

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Did You Know?

President William Henry Harrison is most known for catching a cold at his inauguration that turned into pneumonia and killed him. He was the first president to die in office. He was also the only president to have studied to become a doctor.

I. War Against the Bank (Pages 348–351)

- A.** President Jackson challenged the Bank of the United States. He attacked it for being an organization of the wealthy in which the people had no control. Private bankers ran the Bank even though it was chartered, or given a government permit, to operate by the federal government.
 - 1.** In 1832 Nicolas Biddle, the Bank's president, applied early for a new charter even though the charter was good until 1836. Senators Clay and Webster, friends of Biddle, used the Bank as a ploy to try to defeat Jackson and allow Clay to become president in 1832. They figured that Jackson would veto the charter and lose support.
 - 2.** Jackson did veto the bill and denounced the Bank for not caring about the poor, only the wealthy.
- B.** In the 1832 presidential election, many people supported Jackson's veto of the Bank charter. He was reelected, receiving 219 electoral votes to Clay's 49. Martin Van Buren was elected vice president.
- C.** Jackson decided on a plan to "kill" the Bank after he was reelected. He ordered the withdrawal of all government deposits from the Bank and placed them in smaller state banks. In 1836 Biddle refused to sign a new charter for the Bank, and it closed.
- D.** Jackson did not run for a third term. The Democrats selected Martin Van Buren, who faced opposition from the Whigs, a new political party that included former National Republicans and others opposed to Jackson. Van Buren easily defeated his Whig opponents and became president.
- E.** The Panic of 1837 hit right after Van Buren took office. Land values dropped, investments suddenly fell off, and banks failed. Thousands of businesses closed and hundreds of thousands of people lost their jobs.
- F.** During the depression, thousands of businesses closed and hundreds of thousands of people lost jobs. Prices rose so high that people could hardly afford their basic needs. Van Buren believed in *laissez-faire*, or the principle that the government should not involve itself in the nation's economy, so he did little to help the economic problems.

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1. The situation worsened and the administration did take a few steps although they had little effect on the crisis.
2. The depression turned all the Jackson supporters against his friend and colleague President Van Buren.

Discussion Question

Although Jackson supported Van Buren in the 1836 presidential election and Jackson's popularity helped Van Buren win, do you think Jackson supported Van Buren's laissez-faire policy of very little interference in the nation's economy? *(Answers will vary, but should include the idea that Jackson may have expected Van Buren to take more action to end the depression and help the country out of its economic crisis. Jackson, although he made enemies, was outspoken and concerned for the rights of the people.)*

II. The Whigs Come to Power (Page 351)

- A. Democratic presidents had been in office for 12 years. Now the Whigs thought it was time to win the 1840 election. They nominated William Henry Harrison, a War of 1812 hero, like Jackson. John Tyler was Harrison's running mate. The Democrats nominated Van Buren.
- B. The Whigs needed the support of the laborers and farmers who had voted for Jackson. A log cabin was their symbol to show that Harrison was "a man of the people." Their campaign slogan was "Tippecanoe and Tyler, Too," because Harrison gained fame in the Battle of Tippecanoe, defeating Tecumseh's followers.
- C. William Henry Harrison became the first Whig president. He died in office four weeks later of pneumonia.
- D. John Tyler became the president. Although winning the election as a Whig, he had once been a Democrat. As president he was a strong supporter of states' rights and vetoed some bills sponsored by the Whigs. Many members of his cabinet resigned. The Whigs expelled him from the party due to his disloyalty.

Discussion Question

Why were the Whigs a weak party, only holding the presidency for one term? *(The Whigs could not agree on a party platform and goals. They often voted along sectional ties. They were a divided party without much clout.)*

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Did You Know?

John Jacob Astor established one of the first trading posts in Oregon country. He was only 21 when he came to America in 1784 with just \$25 in his pocket. Two years later he opened a store in New York that sold furs. When he died in 1848, he was the richest man in America. He left an estate worth more than \$20 million.

I. Rivalry in the Northwest (Pages 356–358)

- A. In the early 1800s, four nations claimed the Oregon country—the huge area that lay between the Pacific Ocean and the Rocky Mountains north of California. Those nations were the United States, Britain, Spain, and Russia.
- B. The United States wanted to annex the Oregon country in order to gain access to the Pacific, but this required getting the other three nations to give up their claims. Spain's claim was extinguished in 1819 with the signing of the Adams-Onís Treaty, in which Spain agreed to limit its Pacific coast claims to the area south of California's northern border. In 1824 Russia surrendered its claim to any land south of Alaska.
- C. Britain refused to give up its claim to Oregon when President John Quincy Adams proposed dividing Oregon at the 49th parallel in 1825. As a result, the United States and Britain agreed to extend an 1818 agreement for joint occupation of the area.
- D. The first Americans to reach the Oregon country were trappers and traders looking for beaver furs. Because they spent much of their time hunting and trapping in the Rocky Mountains, they were often called mountain men. The mountain men lived a rough life, but their wanderings through the wilderness made them very familiar with the mountains, rivers, and trails of the West. Some mountain men opened up new trails through the wilderness. After most of the beavers were gone due to extensive hunting, mountain men found new work leading groups of settlers to the West.

Discussion Question

Why was Britain's refusal to give up its claim to Oregon an obstacle for the United States? Why did Britain want to compete with the United States for Oregon? (*As long as Britain maintained its claim to Oregon, the United States could not annex the territory. Answers will vary, but students should discuss the possibility that Britain wanted access to Oregon's resources, and that Britain wanted to stop the expansion of the United States.*)



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II. Settling Oregon (Page 358)

- A.** American settlers began traveling to the Oregon country in the 1830s, lured by reports of abundant, fertile land.
- B.** The first large-scale trip west took place in 1843 when more than 1,000 pioneers left Independence, Missouri, for Oregon. In the years that followed, tens of thousands of Americans made the trip.
- C.** Among the earliest American settlers in Oregon were Dr. Marcus Whitman and his wife Narcissa. They built a Christian mission among the Cayuse people. Some settlers at the mission unknowingly infected the Cayuse with measles, which killed many of their children. Angered, the Cayuse attacked the mission in November 1847, killing the Whitmans and several others. But this tragedy did not stop the flow of settlers to Oregon.
- D.** Pioneers headed for Oregon began their trip in Missouri and traveled for 2,000 miles along the Oregon Trail. The trail crossed the Great Plains, wound its way through the Rocky Mountains following the South Pass, then followed the Snake and Columbia Rivers into the Oregon country. Most Oregon-bound settlers traveled in canvas-covered wagons called prairie schooners.

Discussion Question

You are living during the early 1840s. You hear that there is cheap, fertile land for the taking in Oregon. Your family might prosper in Oregon. But you will have to travel more than 2,000 miles through the wilderness to get there—and you are not sure what you will find if you make it. Would you leave your home and family behind and take a chance? Explain your answer. (*Answers will vary, but students should demonstrate an understanding of the pros and cons of making such a trip.*)

III. The Division of Oregon (Pages 359–360)

- A.** Most Oregon settlers headed for the fertile Willamette Valley, south of the Columbia River. Between 1840 and 1845, the population of American settlers in the area rose from 500 to 5,000. The British population remained at about 700.
- B.** While settlers were streaming into Oregon in the 1840s, the idea of Manifest Destiny was taking hold in the United States. It held that the United States was blessed by God and destined to overspread the North American continent and expand its boundaries to the Pacific. The idea of Manifest Destiny made Americans, including those who emigrated to Oregon, more determined than ever to annex the Oregon country and remove Britain's claim.



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- C. Oregon became an issue in the presidential election of 1844. James K. Polk, the Democratic candidate, ran using the slogan “Fifty-four Forty or Fight.” The slogan referred to the line of latitude at $54^{\circ}40''$ N, which Democrats thought should be the nation’s northern border in Oregon. Polk’s opponent, Henry Clay (a Whig), did not take as strong a stand as Polk on annexing Oregon, and lost the election.
- D. Determined to make Oregon part of the United States, but unable to get Britain to agree to a boundary at $54^{\circ}40''$ N—which would have turned over almost the whole territory to the United States—Polk decided to compromise. Polk concluded an agreement with Britain in June 1846 that split Oregon at 49° N, with the area south of that line becoming a territory of the United States.

Discussion Question

Do you think the idea of Manifest Destiny would have affected the way the United States dealt with other nations or people other than Americans in the mid-1800s? What effect do you think it would have had? *(Answers will vary, but students should determine that the idea of a God-given right to expand the borders of the United States could have made the American government arrogant in dealing with other nations and unwilling to allow any nation or any people, such as Native Americans, to stand in the way of expansion.)*

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Chapter 12, Section 2



Did You Know?

The city of Dallas, Texas, was named after a mystery man. John Neely Bryan, an early Texas pioneer, named the town for “his friend, Dallas,” but Bryan never gave a last name for the friend.

I. A Clash of Cultures (Pages 362–365)

- A.** In the early 1800s, few people lived in Texas, which was part of Mexico’s northern frontier. But the Spanish, who controlled Texas, wanted to promote settlement there. As a result, they offered huge tracts of land to people, called empresarios, who offered to bring families to Texas and settle them there.
- B.** The first Texas land grant went to Moses Austin in 1821. He agreed to bring a number of settlers to Texas, but died before he could organize the project.
- C.** After Moses died, his son Stephen F. Austin recruited 300 settlers to live on land along the Brazos and Colorado Rivers in Texas.
- D.** Mexico wanted to encourage settlers from many places, not just the United States, to settle in Texas. To attract new settlers, Mexico passed laws giving cheap land to people who promised to learn Spanish, convert to Catholicism, and obey Mexican law. But most Texas settlers continued to be Americans who declined to adopt Mexican ways.
- E.** By 1830 there were more Americans than Mexicans in Texas. Alarmed by the number of Americans, and aware that the United States wanted to acquire Texas, Mexico forbade further immigration from the United States to Texas, and discouraged trade with the United States by taxing American goods.
- F.** Texans were angered by the ban on American immigration and the taxes on trade. Stephen F. Austin went to Mexico City to ask Mexico’s president, Antonio Lopez de Santa Anna, to remove the settlement ban and make Texas a separate state. He agreed to the first demand but not the second. Soon thereafter, Santa Anna declared himself dictator and overthrew Mexico’s 1824 constitution. These actions encouraged an increasing number of American settlers in Texas to seek independence.

Discussion Question

Why, after first encouraging American settlement in Texas, did the Mexican government decide to stop Americans from settling in the area? (*The combination of the large number of Americans flooding into Texas and the knowledge that the United States wanted to acquire Texas made the Mexican government fear that it would lose control of Texas if American immigration was not cut off.*)



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II. The Struggle for Independence (Pages 365–367)

- A.** The first fight of the Texan Revolution occurred in October 1835 at the town of Gonzales. After this skirmish, Texans asked for volunteers to help them fight Mexico. In December the Texans scored their first important victory as they liberated San Antonio from a larger Mexican force.
- B.** Santa Anna, furious at the loss of San Antonio, marched north to retake the settlement and found only a small force barricaded inside a nearby mission called the Alamo. The defenders at the Alamo, including Davy Crockett and Jim Bowie, held off with rifle fire the larger and better-armed Mexican force for 12 days. On March 6, 1836, after Mexican cannon fire smashed the Alamo's walls, Mexican soldiers attacked, killing almost everyone inside. "Remember the Alamo" became a rallying cry for Texas rebels during the rest of the war with Mexico.
- C.** The siege of the Alamo bought the Texas rebels time. While Santa Anna was preoccupied with the band of rebels at the Alamo, American settlers and Tejanos declared the independent Republic of Texas and named Sam Houston chief of the Texas forces.
- D.** At the Battle of San Jacinto, the forces of Houston and Santa Anna clashed. The battle started on April 21, 1836, when the Texans launched a surprise attack on the Mexican camp. They killed about 600 of the 1300-man force, and captured 700 other soldiers, including Santa Anna. After less than one year of fighting, the war was over. Santa Anna signed a treaty recognizing the independence of Texas on May 14, 1836.

Discussion Question

Why did "Remember the Alamo" become a rallying cry for Texas rebels? What did they mean when they shouted this slogan? (*The Texans were angered and upset by the loss of life at the Alamo. Students should conclude that Texas rebels used the deaths of their friends and fellow soldiers at the Alamo as inspiration to fight harder against Mexico for independence and to avenge those deaths.*)

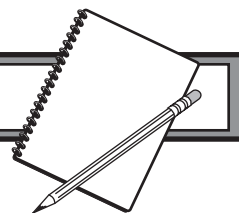
III. The Lone Star Republic (Pages 367–368)

- A.** In September 1836, Texans elected Sam Houston the first president of their new republic.
- B.** Houston sent a delegation to Washington to ask President Andrew Jackson to annex Texas. But Jackson refused. Texas would enter the Union as a slave state, which would upset the balance of free states and slave states in Congress at the time. Jackson did not want to open up that conflict, even to get Texas.



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- C.** Texas was forced to remain independent during a very difficult time. The republic was deeply in debt. Also, the government of Mexico refused to accept Santa Anna's recognition of Texas's independence. As a result, sporadic fighting between Mexican and Texan forces continued.
- D.** Texas remained independent throughout the administrations of Martin Van Buren and John Tyler. But when James Polk, a strong believer in Manifest Destiny, became president in 1844, the situation changed. Polk wanted Texas. With Polk's support, Congress passed a resolution to annex Texas. On December 29, 1845, Texas became a state.

Discussion Question

Why did the United States refuse when Texas first applied for admission to the Union? *(Texas would have entered the Union as a slave state at a time when there was a balance of power in Congress between free states and slave states. The addition of Texas would have tipped the balance of power in favor of slave states, which would have angered Northern free states. Students can also mention the fact that there would have been opposition to the expansion of slave territory.)*

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Did You Know?

Today California is the country's third largest state in area, after Alaska and Texas. By 1970 it had become the state with the largest population. In addition it has the largest populations of Spanish speakers, Native Americans, Chinese, Filipinos, Japanese, Koreans, and Vietnamese.

I. The New Mexico Territory (Pages 369–370)

- A. In the early 1800s, New Mexico was the name of a vast region between California and Texas. The Spanish started exploration of the area in the late 1500s and made it part of the Spanish colony of Mexico.
- B. When Mexico won its independence in 1821, New Mexico became part of an independent Mexico. But Mexico maintained very loose control over the area, allowing New Mexico a large degree of self-government.
- C. To boost its economy, Mexico welcomed American traders. William Becknell was the first trader to reach Santa Fe, the main settlement in the New Mexico region. He discovered that he could sell his merchandise in New Mexico for many times what he would have received for it back in St. Louis. When word spread, other traders followed. Becknell's route to New Mexico became known as the Santa Fe Trail. The trail was used until the arrival of the railroad in 1880.
- D. As trade with New Mexico increased, so did the number of Americans who went there to settle. As the idea of Manifest Destiny took hold, many Americans thought the United States should acquire New Mexico.

Discussion Question

Why do you think traders were able to sell their merchandise in New Mexico for much more money than they could get in cities in the United States? *(Students should conclude that because New Mexico was a frontier area, many types of goods were scarce. A trader who had those goods to sell could charge a higher price for them because customers had no other place to purchase them.)*

II. California's Spanish Culture (Pages 370–371)

- A. Spanish explorers and missionaries were the first European settlers in California.



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- B.** Starting in the 1760s, the Spanish set up a chain of missions, settlements run by priests, near the California coast between San Diego and Sonoma. There were 21 missions by 1820. They were an important part of Spain's plan to colonize and extend control over California.
- C.** When Mexico became independent in 1821, California became a state of Mexico.
- D.** In 1833 the government of Mexico abolished the missions. Mexico sold huge tracts of mission land to settlers, who set up large farms and cattle ranches called ranchos. The owners of the ranchos, called *rancheros*, used Native Americans to tend their farms and cattle.
- E.** By the early 1800s, Americans had been arriving in California for many years on trading or whaling ships that stopped along the coast, or as travelers (such as mountain men) who had come overland from the East. In the 1840s American families began to settle in California. But by 1845 the number of Americans in California was still only about 700.
- F.** As more and more people who had seen California sent glowing reports about its mild climate, natural resources, and beauty to friends and families in the eastern United States, an increasing number of Americans became interested in settling California and adding it to the United States.
- G.** President Polk twice offered to buy California and New Mexico from Mexico during the mid-1840s, but was turned down.

Discussion Question

Why do you think President Polk offered to buy California from Mexico? (*Answers should include the idea that Polk was encouraged by reports from people who had been to California about its mild climate, fertile soil, and abundant resources. Polk was also a believer in Manifest Destiny, and the annexation of California would expand the borders of the United States across another huge area of North America bordering the Pacific.*)

III. War with Mexico (Pages 371–374)

- A.** The annexation of Texas by the United States in 1845 worsened relations between Mexico and the United States, which had already been bad for years. The two countries also could not agree on the border between Texas and Mexico. The United States placed the border at the Rio Grande, while Mexico claimed it was at the Nueces River, 150 miles farther north.
- B.** The United States offered Mexico \$30 million for California and New Mexico if Mexico would accept the Rio Grande as the boundary of Texas. Mexico refused the offer and announced its intention to retake Texas.



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- C.** In response the United States sent troops under General Zachary Taylor across the disputed territory between the Nueces and the Rio Grande. Mexican soldiers attacked some of Taylor's troops in this disputed area on April 24, 1846. Americans who wanted war with Mexico claimed that Mexico had shed American blood on American soil. Many Americans turned their anger on Mexico, and on May 11, Congress declared war on Mexico.
- D.** Some Americans opposed war with Mexico. Abraham Lincoln, a member of Congress, thought Taylor's troops had been attacked in Mexican territory, meaning there were no grounds for retaliation or war. Some people, such as antislavery activist Frederick Douglass, feared that expansion into the West would carry slavery with it.
- E.** Polk had a three-part plan to win the war with Mexico. First, drive Mexican troops out of the disputed territory in Texas north of the Nueces River and secure the Texas border. Second, seize New Mexico and California. Third, capture Mexico's capital, Mexico City.
- F.** General Zachary Taylor accomplished the first goal by the first part of 1847.
- G.** American forces under General Stephen Watts Kearney captured Santa Fe, the capital of New Mexico, without a fight on August 18, 1846. Kearny then led his troops overland toward California.
- H.** In June 1846 a small group of Americans seized the town of Sonoma, north of San Francisco, and proclaimed the independent Republic of California. It was also called the Bear Flag Republic after the illustration of a bear on its flag.
- I.** In July 1846 an American naval squadron captured the ports of Monterey and San Francisco. The commander of the squadron, Commodore John Sloat, declared California a part of the United States. Sloat then went on to capture San Diego and Los Angeles. By January 1847 California was fully under the control of the United States.
- J.** In September 1847 American forces under the command of General Winfield Scott captured Mexico City, completing the last part of President Polk's plan to win the war with Mexico.
- K.** The Treaty of Guadalupe Hidalgo ended the war with Mexico. It was signed in February 1848. In the treaty, Mexico gave up all claims to Texas and fixed the Texas border at the Rio Grande. In what is called the Mexican Cession, Mexico also gave California and New Mexico to the United States in return for \$15 million.
- L.** In 1853 the United States paid Mexico an additional \$10 million for a strip of land along the southern edge of present-day Arizona and New Mexico, called the Gadsden Purchase. With the Gadsden Purchase, the adjoining 48 states of the mainland reached its present size.

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Discussion Question

What did the United States gain as the result of its war with Mexico? (*The United States gained an enormous amount of territory. The disputed area between the Rio Grande and the Nueces in Texas became American soil. The United States also acquired New Mexico and California, a huge area of land that makes up the whole present-day southwestern region of the United States.*)

Daily Lecture and Discussion Notes

Chapter 12, Section 4



Did You Know?

The lake for which Salt Lake City, Utah, is named actually contains salt. In fact there are 4.5 to 4.9 billion tons of salt in the water. The water not only tastes salty, but is thick enough for the average person to be able to float very easily.

I. California Gold Rush (Pages 375–377)

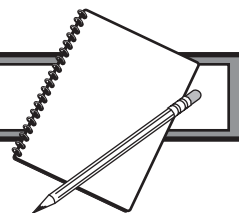
- A. The discovery of gold along California's American River in early 1848 set off a gold rush that brought thousands of people into California from all over the world.
- B. Boomtowns sprang up almost overnight in northern California as the result of the gold rush. The gold rush also was responsible for the growth of San Francisco, which served as a port of entry for gold-seekers arriving in California by ship.
- C. Very few of the miners achieved lasting wealth, and most people found little or no gold. Of those that did strike it rich, most lost their money through gambling or wild spending. Merchants did make lots of money by charging miners inflated prices for the things they needed.
- D. The gold rush lasted just a few years but had lasting effects on California. The gold rush expanded trade, shipping, and agriculture to meet the miners' needs for food and other goods. The population also soared when many people who had come looking for gold decided to stay in California.
- E. Rapid growth in California brought the need for more effective government. Californians wrote a state constitution in 1849 and applied for statehood in March 1850. Because California's constitution banned slavery, representatives from slave states did not want California to join the Union. California, as a free state, would upset the balance between free and slave states in Congress. As a result California had to wait six months for statehood, while a compromise was worked out.

Discussion Question

How did the discovery of gold affect the development of California? *(It accelerated development. After gold was discovered, the population of California soared as people streamed in to strike it rich. As a result of the larger population, California's farmers, ranchers, storekeepers and others expanded their businesses. With a larger population and expanded economy, Californians sought more effective government and applied for statehood.)*

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II. A Religious Refuge in Utah (Pages 377–378)

- A.** The Mormons, members of the Church of Jesus Christ of Latter-day Saints, were the first non-Native American settlers of the Utah area.
- B.** Joseph Smith founded the Church in 1830 in New York State. He formed a religious community, which was unpopular with its neighbors. The Mormons were forced to move several times, from New York to Ohio, to Missouri, and then to Illinois.
- C.** In 1844 a mob in Illinois killed Smith. Brigham Young took over as head of the church, and moved the Mormon community to the area near Great Salt Lake in what was then the New Mexico territory of Mexico.
- D.** About 12,000 Mormons began the journey in 1846. In the midst of the harsh desert of Utah, they founded a community called Deseret, later changed to Salt Lake City. The Mormons built irrigation canals to water their farms and started local industries so they could be self-sufficient.
- E.** The United States acquired the Salt Lake area in 1848 with the Mexican Cession. Two years later, Congress established the Utah Territory. While most areas in the West wanted to be a part of the United States, the Mormons preferred their independence and often had conflicts with federal authority. Utah did not become a state until 1896.

Discussion Question

Why do you think the Mormons preferred to be independent of the United States? *(The Mormons had been persecuted for their religion for many years within the United States. That persecution had forced them to move to Utah. Once they had become self-sufficient in their own community, they probably thought they would be freer and safer remaining outside of any authority.)*

Daily Lecture and Discussion Notes

Chapter 13, Section 1



Did You Know?

Although Elias Howe patented the sewing machine in 1846, there were several earlier versions. A sewing machine was introduced by a French tailor named Barthelemy Thimonnier in 1830. Other French tailors were frightened that the machine would put them out of business, so they destroyed his 80-machine shop.

I. Technology and Industry (Pages 386–389)

- A.** Industrialization changed the way Americans worked, traveled, and communicated. In the North, manufacturers made products by dividing tasks among workers. They built factories to bring specialized workers together. Products could be made more quickly. The factory workers used machinery to do some of the work faster and more efficiently.
- B.** Mass production of cotton textiles began in New England after Elias Howe invented the sewing machine in 1846. By 1860 factories in the Northeast produced about two-thirds of the country's manufactured goods.
- C.** Advances in transportation sparked the success of many new industries.
 - 1.** Robert Fulton's steamboat, developed in 1807, enabled goods and passengers to move along the inland waterways more cheaply and quickly.
 - 2.** Thousands of miles of roads and canals were built between 1800 and 1850, connecting many lakes and rivers.
 - 3.** Canal builders widened and deepened the canals in the 1840s so steamboats could pass through. Steamboats created the growth of cities such as Chicago, Cincinnati, and Buffalo.
 - 4.** Clipper, or sailing, ships were built in the 1840s to go faster, almost as fast as steamships. They could travel an average of 300 miles per day.
 - 5.** Railroad growth in the 1840s and 1850s connected places that were far apart. Early railroads connected mines with nearby rivers. Horses, not locomotives, powered the early railroads.
 - a.** The first steam-powered locomotive, the *Rocket*, began operating in Britain in 1829.
 - b.** Peter Cooper designed and built the first American steam locomotive, *Tom Thumb*, in 1830.
 - 6.** A railway network in 1860 of nearly 31,000 miles of track linked cities in the North and Midwest. Railway builders tied the eastern lines to lines built farther west so that by 1860, a network united the East and the Midwest.



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Chapter 13, Section 1



7. Railways transformed trade and settlement in the nation's interior. With the Erie Canal and railway network between the East and West, grain, livestock, and dairy products moved directly from the Midwest to the East. Prices were lower because goods traveled faster and more cheaply. People settled into Ohio, Indiana, and Illinois, and as the population of the states grew, new towns and industry developed in the Midwest.
- D. People needed to communicate faster to keep up with the industrial growth and faster travel methods. Samuel Morse developed the telegraph in 1844. It used electric signals to send messages along wires. To transmit messages, Morse developed the Morse code, using a series of dots and dashes to represent the letters of the alphabet. By 1860 the United States had constructed more than 50,000 miles of telegraph lines.

Discussion Question

How did railroads transform trade and settlement in the country? (*Railroads enabled goods and people to move from place to place faster and cheaper. Railroads connected the East to the Midwest, so people settled in places in the Midwest and industry developed there, too.*)

II. Agriculture (Page 390)

- A. Farmers were able to sell their products in new markets as a result of the railroads and canals.
- B. New inventions changed farming methods and also encouraged settlers to develop larger areas in the West thought to be too difficult to farm.
 1. John Deere invented the steel-tipped plow in 1837. Its steel-tipped blade cut through hard soil more easily than previous plows, which used wood blades.
 2. The mechanical reaper sped up harvesting wheat. Cyrus McCormick designed and constructed it and made a fortune manufacturing and selling it. The mechanical reaper harvested grain much faster than a hand-operated sickle. Farmers began planting more wheat because they could harvest it faster. Growing wheat became profitable.
 3. The thresher separated the grain from the stalk.
- C. Midwestern farmers grew large quantities of wheat and shipped it east. Farmers in the Northeast and Middle Atlantic states increased production of fruits and vegetables because they grew well in Eastern soil.
- D. Agriculture was not a mainstay of the North. Farming the rocky soil was difficult. Instead, the North continued to grow industrially. More and more people worked in factories, and the problems connected with factory labor also grew.



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Discussion Question

How did improvements in agriculture help farmers? (*The steel-tipped plow made cutting through soil easier. The mechanical reaper sped up harvesting wheat. More wheat was planted because it could be harvested faster, making it more profitable. The thresher sped up the harvesting process. Railroads also helped farmers by moving their goods faster, farther, and cheaper.*)

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Did You Know?

President James Buchanan was the only president who never married. Engaged in 1819 to be wed, his fiancée's family disapproved and eventually she broke the engagement. When he became president in 1857, his niece Harriet Lane served as mistress of the White House.

I. Northern Factories (Pages 391–393)

- A.** Factories produced items such as shoes, watches, guns, sewing machines, and agricultural machinery in addition to textiles and clothing. Working conditions worsened as factories grew. Employees worked an average 11.4-hour day, often under dangerous and unpleasant conditions. No laws existed to regulate working conditions or to protect workers.
- B.** By the 1830s workers began to organize to improve working conditions. Trade unions, or organizations of workers with the same trade or skill, developed. Unskilled workers also organized due to poor working conditions.
- C.** Skilled workers in New York City went on strike or refused to work in the mid-1830s. They hoped for higher wages and a 10-hour workday. They formed the General Trades Union of New York.
- D.** Striking was illegal and workers could be punished by law or fired from their jobs. A Massachusetts court ruled in favor of workers' right to strike in 1842, but this was just the beginning of workers receiving legal rights.
- E.** Although the North did not have slavery in the 1820s, it did have racial prejudice and discrimination. In 1820, although New York stopped requiring white men to own property in order to vote, few African Americans could vote. In fact, Rhode Island and Pennsylvania passed laws prohibiting free African Americans from voting.
 - 1.** Free African Americans were not allowed to attend public schools and were barred from public facilities. They were forced into segregated schools and hospitals in most communities.
 - 2.** A few African Americans were successful in business. Most though were extremely poor.

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- F.** Women were discriminated against in the mills and factories even though they played a major role in the development of industry. They worked for less pay, were excluded from unions, and were kept out of the workplace to make more jobs for men.
- 1.** The Lowell Female Labor Reform Organization in Massachusetts petitioned the state legislature for a 10-hour workday in 1845. The legislature did not even consider the petition signed only by women.
 - 2.** Most early efforts in the workplace failed but did set the stage for later women's movements.

Discussion Question

Why do you think working conditions deteriorated in the Northern factories? (*Answers will vary, but should include the idea that factory owners did not care about the people who worked for them. They wanted people to do the required jobs and turn out as much product as possible so that they could turn a profit. The owners were not interested in providing a good working environment with good pay and a reasonably shortened day.*)

II. The Rise of Cities (Pages 393–395)

- A.** People moved to the cities to fill the factory jobs. In 1860 the population of New York City, the nation's largest city, passed 800,000. Philadelphia had more than 500,000 people. City life was often difficult and dangerous due to overcrowding, run-down buildings, and the threat of disease and fire.
- B.** Immigration to the United States greatly increased between 1840 and 1860. Many of these people were willing to work for low pay and long hours.
- 1.** The largest group came from Ireland, more than 1.5 million, settling mainly in the Northeast. A potato famine, or an extreme shortage, caused by a potato disease destroyed Ireland's crops, and starvation followed. Potatoes were the staple food of the Irish diet.
 - 2.** The men from Ireland worked in factories or did manual labor such as working on the railroads and digging ditches. Women became servants and factory workers.
 - 3.** The second-largest group of immigrants came from Germany. They settled in New York, Pennsylvania, the Midwest, and the western territories. Some came for new opportunity, and others came as a result of the failure of the democratic revolution in 1848. More than one million came, many in family groups. Many had money, so they prospered, founding their own communities and organizations and buying farms or setting up businesses.

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- C.** Immigration changed the character of the country. People brought their language, customs, religion, and ways of life. Most of the Irish immigrants and about one-half of German immigrants were Roman Catholics. They settled in northeastern cities. The church gave them a source of spiritual guidance and also provided a center for community life.
- D.** The immigrants faced prejudice. Anti-immigrant feelings arose. People opposed to immigration, called nativists, felt that immigration threatened the future of “native” born citizens. Some nativists thought that immigrants took jobs away from “real” Americans. Others thought they brought crime and disease.
- E.** The American Party was a group of nativists who joined together to form a new political party in the 1850s. They formed secret anti-Catholic societies. The party became known as the Know-Nothing Party, because they answered questions by saying, “I know nothing.”
- F.** The Know-Nothing Party wanted stricter citizenship laws and wanted to ban foreign-born citizens from holding office. In the mid-1850s, the movement split over slavery. A Northern branch and a Southern branch formed. Slavery also divided the Northern and Southern states.

Discussion Question

Despite the problems of city life, the population of cities grew. Why do you think cities still attracted so many people? *(Answers will vary, but should include the idea that cities offered many types of jobs and housing. Immigrants were attracted to cities because of work and perhaps new opportunities. The pay and working conditions may not have been the best for immigrants and other city dwellers, but they could count on a steady job and income. Although an anti-immigrant feeling grew, the immigrants had one another and some sense of security, something they may not have had in their homelands.)*

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Did You Know?

Cotton is still an important industry in the United States. Today 98 percent of cotton is grown in 14 states, with Texas producing the largest share. Each year, over 14.5 million acres of cotton are harvested on 35,000 family farms, producing 16.9 million bales. Each bale weighs about 500 pounds.

I. Rise of the Cotton Kingdom (Pages 397–399)

- A.** The economy of the South thrived by 1850 because of cotton. It became the leading cash crop. Tobacco and rice had been profitable in colonial times, but tobacco depended on foreign markets and the price fluctuated. Rice could not be grown in the dry inland areas. In the Deep South—Georgia, South Carolina, Alabama, Louisiana, Mississippi, and Texas—cotton helped the economy prosper, and slavery grew stronger.
- B.** Eli Whitney’s cotton gin revolutionized cotton production. The machine removed seeds from cotton fibers. A worker could clean only 1 pound of cotton a day by hand, but with the machine, a worker could clean 50 pounds. The cotton gin led to the need for more workers. Southern planters relied on enslaved laborers to plant and pick the cotton.
- C.** The British textile industry created a huge demand for cotton and kept the price high. The Deep South was committed to cotton, with some areas also growing rice and sugarcane. The Upper South—Maryland, Virginia, and North Carolina—was also agricultural and produced tobacco, hemp, wheat, and vegetables.
- D.** The value of enslaved people increased due to the reliance on them for producing cotton and sugar. The Upper South became a center for the sale and transport of enslaved people in the region.

Discussion Question

Why did the economies of the Upper South and the Deep South develop differently? (Although both were agricultural, the Deep South produced mainly cotton and sugar. Its economy was dependent on enslaved people to plant, harvest, and pick the cotton. The Upper South produced a variety of products that did not require the huge number of people that producing cotton did. So the economy was different.)



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II. Industry in the South (Pages 399–400)

- A.** The South remained rural and agricultural. The entire South had a lower value of manufactured goods than the state of Pennsylvania in the 1860s.
- B.** Several barriers to industry developed in the South:
 - 1.** Because cotton was so profitable, farming was important, not new business.
 - 2.** Because capital, or money to invest in business, was lacking, new industry did not develop. People saw no reason to sell their land or enslaved workers to raise money for industry, and they believed their economy would continue to prosper.
 - 3.** Because the market for manufactured goods in the South was smaller than in the North, this also discouraged industrial development.
 - 4.** Some Southerners did not want industry.
- C.** Some Southern leaders wanted to develop industry so that the South would not be dependent on the North for manufactured goods. They also wanted the South to develop their economy. These leaders were the exception, though, not the rule.
 - 1.** William Gregg opened a textile factory in South Carolina in 1844.
 - 2.** In Richmond, Virginia, Joseph Reid Anderson took over the Tredegar Iron Works in the 1840s and made it a leading producer of iron in the nation.
- D.** Goods were transported via natural waterways. Most towns were along rivers or on the coast. Roads were poor and there were few canals. Railroad lines were mostly local and did not connect parts of a region. By 1860 only about one-third of the rail lines were in the South.

Discussion Question

Was it a good thing for the Southern economy to be dependent on cotton without much industry? Why or why not? (*Answers will vary, but should include a discussion of the Southern economy being dependent on cotton. Because enslaved people helped to create the booming economy, the South needed to maintain slavery. No one could foresee that problems would later arise. No one could imagine that the lack of industry, railroad lines, good roads, and transportation would later hurt the South. At the time, the South did not need or want industry because its economy was booming.*)

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Chapter 13, Section 4



Did You Know?

Nat Turner, who led the famous slave rebellion of 1831, also inspired a provocative novel, *The Confessions of Nat Turner*. Written by William Styron in 1966, it won the Pulitzer Prize two years later.

I. Small Farms (Pages 401–402)

- A. Most Southerners were small farmers without enslaved people or were planters with a few enslaved laborers. Only a very few planters could afford the large plantations and numerous enslaved people to work it. Southerners were of four types: yeomen, tenant farmers, rural poor, and plantation owners.
- B. Yeomen were farmers without enslaved people. They made up the largest group of whites in the South. Most owned land and lived in the Upper South and hilly rural areas of the Deep South. Their farms were from 50 to 200 acres. They grew crops for themselves and to sell or trade.
- C. Tenant farmers rented land and worked on landlords' estates. The rural poor lived in crude cabins in wooded areas, planted corn, and fished and hunted for food. They were self-sufficient and refused any work that resembled enslaved labor.

Discussion Question

Living in the South around 1860, do you think it would be best to be a yeoman, tenant farmer, or rural poor? Why? (*Answers will vary, but should include ideas about each group and why students would choose one over the other. Most students will probably say yeoman because they owned land and grew enough to have some to sell or trade for goods and services.*)

II. Plantations (Pages 402–403)

- A. Plantation owners wanted to earn profits, and they did this by selling cotton. Plantations had fixed costs, such as feeding and housing workers and maintaining equipment. These did not vary greatly. However, owners could not know how much their cotton would bring in because prices varied from season to season and market to market.
- B. Planters sold their cotton to agents from cotton exchanges in large cities such as Charleston, New Orleans, Mobile, and Savannah. The agents held the cotton until the price rose and then sold it. Planters did not get any money until the agents sold the cotton, so they were always in debt. The agents did extend credit, or a loan, to the planters for the time that they held the cotton.



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- C.** Most plantations' wealth was measured by possessions, including enslaved people. Only about 4 percent of the South's farms and plantations held 20 or more enslaved people by 1860. A majority of the planters held fewer than 10 enslaved workers.
- D.** Plantation wives were responsible for the enslaved people and supervising the plantation buildings and other gardens. They also kept the financial records. Life was lonely, especially when planters traveled to make new deals with agents.
- E.** Plantation work involved many chores. Some enslaved African Americans worked in the house, cleaning, cooking, sewing, and doing laundry. Other enslaved African Americans were skilled workers, trained as carpenters, blacksmiths, shoemakers, or weavers. Some worked in the pastures, but most were field hands, supervised by an overseer, working from sunrise to sunset.

Discussion Question

Why did plantation owners sell their cotton to agents? *(In order to sell the cotton, the plantation owner needed someone to buy it. The agents bought the cotton with the promise of a return, but the planters would have to wait for their money. Rather than trying to find buyers on their own and being unsure of whether or not another buyer would give them a better price, the planters sold their cotton to the agents. At least they knew the agents would sell the cotton and the planters would get money. Agents did give the planters credit, although this put the planters into debt.)*

III. Life Under Slavery (Pages 403–406)

- A.** Life was full of hardships and misery. Enslaved African Americans worked long hours, earned no money, and had little hope of freedom. Many were separated from their families when sold to different plantation owners.
 - 1.** They had the bare necessities in their slave cabins. Each cabin was shared by dozens of people living together in a single room.
 - 2.** Family life was uncertain. Law did not recognize marriages, but many enslaved African Americans did marry. Families were separated when wives or children were sold. The extended family provided some stability and was an important aspect of the culture.
- B.** Although enduring many difficulties, they kept their African culture alive and mixed it with American ways. Even though slavery was legal in the South, the slave trade was outlawed in 1808. As no new enslaved Africans entered the United States, almost all the enslaved people by 1860 were born here.

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- C.** Many enslaved people accepted Christianity, and it became a religion of hope for them. The spiritual, or African American religious folk song, provided a way to secretly communicate with one another.
- D.** Slave codes made life more difficult. These were laws that controlled the enslaved people, such as prohibiting them from gathering in large groups, leaving their master's property without a pass, and making it a crime to teach them how to read or write.
- E.** Resistance to slavery took the form of working slowly, pretending to be sick, or sometimes setting fire or breaking tools. Armed rebellions were rare. Nat Turner, who taught himself to read and write, led a group on a short violent rampage in Southampton County, Virginia, in 1831. They killed at least 55 whites before being captured. Turner was hanged. More severe slave codes were passed as a result.
- F.** Some enslaved people escaped slavery. Most who were successful escaped via the Underground Railroad, which was a network of safe places to stop along the long journey to the North in "safe houses" owned by whites and free African Americans. Most runaways were captured and punished. Harriet Tubman and Frederick Douglass, both born into slavery, fled north. They became African American heroes for their efforts to help free more enslaved people.

Discussion Question

What helped the enslaved people endure their lack of freedom? *(Their belief in Christianity, their cultural ways, and their hope, perhaps, to escape to freedom. Some also hoped to reunite with their families, and some hoped to be lucky enough to be taught a skill or work in the main house.)*

IV. Life in the Cities (Pages 406-407)

- A.** By 1860 several large cities existed, such as Baltimore and New Orleans. Others were on the rise such as Charleston, Richmond, and Memphis. Baltimore's population was 212,000. New Orleans had 168,000 people. Population included whites, some enslaved people, and free African Americans.
- B.** Free African Americans became barbers, carpenters, and traders. They founded churches and institutions. In New Orleans they formed an opera company. Not all prospered though, and many were not given an equal share in economic and political life.

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- C. Between 1830 and 1860, Southern states passed laws that limited the rights of free African Americans. Most states would not allow them to migrate from other states. In 1859 in Arkansas, they were ordered to leave the state.

Discussion Question

Why would states have passed laws that limited the rights of free African Americans in the 1850s? (*Answers will vary, but should include the idea that although they were free, the legislatures did not treat them as equals with whites under the law.*)

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Did You Know?

The Perkins Institute taught several people who became famous, including Helen Keller, who was blind and deaf. Inventor Alexander Graham Bell referred her to the school. The director of Perkins sent Anne Sullivan, a recent Perkins graduate, to become Keller's resident tutor, and together they became a famous teacher/student pairing because of Keller's great achievements in learning.

I. The Reforming Spirit (Pages 412–413)

- A.** Religious and social reform brought change to the American way of life. Some Americans looked to improve society by forming utopias, or communities based on a vision of a perfect society.
 - 1.** In 1825 Robert Owen established New Harmony, Indiana. Here the people were dedicated to cooperation rather than competition.
 - 2.** The Mormons, Shakers, and other religious groups also built utopian communities. The Mormons were the only group that lasted.
- B.** In the early 1800s, the Second Great Awakening spread a new sense of religious fervor. It increased church membership and inspired people to become involved in missionary work and social reform movements.
- C.** Reformers waged a war against alcohol, blaming it for family breakups, crime, and insanity. Alcohol abuse was widespread, especially in the West and among urban workers.
 - 1.** Reformers called for temperance, or drinking little or no alcohol.
 - 2.** In 1826 the American Society for the Promotion of Temperance was formed.
- D.** In 1851 Maine was the first state to pass a law banning the manufacture and sale of alcoholic beverages. Other states followed; however, most of these laws were repealed within several years.

Discussion Question

Why do you think religious leaders were at the forefront of the war against alcohol in the early 1800s? (*Answers will vary, but should include the idea that preachers led many of the revival meetings and at these meetings they preached about the evils of alcohol.*)

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II. Reforming Education (Pages 413–415)

A. In the early 1800s, the nation did not provide free public education for all. Only New England provided free elementary education. In some areas people paid fees; in others, there were no schools.

B. Horace Mann was the leader of education reform. He became the head of the Massachusetts Board of Education in 1837. He believed that education was essential to democracy. Reforms included the following:

1. lengthening the school year to six months
2. improving the school curriculum
3. doubling teachers' salaries
4. finding better ways of training teachers

In 1839 Massachusetts founded the first state-supported school for training teachers.

C. By the 1850s all states accepted these three basic principles of public education:

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

D. It took time before these principles were effective, however. Schools lacked funds, teachers lacked training, and some people opposed compulsory education. There were other obstacles.

1. Most females did not go to school, or if they did, they studied music or needlework, not science, mathematics, and history.
2. Many children in the West had no school to go to.
3. African Americans had few opportunities to go to school.

E. During the age of reform, religious groups founded many colleges such as Amherst, Holy Cross, Trinity, and Wesleyan between 1820 and 1850. Most admitted only men.

F. Some higher institutions did provide opportunities to people previously denied an education.

1. Oberlin College of Ohio, founded in 1833, admitted women and African Americans.
2. Mount Holyoke was established as the first permanent women's college in America.
3. Ashmun Institute was the first college for African Americans. It later became Lincoln University.

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- G.** Some reformers dealt with teaching people with disabilities. The Hartford School for the Deaf in Connecticut opened in 1817, founded by Thomas Gallaudet. Dr. Samuel Gridley Howe helped the visually impaired. He headed Perkins Institute, a school for the blind, and developed books with raised letters to help people “read.”

Discussion Question

Why was education not “universal for all” in the early 1800s? (*Answers will vary, but should include a variety of ideas such as not all communities had schools; some people opposed compulsory education, so schools were not a priority for all nor would they be funded; education was mostly for men because of the belief that a woman’s role was to become a wife and mother and therefore did not require an education; many African Americans did not have the opportunity to go to school.*)

III. Cultural Trends (Page 415)

- A.** Reform influenced art and literature. Transcendentalists were writers and poets who stressed the relationship between humans and nature and the importance of the individual conscience.
- B.** The following were leading writers of the transcendental movement:
1. Margaret Fuller, who supported women’s rights
 2. Ralph Waldo Emerson, who believed in the inner voice of conscience and the idea that people can break the bonds of prejudice
 3. Henry David Thoreau went to jail rather than pay a \$1 tax to support the Mexican War, which he was against. He practiced civil disobedience, or refusing to obey laws he thought were unjust.
- C.** The following were other leading poets and writers of the period:
1. Emily Dickinson, who wrote the poem “Hope” in 1861, compared hope with a bird
 2. Harriet Beecher Stowe, who wrote *Uncle Tom’s Cabin*, explored the injustice of slavery
 3. Henry Wadsworth Longfellow wrote narrative poems such as “The Song of Hiawatha”
 4. Walt Whitman wrote *Leaves of Grass* about the new American spirit.

Discussion Question

What cultural trends were influenced by the age of reform? (*Art and literature were affected, and American artists took on their own style, exploring ideas that were American. The transcendentalists stressed the relationship between humans and nature as well as the importance of the individual conscience.*)

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Did You Know? Members of the Quaker religion were some of the earliest opponents of slavery in the United States. Today the Quakers continue to work for peace. Many Quakers were conscientious objectors during World War I, World War II, and the Vietnam War.

I. Early Efforts to End Slavery (Pages 418–419)

- A.** Some Americans worked hard to abolish, or end, slavery during this age of reform. The religious revival and reform movement spurred the antislavery movement. Many of these people were Quakers. Benjamin Lundy, a Quaker, founded a newspaper in 1821 to spread the antislavery message.
- B.** Formed in 1816, the American Colonization society worked toward resettling African Americans in Africa and the Caribbean. It was founded by white Virginians who worked to free enslaved workers by buying them from their slaveholders and sending them out of the country.
1. The society bought land on the west coast of Africa. The first African Americans settled there and called the area Liberia.
 2. In 1847 Liberia became independent. Emigration continued there until the Civil War.
 3. The society could not end slavery but could only resettle a small number of African Americans. Besides, most African Americans did not want to resettle in Africa. They wanted their freedom in America.

Discussion Question

Slavery increased even though some Americans worked toward abolishing slavery. Why? (Answers will vary, but should include the idea that slavery continued in the South even though by the early 1800s, it had ended in the North. Slavery was extremely profitable for the South because of cotton. Planters needed enslaved people. Also, not all people believed that slavery was wrong, even in the North.)

II. The Movement Changes (Pages 419–421)

- A.** Beginning about 1830, reformers began to crusade strongly against slavery. Abolitionist William Lloyd Garrison founded his own newspaper, *The Liberator*, in 1831. He called for the “immediate and complete emancipation” of enslaved people. People began to listen.



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- B.** Garrison started the New England Antislavery Society in 1832 and the American Antislavery Society in 1833. By 1838 there were more than 1,000 chapters around the country of the societies that Garrison began.
- C.** The Grimké sisters, Sara and Angelina, were among the first women who spoke out publicly against slavery. In 1839 Angelina and her husband, Theodore Weld, wrote *American Slavery As It Is*, a firsthand account of life under slavery.
- D.** African Americans played a major role in the abolitionist movement. The African Americans of the North especially wanted to help the enslaved people of the South. They subscribed to *The Liberator*, took part in organizing and directing the American Antislavery Society, and began their own newspapers.
 - 1.** The first African American newspaper, *Freedom's Journal*, was founded in 1827 by Samuel Cornish and John Russworm.
 - 2.** In 1830 free African American leaders held a convention in Philadelphia.
- E.** Frederick Douglass escaped from slavery in Maryland and settled first in Massachusetts and then New York. He became a powerful speaker and writer, editing an antislavery newspaper, the *North Star*. He traveled abroad but returned to the United States, feeling that abolitionists must fight slavery in America. In 1847 he was able to purchase his freedom from the slaveholder from whom he had fled in Maryland.
- F.** Sojourner Truth was born a slave and later escaped slavery. She changed her name from Belle to Sojourner Truth in 1843 and worked for abolitionism and women's rights.

Discussion Question

What made the abolitionist movement stronger? (*Both white and African American abolitionists pursued antislavery. The abolitionists realized that they needed to press the social issue of slavery and that a gradual approach was not working. They spoke out, wrote newspapers and books, increased involvement in the societies, and began to be heard.*)

III. The Underground Railroad (Pages 422–424)

- A.** The Underground Railroad was a network of escape routes to the North and then to Canada. Abolitionists helped enslaved African Americans escape to freedom and risked prison and even death if caught.
 - 1.** The passengers traveled at night and rested during the day.
 - 2.** Early on, many people traveled on foot. Later, they traveled in wagons, some equipped with secret compartments.
 - 3.** Even in the North, however, the runaways still feared capture.



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4. Harriet Tubman was the most famous conductor of the Underground Railroad after escaping slavery herself.
 5. The Underground Railroad helped only a small number of the enslaved people, and most who used it as an escape route came from the states located between the northern states and the Deep South.
- B.** Opposition to abolitionism developed in the South both by people who owned enslaved African Americans and those who did not. These people felt that abolitionism threatened the South's way of life.
- C.** Opposition in the North resulted because some Northerners saw the antislavery movement as a threat to the nation's social order. Some felt that if freed, African Americans could not blend into American society, and some feared that the abolitionists could bring on a war between the North and the South. Economic fears also contributed to the opposition because Northern workers feared that freed African Americans would take away their jobs since they would work for less pay.
- D.** Violence erupted from the opposition to abolitionists.
1. In the 1830s a Philadelphia mob burned the city's antislavery headquarters and set off a race riot.
 2. In Boston a mob attacked William Lloyd Garrison and threatened to hang him. He was jailed instead to save his life.
 3. Elijah Lovejoy was an abolitionist newspaper editor. His printing presses were destroyed three times, and the fourth time, a mob set fire to the building. He was shot and killed when he came out.
- E.** The conflict between proslavery and antislavery groups grew. The South reacted to abolitionism by claiming that slavery was essential to economic progress and prosperity. Southerners also said that they treated enslaved people well and that slavery was preferable to factory work in the North. Many whites also believed that African Americans were better off under white care than on their own.

Discussion Question

If you were an enslaved African American living in the South, would you have wanted to risk death or prison by using the Underground Railroad? *(Answers will vary, but should include the idea that the Underground Railroad gave hope to enslaved people, and that may have been all that they had. Have students discuss the risks and benefits of traveling the secret escape route to freedom. Accept students' responses, but have them substantiate their reasons for or against wanting to escape. You may want students to make a chart listing this information.)*

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Did You Know?

With the issue of a new dollar coin in 1979, Susan B. Anthony became the first woman to be depicted on United States currency. Unfortunately, the coin was not very popular due to its size, which was too similar to that of a quarter.

I. Women and Reform (Pages 425–427)

- A. Women abolitionists were the first to also campaign for women's rights, to improve women's lives, and win equal rights.
 - 1. Lucretia Mott, a Quaker, gave lectures in Philadelphia, helped fugitive slaves, and organized the Philadelphia Female Anti-Slavery Society.
 - 2. Elizabeth Cady Stanton met Mott at a world antislavery convention and along with a few other women worked for women's rights.
- B. The first women's rights convention took place in Seneca Falls, New York, in July 1848. It issued a Declaration of Sentiments and Resolutions that called for the following:
 - 1. an end to all laws that discriminated against women
 - 2. entrance into the all-male worlds of trade, professions, and business
 - 3. suffrage, or the right to vote
- C. The women's right movement grew. Women held conventions. Many reformers, including men, joined the movement. Beginning in 1890 with Wyoming but not ending until 1920, woman suffrage finally became legal everywhere in the United States.
- D. Susan B. Anthony worked for women's rights, temperance, and the reform of New York property and divorce laws. She called for equal pay, college training, and coeducation in the schools. She organized the first women's temperance association called the Daughters of Temperance. She and Elizabeth Cady Stanton became lifelong friends, and together they led the women's movement.

Discussion Question

Why did women have to campaign for women's rights? *(In the 1800s Americans believed that women belonged in the home. Women were not treated as equals with men. In order for women to win the rights that they believed they should have, the women's rights movement took place. Women had to make their wishes known, so they held conventions and campaigned to win suffrage and other rights such as equal pay, coeducation, and the right not to be discriminated against.)*



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II. Progress by American Women (Pages 427–428)

- A.** Women worked toward establishing educational opportunities, changing marriage and family laws that were unfavorable to them, and breaking barriers in careers. The early feminists made some progress but had only just begun the struggle.
- B.** Women did not have advanced institutions that they could attend, so they were prevented from becoming doctors, lawyers, and other professionals. Before the 1830s, no university or college would accept women. The belief was that women should not have advanced education and that it was useless and even dangerous for women to learn such subjects as mathematics.
 - 1.** Emma Willard established the Troy Female Seminary in upstate New York in 1821.
 - 2.** Mary Lyon established Mount Holyoke in 1837.
- C.** Women made some gains in marriage and property laws in New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and California. Some states passed laws permitting women to share guardianship of their children with their husbands. Indiana was the first state to allow divorce to a woman if her husband was alcoholic.
- D.** Some women were able to break into the fields of medicine and the ministry or other previously all-male professions. Progress was limited, however, by social customs and expectations.

Discussion Question

What progress did women make in the 1800s? *(Some such as Emma Willard and Mary Lyon were able to establish women's institutions for higher learning. Some states passed laws that gave women the right to own property and more rights within marriage. Some women were able to break into all-male professions. In general, though, gains were small and limited by social customs and expectations. The struggle for equality had just begun.)*

Daily Lecture and Discussion Notes

Chapter 15, Section 1



Did You Know?

Throughout its history the United States Senate has sometimes been evenly divided between the political parties. When that happens, it is the vice president who breaks any tie votes. This has happened more than 230 times. Since the 1870s, however, no vice president has cast more than 10 tie-breaking votes.

I. The Missouri Compromise (Pages 436–437)

- A.** When Missouri applied for statehood in 1817, it was a territory whose citizens owned about 10,000 enslaved African Americans. At the time the Senate was balanced, with 11 free states and 11 slave states. Missouri's admission to the Union as a slave state would have upset that balance of power.
- B.** The North and the South, with very different economic systems, were also competing for new lands in the West. People in the North wanted to stop the spread of slavery into new states and territories. People in the South resented the North's attempts to interfere with slavery, which they considered their own affair.
- C.** Representative Henry Clay, Speaker of the House, proposed a solution to the Missouri problem. Maine, which had been a part of Massachusetts, had also applied for admission to the Union as a new state. Clay suggested admitting Missouri as a slave state and admitting Maine as a free state at the same time.
- D.** Clay also made a second proposal to settle several arguments about slavery in the territories. He proposed prohibiting slavery in all territories and states carved from the Louisiana Purchase north of the latitude line of 36°30'N. The one exception would be Missouri.
- E.** Clay's two proposals, which became known as the Missouri Compromise, were passed by Congress in 1820. The Missouri Compromise preserved the balance between free and slave states in the Senate, and ended the debate in Congress over slavery in new states and territories—at least for a while.

Discussion Question

Why do you think the balance of power in the Senate between free states and slave states was so important? (*Answers will vary, but should include the idea that the North and South had different political and economic interests. Each section felt that its interests would be ignored if senators from the other section were in control of the Senate.*)



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II. New Western Lands (Pages 437–438)

- A.** The issue of slavery in new Western lands stayed in the background between 1820 (the year of the Missouri Compromise) and the 1840s. The proposal to add a new set of states and territories (Texas, New Mexico, and California) brought the issue to a head again.
- B.** After winning independence from Mexico, Texas asked for admission to the Union. Because slavery existed in Texas, it would have entered the Union as a slave state. This again brought out the question of whether free or slave states would control the Senate. As a result Texas's statehood became an issue in the 1844 election.
- C.** Democratic candidate James K. Polk won the election and pressed to add Texas. Texas became a state in 1845. At the same time, support in the South for taking over New Mexico and California, which were both part of Mexico, also grew.
- D.** Disputes between the United States and Mexico over boundaries in Texas and the desire of the United States for New Mexico and California led to the Mexican-American War.
- E.** A bitter debate over slavery in new Western lands began over proposals by Representative David Wilmot of Pennsylvania and Senator John C. Calhoun of South Carolina. Wilmot's proposal, called the Wilmot Proviso, said that slavery should be prohibited in any lands that might be acquired from Mexico at the end of the Mexican-American War. Calhoun's counterproposal stated that neither Congress nor any other governmental authority had the power to prohibit or regulate slavery in any way in a territory. Neither proposal passed Congress, but these proposals intensified arguments for and against slavery.
- F.** The debate over slavery and the refusal of either the Democratic or Whig candidate for president in 1848 to take a stand on slavery in the territories led to the formation of the Free Soil Party, which supported the Wilmot Proviso. Whig candidate Zachary Taylor won the election by successfully appealing to both slave and free states. But the Free Soil Party won several seats in Congress.
- G.** Once in office, President Taylor encouraged the territories of New Mexico and California, which had been obtained from Mexico at the end of the Mexican-American War, to apply for statehood. After California did so in 1849, the problem of the balance of power in the Senate came up again. California would enter the Union as a free state, which would upset the balance of 15 free states and 15 slave states in the Senate. It was likely that some of the other territories that might soon become states would enter as free states as well. Southerners worried they would lose power and talked of leaving the Union.

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Discussion Question

Why would the proposals by David Wilmot and John C. Calhoun regarding slavery in the Western lands have been received differently in the North and South? (*Wilmot's proposal would have prohibited slavery in many new Western territories, which would not have been acceptable to the South; Calhoun's proposal would have allowed slavery in all new Western lands, which the North would have opposed.*)

III. A New Compromise (Pages 438–439)

- A. In January 1850 Senator Henry Clay presented a new multi-part plan to settle a number of issues dividing Congress, including the possible spread of slavery into Western lands.
- B. According to Clay's plan, the following things would happen:
 - 1. California would be admitted as a free state.
 - 2. The New Mexico Territory would have no slavery restrictions.
 - 3. A New Mexico-Texas border dispute would be decided in favor of New Mexico.
 - 4. The slave trade—though not slavery—would be abolished in Washington, D.C.
 - 5. There would be a stronger fugitive slave law.
- C. A bitter debate in Congress over the provisions of Clay's proposal raged for seven months.
- D. Clay's plan could not pass as a package, and President Taylor opposed it. Then in July 1820, Taylor suddenly died. The new president, Millard Fillmore, proposed a compromise. Senator Stephen Douglas split Clay's proposal into five different bills to allow members of Congress to vote on them separately. That way, members could vote for measures they agreed with and vote against parts they did not support without rejecting the whole plan.
- E. Congress passed the series of five separate bills in August and September 1850. Together they became known as the Compromise of 1850. Many Americans, including President Fillmore, thought this compromise would settle the question of slavery once and for all. But this was not the case.

Discussion Question

How did the Compromise of 1850 satisfy both free states and slave states? (*California would be admitted to the Union as a free state, and the slave trade would be abolished in Washington, D.C., which satisfied the North. The New Mexico Territory would be open to slavery, and there would be a stronger fugitive slave law, which pleased the South.*)

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Did You Know? The success of the Underground Railroad was due to many people, including those they called the conductors, who escorted or guided freedom seekers between stations or safe houses, and the stationmasters, who provided shelter or a hiding place to freedom seekers.

I. The Fugitive Slave Act (Pages 441–442)

- A. In 1850 Congress passed the Fugitive Slave Act. It required all citizens to help capture and return enslaved African Americans who had run away. People who helped runaways could be fined or imprisoned.
- B. After passage of the Fugitive Slave Act, Southerners stepped up efforts to catch runaways. They even made new attempts to capture enslaved laborers who had run away and who had lived as free people in the North for years. In some cases, free African Americans who had never been enslaved were captured and forced into slavery.
- C. Many Northerners who opposed slavery refused to cooperate with the Fugitive Slave Act and continued to aid runaway enslaved African Americans. They created the Underground Railroad to help runaways. The Underground Railroad was a network of free African Americans and white abolitionists who helped escaped enslaved African Americans make their way to freedom.
- D. Although the Fugitive Slave Act was the law of the land, Northern juries often refused to convict people accused of breaking this.

Discussion Question

Why do you think many people refused to obey the Fugitive Slave Act? (*They did not support slavery, and they felt that the law was morally wrong.*)

II. The Kansas-Nebraska Act (Pages 442–443)

- A. Hoping to encourage settlement of the West and open the way for a transcontinental railroad, Senator Stephen Douglas proposed organizing the region west of Missouri and Iowa as the territories of Kansas and Nebraska. Douglas thought his plan would allow the nation to expand while satisfying both the North and the South. But the plan reopened the conflict between North and South concerning the territories.



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- B.** Because both Kansas and Nebraska lay north of $36^{\circ}30''\text{N}$ —the area that was established as free of slavery in the Compromise of 1820—it was expected that Kansas and Nebraska would become free states.
- C.** Southerners were disturbed by the possibility of Kansas and Nebraska entering the Union as free states, because they would tip the balance of power in the Senate in favor of the free states. So Senator Douglas proposed abandoning the Missouri Compromise and letting settlers in each territory decide whether to allow slavery. This was called “popular sovereignty.”
- D.** There was bitter debate over the issue in Congress. In 1854 Congress passed the Kansas-Nebraska Act, which opened the door to slavery in these territories. The bill heightened animosity and mistrust between the North and South and convinced many Northerners that compromise with the South was not possible.

Discussion Question

Why could the North have considered the Kansas-Nebraska Act a betrayal? (*The Kansas-Nebraska Act opened the door to slavery in the Kansas and Nebraska territories. It overturned a previous agreement, the Compromise of 1820, which said that areas north of $36^{\circ}30''\text{N}$, which included Kansas and Nebraska, would be free of slavery.*)

III. Conflict in Kansas (Pages 443–444)

- A.** After the Kansas-Nebraska Act was passed, proslavery and antislavery groups rushed supporters into Kansas to influence voting over whether Kansas would enter the Union as a free state or slave state.
- B.** In the spring of 1855, in an election thought by antislavery supporters to be unfair, Kansas voters elected a proslavery legislature. Although there were only about 1,500 voters in Kansas, more than 6,000 ballots were cast in the election, largely because many proslavery voters had crossed the border from Missouri into Kansas just to vote in the election.
- C.** Soon after the election, the new Kansas legislature passed a series of laws supporting slavery, such as the requirement that candidates for political office be proslavery. Antislavery forces, refusing to accept these laws, armed themselves, held their own elections, and adopted a constitution prohibiting slavery.
- D.** By January 1856, rival governments—one proslavery and one antislavery—existed in Kansas. Both of them applied for statehood on behalf of Kansas and asked Congress for recognition.

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- E.** The opposing forces, both armed, clashed in Kansas. Many people were killed. Newspapers began to refer to the area as “Bleeding Kansas.” The fighting went on from May of 1856 until October of 1856, when John Geary, the newly appointed territorial governor, was finally able to end the bloodshed. Geary overpowered guerilla forces and used 1,300 federal troops. But the animosity between the two sides continued.

Discussion Question

Why did people who opposed slavery mistrust the results of the 1855 election for the Kansas legislature? (*In an election that chose a proslavery legislature, there were more votes cast than there were voters in Kansas.*)

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Did You Know?

Before his election as president, the only political offices Abraham Lincoln held were as a four-term Illinois state legislator and one-term United States member of Congress.

I. A New Political Party (Pages 445–446)

- A. In 1854 antislavery Whigs and antislavery Democrats joined with Free Soilers to create the Republican Party. The Republican Party's main issue was the abolition of slavery, or at least the prevention of its spread into Western lands.
- B. Republican candidates began to challenge proslavery Whigs and Democrats in state and congressional elections of 1854, with the message that the government should ban slavery in the territories. The election showed that the Republican Party had strength in the North, but almost no support in the South. The Democratic Party's strength was almost totally in the South.
- C. Democrat James Buchanan won the presidential election of 1856, with the strong support of Southerners. The Democrats supported popular sovereignty—the right of the voters in each new territory or state to decide for themselves whether to allow slavery.

II. The *Dred Scott* Decision (Pages 446–448)

- A. Two days after President Buchanan took office, the Supreme Court announced the *Dred Scott* decision. Dred Scott was an enslaved African American who had been taken by his owner from the South to live for a time in Illinois and Wisconsin, areas where slavery was not allowed. After his owner died, antislavery lawyers helped Scott sue for his freedom, claiming that he had for a time lived on free soil.
- B. In the *Dred Scott* decision, Chief Justice Taney said that Scott was a slave, not a citizen, and therefore had no right to bring a lawsuit. He added that Scott's residence on free soil did not make him free, because he was property. As property, he could not be taken away from his owner without "due process of law." Furthermore, Taney maintained that because the Congress had no power to prohibit slavery in any territory, the Missouri Compromise, which had limited slavery north of the 36°30" north latitude line in many Western territories, was unconstitutional. Finally Taney added that popular sovereignty was unconstitutional because not even voters could prohibit slavery, as it would amount to taking away someone's property.
- C. The *Dred Scott* decision outraged antislavery advocates in the North, but pleased Southerners, dividing the country more than ever.



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- D.** In 1858 the Senate race in Illinois attracted national attention. It pitted Democratic Senator Stephen Douglas against a little-known Republican challenger named Abraham Lincoln. Douglas was against slavery personally, but believed that popular sovereignty would resolve the issue without interfering with national unity. Lincoln also personally opposed slavery, but thought there was no easy way to eliminate it where it already existed. He thought the solution was to prevent its spread into the territories.
- E.** Lincoln challenged Douglas to a series of debates leading up to the election. The seven debates took place between August and October 1858. Slavery was the main topic.
- F.** During the debates Douglas put forth his idea that people in a territory could exclude slavery by refusing to pass laws protecting slaveholders' rights. This became known as the Freeport Doctrine, after the Illinois town where Douglas made the statement. This point of view gained Douglas support among those that were against slavery but lost Douglas support among the proslavery population.
- G.** Douglas claimed that Lincoln wanted African Americans to be equal to whites. Lincoln denied this. He said that he and the Republican Party merely felt that slavery was wrong.
- H.** Douglas narrowly won the election, but during the debates, Lincoln earned a national reputation.
- I.** After the election of 1858, Southerners felt increasingly threatened by the growing power of the antislavery Republican Party.
- J.** A raid on Harpers Ferry, Virginia, further fed Southern fears. On October 16, 1859, abolitionist John Brown led a small group of whites and free African Americans in a raid on an arsenal at Harpers Ferry. The aim was to arm enslaved African Americans and spark a slave uprising.
- K.** The plan failed and local citizens and federal troops captured Brown and some of his followers. Brown was tried, found guilty of murder and treason, and hanged.
- L.** John Brown's death became a rallying point for abolitionists in the North. But when Southerners learned of Brown's connection to abolitionists—he had been encouraged and financed by a group of abolitionists—their fears of a great northern conspiracy were confirmed. Distrust and animosity between the North and South were about to reach the breaking point.

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Discussion Question

How did the *Dred Scott* decision and John Brown's raid at Harpers Ferry increase mistrust between the North and South? (*Northern antislavery forces protested the Dred Scott decision, while Southern slaveholders were pleased with the decision. John Brown's attempt to arm enslaved African Americans and start a revolt in the South had been encouraged and financed by Northern abolitionists, convincing Southerners that the North was conspiring to end slavery in any way they could.*)

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Did You Know?

Although Mary Todd Lincoln was the First Lady of the United States during the Civil War, the South considered Varina Howell Davis, Jefferson Davis's wife, First Lady of the Confederate States during the same time. After her husband's death in 1889, she wrote her memoirs and moved to New York City to support herself by writing magazine articles. She died in 1905.

I. The Election of 1860 (Pages 449–450)

- A. In the months leading up to the election of 1860, the issue of slavery split the Democratic Party along sectional lines. A Northern wing of the Democratic Party nominated Stephen Douglas, supporter of popular sovereignty. Southern Democrats nominated John C. Breckinridge of Kentucky, who supported the *Dred Scott* decision. Moderates from the North and South formed the Union Party and nominated John Bell, who took no position on slavery.
- B. The Republican Party nominated Abraham Lincoln. The Republican Party said that slavery should be left alone where it existed, but should not be allowed to spread into the territories.
- C. With the Democratic Party split, Lincoln narrowly won the election. But he won primarily with Northern votes. His name did not even appear on most ballots in the South. In effect, the more populous North had outvoted the South. The South feared a Republican victory would encourage slave revolts or other dreaded consequences. The Union was about to split apart.

Discussion Question

Why could you call the Republican Party in 1860 a strictly sectional party? (*The Republican Party's strength was basically in the North, where Lincoln, the Republican candidate for president, received most of his votes in the 1860 election. In fact, Lincoln's name did not even appear on most ballots in the South.*)

II. The South Secedes (Pages 451–452)

- A. Although Lincoln had promised to leave slavery alone where it existed, Southerners did not trust the Republican Party to protect their rights. On November 20, 1860, South Carolina held a special convention and voted to secede from the Union.
- B. Even after South Carolina's secession, leaders in Washington worked to find a compromise that would preserve the Union.



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- C. Senator John Crittendon of Kentucky proposed a plan to protect slavery in all present and future territories south of the 36°30'N line set by the Missouri Compromise. This was unacceptable to both Republicans and Southern leaders.
- D. By February 1861 Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia had joined South Carolina in secession. Delegates from those states met at Montgomery, Alabama, on February 4 to form a new nation and government, called the Confederate States of America. They chose Jefferson Davis, a Mississippi senator, as their president.
- E. The Southern states felt justified in leaving the Union because, they argued, they had voluntarily entered the Union. They saw the United States Constitution as a voluntary contract among independent states. According to the states that seceded, the refusal of the United States government to enforce the Fugitive Slave Act and its attempt to deny Southern states equal rights in the territories had violated that contract. The Southern states were therefore justified in leaving the Union.
- F. Lincoln's term as president did not begin until March 1861. So while the Southern states were seceding, James Buchanan was still president. Buchanan sent a message to Congress stating that the Southern states had no right to secede. He added that the United States government did not have the power to stop them.
- G. Lincoln disagreed with Buchanan. He said secession was unlawful. But in his inaugural speech in March 1861, Lincoln took on a calming tone. He said secession would not be permitted, but pleaded with the South for reconciliation.

Discussion Question

How did the Southern states that seceded justify leaving the Union? *(They stated that they had joined the Union voluntarily, so they had the right to leave. They also stated that the Constitution was a voluntary contract among independent states, which the government had broken by refusing to enforce the Fugitive Slave Act and by refusing to give slave states equal access to the Western territories.)*

III. Fort Sumter (Page 453)

- A. Confederate forces had taken over some federal property after secession, including several forts. Lincoln had vowed to protect federal property in Southern states and felt that allowing the Confederate forces to keep the forts would amount to acknowledging the right of the Southern states to secede.
- B. On the day after his inauguration, Lincoln received a message from the commander of Fort Sumter, which was located on an island at the entrance of the harbor in Charleston, South Carolina. The fort was low on supplies, and the Confederates were demanding its surrender.



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- C.** Lincoln informed the governor of South Carolina that the Union would send supplies to the fort, but would not include additional troops, arms, or ammunition unless the fort was fired upon. Lincoln was telling the Confederates that the Union had no intention of starting a shooting war.
- D.** The Confederates responded by attacking Fort Sumter before the Union supplies could arrive. Confederate guns opened fire on the fort on April 12, 1861. The fort surrendered on April 14, with no loss of life on either side.
- E.** News of the attack got the North fired up. Lincoln's call for volunteers to fight the Confederacy was quickly answered.
- F.** In the meantime, Virginia, North Carolina, Tennessee, and Arkansas also voted to join the Confederacy. The Civil War had begun.

Discussion Question

Why do you think the Confederacy decided to fire on Fort Sumter rather than accept Lincoln's request to peacefully resupply the soldiers there? (*Answers will vary, but should include the idea that the Confederacy wanted to drive home the point that it did not want reconciliation with the Union and intended to fight to maintain itself as a separate nation.*)

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Did You Know?

Confederates moved far into Northern territory during the Civil War. In fact, the northernmost United States city to be attacked by the Confederacy was Saint Albans, Vermont, where Confederates robbed a bank.

I. Choosing Sides (Pages 460–462)

- A.** Seven states left the Union and formed the Confederacy in February 1861. Four more states joined in April: Virginia, North Carolina, Tennessee, and Arkansas. The capital was Richmond, Virginia, about 100 miles south from the Union's capital of Washington, D.C.
- B.** The border states of Mississippi, Kentucky, Maryland, and Delaware stayed in the Union but were divided over which side to support. They played an important part in the war because of their location, and they would seriously damage the North if they seceded.
 - 1.** Mississippi could control parts of the Mississippi River and major routes west.
 - 2.** Kentucky controlled the Ohio River.
 - 3.** Delaware was close to the North's important city of Philadelphia.
 - 4.** Maryland was very close to Richmond, had important railroad lines, and had the Union's capital of Washington, D.C., within its borders.
- C.** In April a mob in Baltimore attacked Northern troops. Confederate sympathizers burned railroad lines and cut the telegraph line to Washington, isolating it.
- D.** Lincoln had to be cautious in his response so as not to upset the people of the border states and especially Maryland. He ended up arresting people who supported secession. His approach worked. The border states remained in the Union, but many of the citizens joined Southern armies.
- E.** Most white Southerners supported secession, but people in the Appalachian region of Tennessee and Virginia opposed it. In Virginia a movement to secede from the state and rejoin the Union grew. The separate state of West Virginia joined the Union in 1863.

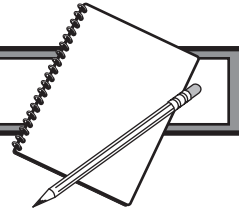
Discussion Question

Why was Maryland the most important border state? *(It was about 100 miles from Washington, D.C., it had important railroad lines, and Washington, D.C., lay within the state. If Maryland had seceded, Confederates would surround the North's government in Washington.)*



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II. Comparing North and South (Pages 462–463)

- A.** Both sides had advantages and disadvantages. The following were the North's advantages:
1. a larger population
 2. more industry
 3. more resources
 4. a better banking system to help raise money
 5. more ships
 6. regular navy members who were mostly loyal to the Union
 7. a larger and more efficient railway system
 8. Abraham Lincoln's dedication, intelligence, skill, and humanity
- B.** The following were the North's disadvantages:
1. In order to bring the Southern states back in to the Union it would have to invade and hold the South.
 2. Many people believed the South had a good chance of winning.
- C.** The following were the Southern advantages:
1. strong support for the war from the white population
 2. troops fighting on their own land
 3. superior military leadership at first (General Robert E. Lee)
- D.** The following were the South's disadvantages:
1. a smaller population
 2. few factories
 3. fewer resources, including an inferior railroad system with fewer than half the miles of track and fewer trains than the North
 4. belief in states' right that limited a strong central government's power
- E.** War goals were different. The North at first wanted to bring the Southern states back into the Union and later wanted to also end slavery. The Union's plan had three parts:
1. Blockade Southern ports to prevent supplies from entering and cotton from being exported.
 2. Gain control of the Mississippi River to cut Southern supply lines and to split the Confederacy.
 3. Capture Richmond, the Confederate capital.

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- F.** The South's goal was to win recognition as an independent nation so the South could preserve their traditional way of life, including slavery. Its strategy included the following:
1. holding on to as much territory as possible until the North tired of fighting
 2. having Britain and France pressure the North to end the war
 3. sometimes going on the attack by moving north to threaten Washington, D.C., and other Northern cities.

Discussion Question

What do you think was the South's greatest advantage and the North's greatest disadvantage? *(Answers will vary, but should include the idea that the South was fighting mostly on their land and had strong military leadership and support for the war. The North's disadvantage was the South's desire to be independent from the North and the strong Southern support for secession.)*

III. American People at War (Pages 463–464)

- A.** Soldiers came from all walks of life although many came from farms. One difficult aspect of the Civil War was that Americans were fighting other Americans. The average age was 25 years, but about 40 percent were 21 or younger. A soldier's term was 90 days at first, but then became longer when the war did not end quickly.
- B.** The number of soldiers from the North and South differed greatly. By the summer of 1861, the Confederate army, also called Rebels, had about 112,000 soldiers. The Union, or Yankee, soldiers numbered about 187,000. By the end of the war, about 850,000 men fought for the Confederacy, and about 2.1 million men fought for the Union. About 200,000 African Americans fought for the Union, and about 10,000 Hispanics fought in the conflict.
- C.** Both sides expected the war to end quickly. Some leaders saw the war would be a long one. Northern General William Tecumseh Sherman's predicted a very long war, and his prediction was accurate.

Discussion Question

What made fighting the Civil War difficult? *(People thought it would be a short war; both sides expected an early victory. Americans were fighting other Americans. Sometimes good friends or family fought against one another. Many men on both sides served and risked injury or death.)*

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Did You Know?

General William Tecumseh Sherman was once asked which was his worst experience in battle during the Civil War. Without hesitation, he replied “Shiloh!”

I. First Battle of Bull Run (Pages 466–467)

- A. The first major battle of the Civil War was called the First Battle of Bull Run. It was fought in northern Virginia near a river called Bull Run.
- B. The Confederates were victorious. Union troops attacked Confederate forces led by General P.G.T. Beauregard. Next, the Rebels rallied under General Thomas “Stonewall” Jackson’s reinforcement troops and counterattacked the Yankees. Then, the Union army retreated back to Washington, D.C., first in an orderly fashion and then in a panic.
- C. The Confederate victory shocked the North. Northerners realized that the war could be a long, hard, and costly one. Abraham Lincoln signed two bills requesting a total of one million army volunteers to serve for three years. He also appointed General B. McClellan to head the Union army of the East called the Army of the Potomac.

Discussion Question

Why did Lincoln call for one million volunteers to serve for three years and appoint a new general for the Union troops? *(After the defeat at the First Battle of Bull Run, he knew he had to be better prepared. He was determined to have a strong army of well-trained men committed for a longer length of service. He also wanted good leadership so that the North would be ready for the fighting that now appeared would be longer than people first expected it would.)*

II. War at Sea (Pages 467–468)

- A. Lincoln ordered a blockade of Southern ports to prevent the South from exporting its cotton and importing necessary supplies such as guns, ammunition, and food. It did not close off all Southern trade, but it did reduce trade by two-thirds. Over time the North also built more ships to better enforce the blockade.
- B. A new era in naval warfare began when the North’s *Monitor* and the South’s *Merrimack*, renamed *Virginia*, exchanged fire in March 1862. Both ships were wooden ships covered with thick iron plates, making them sturdy and hard to sink. The Union was the victor because the *Merrimack* never again threatened Northern ships.



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Discussion Question

Why were the Southern ports blockaded? (*They were blockaded to halt the exporting and importing of goods. Without the ability to make money from the exporting of cotton and the ability to receive needed food and supplies, the eventual hope was that the South would give up the war.*)

III. War in the West (Pages 468–469)

- A.** The main goal of the North was to gain control of the Mississippi and Tennessee Rivers in the west to make it hard for the South to transport goods. The North had early victories in 1862 under the command of Ulysses S. Grant.
1. Grant captured Fort Henry on the Tennessee River in February 1862.
 2. Grant also captured Fort Donelson on the Cumberland River ten days later.
 3. The control of the lower Tennessee River allowed Union troops to march into Tennessee, Mississippi, and Alabama.
 4. The Union victories also drove the Confederacy out of Kentucky, a state that the South had hoped they would be able to persuade to secede.
- B.** Another major battle in the West, the Battle of Shiloh, saw the Union win a narrow victory. A very bloody two-day battle with 20,000 casualties on both sides ended with Union forces gaining control of Corinth, Mississippi, on May 30, 1862, and Memphis, Tennessee, on June 6.
1. The fighting began on April 6 when Confederate forces led a surprise attack on Union troops. The Confederacy drove Grant and his troops back to the Tennessee River.
 2. The second day the Union forces defeated the Confederacy with the help of 25,000 troops from Nashville and shelling from gunboats on the river. The Confederacy withdrew to Corinth.
- C.** The North won another important victory on April 25, 1862, with the capture of New Orleans, Louisiana, under the command of David Farragut's naval forces. The capture meant that the Confederacy could no longer use the Mississippi River to carry its crops to sea.

Discussion Question

What was so significant about Farragut's capture of New Orleans? (*New Orleans was the South's largest city, and its location near the mouth of the Mississippi River gave it access to the Gulf of Mexico. When Farragut captured the city, he successfully closed off this access, and the major trade that took place in and out of New Orleans via the Mississippi was blocked.*)



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IV. War in the East (Pages 469–472)

- A.** The war in the East was not as successful for the Union. The Union's goal of capturing the Confederate capital of Richmond, Virginia, was never met. The Southern strategy of making the North tired of fighting seemed to be working.
 - 1.** General McClellan did not act promptly on Lincoln's orders to advance directly to Richmond. Instead, he took his troops on a several-week circular route by ship known as the Peninsular Campaign to a peninsula between the York and James Rivers southeast of the city.
 - 2.** When the Union and Confederate forces finally met in June, known as the Seven Days' Battle, Confederate General Robert E. Lee took command. He eventually drove the Yankees back to the James River.
- B.** Richmond was never captured, and the Confederates were only 20 miles away from Washington, D.C.
 - 1.** McClellan's army was pushed back, but it was larger than Lee's and still close to Richmond. When McClellan did not renew his attack toward Richmond, Lincoln ordered him to Northern Virginia to join Major General John Pope's troops.
 - 2.** Stonewall Jackson's troops met Lee's army and were attacked by Pope's troops on August 29 at Bull Run. The Second Battle of Bull Run was won by the Confederacy.
- C.** Another major battle, the Battle of Antietam occurred on September 17. Both armies suffered severe losses, but neither was destroyed. General Lee withdrew to Virginia, so the Union claimed victory. Additionally Lincoln used the battle to change Northern war aims and take action against slavery.
 - 1.** Lee's army marched into Maryland in September 1862, and McClellan with his 80,000 troops moved slowly after them. After a McClellan soldier found a copy of Lee's orders, McClellan knew Lee's plans, but because he was so cautious and acted so slowly, Lee was able to gather his forces along the Antietam Creek.
 - 2.** On September 17 the bloodiest day of the war saw close to 6,000 soldiers dead or dying and another 17,000 seriously wounded.
 - 3.** The next day Lee withdrew. When McClellan refused to obey Lincoln's order to pursue Lee, Lincoln replaced McClellan with General Ambrose Burnside as commander of the Army of the Potomac.

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Chapter 16, Section 2



Discussion Question

Why was the Union defeated in the East? (*The Union forces did not capture Richmond, the Confederate capital. General McLellan moved so slowly and cautiously that he gave Lee, a successful commander of the Confederate forces, time to group and attack. Northern troops lost confidence when they saw few victories. Although the Union claimed victory at the Second Battle of Bull Run and did gain back some confidence, the great loss of life was difficult to overcome.*)

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Did You Know?

The original Emancipation Proclamation document was lost in the 1871 Chicago fire. Photographs of the original document show it to be written mostly in Lincoln's own handwriting. The title and ending are in the hand of a clerk, and printed insertions are from a first draft. An official version of the final document is in the National Archives in Washington, D.C.

I. Emancipation (Pages 473–476)

- A.** The North's original war goal was to preserve the Union rather than to destroy slavery. Lincoln and other Republican leaders had stated they would act only to prevent the expansion of slavery. Lincoln was hesitant to move against slavery because of the border states. He did not want to divide the people and make the war less popular.
- B.** As the war went on, many Northerners thought that slavery was helping the war effort in the South. Anything that weakened slavery weakened the Confederacy in the North's view. In 1861 and 1862, Congress passed laws that freed enslaved people who were held by people active in the rebellion against the Union. Some African Americans escaped slavery by going into territory held by the Union army.
- C.** Lincoln decided to take action on slavery. He thought that as president he should be the one to make the decision to end slavery, not Congress. On January 1, 1863, Lincoln signed the Emancipation Proclamation. It said that "all persons held as slaves within any state . . . in rebellion against the United States, shall be then, thenceforward, and forever free."
- D.** There were several effects of the proclamation:
 - 1.** It did not actually free anyone. The Thirteenth Amendment, ratified by Congress in 1865, truly freed enslaved Americans.
 - 2.** Lincoln hoped that word of the proclamation would encourage enslaved people to run away. Before the Emancipation Proclamation, about 100,000 African Americans left for the safety of the Union.
 - 3.** Northern African Americans were pleased by the decree.
 - 4.** Because Britain and France opposed slavery, they decided to withhold recognition of the Confederation.



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Discussion Question

Why did it take a Constitutional amendment to actually end slavery? (*The Emancipation Proclamation referred only to the areas that the Confederacy controlled. In order to abolish slavery in all places in the United States, Congress needed to approve an amendment to the Constitution to make slavery illegal.*)

II. African Americans in the War (Pages 476–477)

- A.** African Americans helped the war effort in the North and South. In the North, African Americans were not permitted to serve as soldiers at the beginning of the war. However, the Union navy accepted them. Others, such as Harriet Tubman of the Underground Railroad, were able to help the North as spies or guides behind Confederate lines.
- B.** In 1862 African Americans were allowed to serve in the Union army. Both free African Americans and those who escaped slavery enlisted. By the end of the war, African American volunteers made up almost 10 percent of the Union army and 18 percent of the navy. About 200,000 African Americans served and 37,000 died defending the Union.
- C.** African American regiments were separate from the rest of the Union army. Most command officers were white. After protest about unequal pay, African American and white soldiers received the same pay in 1864.
- D.** The 54th Massachusetts led by white abolitionists was one of the most famous African American regiments. Their bravery in a battle against a Confederate fort near Charleston, South Carolina, in July 1863 won respect for African American troops.
- E.** African Americans did not serve in the Confederate military at first because white Southerners were afraid of a slave rebellion. Near the end of the war, though, the Confederacy needed men. The Confederate Congress passed a law in 1865 to enlist enslaved people. The law did not include automatic freedom just because the men served as soldiers. The war ended before any regiments were organized.
- F.** People had different attitudes toward African Americans as soldiers. Lincoln's opponents criticized the use of African American soldiers. Many white Southerners were also outraged and threatened to execute any they captured and did execute some. Enslaved workers were overjoyed to see African American soldiers in the Union army.

Discussion Question

How did African Americans help the war effort? (*They served in the Union army and navy, and many helped as spies and guides behind Confederate lines.*)

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Did You Know?

Seventeen-year-old Belle Boyd became a Confederate spy after Union soldiers invaded her Virginia home. She was so angered by the incident that she wanted to work against the Union. Boyd was arrested several times, but avoided long jail time when she was pardoned by President Lincoln.

I. The Lives of Soldiers (Pages 478–479)

- A. The enthusiasm of the volunteers who rushed to sign up at the beginning of the war did not last. A soldier's life was not easy. It was filled with boredom, bad food, discomfort, sickness, fear, and horror. Soldiers lived in camps. Between battles sometimes the men forgot that they were enemies.
- B. The realities of the war left both sides with terrible losses. The medical facilities could not always handle all the casualties. Hunger, sickness, fear, and lack of supplies caused many soldiers to desert. About one of every eleven Union soldiers and one of every eight Confederates ran away.

Discussion Question

Where do you think the men who deserted the war went? (*Answers will vary, but should include the idea that some probably returned home to help their families, and some may have even fled the country. Many may have tried to seek medical attention if they could get it before deciding where to go.*)

II. Women and the War (Pages 479–481)

- A. During the war, women took on new responsibilities, such as becoming teachers, government workers, and office or factory workers. Some managed farms. Many worked to help the armies by collecting and distributing food, clothing, and medicine. Some made ammunition, wove blankets, and rolled bandages. Many also mourned the loss of the men who went to war.
- B. Women who stayed home in the North did not suffer the disruption in their daily lives that the women in the South did. The blockade caused the South to run out of almost everything: animal feed, meat, clothing, medicine, and shelter. The marching armies destroyed the crops and homes of those that lay in their path.

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- C. Some women were spies and disguised themselves as men to become soldiers.
 - 1. Harriet Tubman spied for the North.
 - 2. Rose O'Neal Greenhow spied for the South, was caught, convicted of treason, and exiled.
 - 3. Bell Boyd was an informant for the South.
- D. Thousands of women were nurses, although some men disapproved of women doing men's work or tending to strangers. Women such as Dorothea Dix, Clara Barton, and Sally Tompkins became well-known for their work as military nurses.

Discussion Question

What do you think was the most difficult part of women's lives during the war?
(Answers will vary, but should include the idea that everything was hard; however, women assumed their new roles and responsibilities or took on new responsibilities to carry out their lives as best as they could. Women sometimes did not have a choice except to take over whatever was necessary.)

III. Opposition to the War (Pages 481–482)

- A. Some politicians and citizens opposed the war because they objected to the wartime policies and how the war affected their lives. In the North the Democrats split into two groups. One group supported Lincoln's policies. The other group, called Peace Democrats, wanted to negotiate with the Confederacy. Republican newspapers called this group Copperheads, and some Republicans suspected them of aiding the Confederates.
- B. The number of volunteers declined in the North and the South as the war continued.
 - 1. In order to have enough men to serve, the Confederate Congress passed a draft law in April 1862. It required men between 18 and 35 to serve for three years. To avoid the draft a person could hire a substitute.
 - 2. Union states offered bounties, or payments, to encourage volunteers. When this failed, the Union organized a draft in March 1863. Men 20 to 40 had to register. From this pool of names, the army selected the soldiers it needed. To avoid the draft, a person could hire a substitute or pay \$300 to the government.

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- C.** Protests because of the draft laws erupted in the North and South. The worst occurrence was in New York City in July 1863 when, after four days of terror, an angry mob had to be quieted by the Army of the Potomac. In the South many opposed the draft. Their president, Jefferson Davis, proclaimed military law and suspended habeas corpus, or the right of an accused person to a hearing before being jailed. This outraged Southerners even more.

Discussion Question

Why did the North and South institute the draft? (*Both the North and South needed men to serve in the military. Because men were not volunteering at the rate they did in the beginning of the war, each passed a draft law requiring men of a certain age to either serve as in the South or register as in the North.*)

IV. War and the Economy (Pages 482–483)

- A.** Both sides financed the war by borrowing money, increasing taxes, and printing paper money. The North borrowed more than \$2 billion, and the South raised more than \$700 million by issuing war bonds that paid a high interest.
- 1.** The Union passed an income tax in 1861, and the Confederacy also imposed an income tax when the states did not provide enough money.
 - 2.** Paper money issued in the North was called greenbacks. The South printed much more than the North, hoping it would help pay for the cost of the war.
- B.** Even with inflation, the Northern economy boomed. Farmers prospered because of the need for a steady food supply for the soldiers. Factory production grew as the demand grew for items such as guns, ammunition, uniforms, and shoes.
- C.** The Southern economy suffered. It did not have industry to provide arms and ammunition and other necessities. Farmland was ruined by troops, and rail lines were torn up during the battles. The North's blockade caused severe shortages of essential goods. Prices rose because of the scarcity of goods. Soldiers left their service to return to help their families.

Discussion Question

What effect did issuing war bonds have on the economy? (*At first people bought them to get the high interest rate they offered. When the South issued too many and flooded the market, the value of the bonds decreased and people stopped buying them.*)

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Did You Know?

Abraham Lincoln's speech, the Gettysburg Address, is one of the most famous and admired speeches ever. However, the ten-sentence speech given at a cemetery dedication went unnoticed by most people at the time. The organizers of the dedication did not expect President Lincoln to attend, but Lincoln insisted on attending and speaking at the dedication.

I. Southern Victories (Pages 485–486)

- A. Robert E. Lee's Army of Northern Virginia seemed too strong to beat in 1862 and 1863. They easily won the Battle of Fredericksburg on December 13, 1862, in Virginia against General Ambrose Burnside. Because of his failure, Burnside resigned. General Joseph Hooker replaced him.
- B. Hooker rebuilt the army, but Lee attacked his troops first and won another victory at Chancellorsville, Virginia, near Fredericksburg in May 1863. General Stonewall Jackson was among the heavy casualties. Jackson died at Chancellorsville from an accidental shot by one of the Confederate companies. He died a week later.

Discussion Question

Why was the Army of Northern Virginia so successful against the Union troops in 1862 and 1863? (*General Robert E. Lee was their commander. He moved quickly, knew the region, and surprised the Union troops. The North also felt defeated by their losses.*)

II. The Tide of War Turns (Pages 486–488)

- A. Lee decided to invade the North, hoping to win aid for the Confederacy from Britain and France. The South was not victorious as he moved his 75,000 troops north in June.
- B. Union General George Meade replaced General Hooker to find and fight Lee's troops and protect Washington, D.C., and Baltimore from attack.
- C. The armies fought the three-day Battle of Gettysburg in July 1863. On the third day, 14,000 Confederate forces, led by General Pickett, advanced toward Union lines. The Union fired as the Confederate troops marched across open territory. Lee's troops retreated to Virginia in defeat.
- D. Another Northern victory occurred at the Battle of Vicksburg, Mississippi. The Union gained control of the Mississippi River, a war goal, and isolated the western Confederacy. This and the Battle of Gettysburg were turning points in the war.



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- E.** On November 19, 1863, Lincoln gave his famous Gettysburg Address at a ceremony dedicating a cemetery at Gettysburg. The speech helped Americans look ahead and focus on building America.

Discussion Question

Why were the Battles of Gettysburg and Vicksburg a turning point in the Civil War? *(They both were major Union victories. Once the North claimed control of the Mississippi from its success at the Battle of Vicksburg, the Confederacy was weakened. Both battles marked the point at which the North began to control the war.)*

III. Final Phases of the War (Pages 488–490)

- A.** New Union leadership brought new plans to attack the Confederacy. After the Northern victory at Chattanooga, Tennessee, led by Generals Grant and Sherman, Lincoln named Grant commander of all the Union armies. The plan was to have the Army of the Potomac crush Lee's army in Virginia. The western army under Sherman would advance to Atlanta and crush the Confederates in the Deep South.
- B.** Grant's and Lee's armies met in three battles near Richmond: the Battles of the Wilderness, Spotsylvania Courthouse, and Cold Harbor. The Confederacy held firm each time Grant resumed the attack. Another attack at Petersburg turned into a nine-month siege. Grant hoped that Richmond would fall, thereby cutting it off from the rest of the Confederacy.
- C.** The North lost thousands of men and grew tired of the war. Democrats wanted to make peace with the South, but Lincoln wanted to restore the Union.
- D.** The end of the war was in sight, and Lincoln won reelection easily. In September 1864 Sherman captured Atlanta, and the Confederates were driven out of Shenandoah Valley in Virginia. Sherman's army waged "total war" as they then advanced from Atlanta toward Savannah, Georgia, destroying farms, killing animals, and tearing up railroad lines along the way. They captured Savannah and devastated South Carolina as the troops moved to meet Grant in Virginia.

Discussion Question

What caused the Southern troops to lose battles in the final phases of the war? *(Lee's troops probably suffered from hunger and lack of medicine and proper shelter. They were war weary; more men deserted. The Southern army had fewer men to defend its land than did the North. Grant was also a ruthless general, determined to finish the war. Union troops displayed this determination.)*



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IV. Victory for the North (Pages 490–491)

- A. Lincoln talked about the end of the war and the hope for peace in his Second Inaugural Address in 1865.
- B. On April 2, 1865 Lee withdrew his troops. Rebel troops, civilians, and government officials fled, setting fire to the city of Richmond as they left.
- C. On April 9, 1865, Lee and his troops surrendered to Grant at Appomattox Court House, a small Virginia village. Grant asked only for their arms, letting them keep their horses and giving them three days' supply of food.
- D. Confederate forces in North Carolina surrendered to General Sherman several days later. Jefferson Davis, the president of the Confederacy, was captured on May 10 in Georgia. The war was over.
- E. The war had several consequences.
 - 1. The Civil War was the most devastating in American history. More than 600,000 soldiers died. It caused billions of dollars worth of damage, mostly in the South.
 - 2. Bitter feelings between Southerners and Northerners lasted for generations.
 - 3. The federal government was strengthened and became more powerful than the states.
 - 4. The war freed millions of African Americans.

Discussion Question

How did the North's victory save the Union? (*Because the North never wanted the Southern states to secede, the victory brought them back into the Union and united the country. It also strengthened the federal government and its power over the states. With this new power, it could govern the united country.*)

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Did You Know?

When John Wilkes Booth leapt to the stage after assassinating Abraham Lincoln at Ford's Theater, many think he shouted "*sic semper tyrannis*," which in Latin means "Thus always to tyrants." However, Henry Rathbone, who was Lincoln's guest that night, thought he shouted "Freedom!"

I. Reconstruction Debate (Pages 500–502)

- A.** Americans faced many difficult issues over how Reconstruction, or rebuilding the South, should be carried out. Before the war was over, Lincoln proposed in 1863 the Ten Percent Plan for accepting Southern states back into the Union. When ten percent of the voters of a state took an oath of loyalty to the Union, the state could form a new government and adopt a new constitution banning slavery.
1. Lincoln wanted Southerners who supported the Union to take charge of the state governments.
 2. Lincoln offered amnesty to all white Southerners who were willing to swear loyalty to the Union, except Confederate leaders.
 3. He supported giving educated African Americans or those who served in the Union army the right to vote.
 4. Louisiana, Arkansas, and Tennessee established governments under Lincoln's plan in 1864. A struggle occurred when Congress refused to seat their representatives.
- B.** A more radical plan proposed by Radical Republicans called for a tougher approach to Reconstruction. The plan called for breaking up Southern institutions. Since the Radical Republicans controlled Congress, they voted to deny seats to any state reconstructed under Lincoln's plan.
- C.** Congress developed its own harsh plan in July 1864 by passing the Wade-Davis Bill.
1. A majority of white males had to swear loyalty.
 2. Only white males who swore they had never fought against the Union could vote for delegates to a state convention.
 3. Former Confederates were denied the right to hold public office.
 4. If a new state constitution abolishing slavery was adopted at a convention, then the state could be readmitted to the Union.
 5. Lincoln refused to sign the bill. He knew, though, that he would have to compromise with the Radical Republicans.



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- D.** Another difficult issue of Reconstruction was how to help freed African Americans. A new government agency, the Freedmen's Bureau, was established to help former enslaved persons. It distributed food and clothing, provided medical services, and established schools staffed mostly by teachers from the North. It helped African Americans buy land and get jobs and receive fair wages. It also gave aid to new African American higher institutions of learning, such as Atlanta University, Howard University, and Fisk University.

Discussion Question

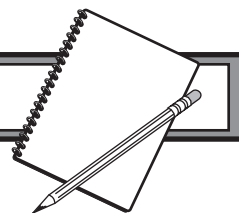
Why were several Reconstruction plans proposed for allowing Southern states back into the Union? (*Lincoln wanted a mild plan to get the states back together, but Congress wanted more stringent guidelines. Lincoln wanted to encourage Southerners who supported the Union to take charge of the state governments. Congress did not want the president to control how states should be reconstructed, but wanted to control reconstruction themselves, so debate followed.*)

II. Lincoln Assassinated! (Pages 502–503)

- A.** The country mourned the death of a man who saved the Union and helped African Americans win freedom. On the evening of April 14, 1865, President Lincoln was shot while attending a play at the Ford's Theater in Washington, D.C. His assassin, John Wilkes Booth, entered the box Lincoln was sitting in, shot him in the back of the head, and escaped. Lincoln died a few hours later at the home of a nearby tailor.
- B.** Vice President Andrew Johnson became the president. As a former senator, he was the only Southern senator to support the Union. He called his plan for the South "Restoration."
1. Most Southerners would be granted amnesty once they swore an oath of loyalty to the Union.
 2. High-ranking Confederate officials and wealthy landowners could only be pardoned by applying personally to the president. This was his way of attacking the wealthy leaders who he thought tricked Southerners into seceding.
 3. The president would appoint governors and require them to hold elections for state constitutional conventions.
 4. Only whites that swore their loyalty and had been pardoned would be allowed to vote.
 5. Before a state could reenter the Union, its constitutional convention had to denounce secession and abolish slavery.



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6. States had to ratify the Thirteenth Amendment passed in January 1865 that abolished slavery.
- C. By the end of 1865, Johnson declared Restoration was almost complete because all the former Confederate states except Texas had established new governments and were ready to rejoin the Union.

Discussion Question

Johnson believed in giving the states control over many decisions, and he had no desire to help African Americans. How did his restoration plan show these beliefs? (*His plan called for state governors to hold elections for constitutional conventions. He gave the vote to only whites who swore their loyalty to the Union, leaving out African Americans. He believed that each state should decide what to do about freed people, so he did not specify any guidelines.*)

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Did You Know?

South Carolina's State House was topped by a Confederate battle flag until the year 2000 when the state's citizens voted to remove it—135 years after the Civil War ended. It still flies, however, on the State House grounds.

I. African Americans' Rights (Pages 504–506)

- A.** The new Southern states passed a series of laws in 1865 and early 1866 called black codes. These laws reestablished slavery in disguise. They deprived freed people of their rights and enabled plantation owners to exploit African American workers.
 - 1.** Some laws allowed local officials to arrest and fine unemployed African Americans and make them work for white employers to pay off their fines.
 - 2.** Other laws banned African Americans from owning or renting farms.
 - 3.** One law allowed whites to take orphaned African American children as unpaid apprentices.
- B.** Congress challenged the black codes. It extended the life of the Freedmen's Bureau in 1866 and granted it the power to set up special courts to prosecute people charged with violating the rights of African Americans. It also passed the Civil Rights Act of 1866, giving full citizenship to African Americans, and gave the federal government the right to intervene in state affairs to protect them. It overturned black codes and contradicted the 1857 Supreme Court *Dred Scott* decision saying that African Americans were not citizens.
- C.** Johnson vetoed both bills. However, Republicans were able to override both vetoes and the bills became law. This split between the president and the Radical Republicans led Congress to draft a new Reconstruction Plan.
- D.** In June 1866 Congress passed the Fourteenth Amendment to the Constitution granting full citizenship to all individuals born in the United States. The amendment also says that no state can take away a citizen's life, liberty, and property "without due process of law." Every citizen was also entitled to "equal protection of the laws."
 - 1.** It did not include voting rights for African Americans.
 - 2.** It also barred certain former Confederates from holding national or state office unless pardoned by a two-thirds vote of Congress.
- E.** Congress declared that Southern states must ratify the amendment in order to be readmitted to the Union. Because Tennessee was the only state to ratify early, adoption of the amendment was delayed until 1868 when the other ten states finally ratified it.
- F.** Republicans won victories in the congressional elections of 1866. They increased their majorities in both houses and gained control of every Northern state government.



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Discussion Question

Why did the Radical Republicans think Johnson's Reconstruction plans were not strong enough and what actions did they take? (*They wanted to protect the freedom of African Americans, and Johnson's plan offered no way to do this. Because the states were allowed to decide what to do about freed people under Johnson's plan, Southern states passed black codes, which were an extension of slavery. The Radical Republicans challenged the black codes and overrode the presidential vetoes both on the Civil Rights Act of 1866 and on extending the life and powers of the Freedmen's Bureau. They also wanted to be sure that African Americans would not lose any rights of the Civil Rights Act, so they passed the Fourteenth Amendment.*)

II. Radical Reconstruction (Pages 506–508)

- A.** Radical Reconstruction was the period that began when Congress passed the Reconstruction Acts. The First Reconstruction Act, passed on March 2, 1867, called for the creation of new governments in the ten Southern states that had not ratified the Fourteenth Amendment. Tennessee was quickly readmitted to the Union because it had ratified the amendment.
1. The ten states were divided into five military districts under the command of military officers.
 2. African American males were guaranteed the right to vote in state elections.
 3. Former Confederate leaders could not hold political office.
 4. To be readmitted, each state had to ratify the Fourteenth Amendment and submit its new state constitution to Congress.
- B.** The Second Reconstruction Act was passed a few weeks later. It required military commanders to begin registering voters and to prepare for new state constitutional conventions.
- C.** By 1868 seven Southern states had established new governments and met the conditions for readmission. They were Alabama, Arkansas, Georgia, Florida, Louisiana, North Carolina, and South Carolina. By 1870 the final three states restored to the Union were Mississippi, Virginia, and Texas.

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- D.** The rift between Congress and President Johnson grew wider. Congress passed the Tenure of Office Act in March 1867 to limit the president's power. It prohibited him from removing government officials without the Senate's approval.
- E.** When Congress was not in session in August 1867, Johnson suspended his secretary of war, Edwin Stanton. When the Senate met again and refused to approve this act, Johnson fired Stanton. Johnson also appointed as commanders of Southern military districts some generals whom the Radicals opposed.
- F.** Because of Johnson's actions, the House voted to impeach him. The case went to the Senate for a trial that lasted almost three months.
 - 1.** His defenders said he was exercising his right to challenge laws he thought unconstitutional. They said the impeachment was politically motivated and that Congress was trying to remove him from office without accusing him of a crime.
 - 2.** His accusers argued that Congress should retain the power to make laws. A senator from Massachusetts said that Johnson had turned "the veto power into a remedy for ill-considered legislation . . . into a weapon of offense against Congress."
 - 3.** The Senate vote was one vote short of the two-thirds majority needed to convict, so Johnson remained in office until March 1869.
- G.** The 1868 presidential election was a vote on Reconstruction. Most states had rejoined the Union by the election. Americans chose Republican and former Northern general Ulysses S. Grant as their new president.
- H.** Another major piece of Reconstruction legislation was the Fifteenth Amendment. It prohibited the state and federal governments from denying the right to vote to any male citizen because of race, color, or previous condition of servitude. It became law in February 1870. The Republicans thought that the power of the vote would allow African Americans to protect themselves.

Discussion Question

Why did the Reconstruction Acts require the states to ratify the Fourteenth Amendment and submit their new state constitutions to Congress? (*Congress wanted to be sure that African Americans would maintain their recently won freedom from the Fourteenth Amendment, so the states needed to ratify it. Congress wanted the state constitutions to meet its requirements, so the states had to submit them to Congress for approval.*)

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Did You Know? The name *Ku Klux Klan* comes from the Greek word “kuklos,” meaning *circle*. The group thought of the circle as a symbol of creativity.

I. New Groups Take Charge (Pages 509–511)

- A.** The Republican Party consisted of three main groups that dominated Southern politics: African Americans, white Southerners who supported Republican policies, and white settlers from the North who moved to the South.
- 1.** African Americans held important positions but did not control the government of any state. Between 1869 and 1880, sixteen African Americans served in the House and two in the Senate. Hiram Revels was elected to the Senate from Mississippi in 1870 and served one year. Blanche K. Bruce was the other senator, also from Mississippi, who was elected in 1874 and served six years.
 - 2.** The Confederates called some Southern whites who had opposed secession and were nonslaveholding farmers or business leaders scalawags or scoundrels. They hated them for siding with the Republicans.
 - 3.** Many Northern whites who moved to the South and supported the Republicans were called carpetbaggers by their critics. They got the name because they carried suitcases made of carpet fabric with all their belongings. Others were reformers who wanted to help reshape Southern society.
- B.** Most white Southerners opposed efforts to expand the rights of African Americans. Plantation owners still tried to keep control of the freed people. They kept them on the plantations and refused to rent land to them. Storeowners refused them credit, and employers refused them work.
- C.** During Reconstruction secret societies committed violence against African Americans and white supporters of African Americans. The Ku Klux Klan, formed in 1866, killed them and burned their homes, churches, and schools. The Klan’s supporters were Southerners, especially planters and Democrats who wanted to reestablish white supremacy and saw violence as a way to attack Republicans.
- D.** Southerners opposed to violence and terrorism appealed to the federal government. In 1870 and 1871, Congress passed several laws without too much success. Some arrests were made, but most white Southerners would not testify against these people.

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Discussion Question

Why do you think most white Southerners opposed expanding the rights of African Americans? *(Answers will vary, but should include the idea that the plantation owners still needed laborers, so they wanted to keep the freed African Americans from leaving; some white Southerners were afraid of losing their jobs to freed people; and some were white supremacists, who believed that whites should control the South. Many were unable to think of African Americans as free or possessing any rights.)*

II. Some Improvements (Pages 511–512)

- A.** Reconstruction brought important changes, especially in education. African Americans created their own schools in some regions. The Freedmen’s Bureau and private charities spread the value of education. Free African Americans from the North and Northern women taught in the schools. By 1870 about 4,000 schools existed and more than half the teachers were African Americans.
- B.** Public school systems for both races were created in the 1870s. Generally whites and African Americans attended different schools. More than 50 percent of white children and about 40 percent of African Americans went to public schools within a few years.
- C.** The other major change occurred in farming. Most African Americans were not able to buy their own land. Instead, they rented a plot of land from a landowner along with a shack, some seed, and tools. They became sharecroppers. Sharecropping was not much better than slavery for many because in return for the use of the land, the sharecroppers had to pay the landowner by giving him a share of the crops they grew. Barely anything was left for their families, and they rarely had enough to sell and to make any money.

Discussion Question

What were the positive and negative effects of some improvements brought by Reconstruction? *(Education improved for both races, but schools were generally segregated. African Americans were able to rent land and become sharecroppers, although they would have preferred owning their own land as well as making some money from the crops they grew. Instead, they had to give the landowner a share of their crops, which left very little for them.)*

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Did You Know?

The 1876 election of Rutherford B. Hayes and the 2000 election of George W. Bush had many similarities, including the facts that both men were Republicans, both were second-term governors, and both lost the popular vote but won the electoral college.

I. Reconstruction Declines (Pages 513–515)

- A.** As Southern Democrats began to regain political and economic control in the South, support for Radical Reconstruction policies decreased. Many Northerners also began believing in the end of Reconstruction. They thought it was holding back Southern economic expansion.
- B.** Grant was reelected in the 1872 presidential election despite division in the Republican Party. Reports of corruption in Grant's administration and in Reconstruction programs caused a group of Republicans to form the Liberal Republicans. They nominated Horace Greeley. Although Greeley also had the support of many Democrats, Grant won.
- C.** Congress passed the Amnesty Act in May 1872 that pardoned most former Confederates. This caused the political balance in the South to change and allowed Democrats to regain power. During the 1872 election, Liberal Republicans called for expanded amnesty for white Southerners.
- D.** Democrats regained control of state governments in Virginia and North Carolina. The Ku Klux Klan and other violent groups terrorized Republican voters, thus helping Democrats take power. The Democrats used threats to pressure white Republicans to become Democrats. They also used violence to persuade African Americans not to vote. By 1876 Florida, South Carolina, Oregon, and Louisiana were the only Southern states to remain Republican.
- E.** Scandals and corruption charges weakened the Republican Party. The nation was also in an economic depression. Blame fell on the Republicans. In the 1874 congressional elections, the Democrats won control of a part of the federal government. They gained Senate seats and won control of the House. This weakened Congress's commitment to Reconstruction and to protecting the rights of newly freed African Americans.

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Discussion Question

How did Southern Democrats win back control in the South? (*Support for Radical Reconstruction policies decreased. The Amnesty Act in 1872 pardoned most former Confederates so that nearly all white Southerners could vote and hold office again. Violent groups such as the Ku Klux Klan terrorized Republican and African American voters. Democrats threatened white Republicans into becoming Democrats and persuaded African Americans not to vote. Scandals weakened the Republican Party. For all these reasons, the Democrats were able to regain control in the South.*)

II. The End of Reconstruction (Pages 515–517)

- A.** The disputed election of 1876 confirmed the Republican candidate Rutherford B. Hayes the winner four months after the election. Samuel Tilden, the Democrat, appeared the winner, but disputed returns from Florida, Louisiana, and South Carolina changed the result. A special commission was appointed to resolve the election. It awarded all 20 disputed electoral votes to Hayes, giving him the required majority for victory. Congress confirmed the commission's findings, so Hayes became president although he had fewer popular votes than Tilden did.
- B.** Congressional leaders made a deal to settle the election. This was the Compromise of 1877. It said that the new government would give more aid to the South and withdraw all remaining troops while the Democrats promised to maintain the rights of African Americans.
- C.** Hayes sent a clear message in his Inaugural Address that Reconstruction was over. The federal government would no longer attempt to reshape Southern society or help African Americans.

Discussion Question

What caused Reconstruction to end? (*The effects of the Compromise of 1877 caused Reconstruction to end. The federal government would no longer reshape Southern society. Hayes stated that the South needed to restore "wise, honest, and peaceful self-government."*)

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III. Change in the South (Pages 517–518)

- A.** By the 1880s the country saw the rise of the “New South.” Industry developed based on the region’s resources of cotton, tobacco, lumber, coal, iron, and steel.
 - 1.** The textile industry advanced. Instead of shipping cotton to the North and Europe, the South built their own textile mills.
 - 2.** The tobacco industry grew. James Duke’s company, Dukes American Tobacco Company, eventually controlled almost all tobacco manufacturing in the nation.
 - 3.** The iron and steel industry also grew. Alabama had deposits of iron ore. By 1890 Southern mills produced nearly 20 percent of the nation’s iron and steel.
- B.** The following factors helped this growth:
 - 1.** a cheap and reliable workforce of people who worked long hours for low pay
 - 2.** the railroad rebuilding of destroyed track caused a railroad boom; between 1880 and 1890, the miles of track doubled
- C.** A new ruling party, the Democrats, took over. Many of these people were merchants, bankers, industrialists, and other business leaders who supported economic development and opposed Northern interference. They were conservatives. They called themselves “Redeemers” because they saved themselves from Republican rule. Policies included lower taxes, less public spending, and reduced government services. Many social services that had started during Reconstruction were cut or eliminated, including public education.
- D.** The South still remained primarily a rural economy even as it developed some industry. It sank deeper into poverty and debt as time went on.
 - 1.** Some plantations, although not many, were broken up. When divided, the land was used for sharecropping and tenant farming, which were not profitable.
 - 2.** Reliance on sharecropping and cash crops, or crops that could be sold for money, hampered the development of a more modern agriculture. An oversupply of the biggest cash crop, cotton, forced prices down. With less money, farmers had to buy on credit and pay high prices for their food and supplies. Thus, their debt increased.

Discussion Question

How did the South sink into debt? (*The South was mainly a rural economy. Sharecropping and tenant farming were not profitable. The reliance on a single cash crop was risky. If there was an oversupply of that crop, the price dropped. Farmers had less money to buy the food and supplies they needed and were forced to buy on credit. This increased their debt.*)

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IV. A Divided Society (Pages 519–520)

- A.** Reconstruction was a success and a failure. It helped the South recover and begin rebuilding. However, the South remained a rural economy that was very poor. African Americans did not have true freedom because the South created a segregated society, separating them from whites.
- B.** Southern states imposed voting restrictions even though the Fifteenth Amendment prohibited any state from denying the right to vote because of race.
 - 1.** Many states required people to pay a poll tax before voting. Because many African Americans and poor whites could not afford to pay the tax, they could not vote.
 - 2.** Many states required prospective voters to also take a literacy test. Because African Americans had little education, they could not pass the test and therefore could not vote. Some states passed a grandfather clause to enable some whites who may not have been able to pass the test be able to vote. The law said that if their fathers or grandfathers had voted before Reconstruction, they were also allowed to vote. African Americans were excluded because they did not gain the right to vote until 1867.
- C.** The South became a segregated society. Many states passed Jim Crow laws, which were laws that required African Americans and whites to be separated in almost every public place and facility. The facilities were separate but not equal. Southern states spent more money on schools and facilities for whites than for African Americans. This segregation lasted for more than 50 years.
- D.** Violence against African Americans increased. Threats of violence and the voting laws caused African American voting to drop. Mob lynching, or killing African Americans by hanging, increased. If African Americans were suspected of committing crimes or did not behave as white expected them to, they were lynched.

Discussion Question

What caused the South to become a segregated society? (*Southern states adopted unconstitutional Jim Crow laws that separated African American and white public places and facilities. Those for African Americans were inferior and not equal to those for whites. These states also allowed more money to be spent on white schools than on African American schools. Voting restrictions such as the poll tax and the literacy test kept African Americans from voting and exercising their rights as free Americans.*)

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Did You Know? During the mining boom, Virginia City, Nevada, had about 30,000 residents. Today it only has about 800 residents.

I. Mining Is Big Business (Pages 528–529)

- A. By the mid-1850s, the gold rush boom had ended in California, and miners were off to prospect in other areas of the West.
- B. In 1858 gold was discovered at Pikes Peak in Colorado. As the result of newspaper stories about the gold strike, tens of thousands of prospectors flocked to Colorado.
- C. Because the Colorado gold was located in veins deep underground, it took expensive machinery, many workers, and business organization to extract it. Individual miners panning for gold in streams or using a pick and shovel to dig on the surface were not about to get rich in this gold rush. As a result, mining companies—foreign as well as American—became more common than lone miners.
- D. In 1858 several prospectors found a rich lode of silver-bearing ore on the banks of Nevada’s Carson River. The discovery was called the Comstock Lode, after one of the owners of the claim. The Comstock Lode was incredibly rich, yielding about \$300 million worth of gold and silver.

Discussion Question

Why was it impossible for most individual miners to get rich from the Pikes Peak gold discovery in Colorado? (*The gold was located in veins deep underground. Getting it out required expensive machinery and large numbers of workers, which only large mining companies with extensive financial resources could provide.*)

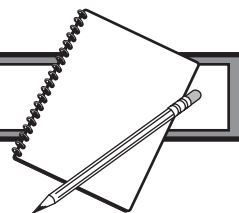
II. The Mining Frontier (Pages 529–530)

- A. Boomtowns often grew up almost overnight in mining areas. One such town was Virginia City, Nevada, which developed near the Comstock Lode.
 - 1. Boomtowns were often wild and lawless places, where miners made a great deal of money quickly, and lost it just as quickly through gambling and extravagant living. Because many people carried guns, and few boomtowns had police or prisons, citizens often took the law into their own hands, forming vigilante groups to punish wrongdoers, acting as judge and jury, and often hanging those they found guilty.



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2. The boomtowns did not have many women and children. The women who did travel to boomtowns often opened businesses or worked as cooks, laundresses, and entertainers. Some brought stability to boomtowns by opening schools or churches.
- B. Mining booms were often followed by busts that occurred when most or all of the ore had been mined and people began to move away. Virginia City had about 30,000 inhabitants at its peak in the 1870s. By 1900 the town had a population of less than 4,000.
- C. Many boomtowns were completely deserted, becoming ghost towns. Many former mining communities that became ghost towns are still scattered throughout the West.
- D. Toward the end of the rush, the mining of gold and silver gave way to the mining of other metals. Copper was found in the 1870s in places such as Montana, Arizona, and New Mexico. In the 1890s, miners began working zinc and lead deposits in some of the former silver-mining towns of Colorado.
- E. Many of the people who went west to work or service the mines and get rich, decided to stay in the West after the mining boom ended. Many frontier areas that had gained settlers because of the mining booms in the West eventually applied for statehood. Colorado joined the Union in 1876, Montana became a state in 1889, and Wyoming followed in 1890.

Discussion Question

How did the discovery of precious metals in the West help to settle that part of the country? *(Many people who might not have moved to the West went there to try to strike it rich during the mining booms. Many other people followed them to open businesses that served the miners. After the mining booms, many of these people settled permanently in the West.)*

III. Railroads Connect East and West (Pages 530–532)

- A. The mining booms in the West helped spur development of a transcontinental railroad system. A transportation system better than wagon trains and stagecoaches was needed to get western ore to factories and markets in the East and to get goods and supplies from the East to the people in mining areas of the West.
- B. The search for a transcontinental rail line began during the 1850s. A northern route was chosen during the Civil War.
 1. Two companies accepted the challenge of building the first transcontinental railroad: the Union Pacific Company and the Central Pacific Company.



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2. Railroad companies argued that they should receive free public land on which to lay track, because railroads would benefit the whole country. They received more than 130 million acres of land in all from the federal government. This included land for the tracks, plus 20-to-80-mile-wide strips of land along the railway. Railroad companies often sold this land to raise additional money to build the railroads.
 3. The Union Pacific began to lay track westward from Omaha, Nebraska. The Union Pacific relied mostly on Irish and African American workers to lay its track. The Union Pacific laid about 1,038 miles of track, but covered terrain that was less harsh than the route of the Central Pacific.
 4. The Central Pacific started at Sacramento, California, and worked eastward. It hired about 10,000 Chinese workers to lay the track. The Central Pacific laid about 742 miles of track.
 5. The workers toiled in difficult conditions. They worked through the searing summer heat and icy winter cold, clearing forests and blasting tunnels through mountains. Construction was completed on May 10, 1869, when the two sets of track met at Promontory Point, Utah Territory.
- C.** By 1883 two more transcontinental lines and dozens of shorter lines connected cities in the West with the rest of the nation. The railroads allowed the freer and faster flow of goods and people between East and West. The building of the railroads boosted the steel industry, coal production, railroad-car manufacturing, and other industries. New towns also grew along the railroad lines.
- D.** The railroads also changed the way Americans kept time. Before the railroads, each community kept its own local time. Because of the demand for sensible train schedules, the railroads divided the country into four time zones in 1883, with each zone exactly one hour apart from the zones on either side of it. Each community in a zone kept the same time. Congress passed a law making these time zones official in 1918.

Discussion Question

How did the Western mines spur the development of a transcontinental railroad system?
(A faster and more efficient transportation system than stagecoaches and wagons was needed to get ore from the Western mines to factories and markets in the East and to get food and other supplies from the East to people in the mining areas of the West.)

Daily Lecture and Discussion Notes

Chapter 18, Section 2



Did You Know?

One person who represented the “Wild West” was the legendary William F. Cody, or “Buffalo Bill” Cody. This buckskin-wearing sharpshooter was a master showman. Cody toured the United States and Europe for 30 years with his open-air Wild West Show. The show featured horses and riders, parades, races, and reenactments of stagecoach robberies and Custer’s Last Stand.

I. Cattle on the Plains (Pages 534–535)

- A. When the Spanish settled Mexico and Texas, they introduced longhorn cattle.
- B. Texas ranchers had plenty of cattle but needed a way to get them to markets in the North and East. As railroads spread, rail stops in towns such as Sedalia, Missouri; Abilene and Dodge City, Kansas; and Cheyenne, Wyoming, became cow towns, places where cattle were driven from Texas for shipment by rail to market. The ability to get the cattle to market quickly by train greatly increased the value of longhorns.
- C. The increase in value of longhorns led to the long drive, the herding and driving of cattle for 1,000 miles or more to get to railroads. Some of the largest long drives led from central Texas to Abilene, Kansas, along the Chisholm Trail. During the Cattle Kingdom heyday, from the late 1860s through the mid-1880s, the trails carried more than 5 million cattle north.

Discussion Question

How did the railroads affect the value of cattle? Why? (*They increased the value of cattle, because they made it possible for ranchers to get their cattle more quickly from places such as Texas to markets for beef in the North and East.*)

II. Life on the Trail (Pages 535–537)

- A. Many of the cowhands who drove the cattle on long drives from ranches to cow towns were African Americans, Hispanics, and veterans of the Confederate Army.
 - 1. The tradition of cattle herding began with Hispanic ranch hands in the Southwest. They developed many of the skills—riding, roping, branding—that were used on the cattle drives. Much of the language of the rancher and cowhand is derived from Spanish words used by Hispanic cowboys, or vaqueros, for centuries. These words include *ranch*, which comes from the Spanish word *rancho*. The cowhand’s equipment, such as the wide-brimmed hat, leather leggings called chaps, and the ropes called lariats, were developed from the equipment used by vaqueros.



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2. There were cowhands of all races on the trails. Although they all worked together, there was discrimination in the West just as elsewhere. African American, Native American, and Hispanic cowhands rarely became trail bosses, and they often received lower pay. Some towns discriminated against African American, Hispanic, and Chinese cowhands.
- B. After the cowhands delivered their cattle, they enjoyed some time off in cow towns after weeks on the trail. They drank, gambled, and got involved in fights and gunplay. This made cow towns, such as Dodge City and Abilene, violent and lawless places during the peak period of the cattle drives.
- C. As cattle profits increased, ranching spread north from Texas onto the northern Plains. Ranchers on the northern Plains crossbred longhorns with other breeds, creating a sturdy, plumper breed. The crossbred cattle multiplied, and many ranchers got rich during the cattle boom of the early 1880s. But too many cattle soon glutted the beef market, causing the price of cattle to fall. The price collapse of the mid-1880s marked the end of the Cattle Kingdom. A bitterly cold winter (1885–1886) killed many cattle and forced many ranchers out of business.

Discussion Question

How did Hispanic culture influence the development of the American cowhand or cowboy? (*Cattle herding developed on the ranchos of the Southwest, when the area was a part of Mexico. Hispanic cowhands developed the skills of riding, roping, and branding that were later used by American cowhands. Much of the language and equipment used by cowhands also came from the Hispanic cowhands, or vaqueros, who preceded the American cowboy.*)

III. Farmers Settle the Plains (Pages 537–539)

- A. Farmers began to settle the Plains in the late 1860s for several reasons. Railroads made it easier for settlers to get there, the government passed new laws offering free land, and above-average rainfall during the late 1870s made the Plains better suited for farming.
 1. The Homestead Act of 1862 spurred settlement of the Plains. It offered 160 acres of free land to settlers who paid a filing fee and lived on the land for five years. Thousands of farmers went to the Plains to homestead, or earn land by settling on it.
 2. In addition to Americans, many immigrants who had begun the process of becoming American citizens also became homesteaders. Advertisements lured many people from foreign countries to the American Plains. By 1880, 100,000 Swedes and Norwegians had settled on the northern Plains in Minnesota and the Dakotas. Single and widowed women could also claim land, and many took advantage of the Homestead Act to acquire property.



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Chapter 18, Section 2



- 3.** Many African Americans, fleeing racism in the South after Reconstruction in the late 1870s, also migrated west to settle. By 1881 more than 40,000 African Americans had migrated to Kansas.
- B.** There were many natural obstacles to farming on the Great Plains. Farmers had to endure alternating droughts and floods. They also experienced brushfires and plagues of grasshoppers that would strip fields bare of crops.
- C.** Farming on the Great Plains was a family affair. Men and women worked the fields together, as did children when they became old enough. Women also took care of the home, cooked, preserved food, sewed clothing, and tended to the health and education of children.
- D.** The Plains could not be farmed by the conventional farming practices of the 1860s. There was little rainfall and few streams to provide irrigation water. The sod was also too tough for wooden plows to penetrate. Gradually, several inventions made farming on the Plains easier.
 - 1.** In the late 1870s, a new steel plow was invented that made it possible to dig into the tough Plains sod to plant seeds more easily.
 - 2.** Windmills were developed that could pump water from deep underground.
 - 3.** In an area with no wood, the invention of barbed wire finally made it possible to put up fences to protect farm fields.
- E.** The Oklahoma Territory was the last area of the Plains to be settled. It had been designated the Indian Territory in the 1830s and had been off-limits to settlers. But years of pressure from land dealers and settlers led to the opening of Oklahoma to settlers in 1889.
- F.** In 1890, shortly after the Oklahoma land rush, the government announced that the frontier no longer existed.

Discussion Question

How did the Homestead Act help settle the Great Plains? (*The land of the Great Plains was not the most desirable because of a harsh climate and difficult soil in which to raise a crop. Offering free land to those who would settle on the Plains helped encourage many people to settle who might not otherwise have done so. It also gave people land who did not have enough money to purchase it on their own.*)

Daily Lecture and Discussion Notes

Chapter 18, Section 3



Did You Know?

In 1943 the musical *Oklahoma!* opened on Broadway and became an instant American classic. Set in the Oklahoma territory just after the turn of the century, the show had main characters who succeeded in making a new life together. This new life symbolized the territory's new life after becoming the forty-sixth state in 1907.

I. Following the Buffalo (Pages 542–544)

- A. The increase of settlers on the Plains in the latter part of the nineteenth century affected Native Americans by squeezing them off their land. Many Native American groups, such as the Arapaho, Apache, and Comanche, lived on the Plains. Their way of life was dependent on the buffalo, the horse, and open land. They used horses to follow huge buffalo herds across the Plains, which they used for food and most of the other essentials of life.
- B. After the Civil War, American hunters hired by the railroads began to slaughter the buffalo to provide meat for the crews of workers and to prevent large herds from blocking the trains. Other hunters traveled west to kill buffalo as sport. Buffalo hides also became popular for leather goods, increasing the incentive for hunters to kill them. Government officials encouraged the killing of buffalo because they thought it would force the Native Americans to change from nomadic hunters into farmers.

Discussion Question

How do you think the killing of the buffalo affected the way of life of Native Americans of the Plains? (*It changed the way they lived greatly because Native Americans of the Plains depended on the buffalo for food, clothing, and shelter. These cultures could no longer preserve their lifestyle when the buffalo disappeared.*)

II. Conflict (Pages 544–547)

- A. When whites did not regard the Great Plains as a suitable place to farm and set up communities, the Native Americans of the Great Plains were largely left alone. But once the Great Plains became a destination for settlers, the government developed a new policy to move the Native Americans of the Plains out of the way.



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Chapter 18, Section 3



- 1.** In the latter part of the 1800s, the government stepped up its policy of moving Native Americans to a few large tracts of land set aside for them, called reservations. One large reservation was the Oklahoma Territory, the Indian Territory the government had created decades before for Native Americans relocated from the Southeast. Another large reservation was in the Dakota Territory.
 - 2.** The reservations were often on poor land that whites did not want. The government went back on many promises to deliver food and supplies, and what was delivered was often of inferior quality.
- B.** Some Native Americans accepted the reservation policy at first, and peacefully relocated to these lands. But some Native Americans refused to move to reservations, and some who had tried it abandoned it as an unacceptable way of life.
 - C.** Armed clashes between Native Americans and whites had taken place since the 1850s. But after the government began forcing an increasing number of Native Americans onto reservations, resistance grew stronger, especially among the Cheyenne and the Sioux.
 - D.** Fighting with the Cheyenne began in the mid-1860s when they refused to move to a reservation. In November 1864, a group of volunteer militia surprised a group of Cheyenne at Sand Creek, Colorado. Although they tried to surrender, the military killed more than 100 Cheyenne men, women, and children.
 - E.** Most Cheyenne moved to a reservation by 1867, but Chief Black Kettle continued to fight. Cheyenne resistance ended in November 1868 when troops led by General Custer killed Black Kettle and most of his followers along the Washita River in the Indian Territory.
 - F.** Conflict with the Sioux centered on government promises that the Black Hills area of the Dakotas would be reserved for them without white interference. These promises were broken after reports that the Black Hills contained gold. White prospectors swarmed in, and the U.S. government offered to buy the land from the Sioux. When they refused, the United States sent the army to remove the Sioux.
 - G.** During a confrontation at Little Bighorn River in Montana, a force of thousands of Sioux and Cheyenne warriors killed the men in a smaller U.S. army unit under General Custer.
 - H.** The superior force and firepower of the United States Army soon defeated the Native American uprising, sending most of the Native Americans involved to reservations and others fleeing to Canada. By 1881 all of the remaining Lakota and Cheyenne, starving and exhausted, agreed to live on a reservation.

Daily Lecture and Discussion Notes

Chapter 18, Section 3



- I. Many Chiracahua Apache, who had been moved to a reservation in Arizona in the 1870s, resented their confinement. Their leader, Geronimo, escaped the reservation and fled to Mexico with some followers. During the 1880s, he led raids against settlers and the army in Arizona. Geronimo finally surrendered to the United States government in 1886—the last Native American to formally surrender to the United States.
- J. Both the slaughter of the buffalo and the movement of whites onto what had been Native American lands contributed to changing the Native American way of life in the late 1800s. More change came from well-meaning reformers who wanted Native Americans to adopt white American culture.
- K. The Dawes Act of 1887 was aimed at eliminating what whites thought were two weaknesses of Native American life: a lack of private property and a nomadic existence. It sought to break up reservations and end Native American identification with a tribal group. Native Americans were to be given individual plots of land and turned into farmers. Native American children would be sent to white-run boarding schools.
 - 1. Over the 50 years following passage of the Dawes Act, the government divided up the reservations, and speculators acquired most of the valuable land. Native Americans received dry plots of land with poor soil not suitable for farming.
 - 2. The Dawes Act weakened Native American culture and changed the way of life of Native Americans forever. In their despair, the Sioux turned in 1890 to a prophet, Wovoka, who said the Sioux could regain their former home if they performed a ritual called the Ghost Dance. As the dance spread, reservation officials became alarmed and banned it.
 - 3. Believing the Sioux chief, Sitting Bull, was behind the spread of the dance, police went to his camp to arrest him. Sitting Bull was killed in a scuffle.
 - 4. Several hundred Lakota Sioux fled in fear after Sitting Bull's death. They gathered at a creek called Wounded Knee in South Dakota. On December 29, 1890, fighting started between the U.S. army and the Sioux. More than 200 Lakota Sioux were killed. Wounded Knee marked the end of armed conflict between Native Americans and whites.

Discussion Question

How did reports of the discovery of gold in the Black Hills of the Dakota Territory cause relations between Native Americans and the United States government to deteriorate? (*The Black Hills had previously been given to Native Americans by the United States government for their exclusive use. When rumors of gold in the hills spread, whites poured into the area. Instead of protecting the rights of the Native Americans, the government offered to buy the land. When the Native Americans refused, the government sent the United States Army to move them out of the way. This set up additional conflict between the government and Native Americans.*)

end

Daily Lecture and Discussion Notes

Chapter 18, Section 4



Did You Know? The Mugwumps were a group of independent Republicans who wanted a reformer in the White House. The group was given its name, an old slang word for “kingpin,” by the *New York Sun* newspaper. When the Democrats nominated Grover Cleveland in July 1884, the Mugwumps left the Republican Party and campaigned for Cleveland. Now the word *mugwump* means a person who is an independent rather than a Democrat or a Republican.

I. The Farmers Organize (Pages 548–549)

- A.** After the Civil War, farming expanded in the West and South. But the supply of crops grew faster than the demand for them, causing prices to fall. At the same time, expenses for seed, farm equipment, and other manufactured goods remained high.
- B.** The farmers turned their anger on three groups. They resented railroads, which charged what the farmers felt were unfairly high prices to ship crops. They were angry with eastern manufacturers for the high prices they charged for their goods. And they resented banks, which charged high interest rates for the loans farmers needed to buy seed, equipment, and other goods. When crops failed and farmers could not repay loans, they risked losing their farms.
- C.** Farmers began to organize to solve their problems. The first farmers’ organization was a network of self-help organizations known as the Grange. It offered, among other services, cash co-ops, where farmers could buy products from one another. They charged lower prices than other stores, helped farmers sell their crops, and removed the burden of debt by dealing in cash. The Grange cooperative eventually failed because farmers were usually short of cash. By the 1870s, the Grange had declined.
- D.** The Grange was followed by Farmers’ Alliances, which started in the West and South in the 1880s. They grew tremendously, with millions of members by the early 1890s. The Colored Farmers’ National Alliance was also established and grew to more than 1 million members.
- E.** The Farmers’ Alliance also sponsored education and cooperative buying for farmers. To reduce the power of railroads, merchants, and banks over farmers, the alliance also proposed that the federal government loan money to farmers, using their crops as collateral.
- F.** The Farmers’ Alliance would have become a powerful political force if it had remained united. But regional and personal conflicts kept the groups from remaining united nationally.



Daily Lecture and Discussion Notes

Chapter 18, Section 4



Discussion Question

Why did farmers resent the railroads, the banks, and merchants? *(They blamed these groups for their economic problems because they felt that all three groups charged too much. The railroads kept the costs of shipping crops to markets high. The banks, which loaned the farmers money for seed and equipment, had high interest rates on the loans and could foreclose on a farm if a farmer had a bad year. Merchants charged high prices for the goods the farmers needed.)*

II. A Party of the People (Pages 550–551)

- A.** In 1890 the leaders of the Farmers' Alliance formed the People's Party of the U.S.A., also known as the Populist Party. The new party wanted to appeal to the common people.
- B.** The Populist Party thought that the government, not private companies, should own railroads and telegraph lines. It wanted to replace the country's gold-based currency with a currency system based on the unlimited production of silver coins. This would have given farmers more money to pay their debts. Populists also supported limiting the president and vice president to one term, electing senators directly, shortening the length of the work week, and creating a national income tax.
- C.** The Populist Party made good showings in the presidential elections of 1892 and in the local elections of 1894.
- D.** The Populist Party had problems that prevented its growth. It lacked money and organization. There were also racial and sectional antagonisms among members. When Southern state legislatures placed restrictions on the rights of African American voters in the 1890s, many African Americans who might have supported the Populists were unable to vote.
- E.** The Populists nominated William Jennings Bryan to run on their ticket in the 1896 presidential election. But good economic times were returning, even for farmers, and the Populist economic message seemed less urgent. The public voted for William McKinley, who represented stability. The Populist ticket received only 222,600 popular votes and no electoral votes.
- F.** Although the Populist Party did not win any national elections, many of its ideas were later adopted in the 1890s. These included abandoning the gold standard, adopting the eight-hour workday, instituting an income tax, and allowing the direct election of senators.

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Chapter 18, Section 4



Discussion Question

Would you consider the Populist Party a success or a failure? Explain. (*Answers will vary, but students should consider the party's eventual successes in getting many of its ideas later adopted into law as well as the fact that its candidates did not achieve national office and the party soon disappeared.*)

Daily Lecture and Discussion Notes

Chapter 19, Section 1



Did You Know?

Railroad baron Cornelius Vanderbilt is memorialized at Grand Central Station in New York, the world's largest and the nation's busiest railway station. Inside the station houses Vanderbilt Hall and outside, along its western border, runs Vanderbilt Avenue.

I. Railroad Expansion (Pages 556–557)

- A. Railroads became an important part of America's economic growth. The first transcontinental railroad was completed in 1869. In 1860 the United States had about 30,000 miles of track. By 1900, nearly 250,000 more miles had been laid. The country had five major railroad lines that crossed the country and hundreds of smaller lines that branched off from them.
- B. Large railroad companies expanded by buying smaller companies or driving them out of business. This was called consolidation. Major railroad barons controlled these large companies and the rail system.
 - 1. One of the first railroad barons was Cornelius Vanderbilt from New York. He made a fortune consolidating several companies and controlled the New York Central Line, a railroad empire from New York to the Great Lakes.
 - 2. James J. Hill built the Great Northern Line between Minnesota and Washington State.
 - 3. Collis P. Huntington, Leland Stanford, and two others founded the Central Pacific that connected California and Utah.

Discussion Question

How were the railroad barons able to build such large empires? (*They bought smaller companies or drove the smaller companies out of business to increase the size of their railroad lines. The money that they made from consolidation gave them power to continue to build their empires.*)

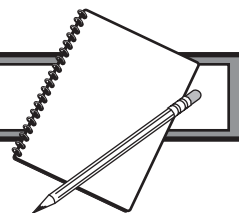
II. Railroads Stimulate the Economy (Pages 557–559)

- A. The railroad system helped the nation's economy grow. It became the nation's largest industry. The railroads carried raw materials to factories, manufactured goods from factories to markets, and farm produce to the cities.
 - 1. The national railroad system helped the lumber and coal industries grow. Railway ties were made of wood, and coal provided fuel for the locomotive engines.



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2. The demand for iron tracks helped the iron mining and processing industries grow.
 3. The steel industry began to prosper around 1880 when railroad companies switched to steel, a stronger metal, for their tracks.
 4. Railroad companies provided jobs for laying tracks, building stations, and manufacturing cars and equipment. They also became the nation's largest employer.
- B.** The railroad system was improved as railroad companies consolidated. A standard gauge, or distance between rails on a railway, was adopted for all tracks so that it was no longer necessary to load and unload goods to different train lines. One train could now travel the entire length of the track.
- C.** New technology improved the railroads.
1. George Westinghouse devised air brakes, a safer way to stop trains.
 2. Eli H. Jenney invented car couplers that linked cars together.
 3. Gustavus Swift invented refrigerated cars to carry perishable goods longer distances.
 4. George Pullman developed the Pullman sleeping car, a luxury car with seats that converted into beds. He also created the dining car so travel was more comfortable.
- D.** Railroads competed for customers. Congress and some states passed laws to regulate the industry, but the laws did not do much.
- E.** Large companies offered secret discounts or rebates to their bigger customers to keep them. The discounts raised freight rates for farmers and other smaller customers, making it expensive for them to use the railroad.
- F.** Railroad barons also made secret agreements among themselves. Known as pools, they divided the railroad business among their companies and set rates. This allowed the railroads to keep more of their money because they did not have to compete for customers or lower their prices to stay competitive.
- G.** Railroads helped American industry expand to the West. The center for the flour-milling industry shifted from the East Coast to Ohio, Minneapolis, and then Kansas City. The manufacturing center for agricultural equipment moved from central New York State to Illinois and Wisconsin. People also moved their homes into the Great Plains and the West.
- H.** The growth of the railroad system led to a national system of four time zones. As train travel became more common, people measured distances by the number of hours a trip would take rather than by how far one place was from another.

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Discussion Question

What made the railroad the nation's largest industry? (*Railroad barons controlled the industry. Without federal laws, they regulated the industry for themselves early on. The railways provided jobs for thousands of people and became the nation's largest employer. The railroads united different regions of the country and moved people and products from place to place more quickly and comfortably than any other form of transportation did.*)

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Did You Know?

While most inventors in the late nineteenth and early twentieth centuries were men, there were several woman inventors as well. In 1903 Mary Anderson noticed people continually wiping off the snow and ice that collected on their windshields. To alleviate the problem, she made a drawing of a device that “activated a swinging arm that mechanically swept off the ice and snow”—the windshield wiper.

I. Communication Changes (Pages 561–563)

- A. Inventions in communication improved and transformed American life. They helped unify different regions and encouraged economic growth.
- B. Samuel Morse introduced the telegraph in 1844. By 1860 the Western Union Telegraph Company controlled the thousands of miles of lines. Telegrams offered instant communication. They were used by
 - 1. shopkeepers to place orders
 - 2. reporters to send stories to their newspapers
 - 3. people to send personal messages
- C. Cyrus Field in 1866 laid a telegraph cable across the Atlantic Ocean, linking the United States and Europe with his new transatlantic telegraph.
- D. Alexander Graham Bell invented the telephone in 1876. It changed communication more than the telegraph did. By the 1890s he sold hundreds of thousands of telephones first to businesses and then to homes.

Discussion Question

How did the telegraph and telephone change America? (*They provided faster ways of communicating. People in different regions could communicate almost instantly. This improved communication promoted industrial and economic growth. Eventually they became commonplace in people’s everyday lives.*)

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II. The Genius of Invention (Pages 563–564)

- A.** Between 1860 and 1890, the United States government granted more than 400,000 patents for new inventions. Among these were the typewriter in 1868, the adding machine in 1888, and the vacuum cleaner in 1899.
- B.** Thomas Edison invented the phonograph, the motion picture projector, the telephone transmitter, the storage battery, and the most important invention, the electric lightbulb in 1879. He designed power plants that could produce electric power and distribute it to lightbulbs. He built the first central electric power plant in 1882 in New York City that lit 85 buildings.
- C.** In 1885 George Westinghouse built transformers that could send electric power more cheaply over longer distances. Electricity was used to power factories, trolleys, streetlights, and lamps all over America.
- D.** Inventions by African Americans helped improve industry.
 - 1.** Lewis Howard Latimer developed an improved filament for the lightbulb and joined Edison's company.
 - 2.** Granville Woods patented dozens of inventions such as the electric incubator, electromagnetic brake for the railroad, and an automatic circuit breaker.
 - 3.** Elijah McCoy invented a mechanism for oiling machinery.
 - 4.** Jan E. Matzeliger developed a shoe-making machine that revolutionized the shoe industry in America and overseas.

Discussion Question

What do you think spurred people on to create new inventions? (*Answers will vary, but should include the idea that America was transforming into an industrial nation. Opportunity existed in America. These inventors probably liked to tinker and create ways to improve things or make things work more efficiently.*)

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III. A Changing Society (Pages 564–566)

- A. In 1903 Henry Ford established an auto-making company and began designing cars. He had experimented with an automobile engine powered by gasoline. He and his general superintendent, Charles Sorenson, worked on an idea for a new type of car, and in 1908 introduced the Model T.
- B. The Model T was a car that anyone could afford, that could be driven anywhere, and that was easily maintained. It became very popular. In the next 18 years, 15 million were sold.
- C. Ford also pioneered the assembly line as a less expensive way to manufacture cars. The assembly line revolutionized industry because the concept was used in manufacturing other goods, too. It enabled manufacturers to mass-produce large quantities of good more quickly.

Discussion Question

How did the Model T revolutionize transportation in the early 1900s? (*The Model T offered a new way for people to get from place to place. It was practical, affordable, and sturdy.*)

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Did You Know?

Carnegie Hall in New York City has been home to many extraordinary performances, including the debuts of Antonin Dvorak's "Symphony from the New World," George Gershwin's "Concerto in F," and the first formal concert of Duke Ellington's "Black, Brown and Beige." In addition, American cultural icons such as actress Sarah Bernhardt, dancer Isadora Duncan, and the Beatles, all performed on its stage.

I. Foundations for Growth (Pages 567–569)

- A.** Petroleum, or oil, was found in the hills of western Pennsylvania in the 1850s.
 - 1.** In 1859 Edwin L. Drake dug a well, drilled for oil, and found oil in Titusville, Pennsylvania. This began a multi-million dollar industry.
 - 2.** Oil became valuable as people discovered its uses for producing heat and smoke-free lights, and for lubricating machinery.
- B.** As the American economy was growing, railroads and other businesses needed to raise capital to grow. Railroads were the first business to incorporate, or form corporations. A corporation is a company that sells stock, or shares of its business, to the public. The growth of corporations helped the industrial expansion in America.
- C.** People could buy stock and become shareholders, or partial owners. People bought and sold stocks on stock exchanges. Investors in corporations might receive dividends, or cash payments, as incentives for buying stock. Buying stock could be risky though. For example:
 - 1.** If a company does well, then its stock rises in value. The shareholders can make a profit if they sell their shares.
 - 2.** If, however, the company does not do well and is losing money, the value of the stock falls, and the investors would lose money if they sold their shares.
- D.** During this period of economic growth, businesses borrowed money from banks to begin or to expand their companies. Banks made profits on these loans and played a major role during this time.

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Discussion Question

Why did businesses need to incorporate, or form corporations, in the late 1800s? *(In order to grow, businesses needed money. They borrowed money from the public by forming a corporation and issuing stock. The public was allowed to invest, or loan them money, in return for stock in the company. Businesses used this money to pay for their expenses, such as raw materials, equipment, workers' salaries, and operating and advertising costs. Today this principle of economics still holds.)*

II. The Oil Business (Pages 569–570)

- A. The oil industry grew quickly as prospectors and investors went to western Pennsylvania, Ohio, and West Virginia to dig for oil.
- B. John D. Rockefeller made a fortune and dominated the oil industry. His company, Standard Oil Company of Ohio, became the most famous corporate empire of its day. The corporation became so large that it produced its own tank cars, pipelines, and wooden barrels. It acquired competing firms through a process called horizontal integration.
- C. Rockefeller created a monopoly of the oil industry. His company controlled it. In 1882 he formed a trust, a group of companies managed by a board of directors. The trust acquired many oil companies by having shareholders in those companies trade their stock for Standard Oil stock. When Standard Oil's board traded for enough of the other companies' stock, they then owned and managed those companies. Other tactics to strengthen his company involved
 - 1. lowering his prices to force competitors out of business
 - 2. pressuring customers to avoid using other oil companies
 - 3. persuading the railroads to give him rebates in return for his business

Discussion Question

Why did Rockefeller's Standard Oil Company acquire competing firms? *(In order to build a monopoly and dominate the oil industry, Rockefeller forced competition out of business and acquired competing firms so that he would have total control. He did not want to rely on suppliers for tank cars or pipelines, so he bought these companies, too.)*

III. The Steel Business (Pages 570–571)

- A. Before the 1860s, steel, a strong form of iron treated with carbon, was not used for manufacturing because it was expensive to make. With the development of the Bessemer process and the open-hearth process, steel could now be produced in large quantities and more affordably.



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- B.** Pittsburgh, Pennsylvania, became the steel capital of the United States in the 1870s because the steel mills were close to the iron ore mined in western Pennsylvania and eastern Ohio.
- C.** Andrew Carnegie ruled the steel industry by 1890. His company bought iron and coal mines, warehouses, ore ships, and railroads to gain control of all parts of making and selling steel. This business approach is called vertical integration. In 1900 the Carnegie Steel Company was producing one-third of the nation's steel.
- D.** In 1901 the Carnegie Company combined with other businesses to form the United States Steel Corporation, the world's first billion-dollar corporation. Carnegie sold the company to banker J. Pierpont Morgan.
- E.** Rockefeller, Carnegie, and other millionaires gave some of their fortunes back to the community. As philanthropists,
 - 1.** Carnegie donated \$350 million. He built Carnegie Hall in New York City, began the Carnegie Foundation of Teaching, and set up more than 2,000 libraries worldwide.
 - 2.** Rockefeller established the University of Chicago in 1890 and the Rockefeller Institute for Medical Research in New York.
- F.** Corporations grew larger through corporate mergers, or combining companies. By 1900 one-third of all American manufacturing was controlled by just 1 percent of the country's corporations. These giant corporations also posed problems. They drove away competition. Customers had no choices. Without competition, corporations could control pricing. They had no reason to keep prices low or to improve their goods and services.
- G.** Opposition to trusts and monopolies led several states in the 1880s to pass laws restricting business combinations that limited competition. Corporations were able to get around these laws by incorporating in states without any laws.
 - 1.** Congress passed the Sherman Antitrust Act in 1890 to protect trade and commerce from unlawful monopolies, but the law did not clearly define trusts or monopolies.
 - 2.** Early on the law did not curb big business, but it was successfully used to stop a strike by railroad workers in the 1890s.

Discussion Question

Why did opposition to corporate mergers exist? (*Big business controlled American manufacturing. Corporate mergers drove away competition and hurt the consumer. With only one company to choose, people had to pay the price asked, which was often high. Corporations also had no incentive to improve their goods and services.*)

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Did You Know? In some parts of the world, child labor still exists. Today there are an estimated 250 million child workers between the ages of 5 and 14. This number does not include children who work at home and are not paid.

I. Working Conditions (Pages 572–573)

- A. As mass production increased and industrial growth raised America's standard of living in the late 1800s, it also created dissatisfaction.
 - 1. Factories became large and less personal.
 - 2. Industrial laborers worked 10- to 12-hour days, six days a week. Many lost their jobs if business slowed or were replaced by immigrants who worked for less pay.
 - 3. Factories and mines were noisy, unhealthy, and unsafe. For example, garment workers worked in crowded urban factories, or sweatshops, and coal miners died in cave-ins and from the effect of coal dust and gas.
- B. By 1900 more than one million women worked in industry. No laws regulated workers' salaries, so women received about half of what men earned.
- C. In 1900 hundreds of thousands of children under 16 worked in factories. Many states passed child-labor laws, but many employers ignored them. These laws did not apply to agriculture, where about one million children worked. The laws said that children had to be at least 12 years of age and not work longer than 10-hour days in factories.

Discussion Question

Why were working conditions and salaries less than satisfactory for many people in the late 1800s? (*Industrialization brought mass production, which in turn created difficult working conditions for laborers. Workers had to produce for their employers, so the managers expected the workers to work long hours for low pay. If the workers complained, they could be fired or replaced with lower-salaried immigrants. Factories and mines hired so many workers to be more productive that conditions became overcrowded and unsafe. Without laws, workers were not protected.*)

II. Labor Unions Form (Pages 573–574)

- A. Labor unions were groups of dissatisfied workers who demanded better pay and safer working conditions. Trade unions formed earlier in the 1800s but had little influence because they represented only one trade or craft.



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- B.** The Knights of Labor was founded in 1869. Unlike most trade unions, the Knights recruited people who were kept out of trade unions such as women, African Americans, immigrants, and unskilled workers. It became a national organization in the 1880s and grew to more than 700,000 members by 1886. Strikes turned public opinion against the union, so it lost membership and power in the 1890s.
- C.** In 1886 the American Federation of Labor (AFL) was formed. It represented skilled workers in various fields. Led by Samuel Gompers, it pushed for higher wages, shorter hours, better working conditions, and the right to collective bargaining, where unions represent workers when bargaining with management for changes. Although strikes turned the public against unions, the AFL remained strong. By 1904 it had more than 1.6 million members.
- D.** Women formed their own unions because many unions refused to admit them as members. A disastrous fire that killed nearly 150 workers occurred in 1911 at the Triangle ShirtWaist Company factory in New York City. The mostly young immigrant women workers could not escape because the company policy was to lock doors so no workers would leave work early. As a result of this incident, the International Ladies' Garment Workers Union (ILGWU) pushed for safer working conditions.

Discussion Question

Would you have joined a labor union during the late 1800s to early 1900s to protect your rights? *(Answers will vary, but should include the idea that joining a union depended upon the type of work a person did. Unions did not exist for all types of workers. Many students might say that they would have joined in order to know that they had certain rights protected. Some students might say that if they had management jobs or jobs that were not factory related, they would not have been able to join.)*

III. The Unions Act (Page 575)

- A.** Because companies began to see economic downturns in the 1870s and 1890s, they fired workers and lowered the wages of the workers they kept. Unions went on strike, and some strikes turned violent. Anti-labor feeling grew.
- B.** In July 1877 angry railroad strikers burned rail yards, ripped up track, and destroyed property because they were forced to take pay cuts. Strikebreakers replaced striking workers. Federal troops were called in to restore order after weeks of riots.



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- C.** During the Haymarket Riot of 1886 in Chicago, striking workers from the McCormick Harvester Company protested the killings of four strikers. The police ordered the crowd to break up. A bomb killed a police officer and several others during a riot. In some Americans' minds, labor movements equaled terrorism and disorder.
- D.** In 1892 workers struck at Carnegie's steel plant in Homestead, Pennsylvania, because of wage cuts. The Homestead managers hired nonunion workers and brought 300 armed guards to protect them. A battle left at least ten dead. State militia were sent to restore order and remained when the plant reopened. The Homestead Strike was a failure. The plant reopened with nonunion workers.
- E.** In May 1894, workers at the Pullman railway-car plant in Chicago struck over cut wages. Pullman closed the plant. The strike was a failure but did disrupt rail traffic.
 - 1.** Rail traffic was paralyzed when the American Railway Union, in support of the strike, refused to handle Pullman cars.
 - 2.** An injunction, or court order, issued by the attorney general ordered the union to stop holding up the mail and obstructing the railways.
 - 3.** Eugene V. Debs, the leader of the unions, went to jail because he refused to end the strike.
 - 4.** Federal troops were sent in to end the strike.

Discussion Question

Why did labor unions strike, and what was the effect of their strikes? (*Labor unions struck to protect workers from the pay cuts that companies were issuing. Because of the violence that occurred at Haymarket Square in 1886 and in Homestead, Pennsylvania, in 1892, Americans began to look at labor unions differently, associating them with violence and disorder. The labor movement lost favor.*)

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Did You Know?

Between 1892 and 1924, over 22 million passengers came through Ellis Island and the Port of New York. Today relatives of those immigrants can search online records from ships that brought their ancestors to America. They can also see the original manifests with passenger names.

I. A Flood of Immigrants (Pages 582–583)

- A. Before 1865, people who came to America, excluding African Americans, were called “old” immigrants. They came from northern and western Europe. They mostly spoke English, were Protestant, and fit into the existing American society.
- B. In the mid-1800s, “new” immigrants arrived from eastern and southern Europe and continued to emigrate here.
 - 1. They came from Greece, Russia, Hungary, Italy, Turkey, and Poland.
 - 2. By 1907, 80 percent of the immigrants came from southern and eastern Europe.
 - 3. Many were Catholics or Jews, and few spoke English. They lived together in urban neighborhoods and had a difficult time blending into American society.
- C. Immigration from other countries increased after 1900. People came from Mexico, China, and Japan. They also brought their own languages and religious beliefs and had trouble blending into American life.
- D. People emigrated, or left their homelands, to escape difficult times and for new opportunity in the United States. Overcrowding and poverty made jobs scarce in Italy and Hungary. In Sweden people suffered from crop failures, and in Croatia and Serbia, people could not support their families on the small farms they owned.

Discussion Question

What were the differences between the “old” and the “new” immigrants? (*Many of the old immigrants came before 1865 from northern and western Europe. They spoke English, were Protestant, and fit easily into American society. They continued to arrive but in smaller numbers after 1865. The new immigrants began arriving around the 1880s from eastern and southern Europe. Their language and customs were different, so they had a more difficult time blending into society.*)

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II. The Journey to America (Page 584)

- A.** Traveling to America was difficult. Often the trip involved a first leg over land to get to a port city. Sometimes this trip was hundreds of miles on foot or on horseback. The second leg was the long ocean voyage across the Atlantic or Pacific, often in steerage, or the cramped noisy quarters on the lower decks.
- B.** The first stop for millions of immigrants was Ellis Island in New York Harbor. There they were greeted by the Statue of Liberty, a gift from France that symbolized freedom, hope, and a better life in a new country. Asian immigrants arrived on the West Coast through the processing center on Angel Island in San Francisco Bay.
- C.** The processing centers recorded names, countries of origin, occupations, and whether or not immigrants had relatives in the United States. These centers also performed health examinations on the new arrivals to prevent anyone with contagious diseases from entering. People with contagious diseases could be refused admission.

Discussion Question

Why did people coming to America first have to register and be cleared at the processing centers before actually entering the country? (*The United States government wanted to record who these people were, where they were from, and check their health status to be sure they were not infected with any contagious diseases that could spread quickly through the population and have disastrous effects.*)

III. The Immigrant Experience (Pages 584–586)

- A.** Once admitted in the United States, immigrants needed to find work. Some worked in the steel mills of Pittsburgh. Many, including women and children, worked in the sweatshops of the garment industry.
- B.** Immigrants wanted to assimilate, or become part of the American culture. They also wanted to preserve aspects of their own cultures. The first generation often continued to speak their original languages at home as a way of preserving their culture, while their children spoke English at school and their original language at home. By the third generation people of immigrant descent spoke only English.
- C.** The role of immigrant women changed. New lifestyles often conflicted with traditional ways and sometimes caused problems.
- D.** Many immigrants settled in industrial cities. If they had little or no education, they worked as unskilled laborers. Immigrants lived together in neighborhoods, and as a result Jewish, Italian, Polish, Chinese, and other groups formed communities in large cities such as New York, Chicago, and San Francisco.



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- E.** Communities revolved around traditional institutions.
1. The most important were the houses of worship. Churches and synagogues held services and celebrated holidays similarly to how they were done in the homelands.
 2. Newspapers were published in native languages.
 3. Stores, theaters, and social clubs reflected traditional ways and also helped preserve culture.

Discussion Question

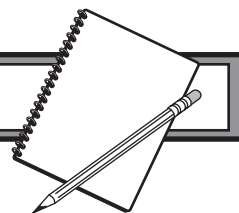
Do you think it was easier for one group to assimilate than for another? (*Answers will vary, but should include the idea that assimilation depended upon the individual. If the desire was there to “learn to fit,” then the immigrant would learn the English language and American ways so that he or she could assimilate.*)

IV. Nativist Movement (Pages 586–587)

- A.** Tensions between native-born Americans and immigrants grew. Nativism gained strength in the late 1800s. People began to want to limit immigration.
1. Some native-born American workers resented immigrants, fearing that the immigrants would take away their jobs or lower wages for everyone because they accepted lower pay.
 2. Ethnic, religious, and racial differences displayed by a foreign language, unfamiliar religions, and distinctive cultures caused native-born Americans to say that immigrants did not fit into society.
 3. People blamed immigrants for increasing crime, unemployment, and other problems.
- B.** Lawmakers responded to the anti-immigrant feeling.
1. In 1882 the Chinese Exclusion Act was passed. It prohibited Chinese workers from entering the United States for ten years. Congress extended the law in 1892 and again in 1902.
 2. Under a gentleman’s agreement with Japan in 1907, Japan limited the number of immigrants to the United States, and Americans pledged to treat Japanese Americans living in the United States fairly.
 3. A law passed in 1882 made each immigrant pay a tax and barred criminals from entering.

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4. In 1897 Congress passed a bill requiring immigrants to pass a literacy requirement.
 5. The Immigration Act of 1917 included a literacy test.
- C.** The new immigrants contributed to American society. They provided workers necessary for economic growth. They helped shape American life and enriched society with their customs and heritage. The flow of immigrants to the cities was a major factor in transforming cities in the late 1800s and early 1900s.

Discussion Question

If you were an immigrant, what would have been the hardest aspect for you to overcome in America? (*Answers will vary, but finding work, finding and settling in living accommodations, learning a new language and set of customs, or getting used to living apart from family members who remained in their native countries are all acceptable responses. Have students substantiate their answers, explaining their choice.*)

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Did You Know? The world's tallest buildings are the Petronas Towers (1,483 feet tall), built in 1997 in Kuala Lumpur, Malaysia. The tallest building in the United States is the Sears Tower, built in Chicago in 1974. It stands 1,450 feet high.

I. Growth of Cities (Pages 590–592)

- A.** American cities grew rapidly. By 1910 nearly half of the population lived in cities. America was changing from a rural to an urban nation.
 - 1.** Immigrants played a major role in this growth.
 - 2.** Native-born Americans moved to cities from farming areas as industrialization changed farmwork.
 - 3.** African Americans moved from the rural South to Southern cities for jobs, to escape debt, injustice, or discrimination. After 1914 many also moved to Northern cities where industry and manufacturing offered more job opportunities and possibly less discrimination.
- B.** The expanding railroads also contributed to the growth of cities. Railroads transported raw materials for industry. They moved people. They carried cattle to Chicago and Kansas City, cities that became great meatpacking centers.
- C.** Great seaports developed in New York and San Francisco as trade with the rest of the world increased. The immigrant population in these cities provided workers.
- D.** As more and more people moved to the cities, the gap between the rich and the poor increased. Life in American cities became known as the Gilded Age, where huge wealth contrasted with horrible poverty.
- E.** At the low end, there were substandard housing and poverty. The poorest residents lived in tenements, apartment buildings in the slums, or poor, rundown neighborhoods. Many people crowded into one room, often with little light and only cold water.
- F.** The growing middle class was made of professional people such as doctors, lawyers, ministers, managers, and salaried office workers.
 - 1.** Many families moved to the suburbs, or residential areas outside of the city. Housing had hot water, indoor toilets, and electricity by 1900.
 - 2.** Middle-class families had a comfortable life. Some had servants and leisure time to enjoy the cultural aspects of city life, such as art, music, and literature.
- G.** At the top end of the social ladder were the very rich. They lived in mansions in cities and estates in the country. They lived in luxury, entertaining guests at large parties and enjoying all the extravagance their wealth could buy.



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Discussion Question

What caused the poor rundown tenement living of the cities? (*People moved to cities in great numbers. Housing could not keep up with the influx, so there was a shortage, and overcrowding occurred. Many of these people were immigrants who needed a place to live and could not afford a lot. As a result, overcrowding caused some of the poor conditions. Landlords also contributed to substandard housing. They did not always take good care of their buildings, letting them run down.*)

II. Cities in Crisis (Pages 592–593)

- A.** Some of the problems associated with the rapid growth of cities were overcrowding, health dangers, and crime. Overcrowding created sanitation and health problems. Filth built up and disease spread rapidly. To try to control disease in New York City, schoolchildren were screened for contagious diseases, visiting nurses were sent to mothers with young children, and public health clinics were established for people who could not pay for medical care.
- B.** Urban crime increased. Poverty in the cities led to crime; poor people might commit some minor crimes to get items needed to survive, while the lack of jobs or things for children to do spawned gangs, which committed more serious crimes.
- C.** Many groups reached out to help the poor improve city life.
 - 1.** The Salvation Army, begun in 1878, set up soup kitchens and opened shelters for the homeless.
 - 2.** Some religious groups helped the poor in orphanages, prisons, and hospitals.
 - 3.** The YMCA and YWCA provided recreation centers where children could meet and play.
- D.** Settlement houses were establishments located in poor neighborhoods that provided medical care, playgrounds, nurseries, libraries, and classes. The workers, who were mostly women, tried to get better police protection, garbage removal, and public parks. Jane Addams founded Hull House in 1889, a famous settlement house in Chicago.

Discussion Question

How did people try to solve the problems of crowded city life? (*Religious organizations helped the poor. Settlement houses were established. Efforts to control disease were undertaken. Soup kitchens, homeless shelters, recreation centers, and public health clinics were established. Efforts to provide better police, garbage, and public parks were undertaken. All these efforts were made by dedicated, generous people working to help the poor.*)



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III. The Changing City (Pages 593–595)

- A.** New developments in building, public transportation, and public parks developed. A new type of construction, the skyscraper, or taller building using an iron-and-steel frame for support, changed cities.
 - 1.** The first skyscraper, a 10-story office building in Chicago, was constructed in 1884.
 - 2.** Soon more skyscrapers were built that were even higher, such as the 55-story Woolworth Building in New York completed in 1913.
- B.** In order to provide city dwellers with natural surroundings, a movement to reshape the urban landscape developed. New York's Central Park and several parks in Boston were designed. In 1892 and 1893, the World's Fair in Chicago showed off dynamic and original American architecture and parks.
- C.** New forms of transportation developed to help people travel within cities. They also helped cities grow.
 - 1.** Horse-drawn streetcars were replaced with cable cars in San Francisco in 1873.
 - 2.** In Richmond in 1888, the trolley car, or motorized train powered by overhead electric cables, began.
 - 3.** In 1897 in Boston, the first subway, or underground railroad, opened.
 - 4.** Paving streets with asphalt, a by-product of petroleum refining, began replacing wood blocks, brick, or cobblestone, which were all noisy, bumpy, and hard to repair.
- D.** Bridges provided another transportation improvement as many cities were divided or bounded by rivers.
 - 1.** In 1874 the 520-foot Eads Bridge across the Mississippi River opened in St. Louis.
 - 2.** In 1883 the 1,600-foot Brooklyn Bridge opened in New York City.

Discussion Question

Of the changes that occurred in cities, which do you think had the most impact? (*Answers will vary, but should include the idea that skyscrapers allowed for tall buildings in places that had to grow vertically. The changes in transportation allowed people to move around from place to place more easily, and bridges connected major regions that were previously difficult to reach. Have students substantiate their choices, explaining why they chose what they did.*)

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Did You Know?

It is only a myth that baseball in the United States was invented by Abner Doubleday. In fact, it was a man named Alexander Cartwright, a surveyor by profession, who first devised the present-day rules. He put them into practice in 1845 in what is considered the first organized game at Elysian Fields in Hoboken, New Jersey.

I. Expanding Education (Pages 597–599)

- A.** In the early twentieth century, education became more widely available. In 1865 most Americans went to school for an average of four years. By 1914 most states required children to have some schooling. More than 80 percent of all children between 5 and 17 were enrolled in elementary and secondary schools.
- B.** The number of public high schools increased from 100 in 1860, to 6,000 in 1900, to 12,000 in 1914. Many boys did not attend high school because they went to work to help their families instead. Most of the high school attendees were girls.
- C.** All did not share equally in public education. African Americans in the South received little or no education. In many parts of the country, African American children attended segregated schools.
- D.** Progressive education was a new philosophy that emerged around 1900. Supporters believed that education should shape students' characters and teach them good citizenship in addition to academics. John Dewey was the leading advocate of progressive education. He believed that schools should relate learning to the interests, problems, and concerns of students. These ideas were utilized mostly in elementary schools.
- E.** Colleges and universities also changed. The Morrill Act of 1862 gave states large amounts of federal land that could be sold to raise money for education. States used these funds to start land-grant colleges.
 - 1.** Wealthy people also established and supported colleges and universities, such as Cornell University and Stanford University.
 - 2.** New land-grant schools admitted women students. New women's colleges, such as Vassar, Smith, Wellesley, and Bryn Mawr, were founded in the late 1800s for women. By 1910 almost 40 percent of all American college students were women.
- F.** Some schools were founded to provide higher education to African Americans and Native Americans.
 - 1.** Howard University in Washington, D.C., was largely attended by African American students, as was Hampton Institute.



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2. Booker T. Washington founded Tuskegee Institute in Alabama in 1881 to train teachers and provide practical education for African Americans.
3. Reservations opened boarding schools to train Native Americans for jobs in industry. Sometimes these schools were hundreds of miles away from students families, isolating them from their cultural traditions.

Discussion Question

Why didn't all Americans receive a similar public education? (*No federal law existed that set requirements for public education for all students. States set education requirements, and they varied from state to state. Although the number of high schools increased, girls made up the majority of students. Boys went to work instead. Schools in the South were mostly segregated.*)

II. A Nation of Readers (Pages 599–601)

- A. Public libraries opened across the nation. Every state established free public libraries. Andrew Carnegie, the steel tycoon, donated more than \$30 million to found more than 2,000 libraries throughout the world.
- B. More newspapers and magazines were published. Between 1865 and 1900, the number of magazine titles rose from about 700 to 5,000. Some like the *Atlantic Monthly*, *Harper's*, and *Ladies' Home Journal* are still published today.
 1. Joseph Pulitzer created a new kind of newspaper from the *New York World*, which he purchased in 1883. Illustrations, cartoons, and sensational stories piqued the reader's interest, and he built up the circulation to more than one million readers daily.
 2. William Randolph Hearst also developed a successful newspaper, the *New York Morning Journal*. He introduced a style of sensational writing called yellow journalism, from the comic strip, "The Yellow Kid."
- C. Many writers explored new themes and subjects. Some were realists because they described real lives of the people of the time. Some were also regionalists because they focused on a particular region of the country.
 1. Mark Twain's books reflected both realism and regionalism. *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer* describe life along the Mississippi River, where Twain grew up.
 2. Stephen Crane, Jack London, and Edith Wharton were also realists and regionalist writers.



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3. Paul Laurence Dunbar was one of the first African Americans to gain fame worldwide for his poetry and novels, which used the dialects and folktales of Southern African Americans.
 4. Horatio Alger wrote a series of successful young adult books based on the idea that hard work and honesty brought success. His books sold millions of copies.
- D. Paperback books were inexpensive and appeared in the late 1800s. They helped expand reading because they were affordable and told interesting stories.

Discussion Question

Why were Americans more motivated to read? (*Public libraries were accessible, more newspapers and magazines were created, writers explored new themes and subjects, and their works were interesting and realistic. Paperback books made books more affordable.*)

III. Art, Music, and Leisure (Pages 601–602)

- A. After the Civil War, Americans began to develop an American style of art.
1. Some painters were realistic, such as Thomas Eakins, who painted human anatomy and surgical operations, or Henry Tanner, who painted family scenes of African Americans in the South.
 2. Frederic Remington portrayed the American West.
 3. Winslow Homer painted Southern farmers, Adirondack campers, and stormy sea scenes.
 4. James Whistler painted one of the best known American paintings, *Arrangement in Grey and Black*, known as *Whistler's Mother*.
 5. Mary Cassatt was influential in the French impressionist school of painting.
- B. Music became more uniquely American.
1. Jazz was an entirely new kind of music developed in the late 1800s by African American musicians in New Orleans. It combined parts of work songs, gospel music, spirituals, and African rhythms.
 2. Ragtime, similar to jazz with its complex rhythms, began around 1900. Scott Joplin was one of its best-known composers.
 3. Symphony orchestras founded before 1900 in New York, Boston, and Philadelphia began to achieve fame around the world.

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- C.** Leisure time activities included watching and following sports.
1. Baseball became the most popular spectator sport. By 1900 the American and National Leagues had formed. The first World Series was held in 1903.
 2. Football was also popular. The first professional game was played in 1895.
 3. Basketball, the only sport completely American in origin, was invented by Dr. James Naismith of Springfield, Massachusetts, and soon spread to other countries.
 4. Wealthy Americans played tennis and golf, usually in private clubs.
 5. Bicycling also became popular, especially after new bikes with two air-filled rubber tires of the same size replaced bicycles with one small and one large wheel.
- D.** Theaters and movies also became popular leisure time activities.
1. Large cities had many theaters, and plays ranged from drama to vaudeville shows or variety shows with singing, dancing, comedy, and magic.
 2. The circus also attracted crowds. In 1910 the United States had about 80 traveling circuses.
 3. After Thomas Edison invented moving pictures in the 1880s, the movies became popular. Some theaters were called nickelodeons, charging five cents for short films. The nickelodeons were the forerunner of today's multimillion-dollar film industry.

Discussion Question

If you lived during the late 1800s to early 1900s, which leisure-time activity would you have been most interested in and why? (*Answers will vary but should include the idea that watching and following baseball, football, basketball, tennis, golf, biking, or going to the theater or movies were all as popular then as now. Have students substantiate their reasons for selecting their choices.*)

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Did You Know?

The Sherman Antitrust Act, which Congress passed in 1890, is still in use. In 2000 a judge ruled that software giant Microsoft violated United States antitrust laws, illegally bundling products together and unfairly expanding its monopoly to drive competitors out of business.

I. Fighting Corruption (Pages 610–612)

- A. In the late 1800s, many people called for reform because they felt that government and big business were not serving the best interests of the American people.
- B. Powerful organizations linked to political parties, called political machines, controlled local government in many cities. The machines were controlled by political bosses who gained power by doing favors for people in return for votes for their political party.
 1. Corrupt politicians made money by taking bribes and accepting kickbacks. William M. Tweed of New York City, called “Boss Tweed,” was one of the most corrupt politicians. Tweed’s ring of corruption controlled the police, the courts, and many newspapers. The ring collected millions of dollars in illegal payments.
 2. Cartoonist Thomas Nast exposed the corruption of the Tweed ring in his political cartoons. Tweed was convicted and sentenced to prison.
- C. Reformers founded many organizations to break the power of the political rings. These groups worked to make city government more efficient and honest.
- D. In the early 1800s, boards of commissioners and professional city managers replaced mayors and city councils as the executives in many cities.
- E. Many of the people who worked for city government did not get their jobs because they were qualified. They were employed because they knew someone in power. The assassination of President James Garfield by an unsuccessful office seeker helped spur the passage of the Pendleton Act. It established the Civil Service Commission, which set up competitive exams for federal jobs, in which applicants had to demonstrate their ability to do the job for which they were applying.

Discussion Question

How did the Pendleton Act help to fight corruption? *(It led to a new process by which people would be hired for federal jobs. Applicants had to take a competitive exam in which they would demonstrate their competence. This replaced the old system in which people often were given government jobs because they had political or personal connections but may not have been competent to do the work.)*

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II. Controlling Business (Page 612)

- A. In the late 1800s, Americans came to believe that trusts, or large combinations of companies, were too large and had too much control over the economy and the government. As a result, new laws were passed to regulate big business.
- B. In 1890 Congress passed the Sherman Antitrust Act, which was the first law to regulate trusts and monopolies. However, instead of using the law to curb business, the government used it primarily to curb union strikes, claiming they interfered with trade. The Sherman Antitrust Act was not successfully used to curb trusts until the early 1900s.
- C. In the late 1800s, the railroads operated as an oligopoly, a market structure in which a few companies combine to control prices. Congress passed the Interstate Commerce Act in 1887, which required railroads to charge “reasonable and just” rates and to post them. The act also created the Interstate Commerce Commission to oversee the railroads.
- D. Many reformers also wanted to lower tariffs. In 1890 Republicans raised tariffs to protect American businesses from foreign competition. But voters showed their opposition by sending many Democrats to Congress. Grover Cleveland, who supported lower tariffs, became president in 1893.

Discussion Question

Do you think the Interstate Commerce Act of 1887 was popular with the people who ran railroads in the United States? (*The act would have been unpopular with railroad owners because it required railroads to charge reasonable rates and created the Interstate Commerce Commission to oversee their operations.*)

III. The New Reformers (Page 613)

- A. In the late 1800s and early 1900s, new ideas about solving social problems, such as socialism and progressivism, emerged.
 - 1. Socialists believed that a nation’s resources and major industries should be owned and operated by the government for the good of all the people, not for private profit. In 1898 Eugene V. Debs helped found the American Socialist Party. The socialists never received a large amount of national support.
 - 2. Progressives also emerged during the late 1800s and early 1900s. Like the socialists, the progressives were alarmed by the concentration of wealth and power in the hands of a few. They rejected the socialist idea, however, that the government should own and control resources and industries. Progressives instead felt that the government should regulate business and believed that society had an obligation to protect and help all its members.



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- B.** Journalists called muckrakers exposed corruption and injustice.
1. Lincoln Steffens exposed corrupt machine politics in New York, Chicago, and other cities. His articles strengthened the call for urban reform.
 2. Ida Tarbell described the unfair practices of the oil trust, which led to public pressure for more government control over big business.
 3. Upton Sinclair described the horrible conditions in the meatpacking industry. His book, *The Jungle*, helped persuade Congress to pass the Meat Inspection Act of 1906. That same year, Congress also passed the Pure Food and Drug Act, which required accurate labeling of foods and medicines and banned the sale of harmful food.

Discussion Question

Compare socialists and progressives. *(Both groups were alarmed by the concentration of wealth and power in the hands of a few and felt that big business needed to be controlled. Socialists believed that government should own the resources and operate the industries for the good of all the people, while progressives felt that there should be private ownership of resources and business, but they should be regulated by the government.)*

IV. Expanding Democracy (Pages 613–614)

- A.** In the early 1900s, progressives backed a number of reforms designed to give people more control of their government.
- B.** Robert La Follette led Wisconsin's reform movement, with new ideas such as the direct primary election. The primary allowed the state's voters to choose their party's candidates. Reformers in other states copied this new electoral process.
- C.** Oregon came up with several reforms designed to give more power to voters and to limit the influence of political parties. These reforms became known as the Oregon System and were adopted by other states.
1. The initiative allowed citizens to place a measure or an issue on the ballot in a state election.
 2. The referendum gave voters the chance to accept or reject measures that the state legislature enacted.
 3. Recall allowed voters to remove politicians with whom they were dissatisfied.

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- D.** Progressives helped get the Seventeenth Amendment to the U.S. Constitution passed by Congress in 1912. It was ratified in 1913. This amendment allowed voters to choose United States senators by direct election for the first time. Previously senators were chosen by state legislatures, with party bosses and business interests often controlling the process.

Discussion Question

How did the Seventeenth Amendment expand democracy? *(The Constitution had originally given state legislatures the power to choose senators, which often mean that party bosses and leaders of big business controlled the process. The Seventeenth Amendment finally allowed citizens a greater role in choosing their leaders by allowing for direct selection of senators by voters.)*

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Did You Know?

As more women became educated, all-female colleges were founded. The most prestigious were referred to as the “Seven Sisters.” Of the seven, Radcliffe no longer exists as a stand-alone college, Barnard College has joined with Columbia University, and Vassar College has gone coed. Bryn Mawr, Wellesley, Smith, and Mount Holyoke colleges remain women-only.

I. Women’s Roles Change (Pages 615–616)

- A.** The situation of middle-class women changed during the late 1800s. Technology made housework easier and gave women more free time. Responsibilities decreased at home as families became smaller. A greater number of middle-class women became educated and worked outside the home.
- B.** Many educated middle-class women followed the example of Jane Addams, who worked to improve living conditions for the poor. Addams established an organization, Hull House, to help poor people.
- C.** In the beginning, women’s clubs concentrated on cultural activities, but many evolved into socially conscious organizations.
- D.** When some women’s clubs refused to accept African American members, African Americans set up their own network of clubs. These clubs offered education and social activities to their members. In 1896 members of African American women’s clubs formed the National Association of Colored Women. Its first president, Mary Church Terrell, was an active leader for women’s rights.

Discussion Question

Why do you think educated middle-class women made the most advances in women’s rights in the late 1800s? (*Students should reason that these women had more free time to become activists. They also had the education to become informed about issues and the economic resources to start and support their own organizations.*)

II. The Fight for Suffrage (Pages 616–618)

- A.** Women had called for the right to vote at the Seneca Falls Convention in 1848. After the Civil War, Congress passed the Fifteenth Amendment, which gave the vote to free men, but not to women.

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- B.** Suffragists, or people who fought for women's right to vote, formed organizations to press their cause. Elizabeth Cady Stanton and Susan B. Anthony founded the National Woman Suffrage Association, which called for a constitutional amendment allowing women the right to vote.
- C.** By 1917 the National American Woman Suffrage Association, which was formed from the National Women Suffrage Association and groups working for suffrage on the state level, had more than 2 million members. Its leaders were Anna Howard Shaw and Carrie Chapman Catt.
- D.** Some groups opposed giving women the right to vote, claiming that it would upset the natural balance in families and lead to divorce and neglected children.
- E.** The earliest victory of the suffragists came in 1859, when the Wyoming Territory allowed women the right to vote. As a state in 1890, Wyoming gave women the right to vote. In the early 1900s, women gained the right to vote in several more states. By 1919 women could vote in at least some elections in each of the 48 states.
- F.** In 1917 activist Alice Paul led a protest for woman suffrage in front of the White House for several days. When the protesters were arrested for blocking the sidewalk, the women went on a much-publicized hunger strike. By this time, public opinion was turning in favor of suffrage for women. New York and, a year later, South Dakota and Oklahoma granted equal suffrage. President Wilson also announced his support for woman suffrage.
- G.** In 1919 the Senate passed the Nineteenth Amendment, which gave women the right to vote. The amendment was ratified in 1920.

Discussion Question

What did the Nineteenth Amendment provide, and when was it ratified? (*It gave women the right to vote in national elections. It was ratified in 1920.*)

III. Women and Social Reform (Pages 618–619)

- A.** During the Progressive Era, women also fought for causes other than suffrage. In 1912 pressure from women's groups helped persuade Congress to establish the Children's Bureau at the Department of Labor to safeguard children's rights.
- B.** Many middle-class women worked to improve the lives of people of the working class. They supported and staffed libraries and raised money for parks and hospitals. They fought for labor laws to help improve workplace conditions for women and children. Women also played an important role in the movement to regulate the food and drug industries.



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- C.** Women in many states pressured state legislatures to provide pensions for widows as well as women with children who had been abandoned by their husbands. The pensions later became a part of the Social Security system.
- D.** In 1903 working-class union women and middle-class women of women's groups joined to form the Women's Trade Union League. The league worked to improve working conditions for women in factories and encouraged the formation of women's labor unions. The WTUL also raised money to support striking workers and to pay bail for women arrested for participating in strikes.
- E.** The temperance movement, a crusade against the use of alcohol, began in New England and the Midwest in the early 1800s. It gained momentum and continued through the late 1800s. The Woman's Christian Temperance Union and the Anti-Saloon League were driving forces in the movement. They urged people to stop drinking and fought for prohibition, or the passage of laws to prohibit the production and sale of alcohol. Carry Nation was an important leader of the temperance movement. She often led protests outside of saloons and sometimes pushed her way inside to break bottles and kegs of alcohol with an ax.
- F.** The prohibition movement continued to grow during the early 1900s. By 1916, 19 states had passed prohibition laws. The movement achieved its greatest success in 1917, when Congress passed the Eighteenth Amendment. It prohibited the production, transport, or sale of alcohol throughout the United States. The Prohibition Law was ratified in 1919.

Discussion Question

Aside from suffrage, which reform issues did women's groups support during the Progressive Era? (*Women's groups pushed for laws to improve the lives of children. They fought for laws for better conditions for women and children who worked in factories, and they supported labor unions. Women's groups also supported education and raised money for parks and hospitals. They fought for a system of pensions for widows and mothers who had been abandoned by their husbands. Many women were also strong supporters of the temperance movement.*)

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Did You Know?

In 1905 President Theodore Roosevelt proposed the United States Forest Service. Today the Service manages more than 170 national forests in the United States. In total these national forests cover more than 190 million acres of land, which is an area equivalent to the size of Texas. The Service has 30,000 employees.

I. Theodore Roosevelt (Pages 620–622)

- A.** In 1900 William McKinley was elected president of the United States. Theodore Roosevelt was his vice president. Roosevelt became president when McKinley was assassinated less than a year after taking office. Because McKinley had been a supporter of big business and Roosevelt was a progressive, Roosevelt's rise to the presidency also brought a political shift to the White House.
- B.** During his term, Roosevelt became known as the "trustbuster," because his administration obtained 25 indictments against various trusts. One famous antitrust action was against a railroad monopoly called the Northern Securities Company. Roosevelt's actions led to the breakup of that trust.
- C.** Although Roosevelt fought against trusts, he was not against their existence. But he thought they had to be regulated to make sure they acted with the public welfare in mind.
- D.** In 1902, 100,000 members of the United Mine Workers went on strike to demand higher pay, an eight-hour workday, and recognition of their union. When the mine owners refused to negotiate with the miners, Roosevelt forced them to agree to arbitration. The miners won a pay increase and a reduction in work hours. Roosevelt's action marked the first time the power of the federal government was used to force a company to negotiate with its workers.
- E.** Roosevelt ran for reelection in 1904, promising a "square deal," or fair treatment for all. When Roosevelt was reelected, he introduced a new era of government regulation of business. For example, Roosevelt supported the Meat Inspection Act and the Pure Food and Drug Act. These laws gave the federal government power to visit businesses and inspect their products.
- F.** As president, Roosevelt also took strong measures to conserve the country's forest, mineral, and water resources. He pressured Congress to set aside millions of acres of national forests, and he created the nation's first wildlife sanctuaries. Roosevelt also proposed setting up the United States Forest Service in 1905.

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Discussion Question

What was Roosevelt's attitude about big business? (*Roosevelt supported the regulation of big business to make sure that it acted with the welfare of the public in mind. When business acted in a way that was harmful to the public interest, Roosevelt moved to control or break up the responsible trusts.*)

II. William Howard Taft (Pages 622–624)

- A.** Roosevelt kept with tradition and did not seek a third term in 1908. He handpicked William Howard Taft to run as his successor. Taft was elected in 1908. Taft continued many of Roosevelt's policies. His administration won a number of antitrust cases. Taft also supported the Sixteenth Amendment, which gave Congress the right to tax incomes.
- B.** President Taft disappointed progressives in two important areas. He did not fight for lower tariffs. He also changed some conservation policies to favor business interests. By 1912 Roosevelt had become so dissatisfied with Taft that he decided to challenge him for the Republican presidential nomination.
- C.** Although Roosevelt won every primary and had many supporters, Taft had the support of the Republican leadership and influential business interests who controlled the party. Aware that nothing he did would get him the Republican nomination over Taft, Roosevelt formed the new Progressive Party and ran under its banner for the presidency.
- D.** Roosevelt and Taft split the Republican and Progressive vote in the election of 1912, thus allowing the Democratic candidate, Woodrow Wilson, to win the presidency.
- E.** During his campaign, Wilson had criticized big government and big business, promising changes with his new program called the New Freedom.
- F.** In 1913 Wilson achieved a Progressive goal by persuading Congress to adopt lower tariffs on some imported goods. He believed the pressure on American manufacturers would make them improve their products and lower prices. He thought any shortfall in revenue caused by lowering tariffs would be made up by the new income tax.
- G.** Congress passed the Federal Reserve Act in 1913. It required all banks operating nationally to join the Federal Reserve System and submit to its regulations.
- H.** Wilson supported greater government control over business. In 1914 Congress established the Federal Trade Commission, which could investigate corporations for unfair trade practices. In that same year, the Clayton Antitrust Act joined the already existing Sherman Antitrust Act as a weapon against trusts.

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- I. Although progressivism won many victories during Wilson's first term, some of the momentum of the movement began to slow as Americans turned their attention to world affairs, especially the war that had started in Europe in 1914.

Discussion Question

How were Progressive policies continued during Wilson's administration? (*Wilson persuaded Congress to lower tariffs on some imported goods. He supported the Federal Reserve Act, which regulated banks. Wilson also supported the establishment of the Federal Trade Commission and the passage of the Clayton Antitrust Act, both of which acted as weapons against business abuses.*)

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Did You Know? There are now about 120 historically African American colleges and universities in the United States. Most of them are located in the Southeastern United States. Some of the most prestigious include Tuskegee University in Tuskegee, Alabama; Howard University in Washington, D.C.; Morehouse and Spelman College in Atlanta, Georgia; and Florida A & M College in Tallahassee, Florida.

I. Prejudice and Discrimination (Pages 628–631)

- A.** During the 1800s, most Americans were white, Protestant, and had been born in the United States. Many Americans wanted the United States to remain a primarily white, Protestant nation. They were disturbed by the immigration of people of various races, religions, and ethnic backgrounds into the United States during the late 1800s and early 1900s. This led to discrimination. At this time in history, the government rarely intervened to stop discrimination.
- B.** Although slavery had ended, there was still a great deal of prejudice against African Americans in the United States in the early 1900s. Most African Americans were restricted to rural sharecropping and low-paying jobs in cities. They were kept out of white neighborhoods, restaurants, schools, and parks. The Supreme Court legalized this segregation in the 1896 decision *Plessy v. Ferguson*.
- C.** Catholic immigrants in the late 1800s and early 1900s faced discrimination as well, with the Protestant majority in the United States fearing that Catholicism threatened the American way of life.
- D.** Jewish immigrants faced discrimination because of their religion and also because most of them were from eastern Europe. Most Americans considered people from eastern Europe more foreign than people from western Europe. Landlords, employers, and schools often discriminated against Jews.
- E.** Asian also struggled against discrimination, especially in the western states, where most Asian immigrants arrived. In 1882 Congress passed the Chinese Exclusion Act. Japanese immigrants also faced discrimination. As the result of rising anti-Japanese feeling in the United States, the Gentlemen's Agreement was signed with Japan in 1907. It restricted Japanese immigration to the United States in return for nondiscrimination against Japanese Americans. However, discrimination continued. Many western states made it illegal for Japanese immigrants to buy land in the early 1900s.

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- F.** The Ku Klux Klan, which had terrorized African Americans during the Reconstruction, was reborn in Chicago in 1915. The Klan also lashed out against Jews, Catholics, and immigrants.
- G.** Progressive reforms succeeded in improving conditions for many Americans, but often did not extend to certain groups, such as immigrants and racial and religious minorities in the United States.

Discussion Question

How would you have felt if you were a Chinese or Japanese immigrant living in the United States in the early 1900s? (*Answers will vary, but many students will point out that because of discrimination against them, Asians would have felt that the United States was being unfair. They may also mention that because no one else from their homeland was allowed to immigrate, many Asians may have felt cut off from their land of origin.*)

II. Struggle for Equal Opportunity (Pages 631–633)

- A.** Because they were often excluded from Progressive organizations due to prejudice, African Americans, Hispanics, and Native Americans often fought on their own for their rights.
- B.** African Americans set up their own schools. Booker T. Washington founded the Tuskegee Institute in 1881 to teach African Americans farming and industrial skills. He believed that economic power would lead to political power for African Americans and founded the National Negro Business League to promote business development among African Americans.
- C.** Some African Americans preferred complete separation from white society either in the United States or in Africa. But this movement did not gain many supporters.
- D.** African American women also joined the struggle for equal rights. Ida B. Wells was an African American editor who fought nationally against lynching.
- E.** Native Americans fought against the efforts of the federal government to assimilate them into white society and destroy their culture. In 1911, Native American leaders founded the Society of American Indians to improve living conditions in Native American communities, to seek justice, and to educate whites about Native American culture. Dr. Carlos Montezuma, a Native American doctor and activist, worked to expose abuses of Native American rights. He believed that Native Americans should leave reservations and make their own way in American society.

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- F.** Many Mexicans came to the United States as laborers in the West and Southwest. In the early 1900s, the increase in the population of Mexican Americans sparked discrimination and violence. Mexican Americans formed self-help organizations to raise money for legal help and insurance, to deal with poor living conditions, and to deliver adequate public services.

Discussion Question

Why did African Americans, Hispanics, and Native Americans form their own groups to fight for equal rights and better living conditions? (*Racial prejudice often kept African Americans, Hispanics, and Native Americans out of white groups, even those run by progressives. So they decided to organize and fight for their rights on their own.*)

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Did You Know?

Today Alaska is home to many Native American groups. In fact Alaskan Native Americans represent about 6 percent of the state's residents. There are 20 Native American languages spoken in Alaska.

I. American Foreign Policy (Pages 638–639)

- A. The words George Washington spoke in his farewell address in 1796 advising America to “steer clear of permanent alliances with any portion of the foreign world” guided the American policy of isolationism for about 100 years.
- B. Then expansionism became the American way as America settled the country from coast to coast. When the frontier no longer existed, America began to look overseas to expand its trade and compete for political influence.
- C. In the mid-1800s, American merchants traded with China and hoped to expand to other parts of the world. Matthew Perry's mission to Japan opened trade between Japan and the United States.
 - 1. In 1853 President Millard Fillmore sent Commodore Perry on a mission to Japan to ask the Japanese to open up their ports to American ships.
 - 2. In 1854 when Perry returned, the Japanese signed the Treaty of Kanagawa. It opened two Japanese ports to United States ships.

Discussion Question

Why was the United States interested in trading with China and then Japan? (*The United States wanted to expand trading relationships overseas. Asia had raw materials such as silk, spices, and tea that the United States did not have. Asia offered a new market where the United States could sell its manufactured products.*)

II. An Age of Imperialism (Pages 639–641)

- A. The age of imperialism was a time during the late 1800s and early 1900s when powerful European nations looked to create large empires for their political and economic expansion. European nations competed with one another for power and influence in Asia and Africa.
- B. Some Americans wanted the United States to build an empire after the Civil War, when interest in political and economic expansion developed. Secretary of State William H. Seward pictured an American empire that dominated the Caribbean, Central America, and the Pacific.



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- C.** In 1867 Seward signed a treaty with Russia to buy Alaska, a Russian colony, for \$7.2 million. This purchase, although criticized by many as “Seward’s Folly,” was a major step toward making his vision a reality.
 - 1.** Alaska was twice the size of Texas but a barren, icebound region.
 - 2.** When gold was discovered in the 1890s, people rethought their criticisms.
 - 3.** In 1912 Alaska became a United States territory.
- D.** Some Americans felt a sense of mission while being imperialistic. They felt that bringing American culture and religion to people who were “uncivilized” would lift them up and help them. America especially had a strong interest in Latin America.
- E.** Keeping European influence out of Latin America was one factor that led to the signing of the Monroe Doctrine in 1823. As a result, the United States benefited and signed treaties with a number of Latin American countries.
- F.** In 1889 James G. Blaine, the secretary of state, invited Latin American countries to attend a Pan-American Conference in Washington, D.C. The Pan-American Union resulted to share information among member nations.
- G.** The United States built its naval power during this time of expansion and imperialism. By the early 1900s, it had the naval power to stand behind its expanded role in foreign affairs. When Congress authorized construction of the first steel-hulled warships in 1883, the navy changed from sails and wood to steam power and steel hulls.

Discussion Question

Why did the United States host the Pan-American Conference in 1889? *(It hoped to strengthen its economic and political ties among its Latin American neighbors.)*

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Did You Know? Grover Cleveland was the twenty-second and twenty-fourth president of the United States. He was the only president to serve two terms that were not in succession.

I. Hawaii (Pages 644–646)

- A.** Secretary of State William Seward wanted to build America's empire in the Pacific. The United States acquired the following Pacific regions:
1. In 1867 the two small Pacific islands of Midway
 2. Hawaii, as a territory, in 1900
 3. American Samoa in 1900
- B.** Interest in the Hawaiian Islands grew. American trade with Hawaii had begun in the 1790s. Christian missionaries arrived in 1820 and established schools, created a written Hawaiian alphabet, and translated the Bible into Hawaiian. American whaling merchants settled there, too. Americans and Europeans also brought diseases that devastated the population.
- C.** The sugar industry grew, and Hawaii was more and more under American influence. In the 1830s, an American firm introduced sugarcane. Missionaries and traders bought land and established sugar plantations. Immigrants from Japan, China, and other Pacific islands came to work in the fields. America took control of most of the land and businesses, and influenced Hawaiian politics.
- D.** Tariffs greatly affected the sugar industry. In 1885 Hawaiian sugar exported to the United States was allowed to enter the country without tariffs. As a result, exports soared and profits increased. In 1886 in return for renewal of the trade agreement, the United States acquired a naval base at Pearl Harbor. In the early 1890s, Congress revised the tariff laws and eliminated the exemption for Hawaiian sugar. Hawaiians dropped the price to sell their sugar in order to compete with American sugar, but their sugar exports to the United States dropped and sugar growers faced ruin.
- E.** Queen Liliuokalani of Hawaii wanted Hawaiians to regain economic control of their islands, so she took away powers that American sugar planters held. But the American sugar planters successfully revolted against her. The queen left under protest in 1893. White planters set up a provisional, or temporary, government.

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- F.** In 1898 Congress approved the annexation of Hawaii, and in 1900 Hawaii became a United States territory after a long, hard battle.
1. John Stevens, the chief American diplomat in Hawaii, recognized Hawaii's new government and asked Washington to seek a treaty to add Hawaii to the United States.
 2. Although President Benjamin Harrison signed the treaty, the Senate did not ratify it before he left office in 1893.
 3. His successor, President Grover Cleveland, opposed annexation and withdrew the treaty from the Senate after he learned that most Hawaiians did not support the revolt.
 4. A powerful group of Americans and their Hawaiian allies pushed for annexation, which was approved under President William McKinley.
- G.** The United States gained the islands of Samoa located about 3,000 miles south of Hawaii. In the 1830s, United States missionaries landed in Samoa. In 1878 Samoa gave America special trading rights and land to build a naval station at the port of Pago Pago. Great Britain and Germany also wanted trading rights.
1. In 1899 the United States, Great Britain, and Germany divided up the Samoan islands without consulting the Samoans.
 2. The United States and Germany split Samoa between them. Great Britain withdrew from the area in return for rights on other Pacific islands.

Discussion Question

Why do you think many Hawaiians and Asian immigrants in Hawaii opposed annexation? *(Answers will vary, but should include the idea that they did not want to be controlled by the United States.)*

II. China and the Open Door (Page 647)

- A.** In the late 1890s, European powers controlled sections of China where they had special rights and powers.
1. Japan held the island of Formosa (present-day Taiwan) and parts of the Chinese mainland.
 2. Germany held the Shandong area in east-central China.
 3. Great Britain and France held several provinces.
 4. Russia moved into Manchuria and other areas in northern China.



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- B.** The United States did not want to be squeezed out of the China trade, so the secretary of state, John Jay, proposed an Open Door Policy. It stated that each foreign nation could trade freely in the other nation's sphere of influence.
- C.** The Boxer Rebellion was a violent uprising against "foreign devils" in China. A secret martial-arts society known as the Boxers besieged the capital city of Beijing. The rebellion lasted for two months, during which many died and hundreds more were trapped in Beijing. In August foreign troops defeated the Boxers and the siege ended.
- D.** Hay proposed a second Open Door Policy to which other foreign powers responded. It stressed the importance of maintaining China's independence and respecting its borders. As compensation for the rebellion's damage, other foreign nations forced China to sign new trade treaties.

Discussion Question

Why did foreign nations carve out spheres of influence in China by the late 1890s? (*They wanted to gain control of China's resources and its markets. Because China had internal warring factions, it was less able to resist the influence of the foreign powers.*)

III. Japan (Page 648)

- A.** Japan wanted to expand its power in Asia. It clashed with Russia and the United States and ignored the Open Door Policy.
- B.** The Russo-Japanese War occurred in the early 1900s when Japan clashed with Russia over Manchuria, which was rich in natural resources.
 - 1.** On February 8, 1904, Japan attacked the Russian fleet at Port Arthur in southern Manchuria and scored several more victories that destroyed the Russian fleet.
 - 2.** By the spring of 1905, both countries were eager to make peace, so President Theodore Roosevelt arranged for the leaders to meet.
 - 3.** In September 1905, Japan and Russia signed the Treaty of Portsmouth. It recognized Japan's control of Korea, and Japan pledged to halt its expansion.
- C.** Japan emerged from the war as the strongest naval power in the Pacific. It challenged the United States for control.

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- D.** Relations between the United States and Japan deteriorated. During the Russo-Japanese War, Japanese immigration to the United States, especially California, increased. Americans resented the Japanese, and an anti-Asian feeling grew as Americans felt the Japanese took away their jobs because they would work for less pay.
- 1.** In 1906 the San Francisco Board of Education ordered that Asian students attend separate schools. The Japanese protested and felt that an 1894 treaty had been violated.
 - 2.** President Roosevelt ordered the San Francisco board to change its policy and persuaded Japan to sign the Gentlemen's Agreement in which Japan promised to restrict emigration. Japan resented the agreement.
- E.** In 1907 Roosevelt sent the "Great White Fleet," 16 battleships on a cruise around the world to show off America's navy. When the fleet returned in 1909, the United States and Japan had resolved many of their differences.

Discussion Question

What caused Japan and the United States to clash in the early 1900s? (*Japan ignored the Open Door Policy and challenged the United States for control in the Pacific region. The Japanese resented the treatment they received in the United States as a result of the San Francisco Board of Education's order, which the Japanese felt violated a prior treaty that protected their rights. They also resented the Gentlemen's Agreement to restrict their emigration to the United States.*)

Daily Lecture and Discussion Notes

Chapter 22, Section 3



Did You Know?

Although African Americans had fought in almost all United States wars, it was not until July 1948 that President Truman signed Executive Order 9981, which forbade segregation in the armed forces. It would be many more years after that before integration was a reality.

I. The Cuban Rebellion (Pages 649–652)

- A. José Martí led the Cuban people in a new revolt against Spanish rule in 1895. Martí's men burned sugarcane fields and destroyed buildings. The Spanish herded Cubans into camps to separate them from the rebels and to break their morale. Thousands died of starvation and disease, and there was major property damage in the revolution.
- B. Americans were concerned about the Cuban citizens. They called for the government to do something. Businesspeople were worried about their loss of trade and investments in Cuba. The government was worried about a rebellion so close to the United States. President Grover Cleveland opposed American involvement. When William McKinley became president in March 1897, he hoped the conflict would be settled peacefully.
- C. The revolution eventually led to the Spanish-American War through a series of events.
 1. Yellow journalism, or sensationalism and false reporting by the newspapers, increased American pro-war sentiment.
 2. In January 1898, President McKinley sent the battleship *Maine* into Havana's harbor to protect the lives and property of American citizens in Cuba.
 3. While in Havana, the *Maine* exploded, killing 266 sailors. American papers and then the government blamed Spain. Spain denied responsibility, and evidence later indicated that the explosion may have been accidental.
 4. America sent a note to the Spanish demanding a truce and an end to the brutality against Cubans.
- D. The fighting actually began in the Philippines, a Spanish colony in the Pacific. These islands were a base for the Spanish fleet.
 1. On May 1, 1898, Commodore George Dewey and his naval fleet launched a surprise attack on the Spanish fleet in Manila Bay. Most of the Spanish fleet was destroyed.
 2. American troops and Filipino rebels led by Emilio Aguinaldo captured the city of Manila.
 3. The Filipino rebels seized the main island of Luzon, declared independence, and created a democratic republic. They had struggled for years to become independent from Spain.

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4. The United States did not know what to do with the islands and gave no immediate support to their independence.
- E. Fighting in Cuba began when a Spanish fleet entered the harbor of Santiago on May 19. Several days later, American naval forces blockaded the coast and trapped the Spanish in the harbor.
- F. An American land force of about 17,000 arrived and joined forces with the Cubans. Theodore Roosevelt led the First Regiment of the United States Cavalry volunteers known as the Rough Riders. On July 1, the Rough Riders and the African American soldiers of the Ninth and Tenth Cavalries joined the Battle of San Juan Hill. Americans captured San Juan Hill. In another battle two days later, the Spanish fleet tried to break out of Santiago and was completely destroyed. This ended Spanish resistance in Cuba.
- G. On August 12, the Spanish signed an armistice, or peace agreement ending the war. Secretary of State John Jay called it “a splendid little war,” but it was not so splendid.
 1. The war lasted fewer than four months. About 400 Americans were killed or died from wounds.
 2. Over 5,000 more Americans died from tropical diseases such as yellow fever and malaria.
 3. The 10,000 African Americans who fought in the war still faced discrimination.
- H. After the war, the United States turned its attention to the Spanish colony of Puerto Rico. American troops landed in late July and took control of the island.

Discussion Question

Why did Secretary of State John Jay refer to the Spanish-American War as “a splendid little war”? (*Answers will vary, but should include the idea that it was short—fewer than four months—and the United States was victorious. The Americans captured San Juan Hill and blockaded the port of Santiago so the Spanish fleet could not leave. Then in two battles, the Americans destroyed the fleet. Spain realized that they could no longer control Cuba, gave up resistance, and signed an armistice to end the war.*)

II. Acquisitions (Pages 652–654)

- A. Signing the Treaty of Paris on December 10, 1898, ended the war and most of the Spanish empire was dissolved.
 1. Cuba became a protectorate of the United States, or a country that is independent but controlled by another.
 2. Puerto Rico and Guam in the Pacific became territories of the United States.
 3. Spain surrendered the Philippines to the United States for \$20 million.



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- B.** America planned how to handle Cuba as a protectorate. Business leaders did not want to jeopardize their interests or see Cuba weakened politically. Congressional leaders did not think Cuba was ready for complete self-government.
- 1.** American troops remained.
 - 2.** In 1901 the United States gave Cuba full independence but required that a list of terms be included in their constitution known as the Platt Amendment.
 - a.** Cuba could not make treaties with other nations.
 - b.** America controlled a naval base at Guantánamo Bay.
 - c.** America had the right to interfere in Cuban affairs if Cuba's independence was threatened.
- C.** In 1900 the United States set up a new government in Puerto Rico under the Foraker Act. It controlled the new government. In 1917 the Jones Act made Puerto Rico a territory of the United States and granted American citizenship to Puerto Ricans.
- D.** Anti-imperialists and other groups opposed the acquisition of the Philippines. They fought approval of the treaty. The imperialists won, and the Senate ratified the Treaty of Paris on February 6, 1899.
- 1.** In February 1899, Aguinaldo's rebel forces in the Philippines revolted against American rule. The Filipinos suffered huge casualties. At least 200,000 soldiers and civilians died. The conflict was difficult for Americans. In March 1901, when Aguinaldo was captured, the fighting ended.
 - 2.** By the summer of 1901, the United States transferred authority from a military to a civilian government headed by William Howard Taft. The Philippines did not gain full independence until 1946.

Discussion Question

What effect did the Platt Amendment have on Cuba? (*Cuba could not make treaties with other nations, America could lease a naval base at Guantánamo Bay, and America had the right to intervene in Cuban affairs if Cuba's independence was threatened. Cuba did not actually have full independence, and therefore the Cubans resented the amendment and American interference. The amendment was revoked in 1933.*)

Daily Lecture and Discussion Notes

Chapter 22, Section 4



Did You Know? The Panama Canal remained under United States supervision until midnight on December 31, 1999, when the United States honored a treaty signed by President Carter in 1977 and passed control of the Panama Canal to the Republic of Panama.

I. Panama (Pages 656–658)

- A.** The United States had dreamed of building a canal across Panama. The country is an isthmus, or a long narrow strip of land connecting two larger bodies of land and bordered by water on both sides. A canal would shorten the time and distance that ships would travel from the Atlantic to the Pacific Oceans, eliminating the long sea voyage around South America.
- B.** A French company had acquired a lease from Colombia to construct a canal across Panama in 1879. Panama was part of Colombia at the time. French efforts failed.
- C.** In 1901 the United States bought the lease from the French for \$40 million. In 1903 the United States government proposed a treaty with Colombia that gave the United States a 99-year lease on a strip of land across Panama. Colombia rejected the treaty because it wanted more money for the land.
- D.** In 1903 a United States warship arrived at the port of Colón, Panama. Encouraged by this support, the Panamanians revolted and declared their independence from Colombia. Colombia sent forces to stop the revolt, but the United States turned them back.
- E.** The United States recognized the new Republic of Panama on November 6. A treaty with Panama gave the United States a 10-mile strip of land across the country and the right to build a canal on this land known as the Canal Zone.
- F.** Building the canal was a great engineering feat. Thousands of workers labored for 10 years to carve a path through dense jungle and over mountains.
 - 1.** They created a huge human-made lake and built locks to raise and lower ships to different water levels.
 - 2.** A major obstacle was disease. The region was a damp, tropical jungle, hot and swarming with mosquitoes that carried yellow fever and malaria. An army doctor, Colonel William Gorgas, went to Panama to fight and eventually eliminate yellow fever and reduce the cases of malaria.
 - 3.** The Panama Canal opened on August 15, 1914. The *Ancon*, a cargo ship, made the first trip. The canal reduced shipping costs, helped extend American naval power, and guaranteed a strong American presence in Latin America. Many Latin Americans though were bitter over how the Canal Zone was acquired, and their relationship with the United States remained difficult.



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Chapter 22, Section 4



Discussion Question

Panama is one of the major crossroads of the world because of the Panama Canal. Why is this so? (*Ships from many nations of the world pass through the Panama Canal. It makes the cities of Panama busy. It transports thousands of ships a year making the trip from ocean to ocean shorter and faster.*)

II. Policing the Western Hemisphere (Pages 658–660)

- A.** President Theodore Roosevelt believed that the United States should respond to foreign crises with military action. Often he said “Speak softly and carry a big stick,” so he became known for his “big stick” approach.
- B.** The Caribbean region was unstable. Roosevelt worried that European powers would intervene. He developed a policy known as the Roosevelt Corollary. This was added to the Monroe Doctrine as a result of economic troubles in Venezuela in 1902 and the fall of the government of the Dominican Republic in 1903. The president responded as a police officer in Latin America intervening in the affairs of nations when they seemed unstable.
- C.** The Roosevelt Corollary was first used in the Dominican Republic in 1905 when the United States took control of the country’s finances. It was used again in 1906 when the United States sent troops to Cuba to stop the revolt there.
- D.** William Howard Taft, Roosevelt’s successor, modified America’s foreign policy by intervening in other nations’ affairs when American business interests were threatened. This policy was called dollar diplomacy, linking American business interests to diplomatic interests.
- E.** Dollar diplomacy helped American investments in Latin America grow.
 - 1.** The money built roads, railroads, and harbors.
 - 2.** The money stimulated trade and benefited both Latin America and the United States.
 - 3.** Large American companies held great power and controlled the politics of some nations.
 - 4.** Military intervention followed dollar diplomacy if business interests were threatened. In 1912 marines were sent to Nicaragua to restore peace when a revolt threatened business interests. This action increased anti-American feelings.

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Chapter 22, Section 4



Discussion Question

Why did Taft use dollar diplomacy as a foreign policy in Latin America? *(He believed that American investments would bring stability to troubled areas of the world and also bring profit and power to the United States. He was willing to intervene if American business interests were at risk.)*

III. Relations with Mexico (Pages 660–661)

- A.** Mexico had a series of civil wars in the early 1900s that threatened American investments and led to American military intervention.
1. In 1911 Francisco Madero led a revolt to overthrow Porfirio Díaz, a brutal dictator.
 2. Madero was overthrown and killed by General Victoriano Huerta two years later. He favored the wealthy and foreign interests like Díaz.
 3. Civil war broke out after Huerta took power. Woodrow Wilson did not recognize the Huerta regime.
- B.** Wilson followed a foreign policy based on moral principles. He believed that the United States had a duty to “teach the South American republics to elect good men.” He believed in the ideals of democracy. His policy faced a major challenge under Huerta. Wilson authorized arm sales to Venustiana Carranza, Huerta’s rival.
- C.** Carranza took power after Huerta was forced to flee. In April 1914, Huerta’s troops arrested some American sailors, and Wilson ordered United States troops to take the port of Veracruz. This strengthened Carranza’s position, and he was able to take power and overthrow Huerta. American troops then withdrew.
- D.** In another uprising by Francisco “Pancho” Villa in January 1916 against Carranza, 16 Americans were shot because of American support of Carranza. Villa and his rebels then crossed into New Mexico, burned the town of Columbus, and killed 18 Americans there.
1. President Wilson sent General John J. Pershing and a large force into Mexico to capture Pancho Villa.
 2. The Mexicans protected Villa, so Pershing never captured him, although the troops pursued Villa across Mexico for almost a year.
 3. In 1917 Americans withdrew from Mexico with war raging in Europe.

Discussion Question

Why did American actions in Mexico cause resentment? *(The Mexicans saw Americans intervening in their civil wars as a way for the United States to influence their policies, and Mexico did not like it. In fact, American intervention almost caused a war.)*

Daily Lecture and Discussion Notes

Chapter 23, Section 1



Did You Know?

Founder and first chancellor of the German Empire, Otto von Bismarck, predicted that the start of a great war would occur because of some “foolish thing in the Balkans.” Bismarck’s prediction came true when Archduke Franz Ferdinand was assassinated by a Serbian nationalist, starting World War I.

I. Troubles in Europe (Pages 666–667)

- A. Tensions in Europe grew as European nations pursued dreams of empires, built up their armies, and formed alliances.
- B. Nationalism, or a feeling of intense loyalty to one’s country or group, was a cause of much of the tension.
 - 1. It encouraged new nations to unify and establish their place in the world.
 - 2. It also encouraged certain ethnic groups to break away and form independent nations of their own.
- C. Imperial expansion added to the tension. Nations looked to expand their empires, settling colonies that brought raw materials, new markets, and prestige.
 - 1. Great Britain and France already had large overseas empires in Africa, Asia, and other parts of the world.
 - 2. Germany, Italy, and Russia looked to increase their colonies. Few areas were left to colonize, however, so conflict often occurred.
- D. Militarism, or building up a nation’s army and navy, also caused tension. As one nation built up its military powers, rival nations felt threatened and also built up their military powers.
 - 1. Germany, France, and Russia had huge armies in the early 1900s.
 - 2. A bitter rivalry that threatened peace in Europe grew between Germany and Great Britain. Britain had the world’s largest and strongest navy and Germany challenged it.
- E. The alliance system also contributed to the tension in Europe. Two defense alliances, or agreements among nations to defend each other during a war, aimed to keep peace by creating a balance of power among the European nations. However, this system actually created a great danger because an attack on one nation could trigger a war with many nations.
 - 1. Germany, Austria-Hungary, and Italy created the Triple Alliance.
 - 2. Great Britain, France, and Russia created the Triple Entente.



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Chapter 23, Section 1



Discussion Question

Was there one major cause of World War I? Explain. (*no; Answers will vary, but should include the idea that there were many causes of World War I. Tensions brought on by nationalism, imperial expansion, militarism, and alliances built up, and each contributed to the outbreak of fighting.*)

II. Crisis in the Balkans (Pages 667–668)

- A.** Attempts to unify the Slavic people in the Balkans by Slavic nationalists created nationalist and ethnic rivalries. Serbia, a nation bordering Austria-Hungary, supported the Slavs and opposed the Austro-Hungarian Empire.
- B.** In June 1914, the assassination of Archduke Franz Ferdinand, the heir to the throne of the Austro-Hungarian Empire, destroyed the balance of power in Europe. Within weeks, World War I began in Europe.
 - 1.** Gavrilo Princip and other Serbian nationalists plotted the assassination to secure freedom from Austria-Hungary and unify the Slavic peoples.
 - 2.** The rulers of Austria-Hungary blamed Serbia for the killing and moved to crush the Serbian nationalist movement.
- C.** As opposing nations declared war on one another, the alliance system caused the war to spread.
 - 1.** Austria-Hungary declared war on Serbia in July 1914, when Serbia refused to honor the conditions of an ultimatum.
 - 2.** Russia prepared for war because it had agreed to protect Serbia.
 - 3.** Germany, as Austria-Hungary's ally, declared war on Russia in August.
 - 4.** Germany then declared war on France, Russia's ally.
 - 5.** When Germany invaded neutral Belgium in August, Great Britain declared war on Germany to honor its pledge to protect Belgium.

Discussion Question

How did the system of alliances cause the war in Europe to spread? (*An attack on one nation in the alliance system would trigger retaliation by the member nations of the opposing alliance. Germany entered the war to side with its ally Austria-Hungary. This brought the Triple Entente powers into the war. When Germany declared war on Russia, it also declared war on France, Russia's ally. When Germany invaded Belgium and violated a treaty guaranteeing Belgium's neutrality, Great Britain declared war on Germany to protect Belgium.*)

Daily Lecture and Discussion Notes

Chapter 23, Section 1



III. A World War Begins (Pages 668–670)

- A.** The two sides in the war were the Allies and the Central Powers.
 - 1.** The Allies were Great Britain, France, Russia, and later Japan and Italy.
 - 2.** The Central Powers were Germany, Austria-Hungary, and the Ottoman (Turkish) Empire.
- B.** Germany wanted to sweep across Belgium, France, and then move east to Russia. Britain and France were able to mobilize their troops while the Belgians held out against the Germans. Although the Germans defeated the Belgians, the British and French stopped them at the Battle of the Marne, fought in September 1914. They saved Paris, boosted French morale, and showed that neither side would have a quick or easy victory.
- C.** The fighting for the next three years was mostly trench warfare. Frontline trenches protected soldiers, and support trenches behind the lines were headquarters, first-aid stations, and storage areas.
- D.** Then the Germans and the French launched offensives in 1916.
 - 1.** The Battle of Verdun, a German offensive in northern France from February to December, was one of the longest and bloodiest battles of the war. More than 750,000 French and German soldiers were killed.
 - 2.** The Battle of the Somme was a British and French offensive in northern France in July. It, too, saw many casualties.
- E.** New weapons such as improved cannons, better rifles, poison gas, and the armored tank caused the high rate of casualties. The airplane enabled both sides to watch from the skies for troop movement and then bomb enemy targets.
- F.** Both sides began fighting on the seas because land armies were deadlocked. Great Britain blockaded all ports under German control, causing shortages of food and supplies. Germany used U-boats, or submarines, to prevent supplies from reaching Great Britain. U-boat attacks eventually changed the course of the war.

Discussion Question

Why were German U-boats such effective weapons? (*Because they were hidden underwater, they were able to attack without being visible. Their presence was hard to detect.*)

Daily Lecture and Discussion Notes

Chapter 23, Section 2



Did You Know?

Although submarines played a new role in World War I, they were not a new idea. In 1623 Dutch inventor Cornelius Drebbel, hired by King James I of England, built what might have been the first working submarine. It was a decked-over rowboat powered by 12 oarsmen. Drebbel's submarine made a submerged journey down the Thames River at a depth of about 15 feet.

I. American Neutrality (Pages 671–674)

- A. At the beginning of the war, President Woodrow Wilson declared that the United States would be neutral. However, people soon chose sides, most siding with the Allies. Many Americans were foreign-born or children of immigrants, and they sided with their countries of origin. Ties of language, customs, and tradition linked the United States and Britain.
- B. President Wilson sympathized with the Allies. Both sides used propaganda to influence American opinion. Allied propaganda was more effective than propaganda for the Central Powers.
- C. America's early involvement included trade with both Germany and Britain. Because of Britain's blockade, the United States was barred from trading with Germany but continued to trade with Britain. Involvement also included lending Britain and France billions of dollars to help pay for their war efforts. The United States experienced an economic boom as a result. Germany was angry because the United States, a neutral nation, was helping the Allies.
- D. Germany used its U-boats to stop American aid to Britain, ignoring President Wilson's warning that it would hold Germany responsible for any American lives lost.
 - 1. In May 1915, a German U-boat torpedoed the British passenger liner *Lusitania*. The ship sank and more than 1,000 people died, including 128 American citizens.
 - 2. Another attack occurred several months later when a German U-boat torpedoed an unarmed French passenger ship, *Sussex*. The resulting Sussex Pledge was a German offering to compensate injured Americans. The Pledge was also a promise to warn neutral ships and passenger vessels before attacking. It temporarily resolved the issue and kept America out of the war.

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Discussion Question

Why did America get involved in the war? (*America traded with European nations for economic purposes. Although America was trying to stay neutral, its trade was mainly with Britain, an Allied country. Also for financial reasons, America loaned money to Britain and France to help them pay for the cost of the war.*)

II. The End of Neutrality (Pages 674–676)

- A.** In 1916, before the United States entered the war, it strengthened its military. Legislation doubled the size of the army and provided money to build new warships, even though President Wilson hoped to stay out of the war and antiwar sentiment was strong.
- B.** American neutrality ended when Germany reversed its submarine-warfare policy. It said it would sink all merchant vessels, armed or unarmed, sailing to allied ports. President Wilson broke off diplomatic relations with Germany.
- C.** A new wave of anti-German feeling grew when a secret telegram, the Zimmermann note, was published. In February 1917, German foreign minister Arthur Zimmermann sent a telegram to Mexico with an offer of financial support if Mexico would conquer lost territory in Texas, New Mexico, and Arizona.
- D.** Other events occurred that convinced President Wilson that the United States could no longer stay neutral. The United States joined the war on the side of the Allies.
 - 1.** In 1917 a revolution in Russia toppled the monarchy and replaced it with a temporary government that promised free elections. America believed that this new democratic government would help the Allies and help to defeat Germany.
 - 2.** In March 1917, Germans attacked and sank four American ships.
- E.** In April 1917, Wilson asked Congress for a declaration of war against Germany. Congress did not agree immediately, but later most members agreed that, if the United States was to remain a great world power and defend its rights, war was necessary. On April 6, President Wilson signed the declaration of war.
- F.** In order to raise an army, Congress passed the Selective Service Act on May 18, establishing a military draft. Men ages 21 to 30 registered. The draft age was later extended from 18 to 45. By the end of the war, about 24 million men had registered and about 3 million had been called to serve. About 2 million joined voluntarily.
 - 1.** Women enlisted in the armed forces, serving as noncombat workers operating radios, and as clerks and nurses.

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Chapter 23, Section 2



2. Many African Americans were accepted into the army and navy but not the marines. They faced discrimination and racism. Many held low-level jobs. Of the 140,000 sent to Europe, only 40,000 fought. Some received medals for bravery from the French government, and one African American soldier received the French Cross of War, the highest medal.

Discussion Question

Why did the United States enter the war? (*The United States felt that it needed to defend democracy and freedom. Americans were angered by the German reversal of its submarine policy and the attack on four American ships. Anti-German feeling grew stronger. The Zimmermann note to Mexico also upset Americans. All of these events led President Wilson to decide that the United States could no longer remain neutral.*)

Daily Lecture and Discussion Notes

Chapter 23, Section 3



Did You Know? The term *home front* came into use during World War I, when the role of civilian production in the United States became as important to victory as the battles at the war fronts in Europe.

I. Supplying the Allies (Pages 677–680)

- A.** The American forces were greatly needed by the Allies. The existing Allied army was tired of fighting, and the British had started to run out of war supplies and food. German submarines were sinking one of every four ships that left British ports.
- B.** The United States navy took two steps to be sure supplies reached Britain.
 - 1.** It helped the British find and destroy German submarines.
 - 2.** Navy destroyers escorted groups of merchant ships, or convoys, across the Atlantic. The convoy system reduced Allied shipping losses and protected ships bound for Europe so that no American soldier was lost to submarine attack.
- C.** A second revolution in Russia caused Russia to withdraw from the war in March 1918.
 - 1.** In November 1917, the Bolsheviks, a group of Communists led by Vladimir Lenin, overthrew the democratic government.
 - 2.** Lenin wanted to focus on setting up a new communist state, so he took Russia out of the war.
 - 3.** The Treaty of Brest-Litovsk signed with Germany surrendered Poland, the Ukraine, and other territory to the Germans. In return Germany promised to stop fighting Russia.
- D.** Germany now had a new offensive. It transferred hundreds of thousands of troops from Russia and the Eastern Front to the Western Front in France. Now Germany had a more powerful army to fight the Allies. Germany moved closer to Paris. It looked as if Germany might win the war.
- E.** The American troops needed months before they were ready to fight. General John J. Pershing led the American Expeditionary Force (AEF), or American troops, in Europe.
 - 1.** The first serious fighting in June 1918 helped turn back a German offensive at Château-Thierry on the Marne River east of Paris. By the middle of July, the Allies stopped the Germans.
 - 2.** In September the Allies defeated the Germans at Saint Mihiel, east of Verdun, in an Allied offensive.

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3. Later in the month, more than one million American troops joined the Allies in the Battle of the Argonne Forest, west of Verdun. They fought for almost seven weeks. The Allies were victorious, pushing the Germans back and breaking through enemy lines.

Discussion Question

How did the Americans help in the war? (*They supplied troops, strategy, and boosted morale. Although Americans needed time to get ready, they eventually helped the Allies defeat the Germans at Château-Thierry, at Saint Mihiel, and at the Battle of the Argonne Forest.*)

II. The End of the War (Pages 680–681)

A. The Germans saw their defeat coming. Americans boosted the number of Allied troops, while Germans suffered from shortages of food and supplies. The Germans requested an armistice, or an agreement to end the fighting, in October 1918. President Wilson consented under certain conditions.

1. Germany must accept his peace plan and promise not to renew hostilities.
2. All German troops must leave Belgium and France.
3. Negotiations were to be with civilian, not military, leaders.

In the meantime, Kaiser Wilhelm II of Germany was forced to give up his throne. Germany became a republic and its new leaders agreed to the armistice.

B. In November 1918, the armistice began and the Great War ended.

Discussion Question

Why did the war end? (*German military leaders realized they could not win the war against the fortified Allied troops. German troops were suffering from lack of food and supplies. Political unrest in Germany due to the fall of the kaiser brought in a new set of leaders who agreed to an armistice to end the war.*)

Daily Lecture and Discussion Notes

Chapter 23, Section 4



Did You Know?

The founders of the Socialist party wanted their organization to become a major political force. By 1912 the Socialist party had elected two members of Congress, over 70 mayors, and many state legislators and city councilors. Its membership topped 100,000, and its presidential candidate, Eugene Debs, received close to one million votes in 1912.

I. Mobilizing the Nation (Pages 683–685)

- A.** Americans readied for the war by mobilizing their resources.
 - 1.** The government created the National War Labor Board in April 1918 to ensure production of vital war materials.
 - 2.** The nation's industries had to expand to provide supplies and weapons.
 - 3.** Women and minorities joined the workforce to fill the labor shortage created by the millions of men who left jobs to serve in the armed forces. Hundreds of thousands of African Americans moved to the northern cities from the rural South, and thousands of Mexicans migrated to the United States in search of jobs.
- B.** World War I cost the country about \$32 billion. Two-thirds of that money was raised by selling war bonds, or liberty bonds. The government also raised money by increasing income and business taxes.
- C.** The Food Administration, a new agency headed by Herbert Hoover, encouraged American farmers to expand food production and the American people to consume less food. It imposed price controls on certain agricultural products to encourage voluntary rationing, or limited use.
- D.** The War Industries Board, another government agency, supervised the nation's industrial production by overseeing that factories were converted to produce war-related goods and by setting prices for key products.
- E.** The Committee on Public Information was created to build support for the war. Antiwar sentiment still remained strong. The committee distributed millions of pro-war pamphlets, posters, articles, and books, and provided newspapers with government accounts of the war and advertisements.

Daily Lecture and Discussion Notes

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Discussion Question

Do you think the United States government was right to spend money creating new government agencies after the United States entered the war? (*Answers will vary, but should include the idea that the government had to support its armed forces. Forming these government agencies, although they cost money, provided the government with a way to direct and control the nation's efforts during wartime.*)

II. Americans and the War (Pages 685–686)

- A.** The war had harmful effects on American society even though it also boosted the economy. For example, some Americans became suspicious of anyone who was against the war. German Americans also came under suspicion, so some Germans concealed their heritage.
- B.** During the Great Migration, or tremendous northward migration of African Americans from 1914 to 1920, many African Americans found jobs. However, they also found life difficult. Racial prejudice, crowded living conditions, and segregated neighborhoods made the settlement in northern cities uneasy for many African Americans.
- C.** Several northern cities saw terrible race riots. In July 1917, in East St. Louis, Illinois, a white mob attacked an African American neighborhood. The mob burned houses and fired on African Americans as they tried to escape. Thousands lost their homes and around 40 died.
- D.** Opposition to the war continued. Socialists opposed the war because they thought it would only help rich businesspeople and hurt working people. Pacifists opposed the war because they disapproved of violence. Some German Americans and Irish Americans sympathized with the Central Powers and were against American involvement with the Allies.
- E.** Laws were passed to prevent dissent, traitors, and disloyal Americans.
 - 1.** The Espionage Act of 1917 gave the government a way to combat dissent. The Act called for stiff penalties for espionage, or spying; for helping the enemy; and for interfering with army recruiting.
 - 2.** An even harsher measure passed in 1918 was the Sedition Act. It was a crime to say, print, or write almost anything that was perceived as negative about the federal government. Thousands of people were convicted, especially immigrants, socialists, pacifists, and labor activists.

Some Americans spoke out against the laws, but many believed that in wartime, no measure was too drastic.



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Chapter 23, Section 4



Discussion Question

Why in wartime did the American people become suspicious of others who were against the war? *(Answers will vary, but should include the idea that some Americans feared those people who did not support the war. This fear made even innocent actions seem threatening. The dissenters were perceived as hurting the cause.)*

Daily Lecture and Discussion Notes

Chapter 23, Section 5



Did You Know? At the end of World War I, Czechoslovakia was formed by the uniting of Bohemia, Moravia, and Slovakia. It lasted as a united nation for only 75 years. In 1993 it divided into two new countries—the Czech Republic and Slovakia.

I. After the War (Pages 688–689)

- A.** Enormous problems had to be overcome after the war.
1. Much of Europe was devastated and had to be rebuilt.
 2. People had to deal with the deaths of nearly 10 million soldiers and millions of civilians who died worldwide.
 3. Europe faced social and political turmoil. Millions were homeless in Austria-Hungary. Civil war raged in Russia. In Poland, Czechoslovakia, Turkey, Russia, and Austria-Hungary, where national boundaries were not defined, people struggled to form independent nations.
- B.** President Woodrow Wilson outlined a peace proposal at the Paris Peace Conference in January 1919 known as the Fourteen Points. The plan reflected President Wilson's strong faith in the ability of governments to fairly resolve problems.
1. Several points dealt with readjusting the boundaries in Europe and creating new nations from the collapsed empires of Turkey, Russia, and Austria-Hungary. These points reflected "national self-determination," or President Wilson's belief in the people's right to decide how to be governed.
 2. Several other points dealt with conducting international relations, including free trade, freedom of the seas, an end to secret treaties, reducing and limiting arms, and the peaceful settlement of disputes over colonies.
 3. The last point created the League of Nations, whose goal was to preserve peace and prevent future wars.
- C.** Problems arose over the Fourteen Points plan.
1. The plan interfered with competing interests of individual nations in deciding how to divide territory. The many people involved in the division had strong ideas about which other ethnic groups they could and could not live alongside.
 2. Some of the points were vague. They did not propose concrete solutions to difficult problems.

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Chapter 23, Section 5



Discussion Question

Why did problems arise regarding how to adjust boundaries in Europe? (*The collapsed empires consisted of peoples of different ethnic backgrounds who wanted to create new nations with people of like backgrounds. The difficulty arose in deciding where to place national boundaries to divide up the territory and how the new territory should be governed. Where the boundaries divided the territories so that several ethnic groups would be living together in a region, it became difficult to decide how to govern or, in President Wilson's words, to achieve "national self-determination."*)

II. The Peace Conference (Pages 689–690)

- A.** The negotiations at the peace conference took place among the Big Four nations: the United States, Britain, France, and Italy. Neither Germany nor Russia was invited.
- B.** The Allies disagreed as to the terms of a peace treaty. Wilson hoped his Fourteen Points plan would be accepted, but many compromises had to be made. European Allies wanted revenge for the damage Germany caused to their countries.
- C.** The Allies also discussed dealing with the new Bolshevik regime in Russia. France, Britain, and the United States sent troops to Russia, fearing the spread of communism and supporting the anti-Bolshevik fighting for control.
- D.** Germany and the Allies signed the Treaty of Versailles in June 1919. The terms said
 - 1.** Germany had to accept full responsibility for the war and pay billions of dollars in reparations to the Allies for the damages cause in the war.
 - 2.** Germany had to completely disarm and give up overseas colonies and some territory in Europe.
- E.** The treaty also carved up the collapsed Austro-Hungarian and Russian Empires. New nations were created, and old ones were restored. Many of the new borders were disputed though, leading to future conflicts.
- F.** The treaty included the creation of the League of Nations, although other points of President Wilson's plan were rejected. The president hoped that including the League would correct any mistakes in the rest of the treaty.

Discussion Question

Why do you think that Germany and Russia were excluded from the peace conference? (*Answers will vary, but should include the idea that Russia was now under a communist government ruled by the Bolsheviks. The Big Four did not want communist influence at the peace conference. Another reason was that the Allies did not want to include a country such as Germany that had caused so much damage.*)



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III. Opposition at Home (Pages 690–691)

- A.** The Treaty of Versailles was presented to the United States Senate for ratification in 1919. It was rejected in 1920. In 1921 the United States signed a separate peace treaty with each of the Central Powers. The United States did not join the League of Nations.
- B.** Many Americans felt the treaty dealt too harshly with Germany, and they did not want to participate in the League of Nations. They felt the League was a permanent commitment to international affairs that would prevent America from setting its own foreign policy.
- C.** The most powerful opponent was Henry Cabot Lodge of Massachusetts, head of the Senate Foreign Relations Committee. He delayed a vote so opponents could present their cases, and he proposed a number of reservations that would limit America's obligations.
- D.** President Wilson went on a national speaking tour to gain support for the treaty and for the League. In late September, he had a stroke that left him partially paralyzed. Even so, he considered running for a third term.
- E.** In March 1920, the Senate voted on the treaty with Lodge's changes. President Wilson asked Democrats to vote against it. With so much opposition, the treaty did not pass.

Discussion Question

Why do you think so much opposition to the Treaty of Versailles existed? (*Answers will vary, but should include the idea that most Americans had doubts about the terms. Once the war was over, people questioned the harsh treatment that Germany was given under the treaty. Many did not agree with the formation of the League of Nations, feeling that it would restrict American foreign policy.*)

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Did You Know?

Mary O'Sullivan, Jane Addams, and Mary Kehew founded the Women's Trade Union League, whose main objective was to educate women about the advantages of trade union membership. It also supported women's demands for better working conditions and helped to raise awareness about the exploitation of women workers.

I. Fear of Radicalism (Pages 700–702)

- A. During World War I, the government tried to silence dissenters within the United States. After the war, however, an atmosphere of distrust and suspicion remained.
- B. Americans feared that turmoil in other nations would affect the United States. The Russian Revolution of 1917, in which the Bolsheviks took control of the government, worried Americans. The revolutionaries set up a communist state. Americans felt threatened when the Bolsheviks promised to destroy capitalism—the economic system of the United States—wherever it existed.
- C. Americans also began to fear the actions of anarchists, or people who believe there should be no government. Anarchist terrorists sent bombs to public officials. Because many of the anarchists were born outside the United States, their actions spread fear of foreigners.
- D. The growing fear of foreigners and radicals led to the Red Scare, a period when the government took extreme action against communists and others with radical views. As a result of the Red Scare in late 1919 and early 1920, the United States government ordered a series of arrests of people associated with suspicious groups. Homes and offices were ransacked, records were seized, and a few thousand people were taken into custody. The government deported hundreds of arrested aliens, but had to release many others for lack of evidence. The Red Scare passed as people realized that the threat of outright revolution was exaggerated. However, the fear that the scare had created remained.
- E. Fear of immigrants and radical ideas came to a head in the 1920 case of Sacco and Vanzetti. Two men robbed a shoe factory in Massachusetts, shooting and killing two people in the process. Despite having little evidence, police arrested two Italian immigrants, Nicola Sacco and Bartolomeo Vanzetti. Neither man had a criminal record, but both were anarchists, and Sacco owned a pistol similar to the murder weapon. Sacco and Vanzetti were tried, convicted, and sentenced to death. The men proclaimed their innocence to the end, and the arrest and execution of the two men became a symbol of deep-seated feelings against foreigners and radicals in the United States.



Daily Lecture and Discussion Notes

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Discussion Question

What was the Red Scare, and what led to it? *(It was a time right after World War I when the government took extreme actions—arrests, raids, seizing records—against groups it considered radical. This period of fear and suspicion was brought on by a number of events that made some Americans feel that their society was in danger from radical outside forces. The takeover of Russia by the anticapitalistic Bolsheviks in 1917 and a wave of anarchist bombings in the United States carried out primarily by foreign-born radicals contributed to the feelings that led up to the Red Scare.)*

II. Labor Unrest (Pages 702–703)

- A.** During World War I, workers and management put aside their differences to work together. But conflict arose when the war ended. More than 3,600 strikes were staged in 1919 alone as workers pushed for improvements such as higher wages. Many Americans feared that radicals, eager to disrupt American society, were behind the strikes.
- B.** A huge strike involving 350,000 steelworkers occurred in 1919. The strikers were asking for higher wages and an eight-hour workday. The strike turned violent, with several strikers losing their lives. Some Americans thought there was communist influence behind the labor unrest, which cost the strikers public support and forced them to return to work without reaching their goals.
- C.** In 1920 the Boston police force went on strike. The police officers demanded the right to form a union. Massachusetts governor Calvin Coolidge took a strong stand against the strikers, saying no one had the right to strike against safety. After the strike collapsed, officials fired the entire Boston police force. Most of the public approved.
- D.** Although workers plunged deeper into debt because of rising prices and unchanging wages, labor unions failed to receive public support. Unions were thought by many people to be radical organizations.
- E.** During the period of union decline of the 1920s, A. Philip Randolph founded the Brotherhood of Sleeping Car Porters, a union of mostly African American railroad workers. Randolph became a leader of the civil rights movement decades later in the 1950s.

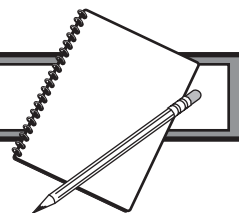
Discussion Question

Why did labor unions not have wide public support during the 1920s? *(Many Americans thought the turmoil, violence, and workplace disruption associated with the many strikes of the period were orchestrated by radicals who were trying to harm the United States.)*



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III. Racial Unrest (Page 703)

- A.** During World War I, more than 500,000 African Americans left the South for new jobs in the North. Many Northern whites resented having to compete with African Americans for jobs.
- B.** In the years following the war, racial conflict between whites and African Americans increased, with mob and gang violence, rioting, and lynching. Many people were killed or injured.
- C.** Some African Americans joined Marcus Garvey's "back-to-Africa" movement. Garvey encouraged African Americans to leave the racially segregated society of the United States and establish their own country in Africa.
- D.** Marcus Garvey established the Universal Negro Improvement Association to promote racial pride and unity. The organization taught African Americans to admire and praise the accomplishments and abilities of their race. Garvey organized parades and rallies to build pride and confidence and helped African Americans start their own businesses.

Discussion Question

What was the "back-to-Africa" movement, and why was it attractive to some African Americans? (*It was a movement that encouraged African Americans to leave the United States and establish their own country in Africa. It was attractive to some African Americans who were angered by the racial discrimination they lived with in the United States.*)

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Did You Know?

Nineteen women have served as governors of 17 states. Texas is the only state to have elected two women, Miriam Ferguson in 1925, one of the country's first female governors, and Ann Richards in 1991. Jane Swift, who became governor of Massachusetts in 2001, is the first to give birth while holding the office of governor.

I. The Harding Presidency (Pages 704–707)

- A.** In 1920 the Republican Party nominated Warren G. Harding to run for the presidency. After years of war and progressive activism, Harding thought Americans wanted a time to heal. He promised a return to normalcy. This was attractive to many Americans who thought Harding would bring an end to foreign involvement and domestic unrest.
- B.** Harding won the 1920 election in a landslide. The Republicans also won control of Congress.
- C.** Harding held personal doubts about his qualifications to run the country, so he tried to appoint talented people to his cabinet. He also gave many important jobs to friends and political supporters. Many of this latter group proved to be incompetent or corrupt. By 1922 Washington was full of rumors about the corruption in the Harding administration.
 - 1.** Charles Forbes, a personal friend of Harding who had been appointed head of the Veterans Bureau, was convicted of stealing funds from the bureau. Forbes fled to avoid imprisonment.
 - 2.** Harry Daugherty, Harding's attorney general, was accused of receiving bribes.
 - 3.** Teapot Dome was the biggest scandal of the Harding presidency. Albert Fall, Harding's secretary of the interior, secretly leased government oil reserves in Teapot Dome, Wyoming, to the owners of two oil companies in 1922. In exchange Fall received more than \$400,000. When the scandal became public, Fall was convicted of bribery and imprisoned. He was the first cabinet officer ever to go to jail. Although Harding was not personally involved in any of the scandals, the Teapot Dome scandal became a symbol of corruption in his administration.
- D.** The scandals weighed on Harding. In the summer of 1923, he took a trip to the West to relax. During the trip, he had a heart attack and died. Harding's vice president, Calvin Coolidge became president.

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- E.** Coolidge brought honesty back to the executive branch of government. He allowed the investigations of officials in the Harding administration to go forward without interference. He replaced the corrupt officeholders who had been appointed by Harding with honest officials.
- F.** Although Harding and Coolidge were different in style, they had many of the same policies. Both believed that government should do as little as possible. Still, the Coolidge administration did take an active role in supporting business and the rich. The government lowered income tax rates on the wealthiest Americans and on corporate profits. Coolidge also cut government spending. His administration raised tariffs to protect American businesses and overturned laws regulating child labor and wages for women.
- G.** Coolidge easily won reelection in 1924.

Discussion Question

Why is the Harding administration remembered for scandal? (*Harding appointed many political supporters and friends to jobs in his administration for which they were not qualified. Many of them turned out to be corrupt. When their corruption came to light, some of his appointees were convicted for their crimes and imprisoned. Harding's cabinet also included the first cabinet official, Albert Fall of the Teapot Dome scandal, to be sent to jail.*)

II. Foreign Policy (Page 707)

- A.** Coolidge favored a limited role for the United States in world affairs and led the nation in a policy of isolationism. As part of this policy, Coolidge kept the United States out of the League of Nations.
- B.** The United States signed important arms-control treaties in both the Harding and Coolidge administrations. In 1922 the United States, France, Italy, Japan, and Great Britain signed the Five-Power Treaty, which limited the size of each nation's navy. It was the first time in modern history that world powers agreed to disarm. In 1928 the United States joined 14 other nations in signing the Kellogg-Briand Pact, which called for outlawing war. Within a few years, 48 other nations had also signed. However, there was no real way to enforce such a treaty.
- C.** During the 1920s, relations with Latin America became less tense, and tensions with Mexico also eased.
 - 1.** American troops were stationed in Haiti, the Dominican Republic, and Nicaragua when Harding took office. The troops had intervened in these countries to support American business interests. After the Dominican Republic and Nicaragua held elections in the mid-1920s, the United States withdrew its troops.



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2. Relations with Mexico improved when Coolidge negotiated a settlement with Mexico instead of sending in troops—as business interests urged—after Mexico threatened to take over foreign-owned mining and oil companies.

Discussion Question

How did the United States cause a relaxation of tensions with Latin American neighbors during the 1920s? (*The United States removed troops from the Dominican Republic and Nicaragua after those countries held elections. When a dispute arose with Mexico over American ownership of mining and oil resources, the United States chose to negotiate a settlement instead of forcing Mexico into submission by sending in troops.*)

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Did You Know?

In 1927 a huge sculpture was begun on the side of a granite cliff in the Black Hills of South Dakota. Sixty-foot-high busts of Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln were carved into the side of the cliff. The sculpture was designed to represent the first 150 years of American history. Mount Rushmore National Memorial, as it is called, would not be completed until 1941.

I. Growth in the 1920s (Pages 709–711)

- A.** After World War I, the American economy experienced a two-year recession. Many soldiers came back to the United States looking for jobs, creating an overabundance of workers competing for too few jobs. Government orders for wartime goods stopped, forcing many companies to lay off workers. Other companies went bankrupt. At the same time, prices rose, causing hardship for many families.
- B.** After this short downturn, the economy began a period of steady growth that lasted for most of the 1920s.
- C.** Technology made rapid industrial growth possible. The spread of electricity to most factories by 1929 cut business costs because it was cheaper than steam power.
- D.** The use of scientific management, a new way of managing operations, also contributed to economic growth. Companies hired experts to study how goods could be produced faster. By adopting new production methods, businesses lowered costs and increased productivity.
- E.** Many businesses adopted mass production methods, using the assembly line. Mass production also increased productivity and cut the cost of production.
- F.** Businesses tried to build better management-worker relations by setting up safety programs and offering health and accident insurance. Many companies also encouraged workers to buy company stock. This “welfare capitalism” was designed to link workers more closely to the company and discourage the growth of unions.
- G.** The demand for consumer goods also grew. As electricity became more widely available, there was a growth in the demand for electric appliances, such as radios, fans, refrigerators, and stoves. As more of these products were produced, production costs and prices dropped. Many of the appliances made housework easier and gave Americans more leisure time.

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- H.** Ads for consumer goods flooded newspapers, magazines, and radio broadcasts. As consumers were encouraged to buy more goods, installment buying became common. Consumers could buy products even if they did not have all of the money to purchase an item. Instead they could promise to make small, regular payments over a period of time. Installment buying boosted consumer spending.

Discussion Question

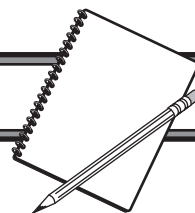
Why did the demand for consumer goods rise during the 1920s? *(During this time, the cost of goods dropped because of new technology, the spread of relatively cheap electricity to many factories, and the use of mass production and the assembly line. The demand for consumer goods, such as electric appliances, also grew as electricity became more common in homes. Advertising created a greater desire for products among the public, and installment buying gave consumers the ability and willingness to buy more.)*

II. The Automobile Age (Pages 711–712)

- A.** Automobile purchases climbed during the 1920s as an increasing number of Americans used the installment plan to buy cars.
- B.** The popularity of cars boosted the American economy. Almost four million Americans worked for automakers or in businesses related to auto manufacturing.
- C.** Henry Ford pioneered the manufacture of affordable automobiles.
1. The Model T, built using assembly line methods, was sturdy, reliable, and inexpensive.
 2. Ford stunned the business world in 1914 by announcing he would pay his workers the high wage of \$5.00 per day. Ford's gesture was good for business. His workers were content, and by paying them high salaries, he created many new potential buyers for his cars. As the price of the Model T dropped, its sales continued to rise.
 3. By the mid-1920s, other car models challenged the Model T. Out of this competition came the practice of introducing new car models each year.
- D.** The popularity of the automobile affected other industries.
1. New roads and highways were built.
 2. Gas stations and rest stops had to be built along these roads.
 3. Businesses along major roads profited from the millions of people who began to travel around the country by car.
 4. The car boom also boosted industries that made materials used to build cars, such as steel, rubber, and glass.
 5. The oil industry benefited from the increase in demand for gasoline.



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- E.** Cars contributed to the spread of suburbs. Because people could drive to work from a distance, they could live in a suburb but still hold a job in the city.
- F.** Some groups of Americans, such as farmers, did not share in the economic boom of the 1920s. After World War I, the government stopped buying crops such as wheat and corn, and American farmers had to compete with European farmers. Farm income fell as a result, and many farmers lost their land.
- G.** The economic boom also left some industries behind. Workers in the coal and railroad industries suffered, as electricity replaced coal as a power source and as trucks took business away from railroads.
- H.** Wages rose slightly for most workers, but the cost of living rose more. As a result, by 1929 nearly three-fourths of families had incomes below the accepted level necessary for a comfortable life.

Discussion Question

How did the growth in the automobile industry boost the American economy? (*Almost four million people worked for automakers or in industries related to auto manufacturing. The popularity of the automobile caused the building of new roads and highways, an increase in gasoline production and in the number of gas stations, and an increase in businesses along roads that catered to cars and motorists. The steel, rubber, and glass industries also benefited because they made parts for cars.*)

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Did You Know?

In 1926, 19-year-old Trudy Ederle of New York became the first woman to swim the English Channel. She did it in a time that broke existing men's records at the time—14 hours, 31 minutes. Trudy Ederle returned home to a huge New York City ticker tape parade.

I. New Directions (Pages 713–714)

- A. The 1920s brought great changes for women. For example, the Nineteenth Amendment to the United States Constitution was ratified that year. The amendment gave women the right to vote nationally.
- B. Although the majority of married women remained at home as mothers and homemakers, an increasing number of women joined the workforce in the 1920s. Most women occupied traditionally female jobs, such as teaching and clerical work, but an increasing number of women attended college, embarked on traditionally male careers, and continued to work after marriage.
- C. The flapper—with heavy makeup, short skirts, and a short boyish haircut—symbolized the new, freer woman of the 1920s.

Discussion Question

How did the position of women in the workforce change during the 1920s? (*More women joined the workforce, working not only in traditionally female jobs, such as teaching and office work, but also in traditionally male careers. Many more women also continued to work after marriage.*)

II. Entertainment (Pages 714–715)

- A. Labor-saving devices gave people more leisure time in the 1920s, allowing them to enjoy entertainment such as tabloid-style newspapers, large-circulation magazines, phonograph records, radios, and movies.
- B. During the 1920s, the motion-picture industry in Hollywood became one of the country's leading businesses.
- C. Radio brought entertainment right into people's homes, including news, concerts, sporting events, and comedies. When businesses realized that radio offered a tremendous opportunity to advertise their products to a wide audience, they started to finance radio programs. This was the beginning of commercials.



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- D. Radio broadcasts of sporting events were very popular in the 1920s. Sports figures such as Babe Ruth became larger-than-life heroes.
- E. Americans took up new activities that turned into fads. Such fads included the Chinese board game mah-jongg, crossword puzzles, flagpole-sitting contests, and dance marathons.

Discussion Question

Why did people have more leisure time in the 1920s to enjoy various new forms of entertainment? (*Labor-saving appliances and other devices allowed people to do more work at home in less time, leaving them more time for leisure activities.*)

III. The Jazz Age (Pages 715–716)

- A. During the 1920s, Americans danced to a new type of music called jazz. Jazz grew out of African American work songs and African music and became one of America's most distinctive art forms. Interest in jazz spread through radio and phonograph records.
- B. In the 1920s, an African American section of New York City called Harlem experienced a burst of cultural creativity called the Harlem Renaissance. Many African American writers in Harlem wrote novels, short stories, and poems about the African American experience.
- C. While the Harlem Renaissance peaked, another group of writers questioned American ideals. Disillusioned with American society, these writers, called expatriates, moved to Paris for inspiration. They included F. Scott Fitzgerald and Ernest Hemingway.
- D. Some American artists chose to stay home and write about life in America. Sinclair Lewis presented a critical view of American culture in books such as *Babbitt* and *Main Street*. Sherwood Anderson explored small-town life in the Midwest in *Winesburg, Ohio*.

Discussion Question

Why did a group of writers move to Paris during the 1920s? (*The writers left the United States because they questioned American ideals and were disillusioned with American society.*)

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IV. Prohibition (Pages 716–717)

- A.** The temperance movement—the campaign against alcohol use—began in the 1800s, but it did not achieve its goal until 1919. That is when the Eighteenth Amendment was ratified. It banned the transportation, manufacture, and sale of liquor in the United States.
- B.** Prohibition succeeded in the South and Midwest, but it had little support in cities.
- C.** Continued demand for alcohol led to widespread lawbreaking. For example, some people made alcoholic beverages in their homes, and illegal bars and clubs served alcohol. These clubs, called speakeasies, were hidden from view and could be entered only by saying a password.
- D.** The Prohibition laws were hard to enforce because there were too few government agents to do so. By the early 1920s, many eastern states stopped trying to enforce the law.
- E.** Prohibition contributed to the rise of organized crime. Realizing that making and selling alcohol illegally could make a great deal of money, gangsters took over the business. They used the millions of dollars they made to buy influence in government, business, and labor unions.
- F.** Over time, Prohibition was viewed as a failure. In 1933 the Twenty-first Amendment repealed the Eighteenth Amendment, which had instituted Prohibition.

Discussion Question

Was Prohibition a success? Why or why not? (*No, because some private citizens ignored the law and made alcoholic beverage in their homes or patronized illegal clubs and bars that sold alcohol. It also strengthened organized crime in America as criminals, seeing an opportunity to make money, took over the illegal production and sale of alcohol. Prohibition was such a failure that Congress amended the Constitution a second time in 1933 to repeal it.*)

V. Nativism (Pages 717–718)

- A.** The anxieties that many native-born Americans felt about rapid changes in society spurred an upsurge in nativism, or the belief that native-born Americans were better than foreigners.
- B.** There was a resurgence of the Ku Klux Klan at this time.
 - 1.** The new Klan targeted Catholics, Jews, and immigrants in addition to African Americans.



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2. In the 1920s, the new Klan spread beyond the South, gaining power in areas of the country such as Indiana and Oregon, as well as in some large cities. The Klan used scare tactics, pressure, whippings, and lynching to get its way.
 3. The power and influence of the Klan began to decrease in the late 1920s, as the result of internal power struggles and scandals. Membership shrank and politicians who had supported the Klan were voted out of office.
- C. The fears that had prompted the Red Scare in the early 1920s continued throughout the decade. Many people feared foreigners or thought they would take away American jobs. This anti-immigrant prejudice was directed primarily at southern and eastern Europeans and Asians. As a result, Congress passed the National Origins Act in 1924. It set a quota on the number of immigrants from each country that could enter the United States. The quotas favored immigrants from northern and western Europe, which most white, native-born Americans identified with at the time. The law excluded Japanese immigrants completely. An earlier law had already excluded the Chinese.

Discussion Question

How did the National Origins Act of 1924 reflect the prejudice of the time? *(It established a quota on the number of immigrants from each country that could enter the United States. The quotas favored immigrants from western and northern Europe, because most white, native-born Americans saw these immigrants as being like themselves.)*

VI. The Scopes Trial (Pages 718–719)

- A. Religion in society provided another source of conflict. In 1925 the state of Tennessee passed a law making it illegal to teach evolution. Christian fundamentalists saw evolution as a challenge to their values and religious beliefs. A high school teacher named John Scopes deliberately broke the law so he could challenge its legality in court.
- B. The nation followed daily developments of the Scopes Trial in the summer of 1925. Two famous lawyers, William Jennings Bryan and Clarence Darrow, faced each other. Bryan was a strong opponent of evolution. Darrow had defended many radicals.
- C. Scopes was convicted of breaking the law and paid a small fine. But the fundamentalists lost the larger battle, as the Tennessee Supreme Court overturned the conviction. Other states decided not to prosecute similar cases.



Daily Lecture and Discussion Notes

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Discussion Question

Why did John Scopes welcome being put on trial for teaching evolution? (*He forced the authorities to try him for teaching evolution, which was illegal in the state of Tennessee. Scopes wanted to go on trial to challenge the legality of the law in court.*)

VII. The Election of 1928 (Page 719)

- A.** In 1927 Calvin Coolidge shocked the nation by announcing that he would not seek a second term as president. The Republican Party nominated Herbert Hoover. Hoover had made millions of dollars in private business and thought government-business cooperation was very important.
- B.** The Democratic Party chose Alfred E. Smith as their candidate. Unlike Hoover, Smith was a son of immigrants and a champion of the poor and the working class.
- C.** Prejudice played a role in some Americans' lack of acceptance of Smith. They found his heavy New York accent jarring. As the first Roman Catholic nominee for president, he was also the target of anti-Catholic feeling.
- D.** Hoover won the election by a landslide due to the prosperity of the 1920s and prejudice against Smith.

Discussion Question

How did prejudice influence the election of 1928? (*Many Americans would not vote for the Democratic candidate, Alfred E. Smith, because he was a son of immigrants, was a Roman Catholic, and had a strong New York accent.*)

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Chapter 25, Section 1



Did You Know? During the Great Depression, 9,000 banks went out of business, nine million savings accounts were wiped out, 86,000 businesses failed, and the unemployment rate increased from 9 percent to 25 percent.

I. The Stock Market (Pages 724–725)

- A.** In the mid-to-late 1920s, the value of stocks on the New York Stock Exchange rose dramatically. A stock exchange is an organized system of buying and selling stock, or shares in a corporation.
- B.** Investors did not always pay the full price for a stock. Investors could buy stock on margin, that is, paying only a part of the stock price and borrowing the rest of the money from their stockbrokers. Brokers, in turn, borrowed from banks. There were two possible results of buying stocks on margin.
 - 1.** If the value of stock continued to rise, the buyer could sell the stock later, pay back the borrowed money, and make a profit.
 - 2.** If the value fell, investors and brokers would not have enough money to pay off their loans.
- C.** Stocks continued to rise, reaching record levels in September 1929. Fearing that the continued increase would end, some investors began selling their stocks, which caused stock prices to fall. Brokers demanded repayment of their loans, which forced investors to sell their stock to pay their debts. This caused prices to fall even more.
- D.** Then prices fell dramatically.
 - 1.** On October 21, prices declined steadily. For three straight days, prices plunged as millions of shares were sold each day.
 - 2.** On October 24, known as Black Thursday, people panicked. Almost 13 million shares were sold.
 - 3.** On Tuesday, October 29, the market crashed. By the end of the day, 16 million shares changed hands and prices dropped sharply.
 - 4.** In order to prevent more panic selling, the New York Stock Exchange closed for a few days.

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Discussion Question

What caused the market to crash in 1929? (*Stock prices rose to high levels. A massive sell-off then caused prices to drop sharply. Many investors bought on margin, borrowing money from their brokers to pay for stocks. When investors began selling off stock, prices fell. When brokers demanded payments of their loans, stocks fell even more. People panicked and continued to sell off, causing prices to continue to fall until the crash.*)

II. The Great Depression (Pages 725–727)

- A.** The stock market crash, along with other factors, caused a domestic crisis called the Great Depression. Thousands of investors lost their savings in the crash. The total economic output of the United States dropped 43 percent in three years. The problems that led to the Depression started showing up in the early 1920s.
- B.** Some of the warning signs that caused an unbalanced economy were
 - 1.** Farm income shrank throughout the decade.
 - 2.** The textile, lumber, mining, and railroad industries declined.
 - 3.** The auto and construction industries had slowing orders. As a result, workers were laid off and wages were cut. With less money, Americans could not afford to buy the goods that industry was producing.
- C.** The disparity in the country's wealth was another factor that fueled the Depression and was quite apparent. About 75 percent of American families lived in or close to poverty. At the other end, less than 1 percent of the population owned nearly one-third of the country's wealth.
- D.** The credit crisis of the 1920s caused major economic problems. Farmers bought land, equipment, and supplies on credit. Consumers bought cars on credit. Investors borrowed money to buy stocks. Many problems resulted from the credit crisis.
 - 1.** Many small banks suffered when farmers defaulted or were unable to make their loan payments.
 - 2.** Large banks suffered huge losses in the stock market crash.
 - 3.** Thousands of banks closed between 1930 and 1933.
 - 4.** Millions of bank depositors lost their money.

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- E.** The economic problems in America caused an international depression. To repay their World War I debts to the United States, European countries needed to borrow money from American banks and to sell goods to American consumers. Banks did not have the funds to make loans, and Americans did not have money to buy European products. Without American loans and American consumers, other nations had less money to spend, slowing international trade.
- F.** During the Depression, millions of people were jobless and living in poverty. By 1932, 25 percent of Americans were out of work. The unemployment rate remained at nearly 20 percent throughout the 1930s.
 - 1.** Some people were devastated by the loss of jobs and sold apples or shined shoes just to make a few cents.
 - 2.** Hungry people waited for hours in long bread lines to get a slice of bread, a cup of coffee, or soup.
 - 3.** Many people were homeless, living in boxes or shantytowns.

Discussion Question

Why did millions of people lose their jobs during the Great Depression? (*The country was in an economic crisis. Industry could not sell the products being produced because people could not afford to buy them. Industry laid off workers to cut their costs.*)

III. Hoover and the Crisis (Pages 727–728)

- A.** President Hoover did not take any action because he thought the economic crisis was temporary and “could not be cured by legislative action.” He asked for businesses to not cut wages or production of goods, and he requested voluntary action by citizens and state and local government to help the needy. Charities, churches, and volunteers as well as state and local government did provide relief, but too many people needed help. The basic needs of all could not be met.
- B.** The federal government finally stepped in as Hoover saw the crisis worsen.
 - 1.** In 1931 money to fund public-works projects was set aside. Building and repairing highways, parks, and libraries created jobs, but the money was quickly used up.
 - 2.** In 1932 the Reconstruction Finance Corporation was created. It loaned money to businesses and provided funds for state and local relief programs. Much of the budget was not spent for fear of risky loans.

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- C.** The economic crisis led to an unfortunate showdown between the government and the Bonus Expeditionary Force, a group of World War I veterans who were promised a \$1,000 bonus by Congress to be paid in 1945. Because of the economic depression, they wanted their money and marched to Washington to demand it in the summer of 1932. Congress and the president turned them down.
1. Most veterans left, but about 2,000 and their families remained until they were paid their bonuses.
 2. Police tried to disband the camps without much success.
 3. Hoover called in the army. General Douglas MacArthur's troops along with his aide, Dwight D. Eisenhower, entered the camps armed with tanks, machine guns, and cavalry, and burned the camp. Veterans and their families fled.
 4. Many Americans were alarmed at the treatment Hoover paid to war veterans. As a result of this incident, many people thought a change in government was necessary.

Discussion Question

Why do you think Hoover waited so long to help with the economic depression?
(Hoover thought the depression was only temporary and that it would pass quickly. He hoped that voluntary action by charities, churches, citizens, and state and local government would provide the necessary help.)

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Chapter 25, Section 2



Did You Know?

Franklin D. Roosevelt was the first president to have his own airplane, the first to travel through the Panama Canal, the first to visit a foreign country during wartime, and the first to name a woman to his cabinet.

I. Franklin D. Roosevelt (Pages 729–731)

- A.** Governor Franklin D. Roosevelt of New York was nominated at the Chicago Convention in 1932 as the Democratic candidate for president. He ran against the incumbent Republican President Herbert Hoover.
 - 1.** Roosevelt flew to Chicago to deliver the first acceptance speech ever made at a convention.
 - 2.** He pledged to take action for a “new deal” for the American people.
- B.** Roosevelt’s early years in politics began with his election to the New York state senate in 1910. In 1913 he became assistant secretary of the navy, and in 1920, he was chosen as the vice-presidential running mate of Warren G. Harding. Although Harding lost, Roosevelt’s future seemed bright.
- C.** Roosevelt came from a wealthy family. He was a distant cousin of President Theodore Roosevelt and married Theodore Roosevelt’s niece, Eleanor Roosevelt, in 1905. In 1921 polio paralyzed his legs, yet he remained strong. He returned to politics a few years later, asking journalists to avoid photographing his leg braces or wheelchair.
- D.** Roosevelt was a reformer. He had a group of advisors called the Brain Trust that developed New York State’s relief programs. While he was running for president, Roosevelt asked the Brain Trust to guide him in helping the nation recover from the Depression.

Discussion Question

How did Franklin D. Roosevelt’s political career help him during the 1932 presidential campaign? *(He was a senator, an assistant secretary of the navy, a vice-presidential candidate in 1920, and a New York governor. These political positions gave him experience and, along with the Brain Trust, helped him plan a strong campaign.)*

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II. FDR Takes Charge (Pages 731–732)

- A.** Roosevelt won the election in a landslide. He received 472 of the 531 electoral votes. He was inaugurated in March 1933 and told the nation, “The only thing we have to fear is fear itself.” He promised immediate action on the banking crisis, which had worsened. President Roosevelt also promised to help get the United States out of the Depression.
- B.** Two days after he was inaugurated, the president ordered all banks closed for four days to solve the banking crisis. He then called a special session of Congress to present a plan for handling the problem. Congress immediately passed the Emergency Banking Relief Act. This Act set up a reorganization plan for banks to follow in order to reopen. By mid-March half of the nation’s banks had reopened.
- C.** Roosevelt gave informal radio talks called fireside chats. He gained the public’s confidence. During the first chat, he assured Americans that it was safe for them to put their money in a reopened bank. People followed the president’s advice and deposited their money, ending the banking crisis.
- D.** During the first three months in office, Roosevelt sent 15 proposals to Congress for new programs to help deal with the economic crisis. These important meetings with Congress came to be called the Hundred Days. Congress approved them all.

Discussion Question

Why do you think Roosevelt had no trouble having Congress approve his proposals for new programs to deal with the economic problems? (*Congress had a majority of Democrats who believed in Roosevelt and his programs. They had confidence in his plans for recovery.*)

III. The New Deal Takes Shape (Pages 733–734)

- A.** The new laws passed during the Hundred Days became known as the New Deal. The new laws affected banking, the stock market, industry, agriculture, public works, relief for the poor, and conservation of resources. Although the Depression still dragged on and people struggled to survive, the panic of 1932 and 1933 lessened over time, and people became more confident.
- B.** Some New Deal programs created jobs and gave relief to the poor.
 - 1.** The Civilian Conservation Corps (CCC) employed about 3 million men to work on public projects, such as planting trees to reforest areas, building levees for flood control, and improving national parks.
 - 2.** The Federal Emergency Relief Administration (FERA) gave money to states to help the needy. Harry Hopkins led FERA and became one of Roosevelt’s closest advisers.



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- C.** To help agriculture, Congress passed the Agricultural Adjustment Act (AAA) to raise farm prices quickly and to control production.
 - 1.** To raise prices, the AAA paid farmers to destroy crops, milk, and livestock.
 - 2.** To control production and farm prices, the AAA paid farmers not to cultivate all their land. If prices of products such as wheat and cotton fell below a certain level, the AAA paid farmers subsidies, or grants, to make up the difference.
 - 3.** Although farm incomes rose by about 50 percent during the first three years, a Supreme Court case ruled that the AAA was unconstitutional.
- D.** The Tennessee Valley Authority (TVA) was a regional planning program for controlling flooding, promoting conservation and development, and bringing electricity to rural areas along the Tennessee River.
 - 1.** The TVA ended disastrous flooding by building new dams and improving others.
 - 2.** Thousands of farms and homes in six Southern states were wired for electricity with hydroelectric power, providing the source for affordable electricity.
 - 3.** Critics thought the program was unfair because it was not nationwide but was limited to the South. At the same time, they saw that the TVA was successful in bringing jobs and electricity to the South.
- E.** To help business and labor, Congress passed the National Industrial Recovery Act (NIRA). It boosted the economy by helping business regulate itself.
 - 1.** The NIRA created the National Recovery Administration (NRA). The NRA asked businesses to set a minimum wage, abolish child labor, and set up codes governing pricing and other practices for every industry.
 - 2.** The Public Works Administration (PWA) was also set up by NIRA. It stimulated the economy by building huge public works projects. The agency employed huge numbers of workers to work on construction of roads, shipyards, hospitals, city halls, and schools.
- F.** To avoid another banking crisis, Congress established the Federal Deposit Insurance Corporation (FDIC) to insure bank deposits. The government guaranteed that money in an FDIC-insured bank would not be lost if the bank failed.

Discussion Question

Do you think, as some critics did, that the TVA should have been a national, not a regional, program? Why? (*Answers will vary, but should include the idea that it was successful in ending floods in the region. If it had been a national program, it would have cost much more money, and much more time would have been needed to see results. Have students substantiate their answers for or against a national program.*)

Daily Lecture and Discussion Notes

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Did You Know?

While the 1939 film classic *Gone With the Wind* told the story of some Americans struggling with hard times, there was another 1939 film classic that was pure escapism. *The Wizard of Oz* was a musical fantasy. The popular movie was adapted from the book, *The Wonderful Wizard of Oz*, written by L. Frank Baum and published in 1900.

I. Hard Times in America (Pages 735–736)

- A. The Depression was a difficult time for Americans. Not all workers lost their jobs, nor did every family need relief. Most Americans did make do with less. Many families pulled together and supported one another, with relatives living together to save money.
- B. Many women went to work to earn money to support their families. Their salaries were less than men's were. In their homes, women looked for ways to save money such as sewing their own clothes, baking their own bread, and canning their own vegetables.
- C. Women were given positions in public life during the Roosevelt administration. He appointed Frances Perkins, the first woman to serve in the cabinet, and named more than 100 other women to public positions.
 - 1. Hattie Caraway of Arkansas was the first woman senator, elected in 1932.
 - 2. Eleanor Roosevelt made many fact-finding trips for her husband and campaigned for women and minorities and other humanitarian concerns.

Discussion Question

How did families survive the Depression? (*If men lost their jobs, women went to work to make money. Even if people did not lose their jobs, most families made do with less. Families looked for ways to save money. They lived together with relatives to save money and gave one another support.*)

II. The Dust Bowl (Pages 736–737)

- A. Drought and storms eroded the soil in the southern Great Plains during the 1930s. The hardest hit places were Kansas, Oklahoma, northern Texas, eastern Colorado, and New Mexico. The region was called the Dust Bowl because of the storms.



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- B.** Farmers went bankrupt and gave up their farms. About 400,000 farmers moved to California to become migrant workers. They moved from place to place to harvest crops. Since many of the migrant farmers came from Oklahoma, they were nicknamed “Okies.”

Discussion Question

Why did many of the farmers who migrated from the Dust Bowl to California become migrant workers? (*The migrating farmers had no money to buy farms because they had lost their holdings. In order to make a living, they took on the work that was available, becoming migrant workers.*)

III. The Plight of Minorities (Pages 737–738)

- A.** African Americans were hit hard during the Depression. In the South, more than half were unemployed. African Americans who worked in Southern cities lost their jobs to white people who had lost theirs. African American farmers were ruined when farm prices fell. In the 1930s, about 400,000 migrated to Northern cities, but the jobless rate still remained high.
- B.** In politics, African Americans made some gains. Roosevelt appointed several African Americans to federal posts. He had advisers known as the Black Cabinet, including Ralph Bunch and Mary McLeod Bethune.
- C.** African Americans continued to fight against prejudice. In 1939 the opera singer Marian Anderson was not given permission to sing in Constitution Hall because of her race. Eleanor Roosevelt arranged for the concert to be given at the Lincoln Memorial instead.
- D.** Native Americans made some gains in the 1930s. John Collier, the new head of the Bureau of Indian Affairs, created a set of reforms known as the Indian New Deal.
1. The sale of reservation land was halted.
 2. Some 77,000 Native Americans got jobs in the Civilian Conservation Corps.
 3. Funds to build new reservation schools came from the Public Works Administration.
 4. Congress passed the Indian Reorganization Act of 1934 under pressure from Collier. It restored traditional tribal government and provided money for land purchases to enlarge some reservations.

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- E.** Hispanic Americans, especially Mexican Americans, also fought prejudice. Resentment towards Mexican Americans grew. Many lost their jobs. Politicians and labor unions wanted them to return to Mexico. The government encouraged Mexican immigrants to return to their homeland, and more than 500,000 were given one-way train tickets or just shipped across the border back to Mexico.

Discussion Question

What are some examples of racial prejudice in the 1930s? (*African Americans and Mexican Americans had higher unemployment rates than whites. Some minority workers had their jobs taken from them and given to whites. Mexican immigrants were pressured by labor unions and the government to go back to Mexico.*)

IV. Radical Political Movements (Pages 738–739)

- A.** Radical groups grew in influence as a result of the Depression. They claimed that the present system of capitalism had failed. The Socialists and Communists proposed their changes to end economic and racial injustice. Neither group, though, ever became a major political force.
- B.** Some Americans were interested in the rise of the fascists in Germany and Italy. Fascism is a political philosophy that advocates government by dictatorship and holds individual rights second to national interests. Germany and Italy supported the fascists who were trying to take over the Spanish government during the Spanish Civil War in 1936. More than 3,000 Americans went to Spain to fight the fascists.

Discussion Question

Why did radical political groups gain some influence during the 1930s? (*Because times were hard, some people were looking for new ideas that might solve their economic problems. They thought that these radical approaches might work better than capitalism.*)

V. Entertainment and the Arts (Page 739)

- A.** One trend that evolved during the Depression was escapism, or light, romantic entertainment. It helped people forget about their problems.
1. Millions of listeners tuned in to radio's daytime dramas, adventure programs, and variety shows.

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2. The movies attracted about 85 million people weekly. Movies starring Shirley Temple, or such classics as *The Grapes of Wrath* and *Gone With the Wind*, got people to forget about their problems or see people coping with hard times such as theirs in an entertaining way.
- B.** Another trend was social criticism, or portraits of injustice and suffering in Depression America.
1. Writers, painters, and philosophers showed the realities of Depression life.
 2. Writers Richard Wright and James Agee and photographers Walker Evans, Margaret Bourke-White, and Dorothea Lange explored the misfortune of poor Southern farm families, the plight of American farmers, and the lives of migrant workers.

Discussion Question

Do you think entertainment and the arts in the 1930s were more realistic than now?
(Answers will vary, but should include the idea that escapism was as popular as realism during the Depression. Today Americans are still interested in both escapist and realistic entertainment and art.)

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Did You Know?

First Lady Eleanor Roosevelt wrote her “My Day” newspaper column from 1935 until shortly before her death in 1962. The column appeared six days a week. The only days it did not appear in newspapers were the four days after Franklin D. Roosevelt’s death.

I. New Deal Opponents (Pages 742–743)

- A. Criticism of the New Deal grew as the Great Depression continued. Business opposed it, accusing Roosevelt of spending too much government money and trying to destroy free enterprise. Some conservative critics who wanted the government to leave business alone formed the Liberty League in 1934.
- B. Liberals and radicals also criticized Roosevelt. They wanted a more active government. The following three people caused Roosevelt some problems.
 1. Father Charles Coughlin, a Detroit priest, had weekly radio shows, on which he expressed his extreme views against bankers, Jews, Communists, labor unions, and the New Deal. He eventually lost support.
 2. Francis Townsend, a California doctor, proposed a monthly pension for older people. Congress did not give him support, but he did raise the issue of the needs of the retired and elderly.
 3. Huey Long, senator from Louisiana, developed a plan in 1934 to redistribute the wealth in the United States called the Share Our Wealth Plan. He called for taxing the rich and using the money to give every American a home and \$2,500 a year. He would have become a threat to Roosevelt for the 1936 election; however, he was assassinated in 1935.

Discussion Question

Why do you think Huey Long posed the largest threat to Roosevelt in his criticisms of the New Deal? (*Answers will vary, but should include the idea that Huey Long’s plan appealed to many Americans who were out of work, did not have a home, and lacked money.*)

II. The Second New Deal (Pages 743–744)

- A. To improve the economy further, Roosevelt launched the Second New Deal in 1935. It created new economic and social roles for government. These laws changed American life even more than the first New Deal had.
 1. The Revenue Act of 1935 raised taxes on the wealthy and corporations.



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2. The Works Progress Administration (WPA), led by Harry Hopkins, employed about two million people between 1935 and 1941. Workers built or repaired airports, public buildings, bridges, and roads. Formerly unemployed writers, artists, and musicians also found work. They decorated new buildings and wrote about life throughout America in *Life in America*, a 150-volume recorded history.
- B. In August 1935, Congress passed the Social Security Act, a national government program that took responsibility for all citizens. This act helped the elderly, the disabled, and children of parents who could not support them. It began the American welfare system.
 1. The money from the taxes on workers and employers provided monthly pensions for retired people.
 2. The money from the employer tax funded unemployment insurance for people who lost their jobs. The unemployed would receive monthly benefits until they found work.

Discussion Question

The Social Security Act passed during the Second New Deal is still in effect today. Do you think that we still need the welfare system it created? Why or why not? (*Answers will vary, but should include the idea that as a nation, we should take some responsibility for our citizens. Some students may suggest that additional amendments might be added to restructure how Social Security monies are spent. Mention that today there is much discussion about Social Security monies running out when some citizens reach retirement age and what to do about it.*)

III. The Labor Movement (Pages 744–745)

- A. Labor unions grew strong during the Great Depression. The sit-down strike was one way people got management to hear their demands. In 1937 at the General Motors plant in Flint, Michigan, a sit-down strike occurred where workers occupied the plant for 44 days. Families brought them food. The workers refused to work until management agreed to their demands.
- B. John L. Lewis, head of the United Mine workers, called for industrial unions to include unskilled workers. Unions included only skilled workers until then. He wanted to unite workers from every industry into a single union. In 1935 he formed the Congress of Industrial Organization (CIO), which helped create industrial unions. By 1938 it had four million members.
- C. Congress passed two acts that still serve as the basis of American labor rights.

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1. In 1935 the National Labor Relations Act (also known as the Wagner Act) guaranteed workers the right to form unions to bargain collectively with employers. The National Labor Relations Board was created to enforce the stipulations of the act.
2. In 1938 the Fair Labor Standards Act (FLSA) banned child labor and set a minimum wage of 40 cents an hour. The minimum wage has increased over the years as amendments to change it have been passed.

Discussion Question

Why was John L. Lewis considered the most influential labor leader of the 1930s? (*John Lewis helped create a new union, the CIO, representing nonskilled workers. At the time, unions in the American Federation of Labor represented only skilled workers. Lewis worked toward uniting all workers in every industry into one union.*)

IV. The Supreme Court (Pages 745–746)

- A.** New Deal opponents thought many of the laws in the New Deal were unconstitutional. Several important cases reached the Supreme Court to test these laws.
1. In May 1935, the Court ruled that the National Industrial Recovery Act was unconstitutional. It said that Congress had exceeded its power to regulate interstate commerce.
 2. In January 1936, the Supreme Court struck down the Agricultural Adjustment Act as unconstitutional.
 3. Other cases pending involved the Wagner Act, the Social Security Act, and the TVA. When the Supreme Court ruled in favor of the Wagner Act and the Social Security Act, the New Deal was no longer in such danger.
- B.** During the presidential campaign of 1936, the main issue surrounded the American people's support of FDR and the New Deal. FDR earned a second term in another landslide victory. He received 61 percent of the popular vote. Most of the support came from progressives, liberals, the poor and unemployed, urban workers, and African Americans.
- C.** To prevent the Supreme Court from undoing the New Deal programs, FDR proposed a plan soon after his reelection. It increased the number of justices on the Court from 9 to 15. If passed, Roosevelt would appoint six new justices who would uphold the New Deal.
1. Criticisms of the proposal cost Roosevelt support and caused a split in the Democratic Party. He was accused of trying to pack the court, of stacking the justices in his favor.



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2. When the Court ruled in favor of the Social Security Act and Wagner Act, the proposal to add more justices died.
- D. The economy went into a recession in 1937 when Roosevelt tried to reduce the government debt by cutting spending on relief and job programs. Known as the Roosevelt Recession, it lasted until 1938. Times were hard again, and four million people lost their jobs. FDR reversed the recession with government spending on public works.
- E. The New Deal ended in the late 1930s, even though the economy had not fully recovered. World events in Asia and Europe turned America's attention from domestic to international affairs.

Discussion Question

Why did FDR's court-packing plan and the Roosevelt Recession cause such opposition and cost Roosevelt support in Congress? *(If accepted, the proposal to add six new justices would have allowed Roosevelt to appoint justices who would uphold his beliefs in the New Deal and sway the balance in the Court towards him. Opponents said that this plan would ruin the system of checks and balances. When the country went into a recession in 1937, after Roosevelt cut government spending to reduce the debt, opponents blamed him for the problems.)*

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Did You Know?

In 1935 German dictator Adolf Hitler announced the Nuremberg Laws. These were the first laws to strip Jews of their human and civil rights. Under “The Law for Protection of German Blood and Honor,” Jews were defined as a race separate from that of the Germans. Hitler believed that Jews were inferior to Germans and should not be treated equally.

I. The Rise of Dictators (Pages 752–755)

- A.** Adolf Hitler and other leaders rose to power by the 1930s and became dictators, controlling their nations by force. They promised a better life and a glorious future. Many Europeans had been angered by the terms of the World War I Treaty of Versailles and frustrated by a worldwide depression. This anger and frustration made the dictators seem like good alternatives to past governments.
- B.** Benito Mussolini and the Fascist Party rose to power in Italy. In 1922 they gained enough strength to force the king of Italy to declare Mussolini head of the government. He built up the military and wanted to recapture the glorious times of the Romans.
 - 1.** Mussolini banned all political parties except the Fascist Party. He was known as Il Duce, or “The Leader.”
 - 2.** Democratic rule ended. Civil liberties and the free press ceased to exist. Children were enrolled in military organizations that taught them loyalty to the new government.
 - 3.** In 1935 Italian forces invaded and took over Ethiopia. The Ethiopian emperor Haile Selassie appealed to the League of Nations for help. The League banned trade in weapons and some other goods to Italy, but was not strong enough to enforce the ban.
 - 4.** Italy withdrew from the League of Nations and in 1939 annexed Albania, its neighbor.
- C.** Adolf Hitler and the Nazi Party rose to power in Germany. Germans rallied around Hitler, who gained popularity by exploiting German concerns over the hard times there. They too had high inflation and unemployment. The frustration of the harsh terms of the Versailles treaty, in which Germany lost territory and made huge payments to the Allies, also gave Germans a reason to rally around Hitler.
 - 1.** In 1921 Hitler became chairman of the National Socialist German Worker’s Party (the Nazi Party). The party members believed Germans were superior to all others. The Nazis’ anti-Semitism, or hatred of Jews, drove them to discriminate against and persecute Jews.



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2. Democratic rule ended in 1933 in favor of totalitarian rule. All opposition was put down and the government controlled all aspects of people's lives.
 3. Hitler rebuilt Germany's military strength and formed an alliance with Italy in 1936.
- D.** Many people in Japan grew frustrated with their government's inability to solve their economic problems during the Japanese depression of the 1930s. Military leaders rose to power and wanted to expand Japan's power in Asia.
1. In 1931 Japan invaded Manchuria in northeastern China. In 1937 Japan invaded the rest of China to the north. The Japanese then moved south until they occupied most of the country.
 2. In 1940 Japan signed a pact of alliance with Germany and Italy. This group became known as the Axis Powers.
- E.** Joseph Stalin and the Communist Party rose to power in the Soviet Union in the late 1920s. He demanded complete obedience and used force to get it.
1. Stalin executed his rivals and anyone suspected of supporting them. Thousands were ordered to die.
 2. He sent millions of Russians to labor camps.
 3. He reorganized the economy, establishing government-owned farms.
- F.** America remained neutral during these events in Europe and Asia. Congress passed the Neutrality Acts between 1935 and 1937. These acts banned the sale of weapons to nations at war but allowed trade with nations that paid cash for goods and transported the goods in their own ships.

Discussion Question

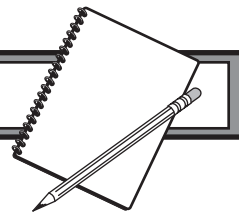
How did Hitler, Mussolini, Stalin, and the Japanese military leaders threaten world peace in the 1930s? *(They pursued an aggressive policy of expansionism and increased their nations' military power. In 1940 Japan, Germany, and Italy allied with one another, binding them together should any of them go to war. This unified the three countries, making them more dangerous in the event of war breaking out.)*

II. Germany on the March (Page 755)

- A.** Hitler began his expansion plans.
1. In March 1936, Hitler's troops moved into the Rhineland, which had been declared a neutral zone in the Versailles treaty.

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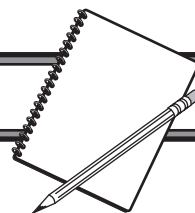
2. In March 1938, Hitler sent troops into Austria and annexed it. He believed that Austria, a German-speaking country, should be unified with Germany.
 3. Hitler then annexed the Sudetenland, a largely German-speaking area of Czechoslovakia, claiming that the people were being persecuted.
- B.** Britain and France did not want another war in the region, so European leaders met in September 1938 in Munich, Germany, to discuss the situation. At this Munich Conference, leaders agreed to turn the Sudetenland over to Germany. Hitler promised not to expand Germany's territory any further. This policy of appeasement, or accepting an aggressor's demands, did not last long.
- C.** In March 1939, Hitler's army seized the rest of Czechoslovakia. The British prime minister, Neville Chamberlain, had thought that the Munich Conference preserved peace, but now he saw Hitler could not be trusted.
- D.** Hitler and Stalin signed the Soviet-German Non-Aggression Pact in August 1939. The pact allowed Hitler to use force against Poland without Soviet intervention. When it was revealed, the Nazi-Soviet pact shocked European leaders.

Discussion Question

What was Hitler's motive behind signing the Nazi-Soviet pact with Stalin, his enemy? *(Hitler's hidden motive was his goal to invade Poland. He could not do so outright because Stalin would be angry and feel threatened since Poland bordered the Soviet Union. The pact allowed Hitler to use force against Poland without fear of Soviet intervention.)*

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Did You Know?

Japanese general Hideki Tōjō helped plan the Pearl Harbor attack. He was the prime minister of Japan from 1941 to 1944. Near the end of World War II, he wanted Japan to keep fighting the Allies instead of surrendering. After Japan's defeat, the Allies tried Hideki Tōjō as a war criminal. He was convicted and executed.

I. War in Europe (Pages 758–760)

- A. Two days after September 1, 1939, when Hitler sent troops into Poland, Great Britain and France declared war on Germany, and World War II began.
 - 1. Germany attacked Poland in a blitzkrieg, or “lightning war.”
 - 2. Soviet troops occupied eastern Poland, the region that the Nazi-Soviet pact gave to them. Poland was now conquered and split in half.
 - 3. Stalin forced Latvia, Lithuania, and Estonia to accept Soviet military bases in those countries.
 - 4. Stalin also set up military bases in Finland, but not until March 1940, after war broke out between Finland and the Soviets.
- B. The war expanded in Europe. In April Hitler attacked Denmark and Norway and then turned west and invaded the Netherlands and Belgium.
 - 1. The Dutch surrendered after very destructive bombing raids by the Germans.
 - 2. The Belgians also surrendered after being overwhelmed by the Germans.
 - 3. The Allied troops retreated to the port of Dunkirk in northern France and were trapped between the advancing Germans and the French coast. A fleet of more than 800 British ships rescued the troops, crossing the English Channel.
 - 4. In June Italy joined the war and attacked France from the southeast. Germany, Italy, and Japan formed the Axis Powers.
 - 5. On June 14, 1940, the Germans captured Paris in a blitzkrieg.
- C. Hitler wanted to dominate Great Britain so he could gain control of Western Europe. The Battle of Britain began in August and continued until October.
 - 1. The Germans bombed British shipyards, industries, and some cities. They destroyed entire London neighborhoods and killed many civilians.
 - 2. Hitler was not successful against the British Royal Air Force. The German air force sustained heavy losses, and eventually ended air attacks.



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- D.** Ignoring the pact he made with Stalin, Hitler turned east and launched an attack on the Soviet Union in June 1941, moving into Soviet territory. The Soviet Union joined the Allies to combat the Axis Powers.

Discussion Question

Why did Hitler send troops into Poland, Belgium, France, Denmark, Norway, the Netherlands, Great Britain, and the Soviet Union? (*He wanted to take over Western Europe.*)

II. America and the War (Pages 760–761)

- A.** Roosevelt pledged to remain neutral because most Americans wanted to avoid war. The America First Committee was formed by a group of Americans who wanted to remain isolationist, staying out of Europe's business.
- B.** Roosevelt took steps to prepare for war.
1. In 1938, at Roosevelt's request, Congress voted to strengthen the navy.
 2. In 1939 Congress passed the Neutrality Act, which allowed the United States to sell weapons to other countries on a cash-and-carry basis.
 3. In 1940 the Selective Training and Service Act was passed, instituting the first peacetime draft in history.
- C.** Roosevelt won an unprecedented third term as president in 1940. During his campaign, he promised to keep American men out of a foreign war.
- D.** After the election, Roosevelt openly supported the Allies.
1. The Lend-Lease Act, passed in March 1941, allowed Americans to sell, lend, or lease arms or other war supplies to any nation considered "vital to the defense of the United States."
 2. In mid-1941, American ships began escorting convoys of vessels to defend them against German and Italian ships. German submarines were sinking British ships, so the shoot-on-sight order was put into effect.
- E.** Britain, under Prime Minister Winston Churchill, and the United States, under President Roosevelt, drew up the Atlantic Charter in August 1941. The charter made no military commitments. It did set goals for the world in which all nations would be free to choose their own form of government and live free after the destruction of the Nazi dictatorship. It urged disarmament and a "permanent system of general security."

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Discussion Question

No president ever served more than two terms in office. Why do you think Roosevelt so easily won a third term as president? (*Answers will vary, but should include the idea that the American people liked his policies, appreciated his leadership abilities, and trusted him. Because many Americans did not want to enter another war and he pledged to keep the United States out of war, they voted for him. The American people probably did not feel the need to change political policies at the time.*)

III. The Japanese Threat (Pages 762–763)

- A.** Japan continued its policy of expansionism after taking over much of China in the 1930s. After the fall of France in 1940, Japan took the French colony of Indochina in Southeast Asia and planned to take the Dutch East Indies, British Malaya, and the American Philippines.
- B.** The United States responded by freezing all Japanese assets in American banks. This prevented the Japanese from removing their monies. Roosevelt also stopped the sale of oil, gasoline, and other natural resources to Japan.
- C.** The Japanese were outraged by these actions. In the meantime, the Japanese prime minister, Fumimaro Konoye, resigned in October 1941. A new prime minister, General Hideki Tōjō, took over. Konoye had been willing to negotiate with the United States. Even though the new prime minister did not agree with Konoye's view that Japan could not defeat the United States, he continued negotiations. General Tōjō was confident of Japan's military strength. While negotiations continued, the Japanese government began planning an attack on the United States.
- D.** The Japanese attacked the American military base at Pearl Harbor, Hawaii, on December 7, 1941. The American losses were devastating. It was the worst defeat in American military history.
 - 1.** Many battleships, cruisers and vessels, and hundreds of planes were destroyed or damaged.
 - 2.** More than 2,300 soldiers, sailors, and civilians were killed.
- E.** After the surprise Japanese attack, Americans did not question whether or not they should become involved in the war. At President Roosevelt's request, Congress declared war on Japan. Germany, Italy, and Japan then declared war on the United States. Congress declared war on Germany and Italy as well. The United States joined the Allied nations of Great Britain, France, and the Soviet Union in fighting the Axis Powers of Germany, Italy, and Japan.

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Discussion Question

Why do you think the Japanese were so successful in their attack on Pearl Harbor?
(Answers will vary, but should include the idea that the attack was a surprise. Remember that, at the time, negotiations were under way in Washington to try to work out an agreement to resolve the economic pressures that the United States had imposed on Japan. America did not think that Japan would attack a military base while negotiating for a peaceful settlement. Even though some military men were watching Japanese movement and may have thought that an attack was possible, the military leaders did nothing to prepare for the possibility. The attack caught America totally unprepared. Once the bombing began, Americans could hardly escape the destruction.)

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Did You Know?

Emperor Hirohito was the longest-reigning monarch in Japan's history. Hirohito was emperor for 63 years, from 1926 to 1989. He went on the radio in 1945 to announce Japan's surrender to the Allies. In 1946, during a second historic radio broadcast, Hirohito rejected the traditional idea that emperors were chosen by God to rule. He was stripped of all but ceremonial powers by a new Japanese constitution.

I. America Prepares (Pages 764–765)

- A. The United States took steps to prepare for war militarily and financially.
 - 1. More than 15 million Americans joined the armed forces during the war as draftees and as volunteers.
 - 2. About 250,000 women served in the WAC (Women's Army Corps) and the WAVES (Women Accepted for Voluntary Emergency Service in the Navy). Women also served in women's units in the marines, Coast Guard, and army air corps as nurses and clerical workers.
- B. The United States government created new government agencies to speed up mobilization, or military and civilian preparations for war.
 - 1. The War Production Board supervised the conversion of industries to war production. For example, the auto industry changed from making cars to producing such items as trucks and tanks.
 - 2. The Office of Price Administration set limits on consumer prices and rents to prevent inflation.
 - 3. The National War Labor Board helped resolve labor disputes.
- C. To finance the war, which would cost more than \$320 billion before it was over, the government raised taxes and borrowed money.
 - 1. The Revenue Act of 1942 raised corporate taxes and required Americans to pay income taxes. Congress established a system of withholding taxes from paychecks to collect the money.
 - 2. The government sold war bonds to borrow money from Americans.

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Discussion Question

How did war bonds help pay for the cost of the war? (*When Americans bought war bonds, the government received cash to pay for the war effort. People were encouraged to buy bonds to support the war. They felt patriotic. Celebrities were used to create drives to encourage people to purchase bonds to help the government pay for the war.*)

II. Wartime America (Pages 765–766)

- A. The war created prosperity. Prices remained relatively stable. Incomes rose. Industry soared as factories produced the needed ships, tanks, airplanes, and guns.
- B. The war also created hardships. Families were separated, and many lived in fear of hearing bad news about a family member serving overseas. Shortages of consumer goods existed due to industries' need to make war materials. Many resources and goods were also rationed. Americans were issued books of ration coupons to purchase items such as shoes, gasoline, tires, sugar, and meat. When people ran out of coupons, they did without.
- C. To help the war effort, people planted victory gardens. Children collected scrap metal. Blackouts in coastal cities were enforced so the lights would not help enemy planes navigate. The Office of War Information promoted patriotism and helped unite Americans behind the war.

Discussion Question

What do you think you might have done to help the war effort? (*Answers will vary, but should include the idea that many options were open, such as volunteering in the armed forces, working for a government agency, or working in industry to produce supplies and materials.*)

III. Women and Minorities (Pages 766–768)

- A. Women had opportunity for new jobs and new roles in society. New fields were open to them, and their right to work was established. Women worked in factories in jobs that were previously held only by men, such as welders and riveters. They usually earned less than men did, though, and when the war was over, their jobs were lost to the returning men.



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- B.** About one million African American men and women served in the armed forces. However, they were in segregated units and often given low-level assignments.
 - 1.** In 1942 the army began integrating trainees in officer-candidate school.
 - 2.** African Americans were finally allowed to take combat assignments. The Tuskegee Army shot down more than 200 enemy planes.
- C.** In civilian life, African Americans fought discrimination. The Fair Employment Practices Commission was established to fight discrimination in industries that held government contracts.
- D.** African Americans moved from the rural South to the North and the West for work. In some cities, racial tensions erupted into violence.
- E.** Thousands of Native Americans served in the armed forces. Many left reservations to work in defense industries. A special group of Navajo, known as “code talkers,” sent radio messages secretly coded in the Navajo language.
- F.** More than 250,000 Hispanic Americans served in the armed forces, some receiving the Medal of Honor, the United States’s highest military medal. The United States recruited thousands of farm and railroad workers from Mexico in the bracero program to fill the need for labor. This stimulated emigration from Mexico. Like African Americans, Mexican Americans also suffered discrimination.
- G.** After the bombing of Pearl Harbor, Americans were suspicious of the Nisei—Japanese Americans who had been born in the United States. Military and political leaders worried about their loyalty.
 - 1.** More than 100,000 West Coast Japanese Americans were relocated to detention centers, or internment camps, where they lived for three years. The camps were crowded and uncomfortable. Conditions were generally poor.
 - 2.** Because of this enforced relocation, in 1988, Congress issued a formal apology and gave each survivor \$20,000.

Discussion Question

How did the population shift in the country as a result of the war? (*Many African Americans from the rural South moved to the North and the West for work. Cities grew. Mexicans immigrated to the United States to fill the labor need.*)

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Did You Know?

German field marshal Erwin Rommel is thought of as one of the most brilliant generals of World War II. Rommel was responsible for many German victories. In 1944, however, he took part in an attempt to kill Adolf Hitler. The plan failed, and Rommel was forced to take poison and die for his part in the betrayal.

I. North African Campaign (Pages 770–773)

- A.** When the United States joined the Allied nations on January 1, 1942, German troops occupied almost all of Europe and much of North Africa. Allied leaders decided that, in order to defeat the Axis Powers, they would concentrate on defeating Hitler in Europe and North Africa. The Allies planned to attack North Africa first.
1. In November 1942, American, British, and Canadian troops landed in Algeria and Morocco. Dwight D. Eisenhower, the United States general in charge of the Allied troops, advanced eastward but met defeat in Tunisia.
 2. George Patton, an American infantry general, and the British air force and navy stopped German general Erwin Rommel, known as the Desert Fox, and drove the Germans out of North Africa in May 1943.
- B.** The Allies invaded Italy using bases in North Africa. They took Sicily in the summer of 1943 and landed on the mainland in September. The Italians overthrew Mussolini as the Allies advanced. They surrendered, but German forces continued to fight.
1. In central Italy, the Allies met resistance at Monte Cassino during the winter of 1943.
 2. In January at Anzio near Rome, the Allies again met resistance from the Germans. In May the Allies broke through, and in June 1944, they liberated Rome.
- C.** The Allies also launched an air war over Germany while fighting continued in North Africa and Italy. American bombers battered German factories and cities. This caused massive destruction in cities, and thousands of German civilians were killed.

Discussion Question

Why were the Germans still unwilling to surrender despite the success of the Allied attacks in Germany? (*The Germans felt they were the superior race. They felt they would win the war despite the successful Allied air war. Hitler was not giving up under any circumstances.*)

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II. The Tide Turns in Europe (Pages 773–775)

- A.** German troops invaded the Soviet Union in June 1941 and continued into the interior.
 - 1.** The Germans began a siege, or military blockade, of Leningrad, cutting off supplies to the city for nearly 900 days. When the siege was finally broken in early 1944, the Germans had not taken the city.
 - 2.** The Germans also tried to take Moscow in 1941, reaching its outskirts by December. The Soviets retaliated, forcing the Germans to retreat.
 - 3.** The Germans targeted another Soviet city, Stalingrad, in the spring of 1942. They did take the city, but Soviet forces surrounded the city and cut off German supply lines. The Germans finally surrendered after their troops suffered from lack of food and from the cold weather in February 1943.
- B.** Stalingrad was a major turning point in the war. The Soviets drove the Germans back hundreds of miles, although the Germans counterattacked in the summer of 1943.
- C.** To start their main offensive to retake Europe, the Allies planned a massive invasion of France, called Operation Overlord, commanded by General Eisenhower. On June 6, 1944, also called D-Day, troops landed on the French coast of Normandy. Within a few weeks, Allies landed one million troops, even though they faced land mines and German machine-gun fire. Once they had this foothold, the Allied troops pushed across France. On August 25 they liberated Paris.
- D.** Victory in Europe was declared on May 8, 1945, also called V-E Day (Victory in Europe), after Germany signed an unconditional surrender on May 7 to end the war. Before the war ended, though, fighting continued.
 - 1.** Germany fought the Soviets in the east, but the Soviets pushed them out of Eastern Europe.
 - 2.** Germany fought the British and Americans in Western Europe as the Allied troops neared the German border.
 - 3.** Germany's last offensive occurred along the Belgian front on December 16, 1944. The Battle of the Bulge lasted several weeks and marked the end of serious German resistance.
 - 4.** The Soviets surrounded Germany's capital city, Berlin, in mid-April 1945. Hitler had remained in an underground bunker for months. He committed suicide on April 30 when he realized the situation was hopeless for the Germans.

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- E.** President Roosevelt never celebrated the Allied victory. He died on April 12, 1945, just prior to it. Americans mourned his death and the loss of the president who had led them through many difficult years. Vice President Harry S Truman became president.

Discussion Question

Why did the final phase of the war occur in Berlin? (*Berlin was Germany's capital and the home of Hitler. The Allies had to defeat Hitler as well as the Axis Powers.*)

III. The Holocaust (Pages 775–776)

- A.** As German power spread through Europe, the Nazi persecution of the Jews had grown as well. This became known as the Holocaust.
- B.** The persecution began in 1933, years before the war. Once the war began, Hitler scaled up his other war, “the destruction of the Jews in Europe.”
- 1.** Nazi troops rounded up thousands of Jews, who were sent to concentration camps. Living in such poor conditions, many became sick and died.
 - 2.** In the early 1940s, the Nazis built death camps, where thousands of Jews were forced into gas chambers to die. At the largest camp in Auschwitz, Poland, between 1 and 2 million people were killed.
- C.** As Allied forces moved through Germany and Poland after V-E Day, they uncovered the evidence of the Holocaust. Around 6 million Jews died in the Holocaust in addition to millions of others, such as Soviet prisoners of war, Poles, Gypsies, and people with handicaps. People all over the world were stunned by the mass murders.
- D.** Today the United States Holocaust Memorial Museum in Washington, D.C., houses the memories of the victims of the Nazi persecution.

Discussion Question

Why do you think Hitler waged his other war, “the destruction of the Jews”? (*Answers will vary, but should include the idea that Hitler blamed the Jews for many of Germany's problems. Also, he believed that the German people were a “superior race” who should rid the world of all those he considered inferior.*)

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Did You Know?

German-born physicist Albert Einstein became a Swiss citizen because he was attracted to Switzerland's democratic government. Einstein was also a Jew. In 1933, worried by the anti-Semitism growing in Germany, he accepted an invitation to the Institute for Advanced Studies at Princeton, New Jersey. Albert Einstein stayed in the United States for the rest of his life.

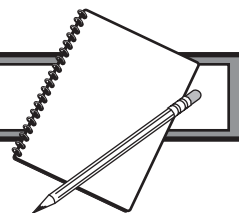
I. The Pacific Front (Pages 777–779)

- A.** The Japanese continued their attack in the Pacific.
 - 1.** On December 7, 1941, bombers also struck American airfields in the Philippines. By mid-December Japanese troops took the capital of Manila. American and Filipino forces retreated to the Bataan Peninsula and the small island fortress of Corregidor.
 - 2.** The Japanese invaded Thailand and Malaya.
 - 3.** The Japanese captured the key American bases of Guam and Wake Island and the British colony of Hong Kong.
- B.** In April 1942, the Allies surrendered the Philippines after months of fighting in the Bataan Peninsula. The Japanese led prisoners from Bataan to a prison camp 60 miles away. Many died along the way on what became known as the Bataan Death March.
- C.** The United States planned to go on the offensive in order to gain control of the Pacific region.
 - 1.** In April, 16 American bombers launched from an aircraft carrier in the Pacific, bombed Tokyo.
 - 2.** The Battle of the Coral Sea was a strategic victory because it stopped the Japanese from advancing on Australia.
 - 3.** The Battle of Midway was the first major Japanese defeat. The American navy destroyed four Japanese aircraft carriers and hundreds of airplanes.
- D.** The offensive continued. The United States commanders General MacArthur and Admiral Nimitz adopted a strategy of island hopping, skipping past heavily defended areas and capturing instead weaker areas farther ahead. This cut off Japanese supplies and communication and gave the Americans bases to leapfrog closer to the Philippines and Japan, sustaining fewer casualties along the way.
 - 1.** American forces fought for control of Guadalcanal between August 1942 and February 1943. The Japanese put up fierce resistance, but Americans finally secured the island.



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2. The American forces captured Guam and other nearby islands in June 1944.
 3. At the Battle of Leyte Gulf in the Philippines in October 1944, American ships destroyed most of the Japanese fleet there. MacArthur had fulfilled his promise to return to the Philippines.
- E.** Americans advanced on Japan. In March 1945, they captured the island of Iwo Jima, and in June, Okinawa, off the coast of Japan. American bombers continued their advance, although most of Japan's air force and navy was destroyed. They led bombing raids on Tokyo and other cities, killing thousands of civilians and crippling Japan's economy. In retaliation, Japanese kamikaze, or suicide pilots, crashed planes loaded with explosives into several American destroyers and sank them.

Discussion Question

How did Americans plan to gain control of the Pacific region after Japan took the Philippines, Guam, Wake, and Hong Kong? (*General MacArthur and Admiral Nimitz developed a strategy of island hopping to capture key islands in the South Pacific, getting closer to Japan and the Philippines. They met with resistance, especially from the kamikaze pilots, who crashed planes with explosives into American ships.*)

II. The Atomic Bomb (Pages 779–780)

- A.** Physicist Albert Einstein had warned the United States that the Nazis might try to develop atomic bombs to use against the Allies. Under Roosevelt, the atomic bomb was created by the United States in a top-secret operation called the Manhattan Project. It was tested in the New Mexican desert in July 1945.
- B.** The Allies issued the Potsdam Declaration that said if Japan did not surrender, it faced “prompt and utter destruction.” Japanese leaders did not surrender.
- C.** Truman ordered the first use of the bomb. The first bomb was dropped on Hiroshima in August 1945. The second bomb was dropped on Nagasaki three days later. The bombs caused incredible destruction.
 1. The city of Hiroshima was leveled, and about 70,000 people were killed.
 2. The Nagasaki bomb killed about 40,000, and thousands more were injured. Many died later from radiation.

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Discussion Question

Do you think Truman made the right decision in ordering the use of the atomic bomb? *(Answers will vary, but should include the idea that although Japan faced defeat, it was unwilling to surrender. Had Japan surrendered, Truman would not have dropped the bombs. The power of the atomic bomb would definitely bring the war to an end, and Truman wanted an end. Some students may say that dropping the bomb was too drastic and that another solution should have been used to bring an end to the war. Have students defend their answers.)*

III. The War Ends (Page 780)

- A.** The Japanese surrendered on August 15, 1945, which was proclaimed V-J Day (Victory over Japan). The formal surrender was signed in September aboard the battleship U.S.S. *Missouri*.
- B.** After the war, the Allies put the top Nazi and Japanese leaders on trial in Nuremberg, Germany, and in Japan. They were accused of war crimes and crimes against humanity.
- C.** The cost of the war was high. People had to rebuild their lives and their countries.
 - 1.** More than 40 million people died. More than half were civilians.
 - 2.** American casualties were about 322,000 dead and 800,000 injured.
 - 3.** The Soviets suffered more than 20 million deaths.
- D.** Nationalist movements grew in colonial nations seeking independence after the war.

Discussion Question

What was the aspect of the war that affects you most? *(Answers will vary, but should include such possibilities as the Holocaust, the Japanese invasions in the Pacific, the German invasions in Europe, the dropping of the atomic bomb, D-Day, and so on. Have students substantiate their responses.)*

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Did You Know?

Prime Minister Winston Churchill led Great Britain to victory in World War II. In Britain's 1945 election, however, he lost to Clement Attlee. Churchill gained the office of prime minister in 1951.

I. Wartime Diplomacy (Pages 788–790)

- A. As the Allies moved toward victory in 1945, questions arose concerning the postwar political landscape. The Soviet Union had occupied much of Central and Eastern Europe by the end of the war. The Allies had to determine whether these areas should remain under Soviet control.
- B. In January 1945, President Franklin D. Roosevelt met at Yalta with Winston Churchill of Great Britain and Joseph Stalin of the Soviet Union to discuss the postwar situation. In the Yalta agreement, which came out of the meeting, the Soviets agreed to enter the war against Japan in return for some Asian territories. The four Allies also agreed to divide Germany into four zones, with the United States, Great Britain, France, and the Soviet Union each controlling one zone. Initially, the Soviet Union agreed to allow elections to take place in the countries of Eastern Europe it then occupied. This pleased the Western allies, because they feared continued Soviet control of Eastern Europe would aid the spread of communism.
- C. After President Roosevelt died suddenly, President Harry S Truman went ahead with plans for the United States to join the new international organization discussed at Yalta, to be called the United Nations. The charter for the United Nations was signed in June 1945 by 50 nations, including the United States and the Soviet Union. Members hoped the formation of the United Nations would allow the world's nations to settle disputes peacefully, thereby avoiding future wars.

Discussion Question

Why did the United States and its Western allies want elections to be held in the nations of Eastern Europe after the end of World War II? (*The Western allies feared that control of Eastern Europe by the Soviet Union would aid the spread of communism.*)

II. Soviet Expansion in Europe (Pages 790–791)

- A. The wartime alliance between the Soviet Union and the Western allies did not last long into the postwar period. The Soviets went back on their word about allowing elections in the Eastern European nations. Instead, they set up Communist governments in these countries and continued to occupy them with troops.



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- B.** Continued Soviet occupation of Eastern Europe drove a wedge of distrust between the Soviet Union and the West, splitting Europe into two camps—the Soviet-controlled Communist states of Eastern Europe and the democratic governments of Western Europe.
- C.** Winston Churchill coined the term *iron curtain* to describe the wall of isolation that the Soviets had erected between Eastern Europe and the rest of the world. Churchill thought the Soviets would seek to expand their influence—a notion that alarmed Americans who feared the spread of communism.
- D.** In response the United States developed the policy of containment, in which both limited military action and nonmilitary means would be used to contain Soviet expansion in areas of the world that were of strategic importance to the United States.
- E.** A part of this containment policy was known as the Truman Doctrine, which stated that the United States would give assistance to people anywhere who were attempting to resist communism and Soviet expansion.
- F.** At the end of World War II, much of Europe lay in ruins. In February 1948, Congress approved the Marshall Plan, which provided \$13 billion in aid between 1948 and 1951 to rebuild Western Europe. None of the governments of Western European nations aided by the Marshall Plan was toppled by a Communist revolution.

Discussion Question

What was the policy of containment, and why did the United States develop it?
(*Containment was the United States's attempt to use military and nonmilitary action to stop Soviet expansion in places of strategic importance. The United States developed the policy because of fear of the spread of communism.*)

III. Crisis in Berlin (Pages 791–792)

- A.** The Allied leaders at Yalta had divided Germany into four occupation zones, with the Soviet Union controlling the eastern zone, and the United States, Great Britain, and France controlling those farther west. The German capital, Berlin, located deep within Soviet-controlled territory, was also divided into four zones, with the United States, Great Britain, France, and the Soviet Union each controlling a zone.
- B.** President Truman believed that a united Germany was essential to the future of Europe. But because the Soviets feared that a united Germany would again pose a threat, the Soviets wanted to keep Germany divided.

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- C.** In June 1948, the United States, Great Britain, and France announced that they would unite the sections of Germany under their control to form the new republic of West Germany. Each nation's section of Berlin would also be included in the republic.
- D.** The Soviet Union responded by imposing a blockade on Berlin. Stalin rushed Soviet troops into position around West Berlin, cutting off all transportation routes—highways, railways, and water routes—through Soviet-controlled East Germany into Western-controlled West Berlin. The Soviets thought that cutting West Berlin off from supplies would force the West out.
- E.** Unwilling to give into the Soviet tactics, President Truman organized a massive airlift of food, fuel, and other supplies into West Berlin. The Berlin airlift lasted day and night for about 10 months. Realizing that the blockade was a failure, Stalin ended it in May 1949.
- F.** Regardless of the success of the Berlin airlift, Germany and Berlin remained divided. In October 1949, Germany was officially divided into two nations—the Federal Republic of Germany, or West Germany, and the German Democratic Republic, or East Germany.

Discussion Question

Was the Berlin airlift a success? Explain your answer. (*Yes. Although Berlin remained divided, the airlift of supplies defeated the Soviet blockade. It also ensured that West Berlin would remain under Western control, separate from Soviet-controlled East Germany and East Berlin.*)

IV. Two Armed Camps (Pages 792–794)

- A.** The crisis in Berlin confirmed the existence of a cold war between the United States and the Soviet Union. There were no direct military battles between the two nations, but each built up military forces and tried to intimidate the other. European nations lined up behind either the United States or the Soviet Union in the Cold War standoff.
- B.** In April 1949, ten Western European nations, the United States, and Canada formed the North Atlantic Treaty Organization, or NATO. As another method of Soviet containment, each NATO nation pledged to come to the aid of any other member that was attacked. To protect against Soviet aggression, the NATO nations built up a huge military force.
- C.** Europe became divided into two armed camps when the Soviet Union created a mutual defense alliance in 1955 with the Communist governments in Eastern Europe under its control. The alliance was known as the Warsaw Pact.

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- D.** In the early 1950s, the United States changed its policy toward the Soviet Union. The United States no longer wanted to take limited action against the Soviets in strategic locations. Instead, the United States committed itself to fighting against communist movements wherever they arose and combating communist expansion worldwide.
- E.** In the 1940s, 1950s, and 1960s, many countries in Asia and Africa gained their independence from colonial rule. These new nations struggled with often severe political and economic problems.
- F.** Perhaps the most threatening development occurred when a long civil war in China ended in 1949 with a victory for Communist forces under Mao Zedong. Mao formed a new Communist state—the People’s Republic of China. The Chinese government defeated by Mao was forced to flee to the small island of Taiwan. The United States recognized the government in Taiwan as the legitimate government of China. To some, it appeared that the entire continent of Asia was in danger of turning to communism.

Discussion Question

Explain the meaning of a cold war. (*A cold war is a conflict between two nations that does not involve direct, open warfare. In a cold war, both countries build up military forces in an attempt to intimidate the opposing country, and compete to gain influence over the governments of other nations.*)

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Did You Know?

Today a collector of political memorabilia might pay more than \$500 for a newspaper printed during the 1948 presidential election. The famous newspaper was the *Chicago Daily Tribune* edition with the famous headline mistake “Dewey Defeats Truman.”

I. The Postwar Economy (Pages 796–797)

- A. The United States economy had to adjust to the shift from wartime to peacetime. Industries shifted from making military equipment to producing consumer goods. Defense workers were retrained to work in consumer industries. In addition, returning soldiers needed jobs.
- B. Inflation soared as price controls, which had kept the cost of consumer goods stable during the war, were lifted. Consumer demand and increased spending also added to inflation.
- C. Because of inflation, the prices of goods rose much more quickly than wages. During the war, workers had agreed not to strike for the good of the nation. But after the war ended, workers demanded pay raises from employers, who often refused. As a result, millions of steelworkers, railroad workers, miners, and others went on strike.
- D. The labor unrest ended when President Truman used threats and persuasion to force the workers in crucial industries—such as the railroad and mines—back to work. However, Truman also persuaded mine owners to grant many of the miners’ demands.

Discussion Question

Why did inflation increase after World War II? (*The wage and price controls that had been in place during the war were lifted. This, as well as increased demand for consumer goods, caused prices to rise.*)

II. Truman Faces the Republicans (Pages 797–800)

- A. In September 1945, President Truman presented the Congress with a series of domestic reforms he later called the Fair Deal. The plan included raising the minimum wage, expanding Social Security benefits, increasing federal spending to create jobs, building new public housing, and creating a system of national health insurance. But a coalition of Republicans and Southern Democrats blocked these measures in Congress.



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- B.** Economic problems continued, and the American people blamed Truman and the Democratic Party. As a result, the Republicans won control of Congress in the congressional elections of 1946. The Republicans quickly set their own legislative program in place. It included limiting government spending, controlling labor unions, and reversing policies adopted under FDR's New Deal.
- C.** Congress introduced the Taft-Hartley bill in the spring of 1947. Its aim was to limit the actions workers could take against employers. The bill allowed the government to temporarily stop any strike that endangered public health or safety. It also outlawed workplaces, known as closed shops, that hired only union workers. Truman vetoed the Taft-Hartley Act after Congress passed it, but Congress overrode his veto.
- D.** The federal government had greatly expanded since the New Deal. Both Truman and Congress agreed that the administration of the government needed to be improved to make it more efficient. The results were new government departments and agencies. The 1947 National Security Act provided some of the new departments.
 - 1.** The army, navy, air force, and marines were unified under the Department of Defense.
 - 2.** The act created Joint Chiefs of Staff with the heads of each of the armed forces coordinating military policies.
 - 3.** The National Security Council was set up to operate out of the White House, keeping the president informed on foreign and military matters.
 - 4.** The Central Intelligence Agency (CIA) was created to collect information about other countries, evaluate it, and pass it on to foreign-policy decision makers. Although many Americans feared that the CIA might spy on American citizens, Truman promised it would not.
- E.** Truman appeared to be the underdog as the 1948 presidential election approached. The nation's continuing economic problems made Truman unpopular with many Americans. The Democratic Party was also split, with conservative Southern Democrats and progressive Democrats forming separate parties to run candidates against Truman. Opinion polls showed the Republican nominee, Thomas Dewey of New York, ahead. When all of the ballots were counted, however, Truman had defeated Dewey. Democrats also regained control of both houses of Congress.

Discussion Question

What actions were proposed in President Truman's Fair Deal? (*The Fair Deal included raising the minimum wage, expanding Social Security benefits, increasing federal spending to create jobs, building new public housing, and creating a system of national health insurance.*)



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III. A Fair Deal for Americans (Pages 800–801)

- A.** Truman saw his election victory as a signal that Americans wanted reform. He quickly reintroduced his Fair Deal program, the same one that a Republican-controlled Congress had rejected previously. Some of the reform measures passed, including raising the minimum wage, expanding Social Security benefits, and providing more funds for low-income housing.
- B.** President Truman was a supporter of securing the rights of African Americans against discrimination. He was unable to persuade Congress to pass legislation to protect African American voting rights, abolish the poll tax, or make lynching a federal crime.
- C.** Nevertheless, Truman was able to take some steps to protect the rights of African Americans. He ordered federal agencies and departments to end job discrimination against African Americans. He ordered the desegregation of the armed forces. Truman also instructed the Justice Department to actively enforce existing civil rights laws.

Discussion Question

What steps did President Truman take to fight discrimination against African Americans? *(He ordered an end to job discrimination by the federal government, instituted desegregation of the armed forces, and told the Justice Department to actively enforce existing civil rights laws.)*

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Did You Know?

Even though the Korean War ended in 1953, there was no American Korean War Veterans Memorial until 1995. President Bill Clinton and President Kim Young Sam of the Republic of South Korea dedicated the Memorial located in Washington, D.C.

I. Conflict in Korea (Pages 802–804)

- A.** In 1945 Korea was a colony of Japan. After World War II, the United States and the Soviet Union both sent troops into Korea and agreed to occupy it temporarily. They divided the country at the 38th parallel, with the Soviets controlling North Korea and the Americans controlling South Korea. When the United States and the Soviet Union removed their forces in 1949, tensions between the two Koreas remained high.
- B.** In June 1950, the North Koreans invaded South Korea. Within days, North Korean forces had gained control over much of South Korea, including the capital, Seoul.
- C.** Suspecting that the Soviet Union was behind the invasion, President Truman acted quickly. Without asking Congress to actually declare war, Truman ordered the use of limited American air and sea forces in what he called a “police action” in Korea.
- D.** The United Nations condemned the invasion of South Korea and agreed to send a special force to the region under the direction of the United States.
 - 1.** In June 1950, General Douglas MacArthur, a hero of World War II, led American troops into Korea to stop the Communist advance. Although other nations sent troops and other types of assistance, Americans made up the majority of troops throughout the Korean War.
 - 2.** The initial goal of the United Nations was to push the North Koreans back north of the 38th parallel. When China intervened, however, this goal changed. Truman, urged by MacArthur, received approval from the United Nations to attempt to cross the 38th parallel, invade the North, and create a unified and democratic Korea.
 - 3.** As the UN forces moved north, capturing the North Korean capital and advancing toward the Yalu River (part of Korea’s border with China), the Chinese threatened to enter the war if the invasion of North Korea was not halted. Thinking the Chinese were bluffing, UN forces continued the invasion. The Chinese answered by sending thousands of troops into North Korea to attack UN forces. Badly outnumbered, the UN forces were forced to retreat south of the 38th parallel. Within weeks, the Communists had recaptured Seoul.

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Discussion Question

Why did Truman expand the goals of the Korean War to include an invasion of North Korea and the creation of a unified Korean state? *(After China intervened, the United States was worried about growing communist influence in Korea. The goal of capturing North Korea and setting up a democratic government—a government friendly to the West—was meant to contain Chinese communist influence in this region of Asia.)*

II. American Leadership Divided (Pages 804–805)

- A.** By January 1951, United Nations forces stopped their retreat. They launched a counteroffensive, retaking Seoul and pushing the Communists back across the 38th parallel. The war then became a stalemate that lasted two years, with bitter fighting along the 38th parallel.
- B.** Truman and MacArthur disagreed about how to end the stalemate and win the war. MacArthur wanted to invade China and bombard Chinese troops in North Korea. Truman opposed this idea, believing it would escalate into another world war. When MacArthur openly questioned Truman's leadership and tactics, Truman fired MacArthur. The move was unpopular with the American public.
- C.** The military stalemate dragged on, but peace talks did begin. After two years of talks, a cease-fire was finally signed in July 1953. The treaty was concluded during the presidency of Dwight Eisenhower. The agreement ending the war created a narrow demilitarized zone—an area where military forces could not enter—between North Korea and South Korea. The zone extended a mile and a half on either side of the 38th parallel.
- D.** Although thousands of Americans died and nearly 2 million Koreans and Chinese lost their lives, the Korean War ended with neither side achieving victory and almost no change in territory. However, the Korean War did send a message to the Soviet Union that the United States was willing to put money and lives on the line to fight Communist expansion.

Discussion Question

Why is it said that the Korean War ended in a stalemate? *(Because neither side actually achieved victory, and the territory of both North Korea and South Korea remained virtually unchanged after the war.)*

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Did You Know?

Spying between countries, especially between the United States and Russia, continues to this day. One example in recent history is that of the Aldrich Ames case. Aldrich Ames was a CIA agent for 31 years before being arrested in 1994 and accused of spying for the Russians. He was accused of passing several thousand classified documents to the KGB and its successor organization, the Russian SVR, for more than nine years.

I. Cold War Fears (Pages 806–808)

- A.** The Cold War intensified American fears of communist subversion. New fears arose when it was announced in 1949 that the Soviet Union had built its own atomic bomb. Many Americans worried that Communist sympathizers in league with the Soviets had penetrated all levels of the American government. This Red Scare dominated American politics for many years and led to a massive hunt to search out and uncover Communists.
- B.** When Republican critics accused Truman of being too soft on Communists, Truman responded in 1947 by ordering investigations into the loyalty of all federal workers. Although the FBI investigations found little evidence of spying, many federal workers lost their jobs. Many state and local governments, colleges, and businesses began similar campaigns.
- C.** In 1950 Congress passed the McCarran Act, which required all Communist organizations to register with the government and provide lists of their members. President Truman vetoed the act, saying that people should not be punished for the opinions they hold. But Congress passed the act by overriding Truman's veto.
- D.** By the time the McCarran Act passed, the House Un-American Activities Committee (HUAC) was in the process of investigating communist subversion in the nation. In well-publicized hearings, the committee questioned people about their knowledge of Communists or Communist sympathizers. Many people came under suspicion because of the beliefs of their friends or coworkers.
- E.** HUAC launched a huge investigation of the Hollywood film industry, rumored to be full of Communists. Many who were summoned refused to testify, and several screenwriters and directors went to jail for refusing to answer questions about their political beliefs or those of their colleagues. Reacting to government and public pressure, film companies created a blacklist of people whose loyalty was suspicious and would therefore be barred from working in Hollywood.

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- F.** Many people were brought to trial and convicted of spying for the Soviet Communists. The most famous case involved Julius and Ethel Rosenberg, members of the Communist Party, who were convicted of passing secret information about the atomic bomb to the Soviet Union. The Rosenbergs maintained that they were innocent and were being persecuted for their beliefs. Nevertheless, they were convicted, sentenced to death, and then executed in 1953.

Discussion Question

What did the McCarran Act and the hearings of the House Un-American Activities Committee have in common? *(They both brought Americans under suspicion because of their political beliefs. The McCarran Act forced people who believed in communism to have their organizations and memberships scrutinized by the government. The House Un-American Activities Committee brought people in for questioning if they believed in communism or if they had friends or coworkers who were Communist sympathizers.)*

II. McCarthyism (Pages 808–809)

- A.** Between 1950 and 1954, the search for Communists in the United States was dominated by Senator Joseph McCarthy of Wisconsin. During those years, McCarthy publicly attacked many people, alleged of being Communists. McCarthy had no proof. His unfounded accusations during hearings held by his Senate committee ruined the lives and careers of many people and heightened the air of paranoia about Communists in the United States. A new word, McCarthyism, was coined. It meant the use of unproved accusations against political opponents.
- B.** McCarthy, a Republican, and his colleagues often targeted Democrats. They saw anti-Communism as an important issue to use against the Democratic Party. Some Republican candidates for Congress, including Richard Nixon, successfully smeared their opponents with charges of being soft on communism. Such tactics worked because so many Americans were fearful of the Soviet Union and the communist threat.
- C.** McCarthy's downfall came in 1954, when he launched an investigation of the United States Army. He made alarming claims that Communists had infiltrated the army and, in a series of televised hearings watched by millions of Americans, hurled wild accusations at highly respected army officials. During the televised Army-McCarthy Hearings, Americans witnessed McCarthy's tactics firsthand. Many Americans came to view him as a bully with little proof for his accusations. The loss of public support and McCarthy's censure, or reprimand, by the Senate for "conduct unbecoming a senator" ended McCarthy's influence.



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Discussion Question

Why was McCarthyism so dangerous? (*McCarthy had the power, merely through making baseless accusations, to cast suspicion on people and ruin their lives and careers. While the public remained on his side and government officials were too fearful to challenge him, McCarthy wielded the power to challenge and ruin anyone whose ideas he did not like, a dangerous situation in any free society.*)

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Did You Know?

Budapest was originally two separate cities, Buda and Pest, which were divided by the Danube River. They joined in 1873 to become one large city. Today the Buda side of the river is largely residential, while the Pest side is more commercial.

I. Republican Revival (Pages 814–815)

- A. Due to widespread dissatisfaction with the Truman presidency, Republicans saw their best opportunity in several decades to capture the White House.
- B. In 1952 Republican candidate Dwight D. Eisenhower ran against Democratic candidate Adlai E. Stevenson. Eisenhower was a popular World War II hero, and people trusted him.
- C. The Republicans won the presidential election by a landslide, and a Republican-controlled Congress was also elected.

Discussion Question

What situation guaranteed that Eisenhower would find it fairly easy to get his programs through Congress during the first years of his administration? (*The Republicans also controlled Congress during Eisenhower's first years in office.*)

II. Domestic Policy (Pages 815–816)

- A. Eisenhower followed a middle-of-the-road domestic policy. Conservative financially, he avoided starting any ambitious new government programs. He also avoided angering people by refusing to get rid of popular old programs. Eisenhower's policies limited government and encouraged private business. He abolished the wage and price controls instituted by the Truman administration. He made cuts in government spending and also transferred some financial authority from the federal government to the states.
- B. The federal government built 40,000 miles (64,000 km) of interstate highways as the result of the passage of the Federal Highway Act in 1956. Although the roads were built to improve military mobility in case of an attack, the building of the interstate highway system also spurred growth in the automobile and oil industries.
- C. In 1959 the nation expanded when Alaska and Hawaii became states.



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- D.** During his term of office, Eisenhower supported expanding eligibility for Social Security and unemployment benefits. He also supported a raise in the minimum wage.
- E.** The Department of Health, Education, and Welfare was created during the Eisenhower administration. Oveta Culp Hobby chosen as its secretary. She was the second woman to hold a cabinet-level post.
- F.** Eisenhower's first term was very successful, and he was reelected in 1956 (over Adlai Stevenson again) by an even larger margin than in 1952.

Discussion Question

What are two actions that Eisenhower took that expanded the role and the reach of the federal government? (*Students should describe any two of the following: the building of the interstate highway system as the result of the Federal Highway Act of 1956; the addition of Alaska and Hawaii to the Union in 1959; the creation of the Department of Health, Education, and Welfare, a new cabinet-level department; the expansion of eligibility for Social Security and unemployment benefits.*)

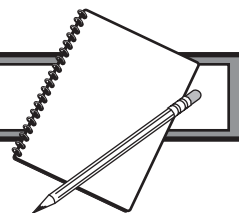
III. Eisenhower and the Cold War (Pages 816–818)

- A.** The Cold War drove foreign policy during the Eisenhower administration. The United States opposed the threat of communism in the world, but looked for ways to keep American-Soviet tensions from erupting into open warfare.
- B.** The architect of United States foreign policy during the Eisenhower administration was Secretary of State John Foster Dulles.
 - 1.** Eisenhower and Dulles broke with the policy of containment of the Truman administration. They promised massive retaliation—an instant nuclear attack—should the Soviet Union attack any other nation. Dulles believed that the United States had to push the Soviet Union to the brink of war before the Soviets would agree to be reasonable. Critics called this policy “brinkmanship.”
 - 2.** The more cautious Eisenhower, however, avoided pressuring the Soviets into war with the United States.
- C.** The Eisenhower administration preferred to rely on nuclear weapons for defense. The president and his advisers believed that this would allow the United States to reduce its reliance on conventional, or non-nuclear, weapons.
- D.** The reliance on nuclear weapons was supposed to result in a decrease in military spending. However, the Eisenhower administration's policy of massive retaliation—and the attempts of the Soviet Union to counter it—created an arms race that actually increased military spending.



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- E.** Both nuclear superpowers built hydrogen bombs, nuclear weapons much more powerful than atomic bombs. They developed intermediate-range ballistic missiles that could reach targets 1,500 miles (2,414 km) away. The next development, the intercontinental ballistic missile, had a range of several thousand miles. Soon, both the United States and the Soviet Union had weapons capable of destroying each other many times over.
- F.** As the arms race continued and the danger of nuclear war increased, Americans began to prepare for nuclear attack. The federal Civil Defense Administration educated the public about what to do in case a nuclear attack occurred. Some families built shelters in their basements, and schools held air-raid drills.
- G.** The successful Soviet launch of the first satellite, *Sputnik*, in 1957 and the failure of America's first satellite, *Vanguard*, embarrassed the United States and resulted in the creation of an American space program.
 - 1.** The National Aeronautics and Space Administration (NASA) was created to put American space research and exploration on track.
 - 2.** The United States launched its first successful satellite, *Explorer*, in January 1958. This marked the beginning of the space race with the Soviet Union.
- H.** Project Mercury was the nation's first program to put an astronaut in space. The government increasingly supported space research and exploration, and provided increased funding for the teaching of science and technology in schools. The United States soon began to pull ahead in the space race.

Discussion Question

What are two ways in which the United States and the Soviet Union competed during the Cold War? (*They competed in the arms race, building powerful nuclear weapons and guided missiles capable of massive destruction. They also competed in the space race, with each country trying to outdo the other in their ability to launch rockets and satellites, and to send astronauts into space.*)

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IV. Foreign Policy Challenges (Pages 818–820)

A. With the constant threat of nuclear conflict, the United States and the Soviet Union had to prevent small conflicts from escalating into a huge crisis that would drag both countries into war. There were several crises in the 1950s that threatened to involve both the United States and the Soviet Union, possibly resulting in war between the two nuclear powers.

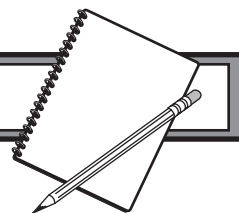
- 1.** Egypt took over the Suez Canal in 1956. Britain, France, and Israel responded by attacking Egypt to overthrow the Egyptian government and protect oil shipments that traveled through the canal to Western Europe. The Soviets threatened rocket attacks on British and French cities. Under pressure, the three nations pulled out of Egypt.
- 2.** In early November of 1956, Soviet tanks and troops poured into Hungary to crush a revolt. Hungarian rebels appealed to the United States for help. President Eisenhower condemned the crackdown, but did not confront the Soviets directly by intervening.
- 3.** In the early 1950s, France was involved in fierce fighting against nationalist/Communist rebels (the Vietminh) in its former colony of Vietnam. By March 1954, the French were facing defeat. France asked the United States to send troops, but Eisenhower refused. With fresh memories of the Korean War, he did not want to become involved in a war in Southeast Asia. Without American help, the French were forced to surrender that May.

An agreement known as the Geneva Accords ended the war. It temporarily divided Vietnam into a northern part controlled by the Vietminh and a southern part controlled by another group of Vietnamese more friendly to the French. The accords provided for withdrawal of French troops and free elections in 1956 in a reunited Vietnam.

- B.** Eisenhower believed in the domino theory: if one nation in Southeast Asia fell to the Communists, the others would follow. To keep Vietnam from becoming the first domino, the United States aided the anti-Communist government of South Vietnam, although the leaders of South Vietnam had little popular support.
- C.** The United States also hoped to shore up support against Communist aggression in Southeast Asia by helping to create the Southeast Asia Treaty Organization (SEATO) in 1954. The nations of SEATO (the United States, Great Britain, France, New Zealand, Australia, the Philippines, Pakistan, and Thailand) pledged joint action against any aggressor.

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- D.** The Eisenhower administration also faced challenges in Latin America.
- 1.** The Central Intelligence Agency (CIA) helped to overthrow the government of Guatemala in 1954 because the United States feared Guatemala was leaning toward communism. This action created resentment among other nations in Latin America.
 - 2.** Relations also became strained between the United States and Cuba. Fidel Castro came to power in 1959 after the overthrow of dictator Fulgencio Batista. The United States supported Castro initially, but then turned against him when he took over foreign-owned property. Cuba became a dictatorship and turned to the Soviet Union for assistance. During the last days of his presidency in early 1961, Eisenhower cut diplomatic ties with Cuba.
- E.** Though the Cold War continued, by the mid-1950s American and Soviet leaders were interested in easing tensions. After a summit meeting in Geneva in July 1955 that included American and Soviet leaders, a friendlier atmosphere between the two nations prevailed—at least for a time. After the summit, a policy of peaceful coexistence began to emerge. This meant that although the two superpowers would continue to compete, they would avoid war. Eisenhower and the Soviet leader, Nikita Khrushchev, agreed to visit each other's countries and attend another summit in Paris in 1960.
- F.** A spy mission spoiled any chance of closer ties between the United States and the Soviet Union during the early 1960s. In May 1960, the Soviet Union shot down an American U-2 spy plane over its territory. The downing of the plane occurred just before the 1960 American-Soviet summit in Paris. Although the summit went on as planned, the spirit of the meeting had soured. Khrushchev denounced the American spy mission as an invasion of Soviet airspace. The summit broke up after just one day. This marked an end to the brief "thaw" in the Cold War.
- G.** In his Farewell Address to the nation in January 1961, Eisenhower expressed his fear of the growing influence of the "military-industrial complex." He said that this alliance of military and business leaders was conspiring to persuade the United States to build bigger and more expensive weapons, which would only heat up the arms race and bring the world closer to war.

Discussion Question

Why was it important for the United States and the Soviet Union to avoid direct conflict during the 1950s? *(Because both countries were superpowers with huge stockpiles of nuclear weapons, a direct conflict between the two could have escalated into nuclear war. As a result, the two nations tried to avoid allowing their relationship to deteriorate to the point where one nation would feel compelled to directly attack the other.)*

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Did You Know?

The famous architect Frank Lloyd Wright developed the Prairie school of architecture. The idea was to bring together the design of housing with the land it used. Wright was against the increasing urbanization of America in the 1950s. The architect believed that mass-produced housing in suburban developments was a threat to true architecture and individuality.

I. A Booming Economy (Pages 821–822)

- A. After World War II, the American economy began to grow rapidly. The boom was spurred by military spending during the Korean War and also by government spending on housing, schools, highways, welfare, and veterans' benefits. Business, industry, and agriculture adopted new technology that also increased productivity, the ability to produce more goods with the same amount of workers.
- B. Also, the first computers were developed. These computers were huge, weighing tons and filling whole rooms. Computers were used by the military and the government, and later by large corporations.
- C. The 1950s boom succeeded in giving Americans the world's highest standard of living by the end of the decade. Prosperity and steady economic growth led to new optimism that the United States could sustain the good times indefinitely.

Discussion Question

How did the federal government help spur the economic boom of the 1950s?
(*Government spending during the Korean War helped the economy, as did later spending on housing, school, highways, welfare, and veterans' benefits.*)

II. A Changing Nation (Pages 822–826)

- A. Economic growth and prosperity brought a number of changes in the 1950s. These changes included growth in population and wealth, suburban expansion, and demand for consumer goods.
- B. The nation's birthrate soared during the 1950s, a phenomenon called the baby boom. Several factors contributed to the baby boom.
 - 1. Couples who had avoided having children during the Depression and World War II started families.
 - 2. Higher incomes convinced many people that they could afford more children.



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3. Better health care, improved nutrition, and medical advances reduced the death rate among infants.
 4. As a result of the baby boom, many women left the workforce to stay home with their children.
- C.** Suburbs expanded greatly during the 1950s, and the nation experienced a massive construction boom. Mass-produced housing allowed developers to build more houses in a shorter period of time.
1. Many Americans who lived in cities flocked to the suburbs to take advantage of affordable homes that offered privacy, isolation from urban problems, and more space.
 2. Suburban living also attracted a growing number of African American and Hispanic American middle-class families, but many of the nation's postwar suburbs refused to sell homes to minorities.
- D.** Suburban living would not have been possible without the car. Cars were needed to get to work, to go shopping, and to travel. The construction of thousands of miles of highways in the 1950s encouraged the spread of suburbs far beyond city limits.
- E.** The perfection of the jet engine in the 1950s allowed the growth of commercial air travel. Soon, the airliner was on its way to replacing trains and ocean liners as the preferred mode of long-distance travel.
- F.** During the 1950s, the United States became more of a consumer society. Buying goods became easier with the use of credit cards, charge accounts, and easy-payment plans. Consumers sought the latest products, such as dishwashers, washing machines, and televisions. Bigger, faster, and flashier cars were popular.
- G.** By the end of the 1940s, many Americans owned a television set. Television profoundly changed American life.
1. TV became a major form of entertainment, and an important source of news and information.
 2. Millions of families watched the same programs each week. The images of the American family shown on television—in programs like *Leave It to Beaver* or *Father Knows Best*—helped shape American ideas of what family life should be.
 3. Television also shaped buying habits. Advertising created a huge market for certain products. Americans flocked to buy products connected with popular television shows or celebrities.

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H. Rock 'n' roll music became popular during the 1950s. Rock 'n' roll grew out of the rhythm and blues music that African American musicians had created much earlier. It also had elements of country, gospel, and other forms of popular music. For teenagers, the common experience of listening to rock 'n' roll music forged a common identity and bond. The differing attitudes of the older and younger generations toward music and other forms of popular culture became known as the generation gap.

Discussion Question

How did television influence American culture during the 1950s? *(By the end of the 1950s, many Americans had televisions, and the television became the major source of entertainment and information. Because millions of Americans watched the same TV shows each week, looked at the same advertisements, and watched the same news programs, most Americans were subject to the same cultural influences. For example, the image of the American family portrayed on television shows became the image that most Americans accepted, and products seen on TV or connected with popular TV shows and stars were popular with consumers.)*

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Did You Know?

The social unrest of the 1950s was reflected in the 1957 hit Broadway musical *West Side Story*. The musical is a loose retelling of Shakespeare's *Romeo and Juliet*, although the setting is the Upper West Side of New York City in the late 1950s. The theme of *West Side Story* is ethnic tension. The rivals in the musical are street gangs made up of newly-arrived Puerto Ricans and second-generation Americans from white European immigrant families.

I. Poverty (Pages 828–830)

- A. Although many Americans shared in the economic boom of the 1950s, about 20 percent of Americans lived in poverty. Millions more with low incomes struggled to stay slightly above the poverty line.
- B. Farmers did not share in the general prosperity of the times.
 - 1. Huge crop surpluses caused the price of farm products to fall, and farm incomes decreased. Huge corporations bought up the land of many farmers who could not afford to remain in farming. The new huge corporate farms made it even harder for small farmers to compete. Many of these poor farmers moved to urban areas.
 - 2. Technology on the farm increased farm productivity, especially for large farms that could afford the machinery and chemicals that boosted production. Many farm workers suffered. For example, mechanized cotton pickers took away many jobs. Synthetic fibers reduced the demand for cotton, causing many cotton farmers to lose their farms, and the workers on these farms lost their jobs.
 - 3. Migrant farm workers—many of them Mexican Americans and Asian Americans—worked long hours and received low wages for picking crops. These workers lived in substandard housing and were stuck in poverty.
- C. An increasing number of middle-class Americans moved to the suburbs during the 1950s. The poor were left behind in the cities. Many additional people—African Americans from the rural South and Hispanics from Puerto Rico and Mexico—joined the native-born poor in the cities.
 - 1. The migration of poor African Americans and Hispanics to cities hastened the departure of middle-class whites to the suburbs in what was called white flight.
 - 2. White flight turned many areas of inner cities into ghettos, or neighborhoods inhabited mainly by poor minority groups.



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- D.** As more middle-class whites moved to the suburbs, life in cities became more difficult and it became tougher for the urban poor to escape poverty.
- 1.** Factories and other businesses followed the white population to the suburbs, leaving fewer good jobs behind in urban areas.
 - 2.** Cities collected fewer taxes as a result, making it increasingly difficult to keep up with the demand for services such as public transportation and police protection.
 - 3.** The urban poor struggled, not only with poverty, but also with discrimination in housing, employment, and education. Crime and violence also grew in inner cities, making life more difficult for those who remained there.

Discussion Question

How did white flight affect the lives of people who lived in inner city areas? (*White flight was the movement of an increasing number of whites from cities to suburbs, in part, to escape a growing population of minorities in cities. When whites fled to suburbs, many factories and businesses followed them, leaving few good job opportunities behind for people who remained in inner cities. With an increasing number of poor people concentrated in urban areas, cities collected fewer taxes and therefore had less money to provide services for their citizens.*)

II. Voices of Dissent (Pages 830–831)

- A.** The changes in Americans society that occurred during the 1950s caused some people to question emerging values. Some thought that cookie-cutter suburbs were causing Americans to lose their individuality. Others thought the society was becoming too materialistic.
- B.** Many social critics examined American society during the 1950s. William H. Whyte, Jr., wrote *The Organization Man*, which criticized young executives who abandoned their own views and principles in order to succeed in business. In *The Affluent Society*, John Kenneth Galbraith criticized prosperous, comfortable Americans who ignored the problems and hardships faced by other Americans who were not as economically well off.
- C.** A group of writers called the Beats expressed their weariness with all forms of the modern industrial state, or rebelled against the conformity, blind faith in technology, and materialism that they saw in American culture. Millions of young Americans read the works of Beat writers, such as Jack Kerouac, and adopted Beat attitudes of rebelliousness and isolation from society.

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- D.** Some women began to question their roles as housewives and mothers. In her book, *The Feminine Mystique*, author Betty Friedan described the frustration and unhappiness of women dissatisfied with these limited roles.
- E.** African Americans also questioned the structure of American society during the 1950s. Increasingly unhappy with their place in society and desperate for change, African Americans fought to end segregation and gain greater freedom.
- F.** Three events during the 1950s proved especially important for African Americans and helped pave the way for the civil rights movement of the 1960s.
 - 1.** The Supreme Court decision in *Brown v. Board of Education of Topeka* declared racial segregation in public schools unconstitutional.
 - 2.** African Americans staged a successful boycott to desegregate public buses in Montgomery, Alabama.
 - 3.** President Eisenhower sent federal troops to Little Rock, Arkansas, to enforce a court order to integrate a high school.

Discussion Question

Why were many women and African Americans not content with their places in society during the 1950s? (*Many women were suburban housewives and mothers during the 1950s. However, some women were dissatisfied with this limited role for themselves. African Americans were unhappy with segregation and were eager to fight for increased rights and an improved place in society.*)

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Did You Know?

In 1999 civil rights hero Rosa Parks was awarded the Congressional Gold Medal of Honor, the highest honor a civilian can receive in the United States.

I. Equality in Education (Pages 838–841)

- A.** Tired of discrimination and racism, African Americans fought for equal opportunity in jobs, housing, and education in the latter half of the twentieth century.
- B.** The Supreme Court had upheld segregation, the separation of people of different races, in 1896, when it ruled in *Plessy v. Ferguson* that “separate but equal” public facilities were legal. In the 1950s, the NAACP looked for cases they could use to challenge the laws allowing segregation in public education.
- C.** Thurgood Marshall, chief lawyer for the NAACP, chose to use the case of Linda Brown of Topeka, Kansas, as a test case. Brown, a seven-year-old African American girl, was denied the right to attend an all-white school just blocks from her home and forced to travel several miles on a bus to a segregated school. The Brown family had sued the school system, but had lost. Marshall and the NAACP appealed the case all the way to the Supreme Court.
- D.** In the case of *Brown v. Board of Education*, Marshall argued that segregated schools were not equal to white schools and therefore violated the Fourteenth Amendment. In May 1954, the Court ruled unanimously that it was unconstitutional to segregate schoolchildren by race. The Court also ordered that integration take place as fast as reasonably possible.
- E.** Some school systems integrated quickly. Others, especially in the South, fought integration.
- F.** In 1957 a federal judge ordered Central High School in Little Rock, Arkansas, to admit African American students. The governor, who opposed integration, called out the state’s National Guard to prevent the African American students from entering the school. This marked the first time since the Civil War that a Southern state had defied the authority of the federal government.
- G.** President Eisenhower had doubts about the *Brown* decision but thought the law had to be upheld. He warned Arkansas governor Orval Faubus that the federal government would intervene if he did not allow the students to enter the school. Faubus finally backed down. Eisenhower sent hundreds of soldiers to Little Rock to protect the students, and the nine African American students finally entered the school protected by federal troops.

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Discussion Question

Why was the Supreme Court ruling in *Brown v. Board of Education* an important event in the civil rights movement? (It aligned the federal government with the aspirations of African Americans for equal treatment in education, stating that the laws that had kept African Americans in substandard segregated schools were unconstitutional. It also opened the door to integration and expanded educational opportunities for African American students.)

II. Gains on Other Fronts (Pages 841–842)

- A.** In addition to attempts to secure equality in education, African Americans fought on other fronts. As the 1950s and 1960s continued, an increasing number of African Americans took part in the civil rights movement to secure their rights.
- B.** One evening in December 1955, a seamstress named Rosa Parks unwittingly sparked events in Montgomery, Alabama, that would have an important effect on the civil rights movement. Seated on a bus in a section reserved for whites, she refused to give up her seat when she was told to move. She was removed from the bus by police, arrested, and fined.
- C.** Outraged African Americans in Montgomery organized a boycott of the city's buses. Because they made up 75 percent of the bus company's riders, they expected their boycott to produce results.
- D.** The boycott lasted for more than a year, with African Americans walking or riding bikes to work, or organizing carpools. A young Baptist minister named Martin Luther King, Jr., emerged as one of the leaders of the boycott. The bus company lost money, as did downtown businesses. The Supreme Court finally ended the matter by ruling that Montgomery bus segregation law was unconstitutional. The boycott ended in December 1956.
- E.** The victory in Montgomery made King a leader of the civil rights movement. In the protests he led, King applied the principles of Mohandas Gandhi, who had used nonviolent resistance to help gain India's independence from Great Britain. These protest methods were based on civil disobedience, or the refusal to obey laws that are considered unjust. A. Philip Randolph, the nation's most prominent African American labor leader, also influenced King.
- F.** In January 1957, King and 60 other ministers started a new organization called the Southern Christian Leadership Conference (SCLC) to fight for civil rights. SCLC elected King its president. SCLC identified targets for protest and taught civil rights activists how to protest nonviolently and how to protect themselves from violent attacks.



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Discussion Question

How did the actions of Rosa Parks become an important event in the civil rights movement? *(Parks's refusal to give up her seat on the bus, and her subsequent arrest sparked the yearlong Montgomery bus boycott. The boycott led to a Supreme Court ruling that made segregation on buses in Montgomery illegal. The boycott also brought a local minister, Martin Luther King, Jr., to prominence as a civil rights leader.)*

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Did You Know?

President John Kennedy was the second millionaire to become president. He donated all of his \$100,000 annual presidential salary to charity. President Herbert Hoover, the first millionaire to hold the office, gave his salary back to the government.

I. Election of 1960 (Pages 844–845)

- A. The presidential election of 1960 pitted Democratic candidate John F. Kennedy against Republican Vice President Richard M. Nixon. Kennedy promised new programs to help the poor and elderly, while Nixon promised to continue the policies of President Eisenhower.
- B. Kennedy came from a wealthy and powerful political family. He joined the navy and served as commander of a PT (patrol torpedo) boat in the Pacific during World War II. When the Japanese sank his boat, he saved the life of an injured crew member by swimming to shore with the man on his back. His bravery earned him military honors. When Kennedy returned home to Massachusetts, he successfully ran for the House of Representatives and then the Senate. He also wrote a book, *Profiles in Courage*, which won him the Pulitzer Prize.
- C. During much of the 1960 campaign, Kennedy trailed Nixon, in part because Kennedy was a Roman Catholic. Many Americans did not feel comfortable voting for a Catholic for president because they thought that a Catholic would show more allegiance to the church than to the nation. Because of these doubts, Kennedy often emphasized his strong belief in the separation of church and state.
- D. The turning point in the campaign came during the first televised presidential debates, which showcased a youthful, handsome, and energetic Kennedy contrasted with a tired and sick-looking Nixon. Many Americans decided to vote for Kennedy as a result of these debates.
- E. The election of 1960 was very close, with Kennedy winning by less than 1 percent of the vote.

Discussion Question

Why did some voters have doubts about John Kennedy in 1960? How did he address those doubts? (*They had doubts about his ability as a Roman Catholic to have more loyalty to the country than to his church. He addressed the issue by stating that he believed very strongly in the separation of church and state.*)

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II. The New Frontier (Pages 845–846)

- A.** Kennedy drew up plans for a group of proposals involving increased government spending on social programs, which was called the New Frontier. The bills Kennedy sent to Congress included one that called for additional money for education and another that set up programs to help poor people get jobs. Congress, reluctant to commit to expensive programs, rejected most of these bills.
- B.** Kennedy was a supporter of the civil rights movement, but he feared that moving too quickly would anger Southern Democrats and jeopardize his ability to get legislation passed in Congress. In 1963, however, Kennedy decided to ask Congress to pass a bill guaranteeing civil rights. The House approved the bill, but it stalled in the Senate.
- C.** In the meantime, Kennedy traveled to Dallas for a campaign trip in November 1963. While riding in a motorcade through the streets of Dallas, Kennedy was shot and killed. Lee Harvey Oswald was arrested and charged with the assassination.
- D.** Vice President Lyndon B. Johnson was sworn in as president shortly afterward. A commission appointed by President Johnson looked into the Kennedy assassination and concluded that Lee Harvey Oswald, the man charged with the killing, acted alone. But many people believed the assassination was part of a conspiracy that went far beyond a lone assassin.

Discussion Question

What were Kennedy's feelings about the civil rights movement? How did his administration react to it? (*Kennedy supported the civil rights movement, but he did not move aggressively to force the issue with Congress at first. He felt he would anger Southern Democrats, whose support he needed to pass legislation in Congress. In the months before he was assassinated, however, Kennedy sent a bill to Congress guaranteeing civil rights. The bill had passed the House but was stalled in the Senate when Kennedy was assassinated.*)

III. The "Great Society" (Pages 846–847)

- A.** When Lyndon Johnson became president, he announced a legislative program more ambitious than that of Kennedy's New Frontier. He called his proposals the Great Society. Johnson felt that in a nation as wealthy and advanced as the United States, people should not live in poverty, go hungry, or be denied a good education.



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- B.** The first part of Johnson's Great Society plan was an initiative to help people who lived below the poverty line.
 - 1.** Head Start provided preschool for children of poor families.
 - 2.** Upward Bound helped poor students attend college.
 - 3.** Job Corps offered training to people who wanted jobs.
 - 4.** Volunteers in Service to America (VISTA) was a program in which Americans volunteered to work in poor neighborhoods.
- C.** Two important health-care programs were also passed while Johnson was president. Medicare helped pay for medical care for senior citizens. Medicaid helped poor people pay their hospital bills.
- D.** Some parts of the Great Society program targeted crumbling cities. Johnson established the Department of Housing and Urban Development (HUD), which helped fund public housing projects for low-income people. Model Cities provided funds to help rebuild cities.
- E.** The Johnson administration also doubled the amount of federal money spent on education.
- F.** With Johnson's strong support, Congress passed the Civil Rights Act of 1964, completing the work on civil rights legislation that Kennedy had started before his assassination. The law prohibited discrimination against African Americans in employment, voting, and public accommodations. It also banned any discrimination by race, color, sex, religion, or national origin.

Discussion Question

How did President Johnson's Great Society program help the poor? *(It provided programs that helped the poor succeed and lift themselves out of poverty. It included programs to help the poor get a better education, get job training, and receive help from Americans who volunteered to work in poor communities. Johnson's program also rebuilt crumbling cities, paid for medical care, and offered low-income housing.)*

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Did You Know?

In the 1980s former Alabama governor George Wallace announced that he no longer believed in racial segregation. He wanted to make peace with civil rights leaders. In 1982 Wallace sought a new term as governor and won the election with substantial support from black voters.

I. The Movement Grows (Pages 848–852)

- A. Although civil rights activity first occurred in the South, segregation also existed in the North. African Americans soon expanded their activities to struggle against discrimination in the North as well as in the South.
- B. African Americans and white allies used the sit-in to desegregate stores across the United States. High school and college students would sit down in a store and refuse to move until the store agreed to stop the practice of segregation. Because store managers lost business and wanted to end the disturbances, many stores gradually agreed to desegregate. The sit-ins helped launch a new civil rights group, the Student Nonviolent Coordinating Committee (SNCC).
- C. The Supreme Court had ruled in 1960 against segregated bus facilities, so another civil rights group, the Congress of Racial Equality (CORE), decided to see if the ruling was being enforced.
 1. Groups of African American and white CORE members boarded buses and rode them into the South. In some cases, angry whites beat the Freedom Riders, as they were called. In other cases, as the riders stepped off their buses and attempted to enter the whites-only waiting rooms at bus stations, local law enforcement officials arrested them.
 2. As the violence against Freedom Riders increased, the Interstate Commerce Commission (ICC) took steps to enforce the Supreme Court ruling. In the fall of 1961, the ICC issued new regulations banning segregation on interstate buses.
- D. Civil rights leaders continued to press for desegregation in educational facilities.
 1. In 1961 a federal court ordered the University of Mississippi to enroll its first black student, James Meredith.
 2. When the governor of Mississippi sent state police to prevent Meredith from registering, President Kennedy sent federal marshals to escort Meredith into the school. Armed whites rioted in response. Marshals fought the angry white mobs with tear gas and nightsticks.



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3. Meredith registered, but federal troops had to protect him on the university grounds until he graduated in 1963.
- E. In the spring of 1963, Martin Luther King, Jr., and SNCC targeted Birmingham, Alabama, for desegregation protests. There were ugly confrontations in the city between police and demonstrators. National news shows and newspapers carried pictures of police setting dogs on unarmed protesters and of children being washed across streets by powerful fire hoses. President Kennedy sent in 3,000 troops to restore peace.
- F. In June 1963, Medgar Evers, state field secretary for the NAACP, was murdered. The murder and the events in Alabama convinced Kennedy to appear on national television to address the nation on the civil rights issue. Kennedy made a strong appeal for civil rights, telling the nation that all Americans, regardless of their skin color, deserved to be treated equally.
- G. In August 1963, Martin Luther King, Jr., and SNCC organized a huge march on Washington to support the civil rights bill that Kennedy had sent to Congress. More than 200,000 people of all races converged on Washington from all over the nation. The march was remembered for a stirring speech given by King on his desire to see a transformation of American society.
- H. Although laws had been passed making it illegal to deny African Americans the right to vote, these laws were often ignored in the South. During the summer of 1964, often referred to as Freedom Summer, thousands of civil rights workers spread throughout the South, helping to register African Americans to vote. The civil rights workers faced strong, sometimes violent, opposition.
- I. Partially in response to the conflict and violence, President Johnson went on television in March 1965 to urge Congress to pass the Civil Rights Act. It passed in August. The act led to an increase in the number of registered African American voters in the South. This slowly led to an increase in the number of African Americans elected to office.

Discussion Question

Why did Presidents Kennedy and Johnson make televised addresses to the nation at certain times during the height of the civil rights movement? *(They spoke to the nation at times of crisis, when confrontation and violence between African Americans and whites were at their worst. Kennedy and Johnson felt a responsibility as leaders both to express their support for civil rights and to condemn the actions of whites who were using violence to block integration. They probably felt that they had both the political and moral authority to influence the actions and thoughts of Americans, and possibly to stop some of the violence.)*

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II. Other Voices (Pages 852–853)

- A.** The civil rights movement had won many victories by the mid-1960s. But some African Americans were not satisfied with the slow pace of progress.
- B.** Malcolm X opposed integration at first, saying African Americans would be better off separated from whites. He eventually changed his views, supporting a society in which there could be “white-black brotherhood.” Malcolm X was assassinated, but his views continued to influence the civil rights movement after his death.
- C.** Other African American groups embraced more radical approaches to the problem of racism. Advocates of Black Power said that African Americans should create their own culture and political institutions. Stokely Carmichael and other advocates of this philosophy at times called for revolution. More moderate groups, such as the NAACP, did not agree with this approach, but the idea of Black Power had a great impact on the civil rights movement.
- D.** A group of young radicals in Oakland, California, formed the Black Panther Party in response to a growing tension between African Americans and urban police. Several armed clashes with the police occurred.
- E.** During the mid-to-late 1960s, a number of racial riots broke out in dozens of cities, including San Francisco, Chicago, Cleveland, Newark, and Detroit.
- F.** In April 1968 Martin Luther King, Jr., was assassinated. The killing set off rioting in more than 100 cities. Millions of people mourned the loss of the influential civil rights leader.

Discussion Question

Compare and contrast the approaches of Martin Luther King, Jr., and Stokely Carmichael toward the problem of gaining civil rights for African Americans. *(Both were interested in gaining equal rights for African Americans. However, King believed in working within the law to gain rights for African Americans within a largely white society, and he believed in nonviolent protest to accomplish those goals. Carmichael thought African Americans should create their own culture and political institutions. He thought it was acceptable to accomplish those goals through revolutionary means if necessary.)*

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Chapter 29, Section 4



Did You Know?

The controversy over the Equal Rights Amendment (ERA) divided many people, including the family that lived in the White House at the time. President Gerald Ford and First Lady Betty Ford disagreed publicly over the amendment. She was for the ERA, and he was against it.

I. Women's Rights (Pages 856–857)

- A. The African American civil rights movement inspired other groups, such as women, Hispanics, Native Americans, and the disabled, to fight for their rights as well.
- B. During the early part of Kennedy's administration, he appointed a Committee on the Status of Women. It reported that women received lower pay than men for the same work. As a result, Kennedy convinced Congress to pass the Equal Pay Act in 1963, prohibiting employers from paying women less money for the same work.
- C. In 1966, a group of feminists created the National Organization for Women (NOW) to fight for equal rights for women in all phases of life. NOW launched a campaign to get the Equal Rights Amendment for women added to the Constitution. Some people opposed the amendment because they thought it would lead to a breakdown of the family. Other people thought the Constitution already provided equal protection for women. In the end, not enough states ratified the ERA to make it law.
- D. Although the ERA did not pass, women made gains in many areas in the 1970s. In 1972 the federal government outlawed discrimination in educational programs receiving federal funding. As a result, many women rose to higher-level jobs. Most of the nation's all-male colleges also began to admit women. Women gained in politics, with several women winning election to Congress. In 1981 President Ronald Reagan appointed Sandra Day O'Connor as the first female justice of the Supreme Court.

Discussion Question

What gains were made by women in the 1960s and 1970s as a result of the women's rights movement? (Congress passed the Equal Pay Act in 1963 that mandated paying men and women the same pay for equal work. In 1971 the federal government outlawed discrimination in the workplace, which allowed women to move into higher-level jobs. Many all-male colleges began to admit women. Politics also opened up to women, with several women winning seats in Congress.)



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II. Hispanic Americans (Pages 858–859)

- A.** In the 1960s, the growing Hispanic population in America also began to seek equal rights.
- B.** The struggle for rights among Hispanics started with Mexican American migrant farmworkers. In the early 1960s, these workers organized unions to fight for higher wages and better working conditions. Their leader, César Chávez, organized thousands of farmworkers into the United Farm Workers (UFW).
- C.** The UFW organized national boycotts of produce such as lettuce, grapes, and other crops. The success of the boycotts enabled the UFW to win higher wages and shorter work hours for many farmworkers.
- D.** Greater political power among Hispanic Americans followed the successful union boycotts. Hispanic Americans formed La Raza Unida, an organization with a mission to fight discrimination and elect Hispanics to government offices. The League of United Latin American Citizens (LULAC) won suits in federal court to guarantee Hispanic Americans the right to serve on juries and send their children to desegregated schools.
- E.** Puerto Ricans also made progress in the 1960s and 1970s. In 1970, the first representative of Puerto Rican origin, Herman Badillo, was elected to the House from New York City. After four terms, he served as deputy mayor of New York City.
- F.** After the Cuban Revolution of 1959 in which Fidel Castro came to power, more than 200,000 Cubans opposed to Castro fled to the United States. They established a thriving community in south Florida. In 1975, Cubans and other Hispanics won a voting rights victory. A new law required that registration and voting be carried out in both English and other languages to help citizens who might not read or speak English. For example, election materials are available in many states in both English and Spanish today.

Discussion Question

What tactic did the United Farm Workers use to fight for the rights of Hispanic migrant workers? Why was it successful? (*The UFW organized boycotts of various farm products, such as grapes and lettuce, to force the farmers who hired them to meet their demands for higher wages and better working conditions. Because many Americans supported the boycotts, refusing to buy certain farm products, the UFW was successful in meeting its goals.*)

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III. Native Americans (Pages 859–860)

- A.** During the 1950s and 1960s, the federal government urged Native Americans to leave reservations to seek work in cities. But urban life was difficult, and those left behind on reservations had few job opportunities. At this time in American history, many Native Americans lived in poverty and suffered both malnutrition and disease.
- B.** To combat these conditions, Native Americans organized to demand political power and the right to make decisions independent from the government. Native Americans also increasingly emphasized their own history and culture. The National Congress of American Indians (NCAI) organized to win more control for Native Americans over their own affairs.
- C.** In response to Native Americans' demands, Congress passed the Indian Civil Rights Act of 1968, which protected the constitutional rights of Native Americans and recognized the rights of Native Americans to make laws on their reservations.
- D.** A group of young Native Americans believed the process of change was moving too slowly. They established the American Indian Movement (AIM) to work for equal rights and improvements in living conditions.
- E.** AIM carried out several protests to press its demands. AIM was one of several Native American groups that occupied Alcatraz Island in late 1969 to demand that it be used as a cultural center. The incident ended several months later when the group surrendered to federal marshals.
- F.** In the fall of 1972, AIM members occupied the Bureau of Indian Affairs in Washington, D.C. They surrendered the building after the government agreed to review their demand that Native Americans should receive the lands and rights guaranteed them under treaties with the government.
- G.** In February 1973, AIM seized the town of Wounded Knee, South Dakota. Wounded Knee was part of a huge reservation where Native Americans suffered poverty and ill health. The Native Americans vowed to stay until the federal government investigated conditions on the reservation and met demands for change. The siege ended several months later, on May 8, but succeeded in focusing national attention on the terrible conditions under which Native Americans lived.

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- H. People with physical disabilities fought for their rights in the 1960s and 1970s.
- I. Congress passed laws to protect the rights of the people with physical disabilities.
 - 1. One law forced public facilities to remove any barriers that kept people with physical disabilities from entering.
 - 2. Another law required employers to offer more jobs to people with physical disabilities.
 - 3. Another law required that children with physical disabilities have equal opportunities for education as nondisabled children.

Discussion Question

What tactics did Native Americans use to achieve their goals? Were they successful? *(Native Americans, led by organizations such as the American Indian Movement, often used the tactic of occupying a building or piece of land to force officials to meet, or at least listen to, their demands. Sometimes they did not succeed in achieving their goals, but they did succeed in focusing the attention of the nation on their problems and poor living conditions.)*

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Did You Know?

President Kennedy started the Peace Corps in 1961. Since then, more than 163,000 Americans have joined the Peace Corps, serving in 135 nations. The majority of volunteers are women, and the average age of the volunteers is 29.

I. New Directions (Pages 866–867)

- A. President Kennedy continued the anti-Communist policies of his predecessors, but with a few changes.
- B. Kennedy increased spending on nuclear arms, while attempting to get the Soviets to agree to a ban on nuclear testing. He also decided to counter Soviet-sponsored guerrilla forces fighting in various places around the world with American special forces (Green Berets), which were also trained in guerrilla warfare.
- C. Kennedy believed that American foreign aid to poor countries around the world would make the promises of communism seem less attractive to poor nations. The Peace Corps (Americans volunteering to work as teachers, health workers, and agricultural advisers in other nations) and the Alliance for Progress (a development plan for Latin America) were parts of this initiative.

Discussion Question

How did President Kennedy think foreign aid could fight communism? (*He thought the promise of communism would be less attractive to people in poor nations if wealthy nations such as the United States gave these nations money to help them improve the lives of their people.*)

II. Cold War Confrontations (Pages 867–869)

- A. Soon after taking office, President Kennedy faced serious foreign policy crises. One involved Cuba, where Fidel Castro had seized power in 1959. When Cuba formed an alliance with the Soviet Union, the American CIA formed a plan to overthrow Castro. The plan, created during the Eisenhower administration, called for Cuban refugees living in the United States to return to Cuba, spark an uprising, and overthrow the Communist government. Kennedy had doubts about the plan, but he allowed it to go forward. In April 1961, 1,500 CIA-trained Cuban exiles landed at the Bay of Pigs in southern Cuba. Cuban forces crushed the invasion and captured the insurgents. Kennedy took the blame and was embarrassed by the failure.



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- B.** The Bay of Pigs failure had three consequences for Kennedy:
1. He lost faith in military and intelligence advice.
 2. Latin American nations lost faith in Kennedy.
 3. Soviet leader Khrushchev concluded that Kennedy was weak and could be bullied.
- C.** The status of Germany had not been completely settled since World War II. The Soviet Union still controlled East Germany. Berlin, surrounded by Communist East Germany, was split. West Berlin was a non-Communist area protected in part by American, British, and French troops. After a large number of East Germans fled to West Germany through West Berlin in the summer of 1961, the East German government, with the backing of the Soviet Union, erected the Berlin Wall. The wall cut communications between East Germany and West Germany. The United States and its allies protested the building of the wall, but could do nothing to stop it.

Discussion Question

What were the three consequences of the Bay of Pigs invasion for President Kennedy? *(He lost faith in the advice of military and intelligence forces, Latin Americans lost faith in Kennedy, and Soviet leader Khrushchev concluded that Kennedy was weak and could be bullied.)*

III. The Cuban Missile Crisis (Pages 869–870)

- A.** The most dangerous dispute between the United States and the Soviet Union was the Cuban missile crisis of 1962.
1. In October photos from an American spy plane flying over Cuba revealed that the Soviet Union was building nuclear-missile launch sites on the island.
 2. Kennedy ordered a blockade of Cuba until the Soviets agreed to remove the missiles. He promised to destroy any Soviet ship that tried to break through the blockade.
 3. Kennedy also stated that any nuclear missile launched from Cuba would be considered an attack on the United States by the Soviet Union and would be met with a nuclear attack on the Soviet Union.
 4. After a few tense days, Soviet ships approaching Cuba turned back rather than trying to break the blockade. Soviet leaders also agreed to withdraw their missiles from Cuba.

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- B.** Having come close to nuclear war, the United States and the Soviet Union started working to establish a better relationship. In 1963 a hot line between Washington and Moscow was established to allow American and Soviet leaders to communicate instantly during times of crisis. That same year, the two nations signed a treaty banning nuclear tests aboveground or underwater.
- C.** The United States and the Soviet Union continued to compete in the space race during the Kennedy administration.
 - 1.** The space race began with the 1957 launch of the Soviet Union's *Sputnik*, the world's first satellite.
 - 2.** Then Soviet cosmonaut Yuri Gagarin became the first person to orbit Earth.
 - 3.** One month later, Alan Shepard, Jr., became the first American to make a space flight.
- D.** The United States was not satisfied to be second to the Soviet Union in space exploration. Shortly after Shepard's flight, Kennedy challenged the nation to land a man on the moon and bring him safely back to Earth by the end of the decade. Funding for NASA was expanded, as were its facilities in Florida and Texas. The challenge was met when, in July 1969, American astronaut Neil Armstrong took the first human steps on the moon.

Discussion Question

Could the Cuban missile crisis have led to nuclear war? Explain. (*Yes, it could have if the Soviets had not backed down. President Kennedy stated that he would destroy any Soviet ship that tried to break the blockade the United States had set up around Cuba. That would probably have brought retaliation from the Soviets and possible nuclear war. Kennedy also said that any missile launch from Cuba would bring a retaliatory nuclear strike against the Soviet Union. None of this came about, though, because the Soviets chose to respect the blockade and remove their nuclear missiles from Cuba.*)

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Chapter 30, Section 2



Did You Know?

After the assassination of John Kennedy, the Secret Service improved security measures for the president. Lyndon Johnson was the first president to have a bulletproof presidential limousine and be sworn in for reelection behind bulletproof glass.

I. The U.S. and Vietnam (Pages 871–874)

- A.** Vietnam was a French colony that had been captured by Japan during World War II. When the war was over and Japan was defeated, the Vietnamese looked forward to independence. But the French were not prepared to give up the colony. Vietnamese forces, led by Communist Ho Chi Minh fought against the French for Vietnam's independence.
- B.** Ho Chi Minh's forces finally defeated the French in 1954. A peace agreement temporarily divided Vietnam. Communist nationalists would control the north, while non-Communists, supported by the United States, would control the south. The country was to be unified in 1956, after national elections were held.
- C.** The elections were never held. In 1955 Ngo Dinh Diem gained control of the government of South Vietnam and, with American support, refused to hold elections in 1956. Many Communists in the South opposed Diem's power grab and his brutal policies against those who opposed him. When Diem tried to destroy the forces working against him, they organized themselves into the National Liberation Front, or the Vietcong. In 1959 the Vietcong started a war to defeat the Diem regime.
- D.** The United States began to support South Vietnam because of the domino theory—the idea that if Communists took over one country in Southeast Asia, the other countries in that area would also fall to the Communists like a row of dominoes. Eisenhower sent South Vietnam billions of dollars in aid and several hundred soldiers as military advisers.
- E.** Kennedy was also interested in keeping Vietnam out of Communist control. He sent more military advisers and pressured the Diem government to undertake reforms that would eliminate conditions that had spurred the growth of the Communist opposition—poverty, landlessness, lack of education, and poor health care. But Diem refused. As opposition to his regime grew, more aid flowed from North Vietnam to the South to fuel the guerrilla war against the Diem regime.
- F.** As Diem became more autocratic and internal opposition against him grew, the Kennedy administration found it difficult to continue to support him. In November of 1963, the South Vietnamese military overthrew Diem and assassinated him. Kennedy supported the coup, but not the assassination.



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Discussion Question

Why did the United States become involved in Vietnam? (*The United States thought it had to stop communism in Vietnam to prevent it from spreading to the rest of Southeast Asia. United States leaders during the Eisenhower administration believed in the domino theory, meaning if Vietnam fell to the Communists, then the other nations in Southeast Asia would fall to the Communists like dominoes.*)

II. The Conflict Deepens (Pages 874–876)

- A.** After President Kennedy's death, the problem of what to do in Vietnam fell to President Johnson. He did not think Vietnam was worth heavy military involvement, but the United States continued to get drawn into the conflict there to stop the attempted Communist takeover by the North.
- B.** Johnson wanted congressional support for expanding United States involvement in Vietnam. In 1964, when North Vietnamese naval forces allegedly attacked American destroyers in the Gulf of Tonkin, Congress passed the Gulf of Tonkin Resolution. The resolution allowed the president to take "all necessary measures" to repel any armed attack against American forces.
- C.** Johnson used the resolution to escalate, or gradually increase, United States involvement in Vietnam. By 1968, roughly 500,000 American soldiers were in Vietnam. The American military also began an intense bombing campaign against the North Vietnamese in the mid-1960s.
- D.** One target of the bombing was the Ho Chi Minh Trail, a network of roads, paths, and bridges connecting North and South Vietnam. The trail was bombed because North Vietnamese troops used it to bring equipment south. Bridges, docks, factories, and military bases in the North were also bombed.
- E.** The American forces found fighting the war in Vietnam difficult for many reasons.
 - 1.** Dense jungles, muddy trails, and swampy areas made troop movements difficult.
 - 2.** Because the Vietcong guerrillas blended in with the rest of the Vietnamese population, it was hard to tell friends and enemies apart.
 - 3.** America's allies in the army of South Vietnam often did not fight effectively.
- F.** Lethal weapons were used in the war. Aside from conventional bombs, planes also dropped napalm, an explosive that burned intensely. A toxic herbicide called Agent Orange was used to destroy the jungle vegetation that the enemy used for cover. Agent Orange contaminated many American and Vietnamese soldiers, causing them severe health problems.

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- G.** American war tactics caused enormous Vietcong losses but an increasing number of people in the Johnson administration began to believe that the ground battles and the air attacks still could not win the war. Also, the American public's opposition to the war began to grow.

Discussion Question

Why did American forces find fighting in Vietnam difficult? (*Troop movements were difficult because of jungles, swamps, and muddy trails. Because friends and enemies were all Vietnamese, it was difficult to tell them apart. The army of South Vietnam, America's ally, did not always fight effectively.*)

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Did You Know?

It was only four days after Martin Luther King, Jr.'s assassination in 1968 that legislation was first introduced in Congress for a national holiday in King's memory. It was not until January 20, 1986 that the first national King holiday was finally observed.

I. The Youth Protest (Pages 877–878)

- A.** As the war dragged on, protests in the United States pitted supporters of the war (hawks) against those who thought the United States should get out of Vietnam (doves).
- B.** Many student protests focused on opposition to the draft. The draft supplied soldiers for the war. All men were required to register for the draft when they reached age 18. There were several reasons people protested the draft.
 - 1.** Some people who opposed the war believed that ending the draft would stop the supply of soldiers, thereby ending the war.
 - 2.** Many draft opponents protested that the majority of soldiers came from poor or working-class backgrounds. Full-time college students, who were mostly from the middle class, got deferments that excused them from the draft.
 - 3.** Some draft opponents became conscientious objectors, or people who claimed their religions or moral beliefs did not allow them to fight in any war.
- C.** Americans had many reasons for opposing the war. Some thought the United States should not be in Vietnam under any circumstances. Others did not like the way the war was being fought. Many hawks and doves criticized President Johnson for his handling of the war, and the president's approval rating fell dramatically.
- D.** As opposition to the war mounted, protesters planned larger and larger demonstrations. In October 1967, 50,000 people marched to the Pentagon to protest the war.
- E.** Because of deep feelings against the war and animosity toward President Johnson, the Secret Service began to fear for his safety. The president appeared less frequently in public and only in front of people known to be supporters.

Discussion Question

How did the war affect the standing of President Johnson with the American public? (Because many people—both hawks and doves—disapproved of Johnson's handling of the war, his approval rating dropped sharply.)



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II. 1968—Year of Crisis (Pages 879–880)

- A.** In January 1968, the Johnson administration experienced the first of many crises. North Korean boats seized the U.S.S. *Pueblo*, a spy ship, in international waters off the Korean coast.
- B.** About a week later, the North Vietnamese and the Vietcong launched a series of assaults on South Vietnam called the Tet offensive. Tet marked a turning point in the war. The Vietcong attacked American bases, penetrated the ground of the American embassy, and captured one of South Vietnam's most important cities, Hue. The Americans and the South Vietnamese finally drove the Vietcong back, inflicting thousands of casualties.
- C.** The Tet offensive also turned many American against the war. American TV viewers were shocked by news reports showing Vietcong killing Americans in the United States embassy. The many days needed to retake Hue from the Vietcong also contradicted reports that the American military was winning the war. The American public and media grew more critical of United States involvement.
- D.** President Johnson soon faced political opposition within his own party. In late 1967, Democratic senator Eugene McCarthy of Minnesota announced that he would challenge Johnson for the Democratic Party's presidential nomination. Later Senator Robert Kennedy of New York also entered the race.
- E.** In March 1968, President Johnson appeared on TV to announce a new step toward peace. He told the American public that he would halt the bombing of North Vietnam's cities. He asked North Vietnam for a comparable concession so that peace talks could begin. Johnson surprised the nation by concluding the speech with the statement that he would not run for reelection.

Discussion Question

Why did President Johnson announce his intention not to seek reelection? (*Johnson's approval ratings were down because of the war, and he realized he did not have much political support among the voters. Also, prominent members of his own party were set to openly challenge him for the party's presidential nomination. Johnson knew that getting reelected would be a huge fight, so he decided not to try.*)

III. Violence Erupts (Pages 880–881)

- A.** A few days after President Johnson's announcement that he would not run again, Martin Luther King, Jr., was shot and killed in Memphis, Tennessee. King's assassination triggered anger and rioting in many American cities. Army troops were brought in to urban areas to restore order, and many Americans worried about the renewal of urban violence.



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- B.** The presidential race also heated up, with Vice President Hubert H. Humphrey joining Eugene McCarthy and Robert Kennedy in seeking the Democratic presidential nomination. As 1968 continued, McCarthy and Kennedy faced each other in several primaries. After Robert Kennedy won the California primary in early June, he was shot and killed by an assassin.
- C.** The Democrats held their nominating convention in Chicago in 1968. It was clear that Humphrey had enough support to win the nomination. Antiwar factions disliked Humphrey because he was Johnson's vice president and had supported the Vietnam War. On the third night of the convention, protesters and police clashed outside the convention hall. When the protesters began hurling objects at the police, the police reacted by attacking the protesters with tear gas and nightsticks. Humphrey won the nomination, but the violence outside the convention hall and the anger inside—all shown on national TV—damaged the image of the Democratic Party and Humphrey's candidacy.

Discussion Question

Although Hubert H. Humphrey won the Democratic nomination, why was he a weakened presidential candidate? (*Humphrey was Johnson's vice president, and he supported the Vietnam War, so those that opposed the war did not support him. In addition, the violence and protest at the Democratic convention portrayed the Democratic Party and Humphrey in a bad light, damaging his candidacy.*)

IV. Election of 1968 (Page 882)

- A.** The Republican Party nominated Richard M. Nixon. Sensing the public's resentment and weariness regarding the antiwar violence and protests of the Johnson era, Nixon promised a return to "law and order" and vowed to represent what he called the "silent majority" of Americans who did not shout and protest. Nixon was vague about his stand on Vietnam, only promising that he would achieve "peace with honor."
- B.** The popular vote was close, but Nixon edged out Humphrey for the presidency.

Discussion Question

Why did Richard M. Nixon think it was necessary to promise a return to "law and order"? (*Nixon thought Americans were tired of the antiwar violence and protests of the Johnson era, and needed to move on to a more peaceful homefront.*)

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Did You Know?

A memorial at Kent State University commemorates the 1970 shootings at an antiwar protest there. To reflect on how differences may be resolved peacefully, the memorial's stone plaza is engraved with the words "Inquire, Learn, Reflect."

I. A New Strategy (Pages 884–885)

- A. Newly elected President Nixon now had the task of dealing with the Vietnam War. He wanted to pull American troops out of Vietnam, but he did not want it to be done in a way that would look like defeat.
- B. President Nixon's strategy of peace with honor had three parts:
 - 1. The military began drafting fewer men for service in the war, and Nixon promised to eliminate the draft totally in the future.
 - 2. Nixon began to withdraw troops slowly from Vietnam, while turning more and more responsibility for fighting the war over to South Vietnamese forces. This was called Vietnamization.
 - 3. Nixon authorized an expansion of the bombing campaign to help the South Vietnamese troops by destroying enemy supply routes and hideouts in neighboring Laos and Cambodia. This part of the plan was kept secret.

Discussion Question

List the three parts of Nixon's "peace with honor" strategy. (*The military began drafting fewer men, and Nixon promised to eliminate the draft completely in the future. Nixon began to slowly withdraw troops from Vietnam and turn most of the fighting over to the South Vietnamese. In order to support the South Vietnamese troops, Nixon ordered the secret bombing of enemy supply routes and hideouts in neighboring Laos and Cambodia.*)

II. Renewed Opposition at Home (Pages 885–887)

- A. In late 1969, a new round of antiwar protests began in the United States. One of these was a protest held in Washington, D.C., that attracted more than 300,000 people.
- B. Nixon hoped the bombing raids would force the North Vietnamese to the peace table. But the North Vietnamese were not to be rushed. They were aware of the antiwar protests in the United States and thought that if they waited long enough, these protests would force America to withdraw.



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- C.** The war widened in Southeast Asia when civil war between Communist and non-Communist forces began in Cambodia. Nixon decided in April 1970 to send American troops to destroy Communist bases in Cambodia. Many people in Congress and among the American public were outraged by the attacks in Cambodia. They said that by invading a neutral nation, Nixon had overstepped his constitutional authority as president.
- D.** The invasion of Cambodia sparked a series of protests on college campuses across the country. Most went on peacefully, but two ended in tragedy. On May 4, 1970, at Kent State University in Ohio, a clash between student protesters and members of the National Guard ended in tragedy when four students were killed and at least nine others were wounded. On May 15, at Jackson State College in Mississippi, two students were shot and killed after a night of campus violence.
- E.** President Nixon's reaction was to take a hard line and blame the protesters for the violence. A commission found that the shootings at Kent State were unjustified. But a majority of Americans seemed to side with President Nixon.

Discussion Question

On what basis did people oppose Nixon's bombing of Cambodia? (*They felt that the United States had no right to bomb a neutral nation and that, by ordering the bombing, Nixon was overstepping his constitutional authority as president.*)

III. "Peace Is at Hand" (Pages 888–889)

- A.** United States representatives continued to carry on peace talks with representatives of the North Vietnamese government even while the bombing in Southeast Asia and the protests at home continued.
- B.** In March 1972, however, the North pushed forward with another huge offensive against South Vietnam. Because the United States had relatively few troops left in Vietnam, Nixon ordered renewed bombing of the North and also ordered the navy to plant mines in North Vietnamese harbors.
- C.** To help get a peace settlement, Nixon relaxed his terms somewhat. He stopped insisting that the North remove all of its forces from South Vietnam before the United States would withdraw its troops. Nixon sent Henry Kissinger to meet privately with the North Vietnamese foreign minister to hammer out a treaty. Then in the fall of 1972, just before the presidential election, a peace agreement was reached. The Nixon administration announced the peace agreement, but it soon collapsed because the president of South Vietnam objected to North Vietnamese forces remaining in the South.



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- D.** After he won reelection, Nixon was determined to put an end to the Vietnam War. In December 1972, United States forces unleashed the heaviest bombardment of the war on the North. This sparked outrage in the United States and around the world. But Nixon stood his ground, and North Vietnam soon returned to the peace table. The United States also put pressure on South Vietnam to accept the terms of the peace treaty. As a result, the peace agreement was signed in January 1973.
- E.** The United States agreed to pull all of its remaining troops out of Vietnam, and the North Vietnamese agreed to return all American prisoners of war. The Paris Peace Accords ended American involvement in Vietnam, but the conflict there continued.
- F.** The North Vietnamese did not abandon their goal of unifying Vietnam under their control. In early 1975, they launched a major offensive against the South. The weakened South Vietnamese army collapsed. Within a few days, North Vietnamese tanks were on the outskirts of Saigon. The last Americans fled the city, along with many Vietnamese who had supported or worked for them. Many of the Vietnamese people who escaped with the Americans ended up in the United States, but many others were left behind. In April 1975, Saigon fell to the Communists, and South Vietnam surrendered soon after.

Discussion Question

What happened in Vietnam after the peace treaty was signed and the United States withdrew its troops? *(The North Vietnamese did not give up their goal of uniting the country under their control. In 1975, they launched an all-out assault against the South. They succeeded in capturing the capital, Saigon. Soon after, the government of South Vietnam fell and the North Vietnamese had achieved their goal.)*

IV. Legacy of the War (Page 889)

- A.** The Vietnam War took a staggering toll of life. More than one million Vietnamese—civilian and military—died. The country also lay in ruins.
- B.** More than 58,000 Americans died as well. About 300,000 others were wounded, many permanently disabled. The United States spent about \$150 billion on the war.

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- C.** The soldiers who returned from Vietnam did not receive the hero's welcome that many returning soldiers from past wars had received. Many Americans had not supported the war and wanted to forget about it. As a result, the soldiers who returned from Vietnam were largely ignored.
- D.** There were many American soldiers who were classified as missing in action, or MIA. Their relatives and friends demanded that the United States government pressure the Vietnamese for information on the MIAs. Several American groups were allowed to do searches in Vietnam, but with no success. Most MIAs have remained missing.
- E.** A Vietnam Veterans Memorial was constructed in Washington, D.C., to honor those who served in the war. Designed by Maya Ying Lin, the memorial bears all the names of Americans who died or listed as MIAs. Since it was dedicated in 1982, thousands of people have visited the memorial to pay tribute to the lost soldiers.

Discussion Question

Why did the soldiers who returned to the United States after fighting in Vietnam not receive a hero's welcome? (*The war was very unpopular, and many Americans just wanted to put the whole experience behind them. They paid little attention to the soldiers who served in Vietnam.*)

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Did You Know?

Although Richard Nixon won the presidency in 1968, he had experienced other big losses. He ran for president in 1960, losing to John F. Kennedy. Nixon ran for governor of California in 1962, losing to Edmund G. Brown. After that loss, he announced his retirement from politics. Nixon attacked the press, declaring that it would not “have Dick Nixon to kick around anymore.” However, he came out of retirement, ran for president again, and won.

I. Easing the Cold War (Pages 896–898)

- A.** President Richard M. Nixon decided to make his mark on foreign policy by reaching out to the Soviet Union and the People’s Republic of China to find areas of common interest and cooperation. Because Nixon had been a staunch anti-Communist throughout his political career, his intention to reach out to these two Communist nations came as a surprise to many people.
- B.** Nixon appointed Henry Kissinger as his national security adviser because both men shared a belief in *realpolitik*—policies based on national interest rather than ideology. They believed world peace would come through negotiation rather than through threats or force.
- C.** Nixon also promoted detente, or the attempt to ease international tensions. But he realized that detente would only work if a balance of power existed among powerful nations. The world would be safer if no one nation became too powerful.
- D.** China and the United States had not had diplomatic relations since 1949, when the Communists first took power. But Nixon decided to improve relations with China, thinking this would make the Soviet Union more likely to receive his overtures positively. After all, the Soviet Union would not want China and the United States to be allied against it.
- E.** Responding to the less negative tone on the part of the American government, the Chinese made a positive gesture by inviting a table-tennis team from the United States to come to China in 1971. Shortly afterward, the United States opened trade with China.
- F.** President Nixon visited Beijing in February 1972. Trade and cultural exchanges between the two nations continued to increase after Nixon’s visit. Seven years later, full diplomatic relations were established between the United States and China.

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- G.** Nixon also tried to improve relations with the Soviet Union. In May 1972, he visited Moscow. The Soviets wanted to prevent a Chinese-American alliance, slow the costly arms race, gain access to American technology, and buy badly needed grain. While in Moscow, Nixon signed the Strategic Arms Limitation Treaty, or SALT I. It limited the number of certain types of nuclear missiles in the arsenals of the United States and the Soviet Union, and reduced tensions between the two countries.

Discussion Question

What was President Richard M. Nixon's policy toward China and the Soviet Union? How was it different from previous United States foreign policy toward these two nations? *(Nixon believed that the United States, China, and the Soviet Union should find areas of mutual interest and cooperation. Unlike many past American leaders, Nixon believed that peace could be better achieved by cooperation and negotiation rather than by building up weapons and threatening war.)*

II. The Middle East (Pages 899–900)

- A.** The Jewish state of Israel was founded in 1948. The United States supported Israel in its conflicts with Arab neighbors in 1948, 1956, and the Six-Day War of 1967. The Six-Day War had important results.
- 1.** Israel gained control of east Jerusalem, the West Bank, the Golan Heights of Syria, and the Gaza Strip and Sinai Peninsula of Egypt.
 - 2.** The number of Arab refugees increased. Thousands of Palestinians lived in Israeli-held territory and in other Arab states. These Palestinians wanted their own homeland, keeping tensions high.
- B.** In 1973 the Yom Kippur War began when Egypt and Syria attacked Israel, attempting to regain territory lost in the Six-Day War. The United States supported Israel, but pressured it to accept a cease-fire. Before the war ended, Israel had taken back territory lost in the initial Arab attack and gained more territory.
- C.** Angry at the United States for supporting Israel, Arab states imposed an oil embargo on the United States, causing an oil shortage. The oil shortage produced skyrocketing prices and long lines at gasoline stations.

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- D.** Largely as the result of the oil crisis, the United States government (through the shuttle diplomacy of Henry Kissinger) tried to gain the trust of Arab leaders and broker a peace agreement between Israel and the Arab states. Early in 1974, Israeli prime minister Golda Meir and Egyptian president Anwar el-Sadat reached an agreement that separated their forces in the Sinai Peninsula and Golan Heights, two important areas of conflict. That March, Kissinger persuaded the Arab nations to end the oil embargo and improved relations with the largest Arab nation, Egypt, by promising large amounts of aid.

Discussion Question

What caused the oil crisis in the early 1970s? (*Arab states had imposed an oil embargo against the United States, causing an oil shortage. The Arab people were angry with the United States for supporting Israel in the Yom Kippur War.*)

III. Latin America (Page 900)

- A.** Although the Nixon administration was eager to pursue detente with the Soviet Union and China, it was still determined to curb the spread of communism and Soviet influence in the world. This policy governed the administration's actions in Central and South America.
- B.** In 1970, Chile elected Salvador Allende, a follower of Karl Marx, the founder of communism, as president. The Nixon administration, fearing the possibility of a Communist Chilean government, used the CIA to help local military leaders overthrow Allende, the elected civilian president, and assassinate him. The leader of the military forces, General Augusto Pinochet, was installed as president. The United States immediately recognized the military dictatorship headed by Pinochet.

Discussion Question

Were the actions of the Nixon administration in the wake of the election of Salvador Allende in Chile counter to American principles? Explain. (*Yes, because the American government helped overthrow a popularly elected leader of a foreign nation because United States leaders did not like his political views. This is counter to American principles, which state that the wishes of the people, expressed through elections, should be respected.*)

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Did You Know?

The Watergate scandal was told in the pages of the *Washington Post* by Bob Woodward and Carl Bernstein. These two journalists eventually wrote a book about the scandal called *All the President's Men*. In 1976 it was made into a movie of the same name.

I. Nixon's Domestic Program (Pages 901–903)

- A. Richard M. Nixon was elected in 1968 on a platform of cracking down on crime and reducing the role of government.
- B. President Nixon thought the federal courts needed to be tougher on criminals and more conservative. Four vacancies arose on the United States Supreme Court while Nixon was president. Nixon appointed justices who he believed would be conservative. The new justices were Warren Burger, Harry Blackmun, Lewis Powell, and William Rehnquist. The decisions of the new justices did not always meet Nixon's conservative goals.
- C. To accomplish his goal of reducing the role of the federal government, Nixon instituted a policy called New Federalism. Revenue sharing, begun in 1972, was a major part of this initiative. It involved giving back to the states some of the money earned from federal taxes for use at the state and local levels. Nixon also abolished many of the programs begun by Johnson as part of his Great Society initiative. This included agencies that had spearheaded Johnson's War on Poverty.
- D. Nixon followed a conservative path on most civil rights issues in order to appeal to white voters. He opposed the busing of students to achieve racial balance in schools. But the Nixon administration supported affirmative action, a policy that gave preference in hiring to qualified minorities in jobs where they had previously been excluded because of discrimination.
- E. Although it did not fit with his quest for smaller government and less federal control, Nixon approved new government programs when he felt they had popular support. As a result, two new agencies were established: the Occupational Safety and Health Administration (OSHA) to ensure worker safety and the Environmental Protection Agency (EPA) to protect the environment.
- F. The Nixon administration had to deal with serious economic problems. Industry and manufacturing were declining because of foreign competition. Americans had to deal with inflation—a general rise in the cost of goods and services—as the result of international competition for raw materials and an increase in the cost of oil. The United States also faced slow economic growth and high unemployment.



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- G.** Nixon tried a number of things to reduce inflation. He cut federal spending. His administration raised interest rates so people would borrow and spend less. As these steps slowed economic growth, however, business began to cut back and output fell. This created a period of stagflation, or a combination of rising prices and a sluggish economy.
- H.** In a switch in tactics, Nixon temporarily froze wages and prices. This put a brake on inflation, but the economy remained in recession.
- I.** Nixon's third approach was a reversal, in which he tried to stimulate the economy by increasing government spending. This policy helped revive the economy for a short time, but created a huge budget deficit.
- J.** None of the economic policies of the Nixon administration were successful in restoring the economy to its previous robust condition, and economic problems continued to plague the nation throughout his term of office.

Discussion Question

Why would inflation, such as the nation experienced during Nixon's first term, be a problem for an administration? (*Inflation is the general rise in the cost of goods and services. Aside from the fact that it is bad for the overall health of the nation's economy, individuals would find it increasingly difficult to make ends meet and would probably vote against leaders who held office during such a period.*)

II. Nixon's Second Term (Pages 903–904)

- A.** Nixon had doubts about reelection in 1972. The war in Vietnam was still going on, tensions with China had not yet eased, and the economy was still stuck in inflation.
- B.** Nixon and his staff were desperate to win reelection and sometimes crossed the boundaries of the law to ensure that they would do so. For example, Nixon ordered federal agencies such as the IRS to investigate political enemies to find incriminating information about them. Nixon's people also collected millions of dollars to finance a secret group, called "plumbers," who would hide information that might be damaging to the administration.
- C.** The Democratic Party was badly split during the campaign, with four major candidates competing for the presidential nomination. George McGovern won the nomination.
- D.** Nixon won reelection by a landslide. The causes of the lopsided victory included the lack of unity of the Democrats, an increase in the economy, and the prospect of peace in Vietnam.



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- E.** The cost of imported oil became a major problem during Nixon's second term. In 1973 OPEC, the Organization of Petroleum Exporting Countries, placed an embargo on oil shipments to the United States and raised prices. Because the United States economy was so dependent on oil, the situation was extremely damaging. Companies raised prices and laid off workers, and long lines formed at gas stations.
- F.** Nixon imposed emergency measures to conserve oil, asked Americans to conserve energy voluntarily, urged development of domestic oil reserves, and went along with a move by Congress to reduce national highway speed limits since vehicles burn less fuel at low speeds.

Discussion Question

Why did President Nixon have doubts about being reelected in 1972? (*The unpopular Vietnam War was still going on and inflation still dominated the American economy. The foreign policy triumphs of detente with China and Russia had not yet happened when the campaign was about to begin.*)

III. The Watergate Crisis (Pages 904–906)

- A.** During Nixon's second term, what seemed at first a small scandal turned into a major presidential crisis. The crisis began with a break-in at the Democratic National Committee's headquarters in June 1972. It was later discovered that Nixon's campaign team ordered the break-in to plant listening devices in the headquarters of the Democratic Party to learn of its campaign strategy. An alert security guard called the police when he saw signs of unusual activity in the Watergate complex, where the Democratic Party offices were located. The police arrested several men in connection with the break-in, and later found they were connected to the Nixon campaign and had been paid with White House funds.
- B.** Two *Washington Post* reporters began publishing articles that linked the burglary to the Nixon campaign. As the 1972 election approached, however, most Americans were still unaware of the Watergate break-in.
- C.** White House connections to the burglars first became directly exposed when one of the burglars, Charles McCord, admitted that White House aides had lied about the burglary and had pressured the burglars to plead guilty and remain silent.
- D.** The Senate voted to have hearings on the Watergate burglary in early 1973. Under mounting pressure, President Nixon fired many of his aides, said he would take responsibility for the mistakes of those on his staff, and agreed to appoint a special prosecutor, independent of his administration, to investigate the Watergate break-in. Archibald Cox was appointed to the job.



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- E.** The Watergate hearings slowly revealed the inner workings of the Nixon White House to the American public. The most damaging testimony came from John Dean, a former member of the Nixon White House team, who said that Nixon himself had directed the cover-up. Initially, there was no hard evidence to back up his accusations. When it was discovered that there was a secret taping system in the White House that had recorded many conversations between Nixon and his staff, special prosecutor Cox requested a court order to get the tapes. Nixon fired Cox, which unleashed a storm of public protest. Nixon was forced to appoint another special prosecutor, and a court ordered him to hand over the tapes.
- F.** Around this time, Nixon's vice president, Spiro Agnew, was charged with taking bribes while he was governor of Maryland. He resigned on October 10, 1973. Nixon appointed Republican Gerald R. Ford as Agnew's successor.
- G.** At the end of July 1974, the House Judiciary Committee adopted three articles of impeachment against Richard Nixon, charging him with obstruction of justice, abuse of power, and contempt of Congress. Nixon subsequently released the tapes on August 5. One tape revealed a conversation wherein Nixon ordered a cover-up of the Watergate break-in just a few days after it occurred. This conversation provided a direct link between Nixon and Watergate.
- H.** Public reaction and the desire to avoid an impeachment trial convinced Nixon to resign. After an address to the nation on the evening of August 8, 1974, Nixon left the White House the next day. Vice President Gerald Ford became president.

Discussion Question

Why did President Nixon get into trouble in connection with the Watergate break-in? (*White House audiotapes revealed that he was aware of the break-in just a few days after it occurred and that he was involved in directing the cover-up. It was Nixon's involvement in the cover-up and his choice to lie about it that actually got him into trouble.*)

IV. A Time for Healing (Pages 906–908)

- A.** President Gerald Ford appointed Nelson Rockefeller, a highly respected Republican, as his vice president. Most Americans were relieved to have the Watergate scandal behind them and were eager for the new president to give the nation a fresh start.
- B.** As one of his first acts of office, President Ford pardoned Richard Nixon. This meant that Nixon could not be prosecuted for his part in the Watergate affair. He hoped the pardon would help heal the nation's wounds. Instead, it angered many Americans who thought Nixon should pay for his crimes. The action also diminished the goodwill with which many Americans greeted Ford's arrival in office.



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- C.** President Ford created another controversy when he offered amnesty, or protection from prosecution, to people who had illegally avoided military service in the Vietnam War. Some people approved of the action, but others thought those who had evaded the draft deserved punishment.
- D.** With little experience in foreign affairs, President Ford relied on Henry Kissinger and continued the policies of the Nixon administration. Ford continued the policy of detente with the Soviet Union. He also signed the Helsinki Accords with the Soviet Union and various other nations. Signatories pledged to respect the human rights and civil liberties of their citizens.
- E.** Ford worked to improve relations with China. When a more moderate government came to power after the death of Mao Zedong in 1976, the two nations worked to expand economic and political ties.
- F.** Domestically, inflation continued and unemployment remained high. By the 1970s, goods from Japan and Europe were flooding into the American market, causing massive layoffs of American workers. Partly as a result, the United States began to suffer underemployment, or people working in jobs for which they were overqualified.
- G.** To fight inflation, Ford launched a campaign called Whip Inflation Now (WIN). He called on Americans to save rather than spend their money and to plant gardens to counter rising food prices. Although the effort led to a small drop in inflation, the nation still headed into recession. Ford also vetoed several congressional spending measures, although these actions did not curb inflation. Ford persuaded Congress to pass a tax cut as well, but the cut led to larger budget deficits as government revenue declined and spending remained the same or increased.

Discussion Question

What were two actions by President Ford early in his term that led to controversy?
(He pardoned Richard Nixon, which made it possible for him to escape prosecution. He offered amnesty to people who had illegally evaded military service during the Vietnam War.)

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Did You Know?

During the 10 years Ayatollah Khomeini ruled Iran, Iranian women were required to wear veils, Western music and alcohol were banned, and the punishments prescribed by Islamic law were reinstated. Since his death in 1989 some—though not all—of these restrictions have been lifted.

I. The Election of 1976 (Pages 910–911)

- A. President Ford hoped to win reelection, but he faced an uphill battle. Although he restored some confidence to government, Watergate was still fresh in the minds of many people.
- B. The Democrats ran Jimmy Carter, a little-known former governor of Georgia, against Ford in the 1976 presidential election. Carter picked Senator Walter Mondale of Minnesota as his running mate. Carter promised integrity in government and ran as much against the memory of Richard Nixon and Watergate as against Ford.
- C. Carter won the election over Ford by a slim margin, owing largely to the votes of African Americans in the South.

Discussion Question

How did Nixon and Watergate affect the election of 1976? *(Although Nixon was not running, Ford had been his vice president. The Democrats succeeded in tying Ford to Nixon, a very unpopular political figure at this time. Being closely associated with Nixon and Watergate hurt Ford with some voters. Some voters also resented the fact that Ford had pardoned Nixon during the early days of his presidency.)*

II. An Informal Presidency (Pages 911–912)

- A. The economy was still in bad shape when Carter took office. He tried a couple of conflicting sets of economic fixes during his term, which made him appear weak to some. As an outsider who had never held office in Washington, Carter had little initial support in the Congress, although Democrats controlled it. The Carter administration made little effort to work with congressional leaders.



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- B.** Because the high cost of petroleum added to inflation, Carter made energy policy a top priority of his administration. In April 1977, Carter presented his National Energy Plan. The plan included the creation of the new federal Department of Energy, which would coordinate energy policy and support research on alternative energy sources, such as wind and solar power. The plan also proposed tax policies that would encourage domestic oil production and energy conservation. Congress passed a weak version of Carter's original plan in 1978.
- C.** In the late 1970s, Americans became more concerned about the safety of nuclear power, especially after the March 1979 accident at the Three Mile Island nuclear power plant in Pennsylvania. An antinuclear protest movement spread, but Carter was unwilling to decrease emphasis on nuclear power, which provided about 10 percent of the nation's energy at the time.

Discussion Question

What did President Carter's National Energy Plan include? *(It included the creation of a federal Department of Energy to coordinate energy policy and support research on alternative energy sources. It also included policies that encouraged domestic oil production and energy conservation.)*

III. Foreign Affairs (Pages 912–914)

- A.** President Carter's foreign policy was based on human rights. He proposed that any nation violating human rights would not receive United States support. He withdrew United States foreign aid from various countries with human-rights violations, and criticized South Africa for its racist policy of apartheid.
- B.** Carter acted to end Latin American bitterness over American control of the Panama Canal. In 1977 Carter signed treaties with Panama that turned over control of the canal to Panama in 2000 and guaranteed the canal would remain open to all shipping. Although some Republicans opposed the treaties, they won Senate ratification in 1978.
- C.** Peace in the Middle East was also a goal of the Carter administration. When peace talks between Israel and Egypt broke down in 1978, Carter invited the leaders of both nations to the United States to meet at the presidential retreat at Camp David, Maryland. After a couple of weeks, Israeli leader Menachem Begin and Egyptian leader Anwar el-Sadat announced an agreement to work toward peace, known as the Camp David Accords. The accords led to an Israeli-Egyptian peace treaty signed at the White House in March 1979.

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- D.** Detente suffered a setback when the Soviet Union invaded Afghanistan in December 1979. Any hope of Senate ratification of SALT II evaporated as a result. The U.S. also suspended grain sales to the Soviet Union and refused, along with 61 other nations, to send athletes to the 1980 Olympic Games in Moscow.
- E.** A crisis involving Iran severely affected Carter's presidency. In the 1970s, Iran was a close United States ally. However, the leader of Iran, Shah Mohammed Reza Pahlavi, used United States aid to build up a powerful military force while often denying his citizens human rights. Some Iranians resented Western influence in their country, which they thought weakened their traditional Muslim values. In January 1979, Islamic fundamentalists, headed by Islamic leader Ayatollah Khomeini, forced the shah from power. They stormed the American embassy in the nation's capital and held 52 Americans hostage. The United States was unable to get them returned for quite some time.

Discussion Question

What were some foreign policy successes of the Carter presidency? (*Students can include the following: successful conclusion of a treaty to return the Panama Canal to Panama; the Camp David Accords and the subsequent peace treaty between Egypt and Israel; withdrawing foreign aid from nations that did not respect human rights; signing SALT II with the Soviet Union even though the Senate did not ratify it.*)

IV. The Election of 1980 (Page 914)

- A.** President Carter was damaged politically by the Iranian hostage crisis, which became a big issue in the 1980 presidential election. Carter was also damaged by continued inflation and increased Cold War tensions during his presidency. With Carter's popularity low at the time of the election, Republican candidate Ronald Reagan was victorious. Republicans also gained control of the Senate.
- B.** The election loss was a bitter defeat for Carter. The end of the hostage crisis was a final disappointment. During his final weeks in office, Carter worked tirelessly to get the American hostages released by Iran. Iran finally released the hostages—just after Ronald Reagan took office.

Discussion Question

Which issues contributed to Jimmy Carter's defeat in the presidential election of 1980? (*Students should include at least three of the following: the continued holding of American hostages in Iran, inflation and a generally weak economy, continued Cold War tensions, the energy crisis.*)

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Did You Know?

Before entering politics, both Ronald Reagan and his wife, Nancy, were movie actors. His acting career stretched from 1937 to 1966, and included starring roles in several movies. In her last movie role in 1957, Nancy Reagan (then Nancy Davis) played opposite Ronald Reagan in *Hellcats of the Navy*.

I. The Reagan Revolution (Pages 922–924)

- A. Ronald Reagan's election to the presidency in 1980 marked a conservative shift in the United States. Reagan gained a great deal of political strength from the Sunbelt, which includes the South and the Southwest. The conservative philosophy of Reagan and his supporters included a desire for
 - 1. less government regulation
 - 2. lower taxes
 - 3. less government spending on social programs
- B. Reagan experienced his first leadership test early in his presidency. The nation's air traffic controllers went on strike. The president ordered them back to work, but they refused. Reagan immediately fired the controllers and brought in military staff to manage air traffic until new controllers could be trained. His decisiveness in the situation impressed many Americans.
- C. The Reagan administration acted quickly to downsize government and put policies in place that were favorable to business. Deregulation was a Reagan policy that cut government regulations on business. For example, with the backing of the auto industry, the Reagan administration relaxed rules on how much pollution could be emitted by car exhaust systems and allowed car manufacturers to meet less strict safety standards.
- D. President Reagan appointed three conservative Supreme Court justices:
 - 1. Sandra Day O'Connor—the first woman appointed to the Supreme Court
 - 2. Antonin Scalia
 - 3. Anthony Kennedy

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- E.** Reagan's economic policies formed the core of "The Reagan Revolution." Reagan believed that a tax cut would serve two purposes.
- 1.** It would cut government spending and regulation because the government would have less money.
 - 2.** It would allow companies and individuals to invest in new businesses. It was called "supply-side economics" because it was supposed to stimulate the economy by increasing the supply of goods and services.
- In 1981 Congress gave Reagan what he wanted. It cut taxes and lowered spending by nearly \$40 billion on federal programs such as school lunches, student aid, welfare, low-income housing, and food stamps. At the same time, Reagan pushed for an increase in military spending.
- F.** With higher defense spending and lower taxes, the government ran up a huge federal debt for money it borrowed.
- G.** In 1983 the economy started a long, steady rise. Businesses began to grow and unemployment decreased.
- H.** The federal debt continued to grow. Congress passed the Gramm-Rudman-Hollings Act in 1985. The act set a series of targets for eliminating the federal deficit by 1991. If Congress could not agree on voluntary spending cuts, Gramm-Rudman-Hollings mandated automatic cuts to balance the budget. Because the law did not apply to all areas of the budget, it had limited success.

Discussion Question

What were Ronald Reagan's basic economic policies? What effect did they have on the government when put into practice? (*He believed in cutting taxes to allow more investment in business by corporations and individuals. The plan was to stimulate the economy by increasing the amount of goods and services. He also believed in cutting government spending on social programs and limiting government regulation of business, although he supported an increase in military spending. Because the government collected less money and spent more on the military, the government ran up a huge debt.*)

II. Reagan's Foreign Policy (Pages 924–925)

- A.** Ronald Reagan wanted to wage a tough fight against communism. To do so, he pushed to expand the United States military. Money was made available for new tanks, ships, aircraft, and nuclear weapons. His administration also proposed the Strategic Defense Initiative, a shield against enemy missiles. However, scientists could not develop the technology to make the system work.



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- B.** The Reagan administration's fight against communism was concentrated in Latin America. Reagan sent aid to the contras in Nicaragua, a group that was fighting the communist-led government. Reagan also sent American troops to put down a rebel uprising on the Caribbean island of Grenada. American forces also helped install a "pro-democracy" government on the island.
- C.** Reagan had little success in the Middle East. In Lebanon in 1983, hundreds of American soldiers, who had been sent to help keep the peace, and many diplomats stationed in the country died in attacks on United States military headquarters and its embassy. Reagan withdrew American forces from Lebanon.

Discussion Question

How did Ronald Reagan wage his fight against communism? (*He increased military spending and expanded the military to be ready to combat communism overseas. He also assisted anticommunist forces in Nicaragua.*)

III. Reagan's Second Term (Pages 925–926)

- A.** The American economy was booming in 1984. President Reagan easily won reelection over Democratic challenger Walter Mondale. Mondale ran with Geraldine Ferraro, the first woman to run for vice president on a major party ticket.
- B.** Despite his popularity, the Iran-Contra scandal cast a cloud over Reagan's second term. Terrorists with ties to the Iranian government held American hostages in Lebanon. To secure their release, Reagan administration officials made a deal with Iran. They arranged to use secret funds to sell weapons to Iran in return for help in freeing the American hostages. News of the secret deals created an uproar. Critics charged that the activities violated federal laws prohibiting aid to the contras. They also said the deals violated Congress's constitutional role in making foreign policy. Congress held hearings to determine President Reagan's involvement but could find no proof to tie him directly to the operation.
- C.** The Soviets chose Mikhail Gorbachev as their new leader in 1985. Gorbachev was committed to reforming the Soviet government. He instituted a policy of glasnost to open the Soviet society to new ideas. He also moved the country away from total central planning and allowed more local economic control. Gorbachev knew that, with the Soviet economy in bad shape, the Soviet Union could not afford to waste money on expensive nuclear weapons. He tried to convince President Reagan that he wanted to end the nuclear-arms race.

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- D.** Largely as a result of Gorbachev's overtures, the United States and the Soviet Union signed the Intermediate-Range Nuclear Forces (INF) Treaty. The treaty's aim was to reduce the number of nuclear weapons in each country's arsenal. Both nations held vast nuclear arsenals, but they had taken a great step toward reducing the threat of nuclear war.

Discussion Question

How did Mikhail Gorbachev decrease the threat of nuclear war? (*Gorbachev wanted to decrease the amount of money the Soviet Union spent on nuclear weapons, so he proposed an end to the nuclear-arms race. Largely as a result of his overtures, the United States and the Soviet Union signed the INF Treaty, which reduced the number of nuclear weapons in each country's arsenal.*)

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Did You Know? Before the Berlin Wall fell in 1989, about 5,000 Berliners managed to cross it safely and reach West Berlin and freedom. Another 5,000 people were captured by East German authorities in their attempts to cross, and 191 more were killed during their crossing attempts.

I. A New World Order (Pages 928–930)

- A. In the presidential election of 1988, Republican George H.W. Bush, Reagan’s vice president, ran against Democrat Michael Dukakis.
- B. Bush won the presidency, but the Democrats remained in control of Congress.
- C. Bush had experience in foreign affairs. This would be useful to him as he led the United States at a time of sweeping change in the world, especially in the Soviet Union.
- D. In December 1988, Soviet leader Mikhail Gorbachev made a speech in which he stated that a “new world order” had arrived, in which people throughout the world wanted independence, democracy, and social justice.
- E. Gorbachev wanted to end the arms race with the United States so he could focus on reform within the Soviet Union. In 1991 the United States and the Soviet Union signed the Strategic Arms Reduction Treaty (START). START marked the first time two nuclear powers agreed to destroy existing nuclear weapons.
- F. The Soviet people, however, were more concerned about economic problems within their own country than with the arms race. There were severe shortages of food and basic items. Changes came slowly, and the public became impatient with Gorbachev. Because of Gorbachev’s policy of glasnost, the citizens of the Soviet Union could, for the first time, express their dissatisfaction openly. There were protests and unrest. Many of the Soviet republics demanded independence.
- G. During the era of glasnost, the people of the Eastern European nations under Soviet control also felt free to express their dissatisfaction.
- H. Lech Walesa, the leader of the Solidarity labor union in Poland, became a symbol of Polish resistance to communism. The Polish reformers forced the government of Poland to hold open elections in 1989.

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- I. As communist control crumbled in Eastern Europe, Gorbachev refused to intervene and encouraged reform. The communist government of East Germany, for example, opened the Berlin Wall in November 1989. In 1990 East Germany voted to reunite with West Germany.
- J. As communism was collapsing in Europe, Gorbachev faced increasing problems at home. Some reformers thought he was not moving fast enough. But hard-line Communists in the military resisted his reforms and thought they would bring about the collapse of the Soviet empire.
- K. In August 1991, a group of communist officials and army generals staged a coup, taking Gorbachev hostage. After a few days, the coup collapsed and Gorbachev was released.
- L. The defeat of the coup accelerated democratic reform. Soon, all 15 Soviet republics had declared their independence from the Soviet Union. Yeltsin outlawed the Communist Party in Russia. In December 1991, Gorbachev announced the end of the Soviet Union.

Discussion Question

How was Mikhail Gorbachev largely responsible for the collapse of the Soviet Union? *(When Gorbachev began democratic reforms such as glasnost, he unleashed forces that had been repressed by communist control, and set in motion a series of events—protests, demands for more rights, independence movements—that led to the fall of the Soviet Union.)*

II. A New Foreign Policy (Pages 931–932)

- A. The end of the Cold War brought new hopes and new challenges. While trying to redefine American foreign policy in light of the collapse of the Soviet Union, the United States had to deal with crises in Central America, China, the Middle East, and the Balkans.
- B. In December 1989, the United States sent troops to Panama to overthrow and capture Panamanian dictator Manuel Noriega. Newly elected president Guillermo Endara, to whom Noriega had refused to yield power, was allowed to take office, and the United States withdrew its forces.
- C. World leaders condemned the government of China when it brutally crushed the demonstration of students and workers protesting for democracy in Beijing's Tiananmen Square. Although President Bush disapproved of the slaughter of several thousand protesters by soldiers, he avoided words or actions that would cause the Chinese to break off relations with the United States. Bush's policy permitted the continued growth of trade with China.



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- D.** In August 1989, Iraq's dictator, Saddam Hussein, sent troops to invade neighboring Kuwait. Bush persuaded a number of other nations to join the United States in forming a military coalition called Operation Desert Shield. Hundreds of thousands of troops from a number of nations moved to Saudi Arabia to prevent invasion there.
- E.** The allied forces ordered Iraq to remove its forces from Kuwait. When Iraq refused, Operation Desert Storm went into effect. The allied forces attacked Iraq with missiles and bombs. After almost six weeks of bombardment, Hussein still refused to move his forces out of Kuwait. The allies then began a ground war to attack Iraqi forces in Kuwait. Planes also bombed Iraqi positions. Just 100 hours after the ground war began, the military action stopped. Iraq accepted the allied cease-fire terms and pulled its troops out of Kuwait.
- F.** Yugoslavia presented another challenge. Yugoslavia had been composed of several republics. After the collapse of Yugoslavia's government in 1991, the republics of Slovenia, Croatia, and Bosnia-Herzegovina declared independence. Inside Croatia and Bosnia, Serbs, wanting an independent state of Serbia for their own ethnic group, fought for certain areas of the countries, sparking civil war. In the wake of reports of atrocities committed by Serbs, the United Nations passed a resolution in 1992 that placed a boycott on trade with Serbia until the fighting stopped.

Discussion Question

Why did President Bush not condemn in the strongest terms possible the brutal killing of pro-democracy protesters in Tiananmen Square? *(He did not want to anger China to the point where China would cut off relations with the United States or cut back on trade with American businesses. Bush's restrained remarks did not anger China, and trade between the United States and China continued to grow.)*

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III. Domestic Issues (Pages 932–933)

- A.** Bush faced a banking crisis early in his administration. During the 1980s, the Reagan administration had cut regulation in many industries, including those governing financial institutions, such as savings and loan associations (S&Ls). New laws allowed S&L managers to approve riskier loans. When borrowers could not repay their loans and real estate prices declined, S&Ls began to lose millions of dollars. Many closed their doors. When they failed, the government had to make good on billions of dollars of deposits that were insured by the federal government. To prevent the crisis from spreading, the federal government bailed out many struggling S&Ls. This bailout eventually cost taxpayers \$500 billion.
- B.** When the economy slowed in 1990, many people and businesses—heavily in debt—could not meet loan payments. Some declared bankruptcy. Many businesses closed. Cuts in military spending led to other job losses. Many people called for the government to step in and stimulate the economy, but Bush refused.
- C.** The president and Congress did cooperate on some legislation. Bush signed a law strengthening the Clean Air Act and also signed a law combating job discrimination. Bush and Congress also agreed on a new law called the Americans with Disabilities Act. It outlawed job discrimination against people with disabilities and required institutions to provide disabled people with easier access to workplaces, transportation, and housing. Bush also emphasized a domestic war on illegal drugs.

Discussion Question

How did the S&L crisis affect the ordinary taxpayer? (*The federal government spent about \$500 billion to bail out failed and struggling savings and loans. These were tax dollars that could have been used for other purposes.*)

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Did You Know? Bill Clinton was the first Democratic president since Franklin Delano Roosevelt to win two terms in office.

I. The Clinton Administration (Pages 936–939)

- A.** President Bush ran for reelection in the presidential election of 1992. The economy, still in recession, became the main campaign issues. Bush ran against Arkansas governor Bill Clinton, a Democrat and Texas businessman H. Ross Perot, a third-party candidate.
- B.** Clinton defeated Bush and Perot. However, Perot received the most votes for a third-party candidate since 1912.
- C.** Clinton wanted to reduce the budget deficit, the amount by which expenses exceed income. This involved
 - 1. cutting government spending
 - 2. increasing taxes on Americans who earned the most money
 - 3. providing tax credits or savings for the poor
- D.** Clinton's agenda also included passing
 - 1. a plan for health-care reform. Congress opposed the plan because it believed the plan was too expensive and involved the government too heavily. Later Congress did pass some measures that provided more health-care protection for many Americans.
 - 2. the Brady Bill of 1993, which required a mandatory waiting period and background check before purchasing handguns.
 - 3. the 1994 crime bill which banned 19 kinds of assault weapons and provided 100,000 new police officers
 - 4. the Family and Medical Leave Act, which allowed people to take time off from work for certain family obligations
- E.** Republicans hoped to win the 1994 election by putting together a new plan of action called the Contract with America. In this contract, Republicans promised to
 - 1. reduce the size of the federal government
 - 2. balance the budget
 - 3. reduce taxes
 - 4. reform the way Congress operates

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5. lower the crime rate
 6. implement welfare reforms
 7. encourage family values through newly-created laws
- F.** The Contract with America helped many Republicans win offices in 1994. For the first time in 40 years, Republicans controlled the House of Representatives and the Senate. They passed most of the parts of the Contract with America. Some of the proposals stalled in the Senate. Other proposals were vetoed by the president.
- G.** A line-item veto bill was passed that allowed the president to veto single items within a spending bill. The Supreme Court voided the law. The high court said that such a law gave the president power that can only be granted by an amendment to the Constitution.
- H.** Congress and the president could not agree on the 1996 budget. The government shut down many services twice during 1996 when the government ran out of money for a total of 27 days. Congress and the president compromised in April 1996. They established a plan to balance the budget by 2002.
- I.** Other notable changes made by the Clinton administration included
1. increasing the minimum wage
 2. changing the welfare system, placing a five-year limit on welfare benefits, and including a work requirement
- J.** The strong economy and low unemployment helped Clinton win the election, defeating former Senate majority leader Bob Dole.
- K.** The United States experienced extraordinary economic growth. For the first time in three decades, there was nearly an \$80 billion surplus.
1. The gross domestic product (GDP) had one of the highest rates of growth since the period that followed World War II. The gross domestic product is the value of all goods and services produced by a country in a year.
 2. The amount of money collected in taxes also increased. The United States collected more money and decreased spending.
- L.** Some personal scandals threatened Bill Clinton's presidency.
1. While he was the governor of Arkansas, Clinton made questionable investments in real estate. Attorney General Janet Reno ordered an investigation by independent counsel, Kenneth Starr, a former judge.

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2. In early 1998, the investigation explored a personal relationship between a White House intern and the president. The president was accused of lying under oath, or committing perjury, about this relationship.
 3. Starr's report to Congress accused President Clinton of committing perjury and obstructing justice in an attempt to conceal the relationship.
- M.** The House of Representatives voted to hold impeachment hearings based on Starr's report.
1. The House of Representatives would decide whether or not there was enough evidence to accuse the president of wrongdoing. If so, they would impeach him, or accuse him of wrongdoing.
 2. The House approved two articles of impeachment in December 1998. The president was accused of perjury and obstruction of justice. Bill Clinton became the second president to be impeached.
 3. The case was tried before the Senate. Clinton was acquitted, or found not guilty, of both charges. The challenge to his presidency was over.
- N.** Republicans hoped that Clinton's problems would cause the voters to elect Republicans in the mid-term elections of November 1998. Unexpectedly, the Democrats gained five seats in the House of Representatives. There were still more Republicans than Democrats in both the House and Senate, however. Many incumbents, those previously elected, were reelected for another term.

Discussion Question

How was a balanced budget reached during the Clinton administration? (*The gross domestic product (GDP) had a very high rate of growth. The amount of money collected in taxes also increased. The United States collected more money and decreased spending, creating a surplus.*)

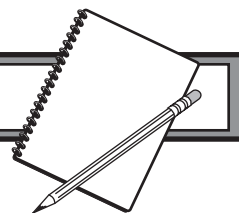
II. Foreign Policy (Pages 939–940)

- A.** President Clinton persuaded Congress to pass the North American Free Trade Agreement (NAFTA) with Canada and Mexico in 1993. The agreement was intended to remove trade obstacles among the three countries. The goals of the agreement were lower prices and new markets.
- B.** Yitzhak Rabin, the prime minister of Israel, and Yassir Arafat, leader of the Palestine Liberation Organization (PLO), signed a historic agreement at the White House in 1993.



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1. Israel agreed to recognize the PLO as the Palestinians' representative. The PLO agreed that Israel had the right to exist. Palestinians were granted limited self-government over certain areas in Israel.
 2. The plan was opposed by many Israelis and Palestinians and violence resulted. In 1995 Prime Minister Rabin was assassinated by an Israeli extremist.
 3. The new Israeli prime minister, Ariel Sharon, promised Israel that Israel's security was more important than achieving peace. Conflict continued in the Middle East.
- C.** A civil war raged in the former Yugoslavia in 1991, especially in Bosnia.
1. Bosnian Serbs attempted ethnic cleansing, or forcibly removing or killing a group of people.
 2. NATO used airstrikes to force the Serbs to negotiate a peace agreement after four years of bitter fighting.
 3. Led by Clinton, the Bosnians reached a peace agreement in Dayton, Ohio, in 1995.
 4. In 1998 Serbians once again attacked Muslims, trying to drive them out of the Kosovo region.
 5. NATO launched more airstrikes against Serbia, forcing them to stop attacking Muslims.

Discussion Question

How did NAFTA open new markets for the United States? (*The agreement was with Canada and Mexico. The agreement was intended to remove trade obstacles among the three countries. This would give the United States new markets within Canada and Mexico.*)

III. A New President for a New Century (Pages 940–942)

- A.** During the 2000 presidential election, campaign issues focused on how to spend the budget surplus, or money left over after expenses are paid. Social Security, Medicare, tax cuts, and prescription drugs for senior citizens were issues identified by both candidates.
1. The Democrats nominated Vice President Al Gore and Senator Joseph Lieberman from Connecticut as candidates in the 2000 election. Lieberman was the first Jewish American to run for vice president.
 2. Republicans nominated Texas governor George W. Bush, the son of former President George H.W. Bush, and Richard Cheney, the former secretary of defense under the former Bush administration.



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- 3.** Consumer activist Ralph Nader became the Green Party candidate. He was concerned that too few people had too much government power.
- B.** The unusually close election of 2000 resulted in a five-week delay in announcing the winner.
- 1.** An automatic recount of ballots in Florida was required by state law when the results were so close. Gore also requested manual recounts, or counting ballots by hand.
 - 2.** Lawsuits in state and federal courts were filed over the election.
 - 3.** The United States Supreme Court ruled in a 5–4 vote that the Florida Supreme Court had violated the Constitution when it ordered a hand recount of certain Florida precincts. It also stated that there was not enough time to recount the ballots in a manner consistent with the Constitution. The divided United States Supreme Court ruling ultimately decided that Bush was the winner.
 - 4.** Protests followed because many Americans were divided over the close election. Others were critical of the Supreme Court’s decision.
- C.** President Bush appointed his cabinet members quickly.
- 1.** Retired General Colin Powell agreed to be secretary of state, and Congress approved Powell’s nomination.
 - 2.** Linda Chavez, whom President Bush nominated for secretary of labor, withdrew her name after questions arose over her housing of an illegal immigrant. Elaine Chao became the secretary of labor and the first Asian American woman to serve in a president’s Cabinet.
 - 3.** Condoleezza Rice was the first woman to become the national security adviser.
- D.** Bush’s budget proposal included a large tax cut. Republicans believed the budget surplus should be given back to the people. They also believed a tax cut would help economic growth. Opponents of the tax cut wanted the money to be used for Social Security or paying off the national debt. Bush’s 10-year, \$1.3 trillion tax cut became law.
- E.** On the international level, the Bush administration proposed ways to protect the United States’s interests.
- 1.** A National Missile Defense program was proposed to protect the United States from any incoming missiles. Critics feared this program might renew the arms race.
 - 2.** Colin Powell created the Powell Doctrine. This plan calls for using American troops only when a vital national interest is at stake, and the goals are clear and realistic.

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Discussion Question

What were some of the main presidential campaign issues in 2000? (*Issues included Social Security, Medicare, tax cuts, and prescription drugs for senior citizens.*)

IV. Looking to the Future (Pages 943–944)

- A. One of President Bush's main goals was to stimulate global economic growth.
 - 1. Free trade among nations had resulted in strong economic growth in the 1990s. One reason was the World Trade Organization (WTO), which was established in 1995 to administer worldwide trade practices. Bush wanted this free trade to continue growing.
 - 2. The growth of companies involved with new technologies helped the economy grow. The telecommunications industry grew rapidly. People all over the world began communicating through the Internet.
- B. The population in America began to change as well.
 - 1. People were living longer. In 2000 more than 12 percent of the population was over 65. As life expectancy rose, the government faced the issue of Medicare reform. By 2002, the House and the Senate passed bills that added a benefit for prescription drugs.
 - 2. The ethnic distribution of the United States also changed. By 2002, more than 10 percent of the population was foreign-born. Asian Americans made up about 4 percent of the population and Hispanic Americans about 12 percent.
 - 3. Corporate scandals have caught the attention of the public and the government. At Enron, for example, corporate leaders cost the company billions of dollars, forcing it into bankruptcy. In response, the government tightened accounting regulations and toughened penalties for dishonest executives.
- C. Countries have begun to work together to protect the environment.
 - 1. Scientists warned that the earth's atmosphere was losing ozone, a layer of gas that protects all living things from cancer-causing sun rays. In 1987 the United States and 23 other nations agreed to stop making chemicals that might be harming the ozone layer.
 - 2. Scientists are also concerned about global warming—the steady rise of average world temperatures. It is believed that air pollution may contribute to the problem. Global warming could change weather patterns, the environment, and crop production.

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D. Nations around the world are also concerned about terrorism—the use of violence by groups against civilians to achieve a political goal. Acts of terrorism threaten national security worldwide. In the 1990s the United States suffered from both international terrorism (foreign groups attacking United States’s targets) and domestic terrorism (Americans attacking other Americans).

The attacks on the World Trade Center and the Pentagon on September 11, 2001, are extreme examples of the dangers of terrorism, an increasing international concern.

Discussion Question

How was the United States population changing as the twenty-first century began? *(People were living longer. In 2000 more than 12 percent of the population was over 65. Increased immigration has also affected the United States population. By 2000 more than 10 percent of the population was foreign born. The Hispanic American and Asian American populations grew quickly.)*

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Did You Know?

Secretary of State Colin Powell served as national security adviser to President Ronald Reagan, and became the first African American to serve as chairman of the Joint Chiefs of Staff during the administration of George H.W. Bush. In 2001 he became the secretary of state under President George W. Bush. Colin Powell was born in Harlem in New York City. He is the son of a shipping clerk and a seamstress, both immigrants from Jamaica.

I. The Terrorist Threat (Pages 946–947)

- A. On September 11, 2001, the World Trade Center in New York and the Pentagon in Washington, D.C., were attacked by foreign terrorists.
 - 1. Terrorist hijackers forced three passenger airplanes to crash into the buildings.
 - 2. The World Trade Center towers collapsed, and the Pentagon was badly damaged.
 - 3. A fourth airplane was hijacked but crashed in a field when passengers tried to stop the hijacking.
 - 4. Thousands of people were killed. Those killed included police officers, firefighters, paramedics, and rescue volunteers.
- B. The United States and many other nations were stunned by this huge disaster and wanted to know who was responsible. Intelligence sources and the FBI quickly identified Osama bin Laden as the main suspect.
 - 1. Osama bin Laden is a Muslim, a person who believes in and practices the religion of Islam. The vast majority of Muslims reject terrorism, but a small group of militant fundamentalists such as bin Laden are terrorists.
 - 2. Militant fundamentalists believe that Western ideas and lifestyles are wrong and endanger the Muslim society in the Middle East. This belief makes the United States one of the targets of bin Laden and his group of terrorists.
- C. In 1979 the Soviet Union invaded Afghanistan in an effort to support its pro-communist government.
 - 1. Muslims from across the Middle East, including Osama bin Laden, came to Afghanistan to fight against the Soviets. He came from a wealthy family in Saudi Arabia.
 - 2. In 1988 bin Laden started al-Qaeda, an organization that recruited Muslim soldiers to fight the Soviets.

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3. With technical aid from other countries, including the United States, the Afghan fighters successfully drove the Soviets out of the country in 1989.
 4. Osama bin Laden was seen by some as a hero for the victory.
- D.** Afghanistan came under the control of the Taliban—a group of Muslim fundamentalists. Osama bin Laden based al-Qaeda in Afghanistan and began a terrorist campaign against the West. He wanted all non-Muslims, including Americans and other Westerners, to be forced out of the Middle East.

Discussion Question

How did Saudi Arabian Osama bin Laden become involved in Afghanistan's war against the Soviet Union? (*When the Soviet Union invaded Afghanistan in an effort to support its pro-communist government, Muslims from across the Middle East came to Afghanistan to fight against the Soviets. Osama bin Laden was one of these Muslims.*)

II. A New War Begins (Pages 947–950)

- A.** Terrorists struck the United States on a massive scale with the September 11, 2001, attacks. Thousands of Americans looked for ways to help the victims.
1. People donated money, blood, supplies, and food.
 2. Many Americans attended prayer services.
 3. Firefighters and medical workers arrived from different cities to help the rescue and recovery efforts in New York and Washington.
 4. Many young people used their imaginations to plan and carry out money-raising projects.

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- B.** President Bush was worried that some Americans might take out their anger over the attacks on innocent Muslims.
 - 1.** He made a statement pointing out that Islam is a peaceful religion that does not support terrorism. Bush urged people to treat Muslim Americans fairly.
 - 2.** The president also created a fund to help the needy children in Afghanistan.
- C.** New threats of biological and chemical weapons surfaced after the September 11 attacks. A few letters containing deadly anthrax spores were mailed to the news media and several political leaders.
- D.** The United States government took several actions in response to the terrorist attacks.
 - 1.** The armed forces were put on high alert.
 - 2.** Fighter aircraft patrolled the skies.
 - 3.** Airport security was increased.
 - 4.** The FBI launched a massive investigation.
 - 5.** President Bush created a new cabinet-level post, Homeland Security, to handle the counter-terrorism efforts.
 - 6.** The USA Patriot Act of 2001 was quickly passed. The act gave federal prosecutors and the FBI new powers to investigate acts of terrorism. The laws allowed agents to tap telephones, track Internet usage, and conduct secret searches of property without prior notice. Critics of the law feared it might violate the civil rights of innocent citizens. To avoid this, many of the laws' powers will expire in 2005, unless extended by Congress.
- E.** Many people around the world were impacted by the September 11 attacks.
 - 1.** Leaders of other countries responded with sympathy for the victims and outrage at the terrorists.
 - 2.** NATO members promised to support the United States.
 - 3.** Other supportive countries include India, Turkey, Pakistan, and Israel.
 - 4.** Some Muslim nations, such as Saudi Arabia and Egypt, offered the United States much more limited support because they feared widespread protests from their people.

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- F.** The war against terrorism began in Afghanistan, where Osama bin Laden was believed to be hiding.
- 1.** The Taliban controlled the Afghan government and forced their religious views on the Afghan people.
 - 2.** The Taliban's main opposition, the Northern Alliance, had been unsuccessful in its attempt to take power away from the Taliban.
 - 3.** President Bush demanded that the Taliban turn over bin Laden and his supporters.
 - 4.** When the Taliban refused, the United States military began air strikes in Afghanistan against al-Qaeda terrorist training camps and Taliban military installations.
 - 5.** Cargo jets began to drop food, medicine, and supplies to the people of Afghanistan.
- G.** The heavy air strikes allowed the Northern Alliance forces to capture several key cities.
- 1.** The plan was to remove the Taliban from power and set up a new, less oppressive government.
 - 2.** Another goal was to capture bin Laden and his supporters so they could be prosecuted for the September 11 attacks.

Discussion Question

What were some of the ways Americans helped the victims of the September 11 attacks? *(Many people donated money, blood, supplies, and food, and attended prayer services. Firefighters and medical workers came from many cities to help the rescue and recovery efforts in New York and Washington. Many young people used their imaginations to plan and carry out money-raising projects.)*

III. Widening the War on Terror (page 951)

- A.** In 2002, President Bush widened the war on terror. The president was worried that Iraq and other countries might be harboring weapons of mass destruction that could kill tens of thousands of people at once.
- B.** In October 2002, North Korea announced that it had restarted production of nuclear weapons.
- 1.** The United States pressured North Korea to end its weapons program, but North Korea insisted that it would continue to build its nuclear power.



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- C.** In the summer of 2002, Bush asked the UN to pass a resolution demanding that Iraq give up these weapons. The president made it clear that the United States would act with or without UN support.
1. In mid-October, Congress voted to authorize the use of force against Iraq.
 2. In November, weapons inspectors were admitted into Iraq, with Iraq's permission.
 3. Questions arose, however, over whether Iraqi officials were cooperating as they had promised.
 4. Arguing that the Iraqis still held weapons of mass destruction, President Bush called for the use of force in Iraq. The American military, aided by British troops, attacked.
 5. After six weeks, the Iraqi army fell into disarray and President Bush declared the end of major combat on May 1.
- D.** Although the major combat had stopped, the controversy and the fighting continued.
1. Americans found no weapons of mass destruction, and although many Iraqis welcomed the fall of Saddam Hussein's regime, others did not.
 2. Efforts to rebuild the war-torn country began, but the path toward a free and stable Iraq appeared long and difficult.

Discussion Question

What actions did the Bush administration take against Iraq? (*In the summer of 2002, Bush asked the UN to pass a resolution demanding that Iraq relinquish their weapons. Then, in mid-October, Congress authorized the use of force against Iraq. The American military invaded and major combat lasted for six weeks.*)
