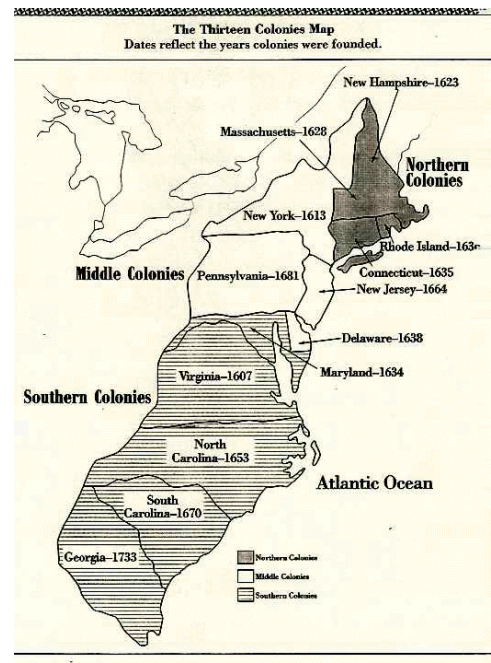


United States History  
Young Adult Evening High School

## Chapter I – Colonial Period

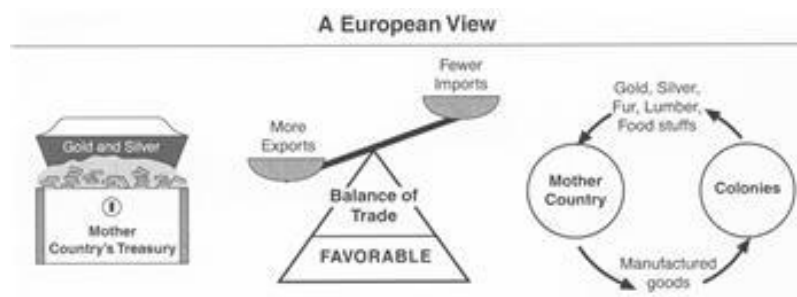
### A.) The Thirteen Colonies

- **New England Colonies:** influenced by good harbors, abundant forests, rocky soil and a short growing season. Geography led to the development of trade and manufacturing. Developed villages with *town-hall meetings (early self-representation)*
- **Middle Colonies:** influenced by fertile soil, development of agriculture due to longer growing season. Manufacturing developed, but on a much smaller scale than in the New England colonies.
- **Southern Colonies:** the long growing seasons and fertile land led to the creation of a large scale agricultural slave based economy. *Tobacco* and later on *cotton* were the dominate cash crops of the Southern colonies.



### B.) Mercantilism

- Economic policy used by the British in which the colonies served as a *source of raw materials and a market to sell goods.*
- *Limited manufacturing in America* by forcing colonists to buy British made goods.
- Limited colonies trade with other nations.
- Mercantilism was used to make the mother country rich & powerful by *controlling the balance of trade.*
- Many colonists objected to being used by the British monarchy.



The British benefited from their mercantilist relationship with the American colonies primarily by

- (1) supporting the growth of colonial industries
- (2) prohibiting colonists from fishing and fur trading
- (3) taking large amounts of gold and silver from the southern colonies
- (4) buying raw materials from the colonies and selling them finished products

According to the theory of mercantilism, the principal purpose of the thirteen original colonies was to provide Great Britain with

- (1) naval bases
- (2) raw materials and markets
- (3) workers and manufactured goods
- (4) military recruits

### C.) Salutory Neglect

- Period of time in which the British government did not enforce Parliament's laws on the colonies, believing to leave them alone would allow them to flourish and generate more wealth for England.
- ***Led to development of independent colonial trade practices & self-government!***

During the early to mid-1700s, the British policy of salutary neglect toward the American colonies contributed to

- (1) a decline in colonial manufacturing
- (2) the decline of slavery in the northern colonies
- (3) a decrease in French and Spanish influence in North America
- (4) the development of independent colonial trade practices

### D.) Representative Democracy

#### I. Development of Self-Government in the Colonies!

- A. Mayflower Compact
- B. House of Burgesses
- C. New England town meetings

**Early colonial efforts  
in self-government!**

- **Albany Plan of Union (1754)**
  - early attempt to unify American colonies but under British rule. ***Many colonies objected because they did not want to give up their individual power.***

Many colonies objected to the Albany Plan of Union (1754) mainly because

- (1) the colonies had just been given representation in Parliament
- (2) the plan gave too much power to Native American Indians
- (3) threats to colonial safety had ended
- (4) colonial assemblies did not want to give up their individual power

The Mayflower Compact is considered an important step in the development of American democracy because it

- (1) established the principle of separation of church and state
- (2) provided a basis for self-government in the Plymouth Colony
- (3) defined relations with local Native American Indians
- (4) outlawed slavery in the Massachusetts Bay Colony

## D.) New Ideas Emerge

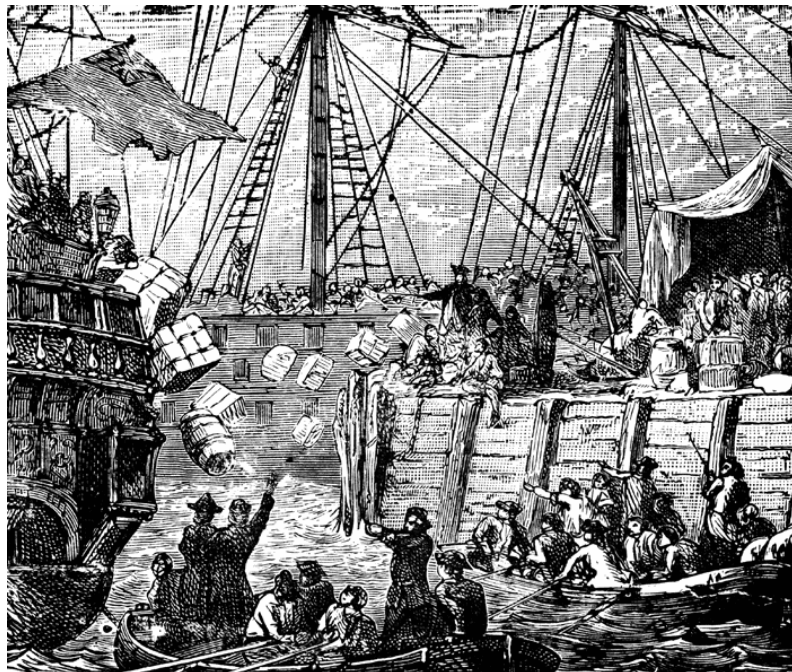
- **Enlightenment Thinkers:** The writings and ideas of *John Locke, Rousseau, Voltaire, and Montesquieu* encouraged Americans to question the British control over them.
- **Natural Rights** – *Life, Liberty & Property*. John Locke believed the role of the government is to *protect these rights*.
- **Social Contract** – purpose of government is to protect the natural rights of the people. Power in the government comes from the people aka consent of the governed.
- **NO TAXATION WITHOUT REPRESENTATION** – Many colonists believed the British did not have the right to tax them because they had no say in the government. British gov't there for does not have consent of the governed!
- **Thomas Paine** – published *Common Sense*, in order to convince Americans it was time to break free from the British Empire.



## E.) Major Events that led to the War

- **Sugar & Stamp Acts** – taxes on foreign molasses and any printed material.
- **Quartering Act** – required colonists to house and feed British soldiers....for free!
- **Townshend Acts** – tax on imported goods & teas, meant to punish NY for not following Quartering Act and to reinforce idea that British can tax colonists at will.
- **Boston Massacre** – British troops open fire on colonists and kill 5 civilians.
- **Boston Tea Party** – Political protest by colonists against the British.
- **Intolerable Acts** – laws passed by British in response to Boston Tea Party. These laws were seen as a threat to no just Massachusetts but a threat to all Americans natural rights.

**The Boston Tea Party**



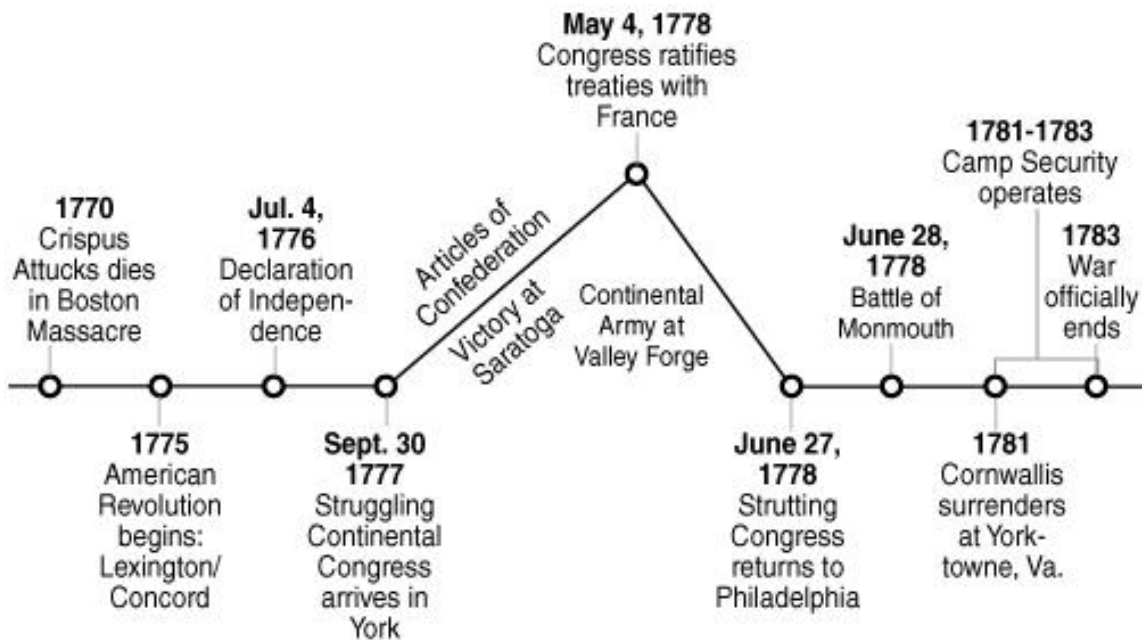
## F.) The Declaration of Independence

- Colonies came together under the Continental Congress and realize that war is inevitable and need to plan for it.
- **Thomas Jefferson**, writes the Declaration of Independence
  - lists the problems it has with England
  - announces that the United States is a new and independent country
- John Locke's theory of **natural rights** and **the social contract** are the ideas that Jefferson bases the Declaration of Independence upon.



## G.) The Revolutionary War (1775-1783)

- British launch attack upon the Americans following the signing of the Declaration of Independence.





### Preparations for War

|                      | England   | Thirteen Colonies   |
|----------------------|---|---|
| <b>Population</b>    | Approximately 12,000,000                            | Approximately 2,800,000                                       |
| <b>Manufacturing</b> | Highly developed and flourishing                    | Practically none  |
| <b>Money</b>         | Richest country in the world                        | No money to support the war effort                            |
| <b>Army</b>          | Large, well-trained army plus mercenary Hessians    | All-volunteer forces — willing to fight but poorly equipped   |
| <b>Leaders</b>       | Many dedicated and able officers                    | Few officers capable of leading                               |
| <b>Geography</b>     | Strange land with long distance to base of supplies | Familiar land with easy access to limited amounts of supplies |

- America received A LOT of aid from foreign nations (especially France) to help them win the war against the British.
- Americans also had home field advantage!
- Americans able to defeat the British after winning key battle at Yorktown.
- At the end of the Revolutionary War, the Mississippi became the western border of the U.S.

A major argument for American independence found in the Declaration of Independence was that the British

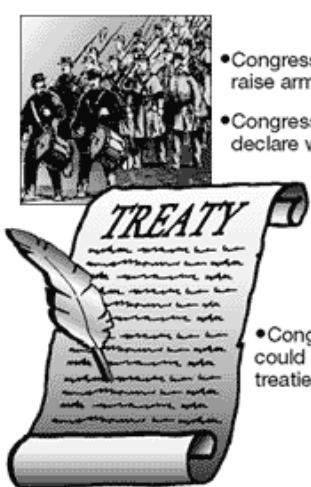


- (1) stopped participating in the slave trade
- (2) refused to sell products to Americans
- (3) deprived Americans of their natural rights
- (4) censored American representatives in Parliament

The principles of government that Thomas Jefferson included in the Declaration of Independence were most influenced by

- (1) John Locke's social contract theory
- (2) Adam Smith's ideas of free enterprise
- (3) Louis XIV's belief in divine right
- (4) William Penn's views on religious toleration

## H.) America's First Government

- **The Articles of Confederation** - first form of government used in the US winning Independence.
- Americans *distrusted a strong central government*, because of their experience under British rule. *They feared that their liberties would be threatened under a strong government.*
- **Decentralized** (power is broken up and divided amongst many groups) political system was established which gave *state governments more power than the federal government.*

| POWERS GRANTED BY THE ARTICLES OF CONFEDERATION  | POWERS WITHHELD BY THE ARTICLES OF CONFEDERATION  |
|--|---|
|  <ul style="list-style-type: none"> <li>• Congress could raise armies</li> <li>• Congress could declare war</li> <li>• Congress could sign treaties</li> </ul> | <ul style="list-style-type: none"> <li>• Congress could not raise revenue through taxes</li> <li>• Congress could not regulate trade and collect tariffs</li> </ul>     |
|  | <br> |

### The Weaknesses of the Articles of Confederation

|                            |  |                    |   |                                 |
|----------------------------|--|--------------------|---|---------------------------------|
| A weak national government | Congress could not tax or regulate commerce among states | No common currency | Just one vote per state, size didn't matter | No executive or judicial branch |
|----------------------------|--|--------------------|---|---------------------------------|

### The Success of the Articles of Confederation

It provided a system for *governing the Western territories* and *admitting new states to the Union.*

Which idea guided the development of the Articles of Confederation?

- (1) A strong central government would threaten the rights of the people.
- (2) All the people should be granted the right to vote.
- (3) Most power should rest with the judicial branch.
- (4) Only the central government would have the power to levy taxes.

One accomplishment of the national government under the Articles of Confederation was the passage of legislation establishing

- (1) a central banking system
- (2) a process for admitting new states to the Union
- (3) the president's right to put down rebellions
- (4) the ability of Congress to tax the states effectively



## Chapter 2 – The Birth of the U.S. Constitution

A.) **Shays Rebellion (1786-1787)** – economic problems plagued the new nation and led to an armed rebellion!

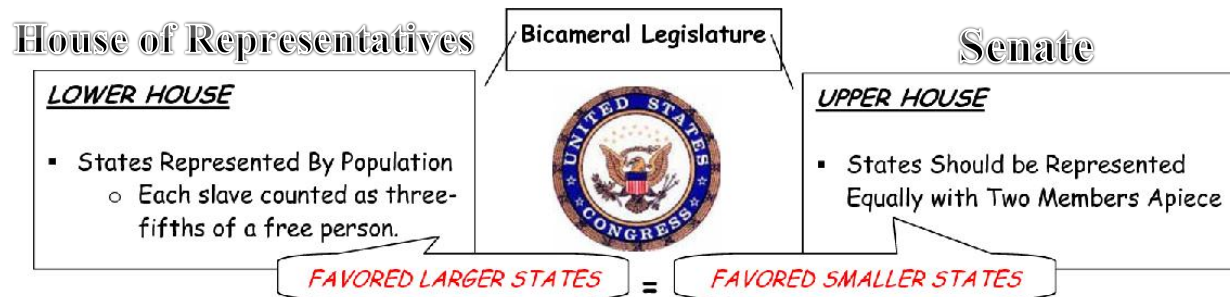
- Daniel Shay led a rebellion against the state of Massachusetts due to its *tax policies*.
- *Rebellion grew so big that it could have threatened neighboring states and their stability.*
- Rebellion was put down, **but it showed American leaders that they needed a stronger central government to handle major issues like this.**

B.) **Constitutional Convention (1787)**

- American politicians met in Philadelphia to correct the *weaknesses* of the Articles of Confederation.
- Called primarily to address the issue that the states were stronger than the federal government.
- Instead of rewriting the Articles of Confederation, they scrapped them and drafted an entirely new document, **the Constitution.**

C.) **A Series of Compromises**

- **The Great Compromise** – created a *bicameral* legislative branch (Congress)



- **Three-Fifths Compromise** – in order to give Southern States the equal representation in Congress, they were allowed to count 3/5 of slave population towards the Lower House.

Shays' Rebellion of 1786 was significant because it

- (1) showed that the English still had influence after the American Revolution
- (2) convinced many Americans of the need for a stronger national government
- (3) revealed the increased threat from rebellious Native American Indians
- (4) endangered the lives of many recent immigrants

Delegates at the Constitutional Convention of 1787 agreed to the Three-fifths Compromise to solve a dispute directly related to

- (1) the power of the presidency
- (2) representation in Congress
- (3) a decision by the Supreme Court
- (4) the addition of a bill of rights

The Great Compromise reached at the Constitutional Convention resulted in the

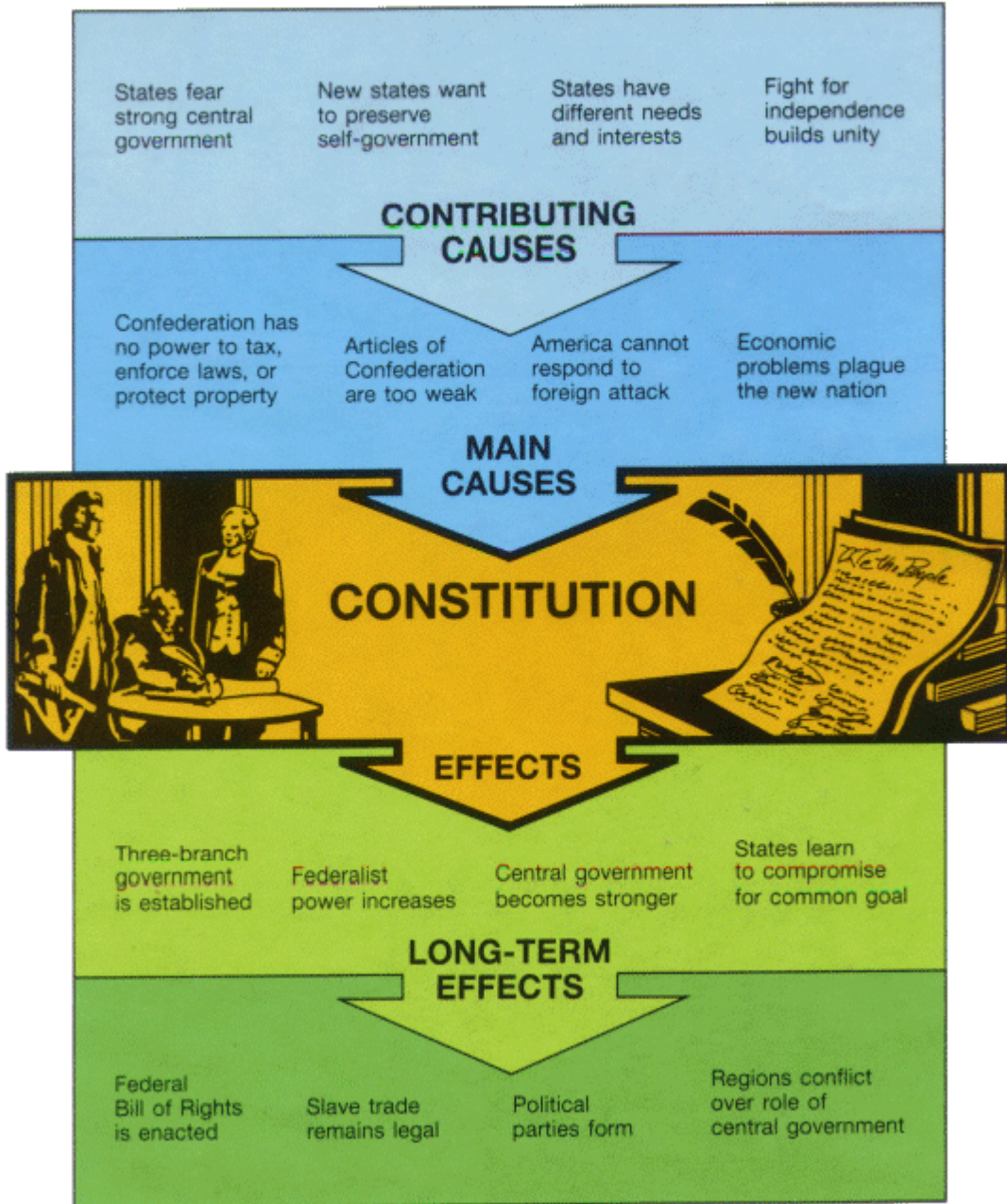
- (1) formation of the Supreme Court
- (2) creation of a bicameral legislature
- (3) development of a two-party system
- (4) ban on the importation of enslaved Africans



D.) U.S. Constitution VS. Articles of Confederation

**CAUSES and EFFECTS**

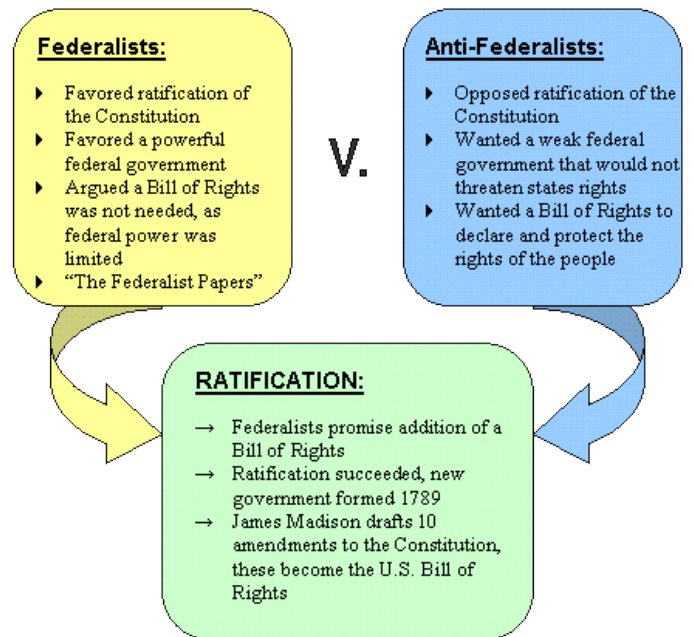
**The Constitution ★ ★ ★**



## E.) Ratifying the Constitution

- Divisions occurred amongst the Constitutional Convention over the strength and power of the federal government.
- **Federalists Vs. Anti-Federalists**

| Issue   | Federalists  | Antifederalists                                  |
|---|--|--|
| A Constitution establishing a strong central government | Favored  | Opposed  |
| Power of thirteen states                                | Favored limiting state power. Argued that Senate (with two representatives per state) adequately represented state interests | Strongly supported power and influence of states |
| Bill of Rights  | Not necessary  | Supported as essential                           |
| Articles of Confederation                               | Opposed as ineffectual as a governing document. Congress' power was limited to requesting cooperation from states.           | Articles needed to be amended, not abandoned     |
| Size of the nation                                      | A large republic was seen as the best protection for individual freedoms   | Only a small republic could protect rights       |
| Supporters  | Large farmers, merchants, artisans   | Small farmers, often from rural areas            |



A major reason the Antifederalists opposed the ratification of the United States Constitution was because the Constitution

- (1) created a national bank
- (2) lacked a provision for a federal court system
- (3) failed to provide for the direct election of members of the House of Representatives
- (4) changed the balance of power between the state and national governments

The adoption of the Bill of Rights (1791) addressed Antifederalist criticism of the new Constitution by

- (1) providing for an indirect method of electing the president
- (2) protecting citizens from abuses of power by the national government
- (3) allowing the national government to coin money
- (4) establishing a process for impeaching federal officials

## F.) The Bill of Rights

- First ten amendments to the U.S. Constitution
- Main purpose is to **protect civil liberties** and protect the people **from government abuse!**

| <u>Amendment</u>                  | <u>Right(s)</u>  |
|-----------------------------------|--|
| 1<br>Freedom                      | <ul style="list-style-type: none"> <li>• Freedom of Religion</li> <li>• Freedom of Press</li> <li>• Freedom of Speech</li> <li>• Freedom of Assembly</li> <li>• Separation of Church and State (no national religion)</li> </ul>   |
| 2<br>Right to Bear Arms           | <ul style="list-style-type: none"> <li>• Right to keep and bear arms</li> </ul>  |
| 3<br>No Quarter                   | <ul style="list-style-type: none"> <li>• Right to protection from troops being quartered in homes during peacetime</li> </ul>  |
| 4<br>Search and Seizure           | <ul style="list-style-type: none"> <li>• Right against unreasonable search and seizure</li> <li>• Warrants require cause and must be specific</li> </ul>   |
| 5<br>Rights of the Accused        | <ul style="list-style-type: none"> <li>• Accused must be indicted by a Grand Jury</li> <li>• Cannot be tried for the same crime twice (<b>double jeopardy</b>)</li> <li>• Cannot be forced to testify against yourself</li> <li>• Right to a fair trial with all proper legal rights enforced (<b>due process</b>)</li> <li>• Right to fair compensation (\$\$) when the gov't takes your property for public use</li> </ul> |
| 6<br>More Rights of the Accused   | <ul style="list-style-type: none"> <li>• Right to be informed of the charges against you</li> <li>• Right to a speedy and public trial</li> <li>• Right to an impartial jury</li> <li>• Right to face witnesses against you in court</li> <li>• Right to counsel (a lawyer)</li> <li>• Right to call witnesses in your defense</li> </ul>  |
| 7<br>Rights in a Civil Case       | <ul style="list-style-type: none"> <li>• Right to a trial by jury in a civil case (non-criminal case)</li> </ul>   |
| 8<br>Cruel and Unusual Punishment | <ul style="list-style-type: none"> <li>• Right to protection against cruel and unusual punishment</li> <li>• Right to protection against excessive bails and fines</li> </ul>  |
| 9<br>Unenumerated Rights          | <ul style="list-style-type: none"> <li>• Guarantee that rights not listed in the Constitution are still protected</li> </ul>   |
| 10<br>Reserved Rights             | <ul style="list-style-type: none"> <li>• Guarantee that the people and the states have all of the powers not specifically delegated the federal government (<b>reserved powers</b>)</li> </ul>   |



## G.) Basic Principles of the Constitution

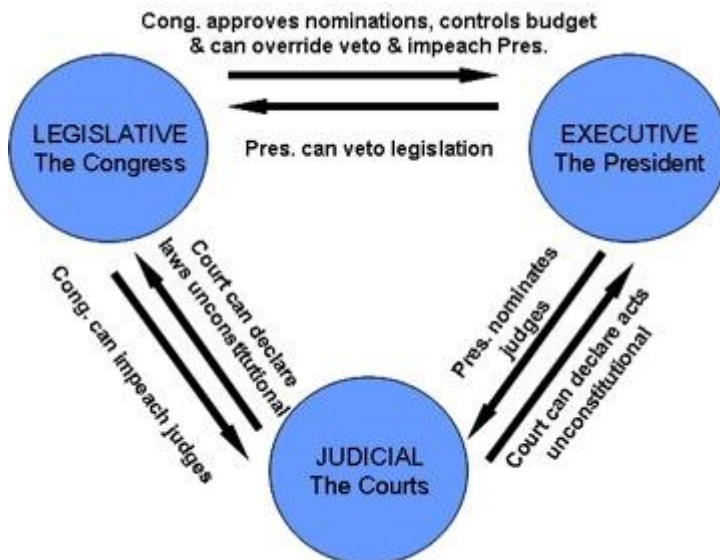
- **Constitution** – a statement of rules and procedures for governing the U.S.
- **Democracy** – A government for the people chose by the people. Citizens choose their representatives through elections.

1. **Federalism** – the division of power between the state and central government.

### Federalism



2. **Separation of Powers and Checks & Balances**



The framers of the United States Constitution included the concepts of federalism, checks and balances, and separation of powers in the document because they

- (1) feared a government with unlimited power
- (2) favored the poor over the rich
- (3) wanted to increase the powers of the states
- (4) hoped to expand the democratic process

*Federalism* is a term used to define the division of power between the

- (1) president and the vice president
- (2) Senate and the House of Representatives
- (3) national and state levels of government
- (4) three branches of the federal government



### 3.) Structure of the Federal Government

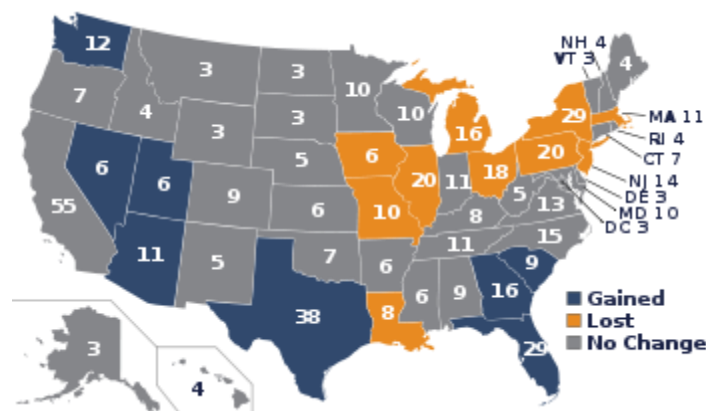
- **Legislative Branch** – aka Congress (House of Representatives & Senate) representatives from each state that propose, write, vote on laws, approve treaties.
- **Executive Branch** – The President of the U.S. and his cabinet.
  - 1.) Chief Legislator – It is the President’s role to ask for and propose legislation
  - 2.) Chief Executive - President is highest military official (**Commander in Chief**)
  - 3.) Chief Diplomat – President meets and negotiates with other foreign rulers.
- **Judicial Branch** - Federal courts and *Supreme Court*
  - 1.) Responsible for ruling on whether laws or lower court rulings are legal (**judicial review**)

### 4.) Flexibility of the Constitution

- **Amendments** – changes to the Constitution. (Currently 27 Amendments)
- **The Elastic Clause** – has been used to broaden the power of Congress & let it adapt to a changing society.
- **Unwritten Constitution** – practices of the US government that are based on custom and tradition, but not actually in the Constitution!
  - a.) Presidential Cabinet
  - b.) Political Parties
  - c.) Congressional Committees
  - d.) Judicial Review
  - e.) lobbying

### 5.) The Electoral College

- President of the U.S. is elected by **winning the electoral votes** from each state, **NOT** the national popular vote.
- Number of electoral votes for each state is based on its population
- Some Presidential candidates skip campaigning in states with low population states
- The winner of the popular vote can lose the election (1876 & 2000)
- This showed that the authors of the original Constitution **did not trust** the common voter to make decisions.



## Chapter 2 Test

The main purpose for writing the Declaration of Independence was to

- (1) declare war on Great Britain
- (2) force France to support the Revolutionary War
- (3) convince Great Britain to abolish slavery
- (4) state the colonists' reasons for separating from Great Britain

At the Constitutional Convention of 1787, which problem was solved by the Great Compromise?

- (1) developing the method of electing a president
- (2) designating control of interstate commerce
- (3) outlining the structure of the federal court system
- (4) establishing the formula for representation in Congress

In the United States Constitution, the power to impeach a federal government official is given to the

- (1) House of Representatives
- (2) president
- (3) state legislatures
- (4) Supreme Court

Which two groups debated the ratification of the new Constitution?

- (1) loyalists and revolutionaries
- (2) Federalists and Antifederalists
- (3) Democratic Party and Whig Party
- (4) executive branch and judicial branch

Which idea did the Founding Fathers include in the Constitution that allows Congress to meet the needs of a changing society?

- (1) federalism
- (2) separation of powers
- (3) the elastic clause
- (4) States rights

Which presidential action is an example of the use of the unwritten constitution?

- (1) holding a cabinet meeting at the White House
- (2) submitting a treaty to the Senate for ratification
- (3) nominating an ambassador to France
- (4) vetoing a bill passed by Congress

Which statement most accurately describes federalism?

- (1) The judicial branch of government has more power than the other two branches.
- (2) The president and vice president divide executive power.
- (3) Power is divided between the national government and the states.
- (4) Power is shared between the two houses of Congress.

Which governmental action illustrates the system of checks and balances?

- (1) a senator helping a governor solve a state problem
- (2) the president negotiating a trade agreement with foreign diplomats
- (3) the Senate ratifying a peace treaty
- (4) Congress raising taxes to pay for federal programs

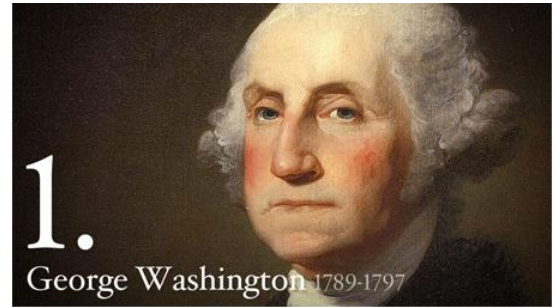
A major criticism of the electoral college system has been that

- (1) party loyalty is weakened after a presidential election
- (2) electors frequently fail to vote for a candidate
- (3) members of the electoral college are appointed for life terms
- (4) a president may be elected without receiving the majority of the popular vote

### Ch.3 The Early Republic

#### A.) George Washington, the First President.

- Did not want to become involved with European affairs.
- Issues the **Proclamation of Neutrality** to isolate the U.S. and keep it independent.
- Set the example for all future presidents by using **unwritten constitution** to form the first **cabinet**.
- **Whiskey Rebellion** – passage of an **excise tax** on whiskey led to a rebellion in Western Pennsylvania. Washington used state militia to put down the rebellion, demonstrating that the new national government intended to **enforce federal laws**.
- His actions and policies *strengthened the federal government*.
- **Farwell Address** – Washington urged the US to stay out of European affairs, stay neutral and avoid conflicts with other nations.



President George Washington's principal reason for issuing the Proclamation of Neutrality (1793) was to

- (1) repay France for help in the Revolutionary War
- (2) protect United States interests in the Caribbean area
- (3) safeguard the newly won independence
- (4) punish the British for failing to withdraw from American territory

How did President George Washington react to the conflict between France and England in 1793?

- (1) He used the opportunity to begin the war for American independence.
- (2) He declared the neutrality of the United States.
- (3) He aided the French because they had supported the American Revolution.
- (4) He negotiated a peace settlement between the warring nations.

Which action during Washington's administration led to the Whiskey Rebellion in western Pennsylvania?

- (1) passage of a new excise tax
- (2) establishment of a presidential cabinet
- (3) creation of the Bank of the United States
- (4) ban on slavery in the Northwest Territory

The establishment of the president's cabinet as part of the United States government was the result of a

- (1) law passed by Congress
- (2) constitutional amendment
- (3) precedent started by George Washington
- (4) ruling of the United States Supreme Court

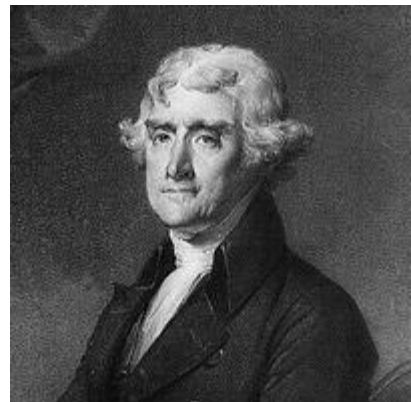
## B. Alexander Hamilton – First Secretary of Treasury

- Chosen as the **Secretary of Treasury** to advise President Washington on economic issues
- Proposed creating a national bank to improve nation’s economy.
- Argued that the government had the power to create a **National Bank** based on the **elastic clause** of the Constitution
- Devised a plan to **pay off the U.S. debt** (balance the budget)
- Urged Congress to pass a **protective tariff** to encourage the growth of US manufacturing.
- Followed a **loose interpretation of the Constitution**, believing the government should exercise all powers necessary and proper to meet its responsibilities.



## C. Thomas Jefferson

- Complete opposite of Alexander Hamilton
- **Strict interpreter** of the Constitution. Believed that if it was not in the Constitution it could not be done.
- Sought to **avoid involvement in European affairs**.
- Disagreement between Hamilton & Jefferson over constitutional interpretation led to the **political party system**.



One goal of Alexander Hamilton’s financial plan was the establishment of a

- (1) stock exchange
- (2) national sales tax
- (3) federal income tax
- (4) national bank

Thomas Jefferson opposed Alexander Hamilton’s plan to create a national bank primarily because the plan would

- (1) weaken the nation’s currency
- (2) increase the national debt
- (3) promote the interests of farmers
- (4) depend on a loose interpretation of the Constitution

### First Political Parties

| <b>Federalists</b>  | <b>Democratic Republicans</b>  |
|---|--|
| • led by Alexander Hamilton                                 | • led by Thomas Jefferson  |
| • strong central government led by industry and the wealthy | • strong state governments led by the “common man”   |
| • emphasis on manufacturing, shipping, and trade            | • emphasis on agriculture<br>“Cultivators of the earth are the most valuable citizens.” – Thomas Jefferson |
| • loose interpretation of the Constitution                  | • strict interpretation of the Constitution  |
| • favored the national bank                                 | • opposed the national bank  |
| • favored protective tariffs                                | • opposed protective tariffs   |
| • pro-British   | • pro-French   |



### C.) Jefferson' Presidency (1801-1809)

- Elected as President in the 1800 election.
- **Louisiana Purchase (1803)** – under President Jefferson, the United States doubled in size when it “bought” the Louisiana Territory from France in 1803. The U.S. now had control over the **Mississippi River, the Great Plains** and the **city of New Orleans**.
- In deciding to purchase the Louisiana Territory, Jefferson had to overcome the problem of contradicting his belief in a strict interpretation of the Constitution.
- He used the **elastic clause & implied** powers to make the purchase showing he had Constitutional authority to do so.
- Farmers in the Ohio Valley gained the greatest economic benefit as a result of the purchase.
- Americans began to continue to look west; Jefferson authorized the Lewis & Clark expedition to explore a route to the Pacific Ocean.



Which geographic area was added to the United States by the Louisiana Purchase?

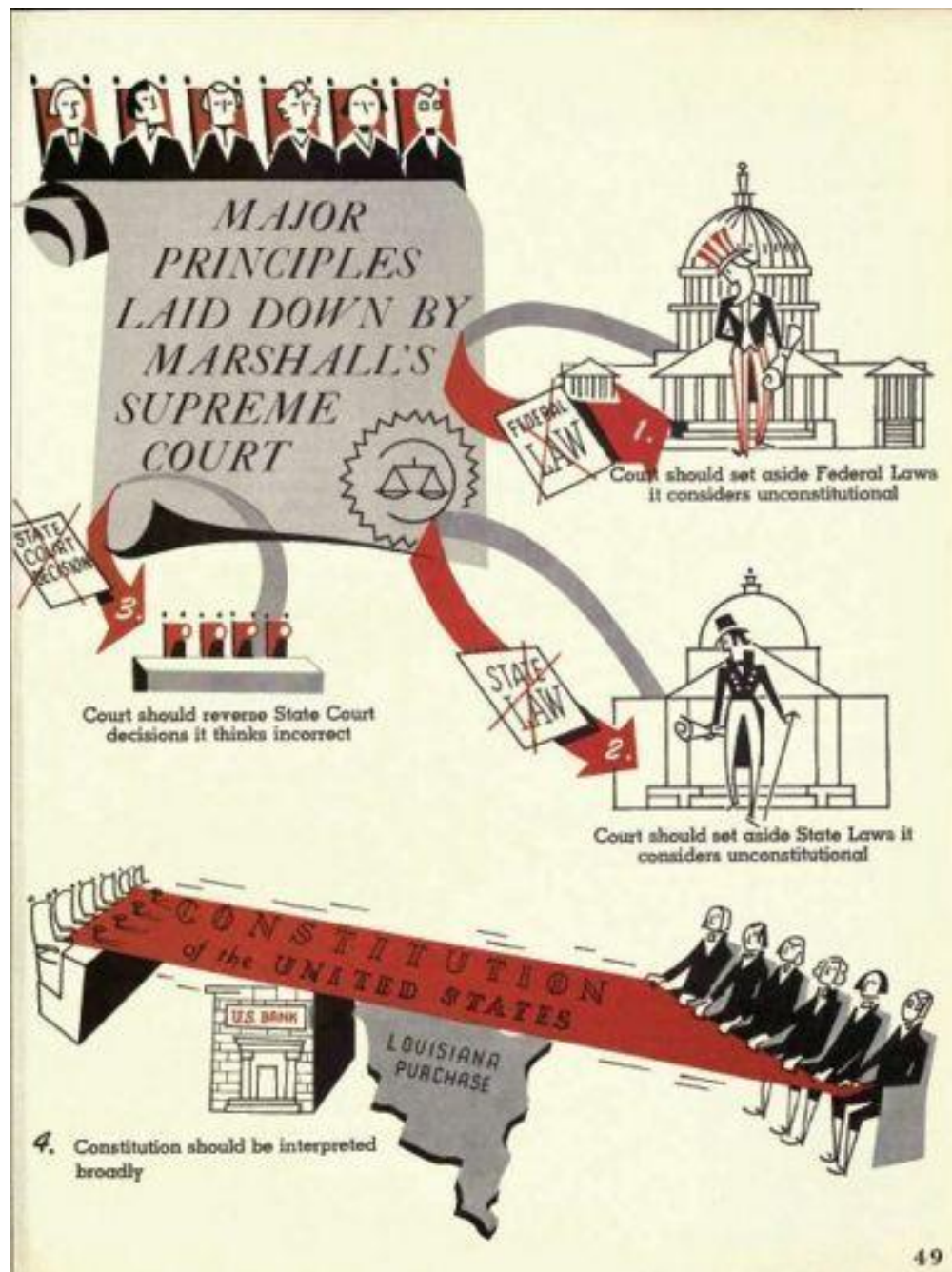
- (1) Appalachian Mountains
- (2) Columbia River valley
- (3) Great Plains
- (4) Piedmont Plateau

The Louisiana Purchase initially presented a dilemma for President Thomas Jefferson because he believed it would

- (1) lead to war with Great Britain
- (2) bankrupt the new nation
- (3) force Native American Indians off their lands
- (4) violate his strict constructionist view of the Constitution

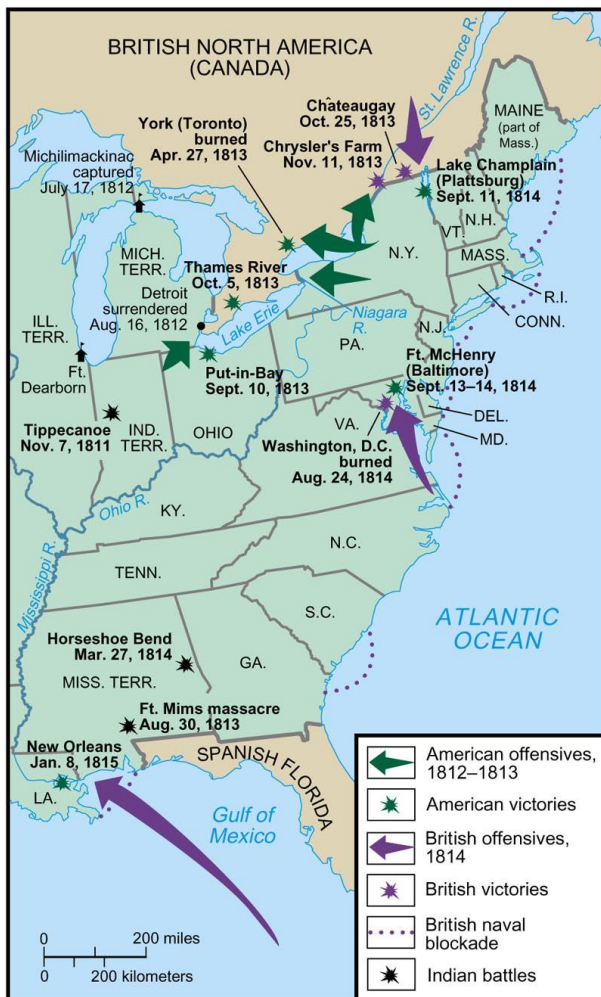
## D.) The Development of the Supreme Court

- **John Marshal** – was a Supreme Court Justice 1801-1835, his decisions resulted in the **expansion of the power of the Federal government**
- Helped create a sense of national unity by strengthening the Federal Government at the expense of the state governments.
- Helped make the Constitution more flexible by interpreting the Constitution broadly.
- **Marbury v. Madison** – 1<sup>st</sup> Supreme Court Case ruling
  - Judicial Review established
  - set the division between the judicial and the executive branches
  - repeatedly upheld the belief that federal government supersedes state government.



## E.) the War of 1812 – the 2<sup>nd</sup> American Revolution

- War between the United States and Great Britain over trade in the Atlantic Ocean.
- The British never fully respected the U.S. independence and began to harass U.S. trading ships and kidnapping American sailors.
- War led to a development of **nationalism** – the loyalty of a people to their values, traditions and/or geographic region.
- **Treaty of Ghent** – officially ended the war in 1815.



THE WAR OF 1812

The War of 1812 has been called the “Second War for American Independence” primarily because the

- (1) British blocked United States access to the port of New Orleans
- (2) United States continued to resist taxes imposed by Great Britain
- (3) British government had never fully respected the United States as a free nation
- (4) United States and Great Britain had not signed a peace treaty after the Revolutionary War

An example of a primary source of information about the War of 1812 would be a

- (1) battle plan for the attack on Fort McHenry
- (2) historical novel on the Battle of New Orleans
- (3) movie on the life of President James Madison
- (4) textbook passage on the naval engagements of the war



## F.) President James Monroe

- 5<sup>th</sup> President of the United States and governed from 1817-1825
- **Era of Good Feelings (1815-1825)** – sense of national pride and desire for unity amongst Americans. Developed as a result of winning the War of 1812 and the end of the Napoleonic Wars.
  - Collapse of the Federalist Party
  - Democratic-Republicans were the only active national political party & effectively controlled all levels of government.
  - there were divisions within the D-Rs that were forming
- **Monroe Doctrine (1823)** – foreign policy intended to *limit European influence in North & South America*.
  - Warned to prevent Europe from recolonizing the region!
  - U.S. foreign policy increased enforcement of the Monroe Doctrine in the late 1800s and early 1900s.

The main purpose of the Monroe Doctrine (1823) was to

- (1) stake a claim to Mexican territory
- (2) limit European influence in the Americas
- (3) force the British out of the Oregon Territory
- (4) establish full control over Canada

The Monroe Doctrine (1823) established the United States foreign policy that

- (1) provided foreign aid to developing nations
- (2) opposed the creation of new colonies in Latin America
- (3) led directly to the Civil War
- (4) encouraged expansion into East Asia





### Chapter 3 Test

President George Washington's principal reason for issuing the Proclamation of Neutrality (1793) was to

- (1) repay France for help in the Revolutionary War
- (2) protect United States interests in the Caribbean area
- (3) safeguard the newly won independence
- (4) punish the British for failing to withdraw from American territory

The outcome of the Whiskey Rebellion (1794) strengthened the authority of the

- (1) national government
- (2) state governors
- (3) territorial legislatures
- (4) local police

... It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim [principle] no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them....

— President George Washington,  
Farewell Address, 1796

President Washington was offering this advice because he believed

- (1) the destiny of the United States was to rule other countries
- (2) the United States should seek alliances with other nations
- (3) alliances could draw the United States into wars
- (4) the United States should break its agreements with France

Which action did Alexander Hamilton support during the 1790s?

- (1) restrictions on trade with England
- (2) distribution of free land
- (3) creation of the national bank
- (4) elimination of the whiskey tax

A major foreign policy success of President Thomas Jefferson's administration was the

- (1) purchase of the Louisiana Territory
- (2) support for the Alien and Sedition Acts
- (3) victory in the war of 1812
- (4) passage of the Embargo Act

What was a significant effect of Supreme Court decisions under Chief Justice John Marshall (1801–1835)?

- (1) The powers of the federal government were increased.
- (2) The extension of slavery was limited.
- (3) The president's use of the veto power was restricted.
- (4) The states were given more control over interstate commerce.

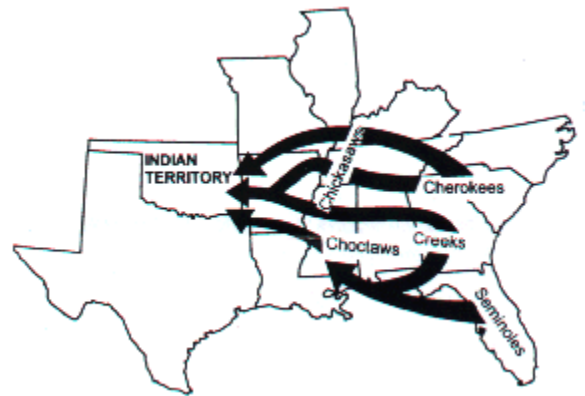
Which policy of the United States was designed to prevent new colonization of the Western Hemisphere?

- (1) Monroe Doctrine
- (2) Open Door
- (3) Good Neighbor
- (4) Carter Doctrine

## Chapter 4 – The Nation Develops

### A.) President Andrew Jackson

- Became the 8<sup>th</sup> President of the U.S. in 1829-1837
  - breaking from the Democratic-Republican Party, Jackson and Martin Van Buren form the **Democratic Party**.
- Starting with the election of 1828, more white males were able to vote due to the removal of private property ownership laws.
- Lower class often rural poor citizens, who could not afford land, gained the right to vote, and overwhelmingly voted for Jackson!
- Used the **spoils system** to provide jobs to political party supporters. The **spoils system** resulted in elected officials rewarding supporters with government jobs!
- Jackson claimed that the system increased democracy in the federal government by allowing large numbers of citizens to hold jobs.
- *Expanded presidential powers* through his frequent use of the **veto**
- **Refused** to extend the charter for the national bank, effectively closing it.
- Forced **Native Americans** to move west of the Mississippi River to modern day Oklahoma (Trail of Tears)
- **Worcester v. Georgia** – Supreme Court ruled in favor of the Native Americans who were being forcefully removed from Georgia, but Jackson refused to uphold their ruling!



President Andrew Jackson's policy toward Native American Indians was created to

- (1) encourage Native American Indians to become part of mainstream American society
- (2) force Native American Indians to move west of the Mississippi River
- (3) improve educational opportunities for Native American Indians
- (4) grant citizenship to Native American Indians

President Andrew Jackson used the spoils system to

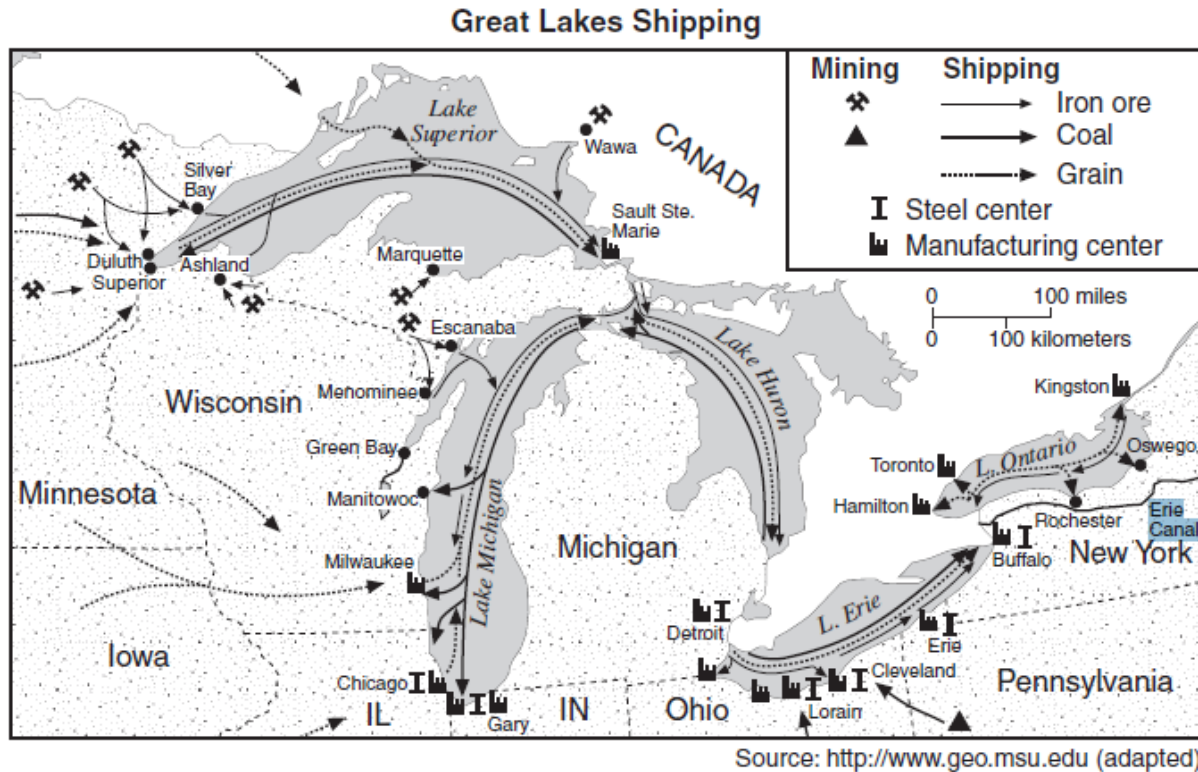
- (1) veto bills he disliked
- (2) enforce Supreme Court decisions
- (3) move Native American Indians off their traditional lands
- (4) provide jobs to political party supporters

Starting with the election of President Andrew Jackson (1828), voter participation increased due to the

- (1) passage of an amendment ending religious qualifications for voting
- (2) extension of suffrage to Native American Indians
- (3) end of property requirements for voting by many states
- (4) arrival of more immigrants from nations with democratic governments

## B.) Erie Canal

- Waterway connecting Lake Erie to the Hudson River.
- Allowed goods from the Midwest to travel by water all the way to the Atlantic Ocean.
- Shipping costs dropped, prices dropped and demand for goods increased!
- New York's economy boomed as many new towns and cities developed along the Erie Canal



What was an immediate effect of the completion of the Erie Canal in 1825?

- (1) Prices increased for food products along the Atlantic Coast.
- (2) Farmers could more easily ship grain to eastern markets.
- (3) A territorial conflict began with Canada over the Great Lakes.
- (4) Railroads were forced to reduce their shipping rates.

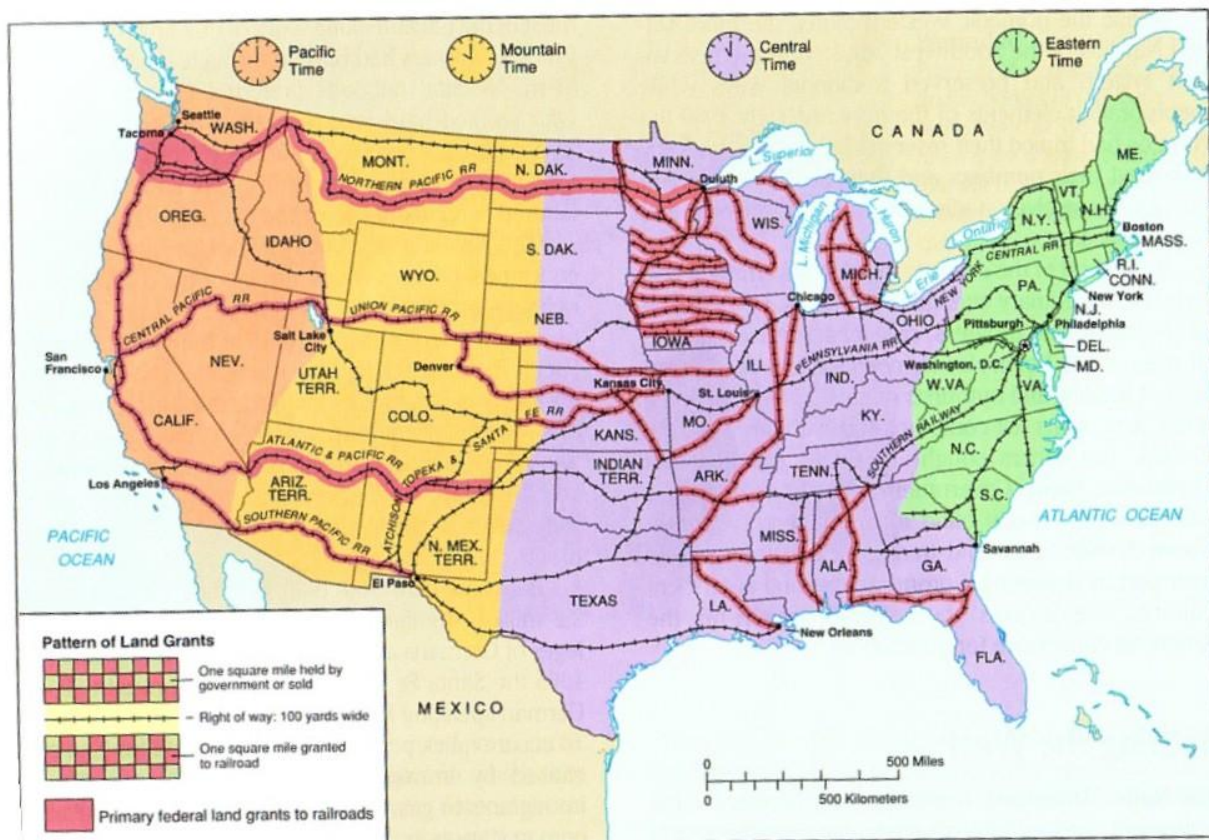
The completion of the Erie Canal in the early 19th century aided the economic development of the United States by

- (1) supplying water for the irrigation of western farms
- (2) lowering the cost of shipping goods from the Midwest to the Atlantic coast
- (3) providing a shipping route for cotton from the South to Europe
- (4) supplying waterpower for running factories and mills



### C.) Westward Expansion

- **Manifest Destiny** – the belief that it was God’s plan to have the United States stretch from the Atlantic to the Pacific Ocean.
- **Gold Rush of 1849** – Resulted in an increase in westward migration. Led to the growth of the populations of California and the western territories.
- **Homestead Act 1862** – Promoted the development of western lands by providing free Indian land to settlers. Showed that the federal government was committed to settling the west. Most directly impacted the **Great Plains**.
- **Pacific Railway Act of 1862** – the federal government encouraged the building of a transcontinental railroad by giving land to the rail road companies.
- **Plains Indian** culture was destroyed by the arrival of American settlers and government policies.



**Transcontinental Railroads and Federal Land Grants, 1850–1900**

*Despite the laissez-faire ideology that existed...*

Both the Homestead Act (1862) and the Pacific Railway Act (1862) were efforts by the federal government to

- (1) provide land to minority groups
- (2) resolve conflicts with Native American Indians
- (3) encourage settlement west of the Mississippi River
- (4) support settlement of former plantation lands

The Homestead Act, the mass killing of buffalo, and the completion of the transcontinental railroad are most closely associated with the

- (1) rise of organized labor
- (2) building of the Erie Canal
- (3) northern migration of African Americans
- (4) decline of the Plains Indians



#### D.) Taking it by Force

- **Annexation of Texas & Mexican-American War** led to the U.S. gaining all of the Southwest territory now located in the U.S.
- **Oregon Territory** – the U.S. threatened war with Great Britain if it did not get the territory it demanded in the northwest.
- **1853** – the U.S stretched from the Atlantic to the Pacific
- **President James Polk** – (1845-1849) won the election of 1844 based on his strong pro-western expansion policy.
- His policies involving annexing Texas, fighting in the Mexican-American War and his demand for the Oregon Territory were all efforts to fulfill the goal of **Manifest Destiny**.



Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

The foreign policies of President James Polk involving Texas, California, and the Oregon Territory were all efforts to

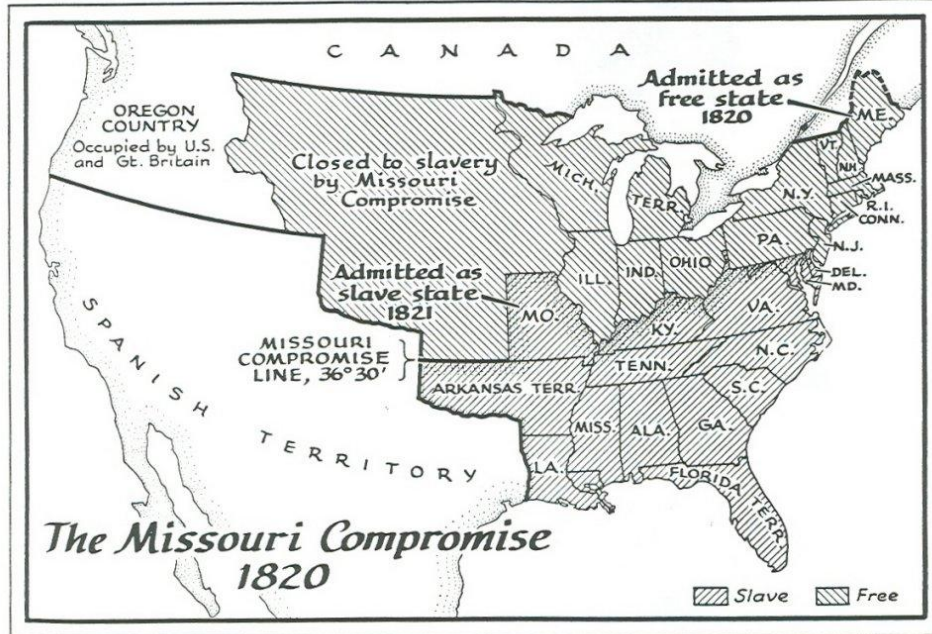
- (1) remain neutral toward western territories
- (2) continue traditional American isolationism
- (3) weaken the Monroe Doctrine
- (4) fulfill the goal of Manifest Destiny

The slogan “Fifty-four forty or fight!,” the annexation of Texas, and the Mexican War all relate to the

- (1) theory of nullification
- (2) practice of secession
- (3) belief in Manifest Destiny
- (4) idea of due process

## E.) A Series of Compromises

- **Missouri Compromise 1820** – Missouri wanted to enter into the Union as a slave state. This would throw the balance between free/slave states off. To keep the balance, Maine was allowed to enter the Union as a Free State. Missouri Compromise line was drawn across the country, territory under the line is open to slavery, and territory above it is closed to slavery.



- **Compromise of 1850** – **California** entered into the Union as a Free State. Utah Territory and New Mexico territory could determine the issue of slavery on their own (**popular sovereignty**). A strict Fugitive Slave Law was passed, making it illegal to assist an escaped slave or not help return an escaped slave back to the south.
- **Kansas-Nebraska Act 1854** – created the territories of Kansas and Nebraska, repealed the Missouri Compromise and opened the territory up to popular sovereignty to deal with the issue of slavery.
- **Bleeding Kansas** – as a result of the federal government leaving it in that hands of citizens to determine the policy on slavery, both abolitionists and slave holders rushed to the territory to establish state governments. Mini-civil war broke out between the 2 sides, the abolitionists led by a radical preacher named **John Brown**.

In the Compromise of 1850 and the Kansas-Nebraska Act of 1854, popular sovereignty was proposed as a way to

- (1) allow northern states the power to ban slavery
- (2) deny southern states the legal right to own slaves
- (3) allow settlers in new territories to vote on the issue of slavery
- (4) overturn previous Supreme Court decisions on slavery

The Missouri Compromise (1820), the Compromise of 1850, and the Kansas-Nebraska Act (1854) were all efforts to

- (1) end fighting between midwestern farmers and Native American Indians
- (2) encourage manufacturing in the West
- (3) increase the number of people who voted in presidential elections
- (4) settle disputes over the spread of slavery to the western territories



The History Channel  
*America: The Story of US*  
**Episode #3-Westward**

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

35

Stop time #1 \_\_\_\_\_

Stop time #2 \_\_\_\_\_

Stop time #3 \_\_\_\_\_

**Directions:** Fill in the blanks below. This is a quick paced worksheet; questions will be answered fast throughout the video.

1. The land west of the Cumberland Gap is controlled by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. \_\_\_\_\_ & his men cut through the Cumberland Gap.
3. \_\_\_\_\_ of Boone's men die settling Kentucky.
4. Land hunger becomes a \_\_\_\_\_, even for the government.
5. Jefferson bought the Louisiana Territory from \_\_\_\_\_.
6. The Rockies are \_\_\_\_\_ separate mountain ranges.
7. Lewis & Clark discover over \_\_\_\_\_ species of wildlife.
8. The West's most valuable commodity is \_\_\_\_\_, nearly hunted to extinction in Europe.
9. Jed Smith is successful because he works with \_\_\_\_\_.
10. The trails Smith made became settler paths, wagon trains, and today it is \_\_\_\_\_.
11. Settlers can walk up to \_\_\_\_\_ a day, for up to \_\_\_\_\_ months straight.
12. Families save for \_\_\_\_\_ years to join the exodus.
13. A wagon & oxen cost a minimum of \_\_\_\_\_ in today's money.
14. \_\_\_\_\_ Americans will die on the journey west, \_\_\_\_\_ graves for every mile.
15. The settlers needed to clear the mountain passes before \_\_\_\_\_, or the consequences would be terrifying.
16. Donner found a shortcut that would shave \_\_\_\_\_ off the journey, a savings of \_\_\_\_\_.
17. Instead, the shortcut added \_\_\_\_\_.
18. The Donner Party is stranded for \_\_\_\_\_. It takes only \_\_\_\_\_ to eat all the food.

19. Christmas 1846 -- The Donner party eat their first \_\_\_\_\_.
20. **TRUE OR FALSE:** No one from the Donner party survived.
21. The Mexican empire stretches from \_\_\_\_\_ to Guatemala.
22. The Battle of the Alamo showed America was willing to \_\_\_\_\_ to expand West.
23. In \_\_\_\_\_, gold is discovered in a California river.
24. In 2 years, the population of California goes from \_\_\_\_\_ to 100,000.
25. Less than \_\_\_\_\_ out of \_\_\_\_\_ got rich from the gold rush, except for the merchants.
26. Settler families of 10 or more lived in \_\_\_\_\_, with a single room.
27. The forced relocation of Native Americans was the policy of the US for over \_\_\_\_\_ years.
28. The Mississippi River stretches \_\_\_\_\_ miles, stretching from Minnesota to \_\_\_\_\_.
29. **TRUE OR FALSE:** The Mississippi River is the only way for the farmers in the West to sell their produce.
30. Once down the river, the flatboats are sold for \_\_\_\_\_, and the farmers walk \_\_\_\_\_ miles home.
31. The new invention that transforms the Mississippi, the Midwest, & America is the \_\_\_\_\_.
32. The new invention can travel \_\_\_\_\_ miles a day, \_\_\_\_\_ times faster and can carry \_\_\_\_\_ times the cargo of a raft.
33. The problem is that over 1/2 the early models \_\_\_\_\_.
34. The steamboat makes the \_\_\_\_\_ America's economic powerhouse.
35. Over \_\_\_\_\_ generations, America grew from a \_\_\_\_\_ mile wide strip of colonies on the Eastern seaboard to a continental powerhouse.



Chapter 4 Test

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

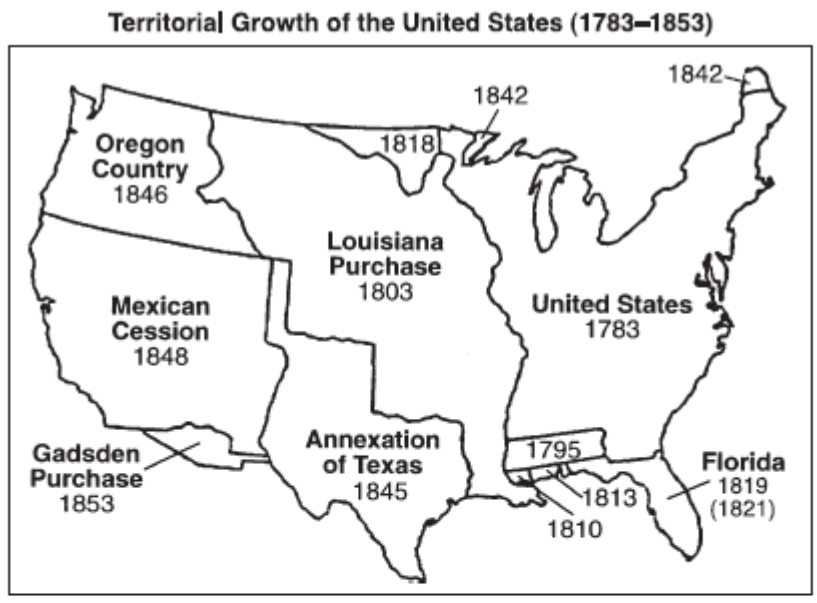
Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

**Task:** Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help write the Part B essay in which you will be asked to

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

Document 1



Source: *Historical Maps On File*, Revised Edition, Facts On File, Inc., 2003 (adapted)

1 Based on the map, state *two* methods used by the United States government to acquire new territory. [2]

(1) \_\_\_\_\_  
\_\_\_\_\_  
Score

(2) \_\_\_\_\_  
\_\_\_\_\_  
Score

**Document 2**

*An act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.*

*Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished [revoked], as he [the president] may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other. . . .*

— Indian Removal Act of 1830

- 2 Based on this document, state **one** way that the Indian Removal Act of 1830 would affect many Native American Indians. [1]

---

---

Score

**Document 3**

*. . . Instead of this, however, we have been exerting [putting forth] our best efforts to propitiate [gain] her [Mexico's] good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own, she has affected to believe that we have severed [removed] her rightful territory, and in official proclamations and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation [restoring harmony]. The cup of forbearance [tolerance] had been exhausted even before the recent information from the frontier of the Del Norte [Mexican-American border]. But now, after reiterated [repeated] menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced [begun], and that the two nations are now at war. . . .*

— President James K. Polk, Message to Congress, May 11, 1846

- 3 Based on this passage, state **one** reason President Polk asked Congress to declare war on Mexico. [1]

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Score

#### Document 4

... Regarding it as a war [Mexican War] to strengthen the "Slave Power," we are conducted to a natural conclusion, that it is virtually, and in its consequences, a war against the free States of the Union. Conquest and robbery are attempted in order to obtain a political control at home; and distant battles are fought, less with a special view of subjugating [conquering] Mexico, than with the design of overcoming the power of the free States, under the constitution. The lives of Mexicans are sacrificed in this cause; and a domestic question, which should be reserved for bloodless debate in our own country, is transferred to fields of battle in a foreign land. . . .

— Resolution passed by the Massachusetts Legislature opposing the Mexican War;  
*Massachusetts House Documents*, 1847

- 4 According to this resolution, what was *one* reason the Massachusetts legislature opposed the Mexican War? [1]

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Score

#### Document 5

Stephen Douglas replied to Abraham Lincoln's question about the Kansas-Nebraska Act in a speech given at Freeport, Illinois. This reply occurred during the second debate in the political contest for the United States Senate seat from Illinois in 1858.

... The next question propounded [put forward] to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump [platform] in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill [Kansas-Nebraska Act] on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point. . . .

Source: Stephen Douglas, Freeport Doctrine, 1858

- 5 According to this document, how did the Kansas-Nebraska Act attempt to resolve the issue of slavery in the territories? [1]

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Score

## Document 6

. . . With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application, improving the land and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office.

Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. . . .

— National Archives and Records Administration, *Teaching with Documents: The Homestead Act of 1862*

- 6 According to this document, how did the Homestead Act encourage the settlement of the West? [1]

---

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Score



Document 7

. . . Sec.2. *And be it further enacted*, That the right of way through the public lands be, and the same is hereby, granted to said company [The Union Pacific Railroad Company] for the construction of said railroad and telegraph line; and the right, power, and authority is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands, including all necessary grounds for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn-tables, and water stations. The United States shall extinguish as rapidly as may be, the Indian titles to all lands falling under the operation of this act and required for the said right of way and grants hereinafter made.

Sec.3. *And be it further enacted*, That there be, and is hereby, granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of the mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road, not sold, reserved, or otherwise disposed of by the United States, and to which a preemption or homestead claim may not have attached, at the time the line of said road is definitely fixed: *Provided*, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company. And all such lands, so granted by this section, which shall not be sold or disposed of by said company within three years after the entire road shall have been completed, shall be subject to settlement and preemption, like other lands, at a price not exceeding one dollar and twenty-five cents per acre, to be paid to said company. . . .

— The Pacific Railroad Act, July 1, 1862

7a According to this document, what did the federal government give the Union Pacific Railroad Company to help them construct the railroad and the telegraph line? [1]

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Score

b According to this document, how did the Pacific Railroad Act help the United States expand westward? [1]

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Score

Document 8

“. . . The white man, who possesses this whole vast country from sea to sea, who roams over it at pleasure, and lives where he likes, cannot know the cramp we feel in this little spot, with the underlying remembrance of the fact, which you know as well as we, that every foot of what you proudly call America, not very long ago belonged to the red man. The Great Spirit gave it to us. There was room enough for all his many tribes, and all were happy in their freedom. But the white man had, in ways we know not of, learned some things we had not learned; among them, how to make superior tools and terrible weapons, better for war than bows and arrows; and there seemed no end to the hordes [huge numbers] of men that followed them from other lands beyond the sea.

“And so, at last, our fathers were steadily driven out, or killed, and we, their sons, but sorry remnants of tribes once mighty, are cornered in little spots of the earth all ours of right—cornered like guilty prisoners, and watched by men with guns, who are more than anxious to kill us off.

“Nor is this all. The white man’s government promised that if we, the Shoshones, would be content with the little patch allowed us, it would keep us well supplied with everything necessary to comfortable living, and would see that no white man should cross our borders for our game, or for anything that is ours. *But it has not kept its word!* The white man kills our game, captures our furs, and sometimes feeds his herds upon our meadows. And your great and mighty government – Oh sir, I hesitate, for I cannot tell the half! It does not protect us in our rights. It leaves us without the promised seed, without tools for cultivating the land, without implements [tools] for harvesting our crops, without breeding animals better than ours, without the food we still lack, after all we can do, without the many comforts we cannot produce, without the schools we so much need for our children. . . .”

— Chief Washakie of the Shoshone tribe from a speech to Governor John W. Hoyt of the Wyoming Territory, 1878

- 8 According to this document, what were *two* criticisms that Chief Washakie had against the white man and/or the federal government? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least *five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

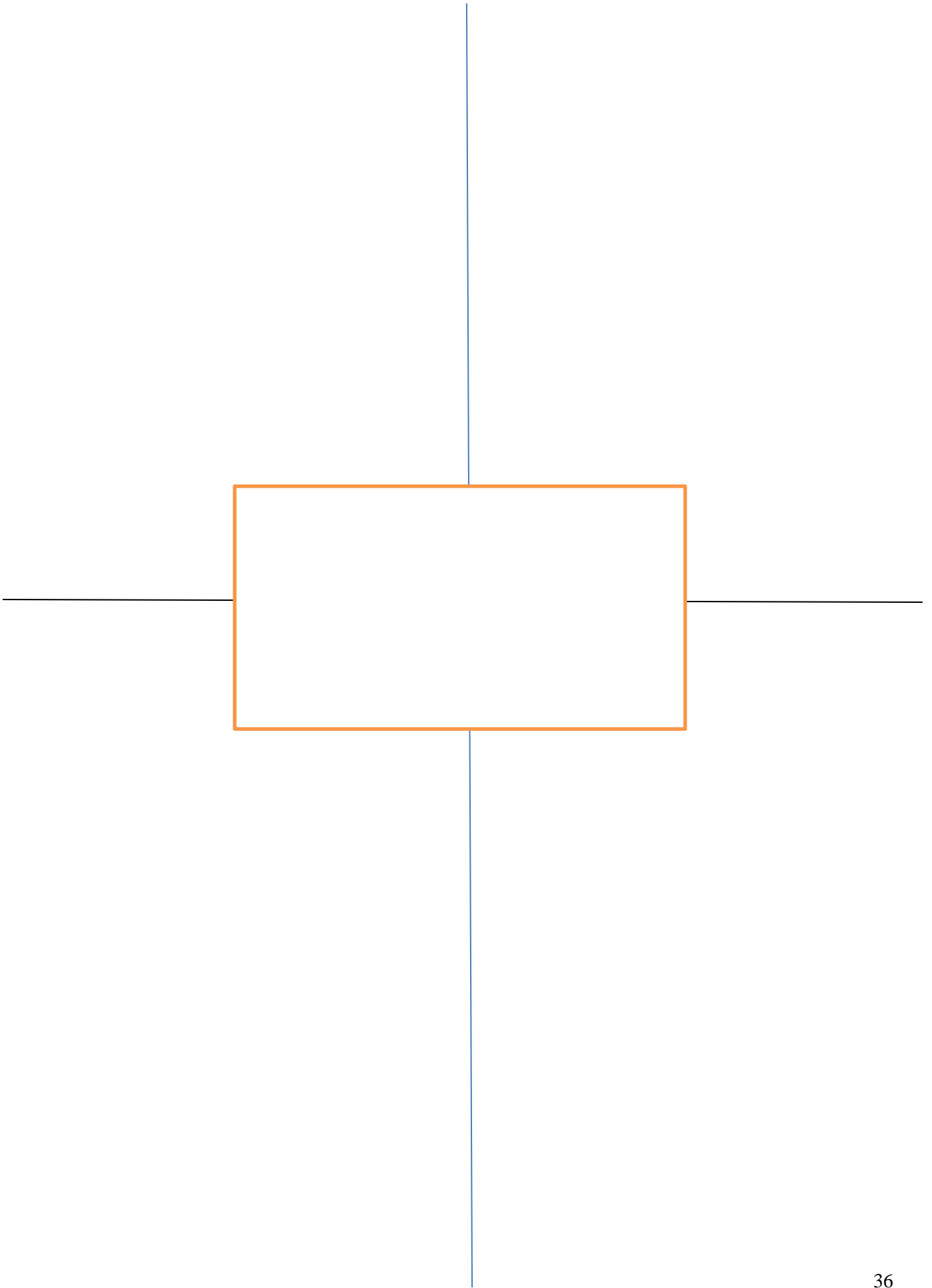
**Task:** Using information from the documents and your knowledge of United States history, write an essay in which you

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

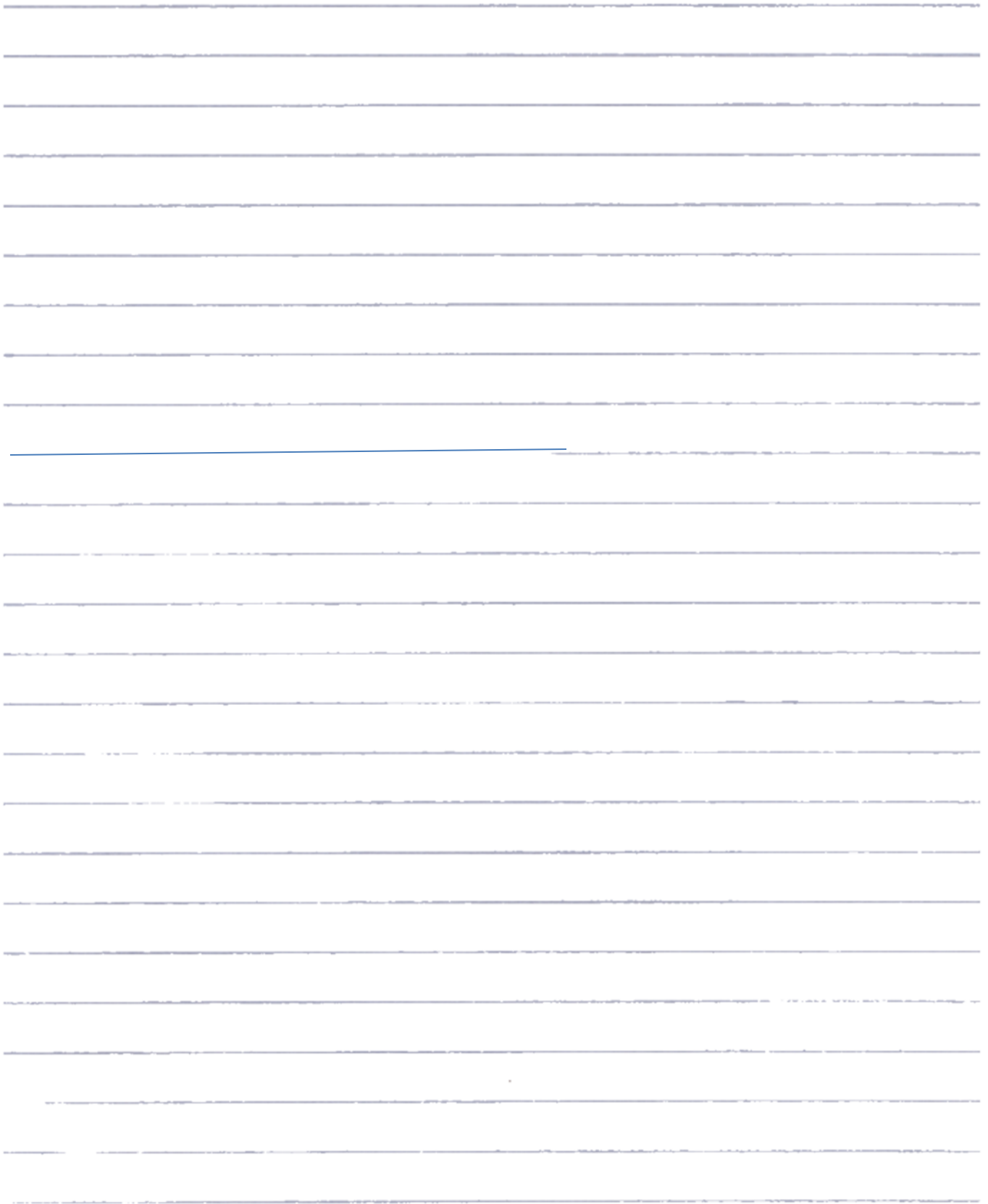
#### Guidelines:

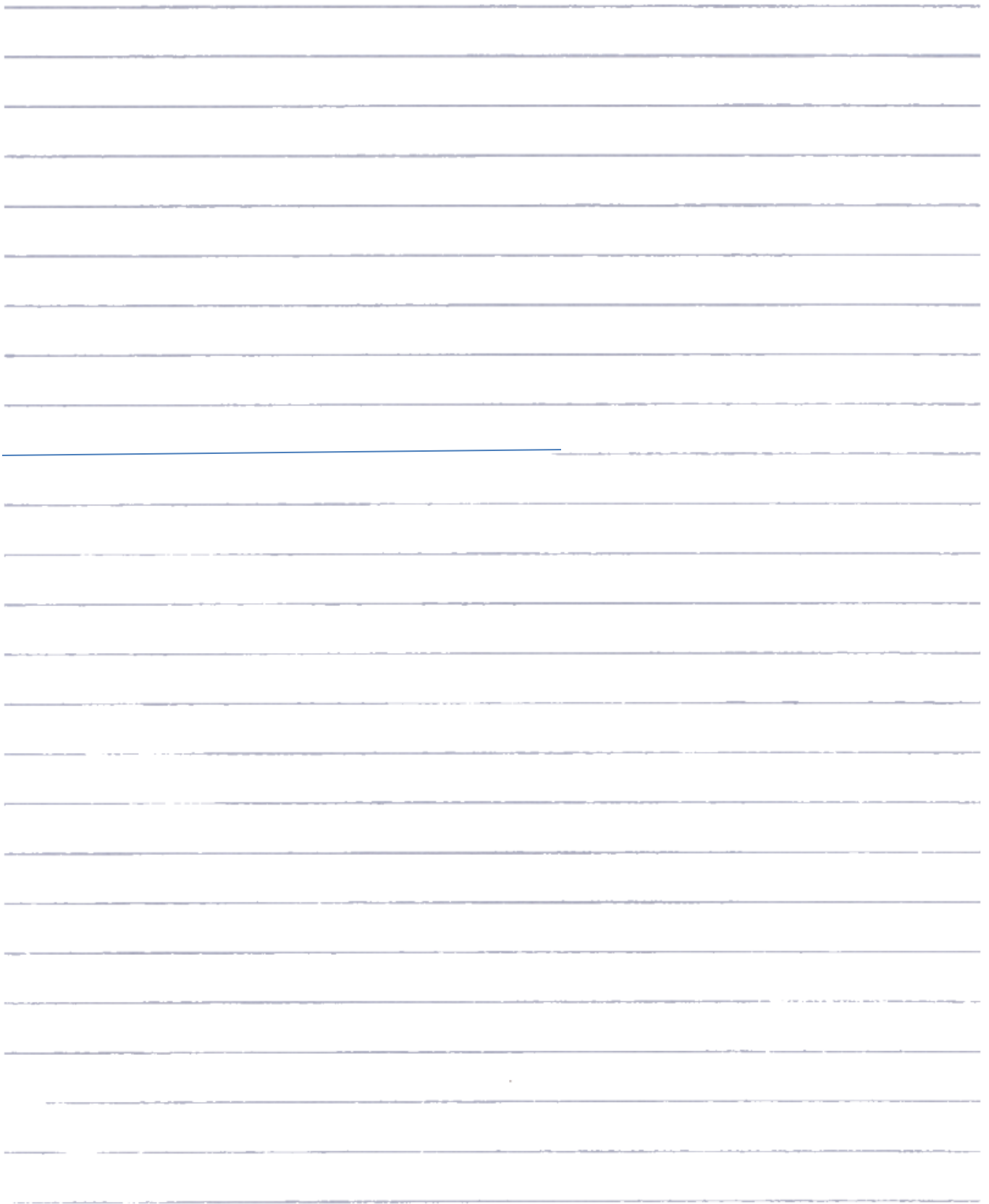
**In your essay, be sure to**

- Address all aspects of the task by accurately analyzing and interpreting at least *five* documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme





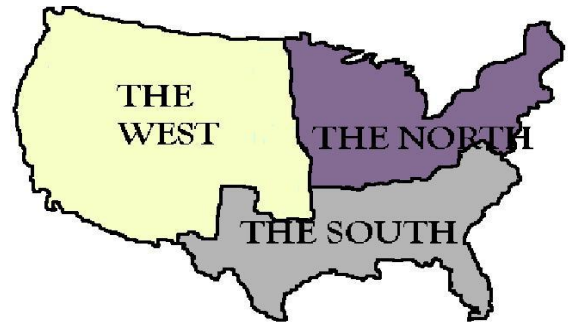




## Chapter 5 – The Road to Civil War

### A.) The Rise of Sectionalism

- After an initial development of nationalism after the War of 1812, Americans began to shift their loyalties and identity away from the United States and more to the region they are from.
- **Sectionalism** – loyalty to a specific region of the country and the cultural practices that are common there.
- American divided into 3 major different regional/cultural areas during the 1800s each with their own political beliefs.
- The economic system of the region tended to determine its political views.



TODAY I AM INTERVIEWING 3 KEY PERSONS ON SECTIONAL ISSUES, WITH ME IN THE STUDIO ARE A WESTERN FARMER, A SOUTHERN PLANTER, AND A NORTHERN INDUSTRIALIST. THEY WILL EXPLAIN THEIR PREFERENCES ON EACH ISSUE BELOW.

| ISSUES                          | WESTERN FARMER   | SOUTHERN PLANTER   | NORTHERN INDUSTRIALIST  |
|---------------------------------|--|--|---|
| W<br>E<br>S<br>T<br>E<br>R<br>N | <p>LOW PRICES—to aid settlement by small farmers</p>                                   | <p>LOW PRICES—1) to encourage westward expansion of slavery; 2) to expand cotton farming by replacing worn-out farm land</p> | <p>HIGH PRICES—to discourage westward migration of northeastern labor force</p> |
| L<br>A<br>B<br>O<br>R           | <p>FREE LABOR (no slaves)—to avoid job competition on farms from cheap slave labor</p> | <p>SLAVE LABOR—to do the hard, non-wage work of producing cotton, the south's "white gold"</p>                               | <p>FREE LABOR (no slaves)—to provide a skilled work force for business</p>      |





| ISSUES                       | WESTERN FARMER   | SOUTHERN PLANTER   | NORTHERN INDUSTRIALIST  |
|------------------------------|--|--|---|
| TARIFF<br>(a tax on imports) | <p><b>HIGH TARIFF</b>—with revenue used to build roads, bridges, and canals for shipping western farm products to eastern markets</p>                        | <p><b>LOW TARIFF</b>— 1) to export raw farm products on favorable terms, and 2) to keep down cost of buying manufactured goods</p>   | <p><b>HIGH TARIFF</b>—to protect manufactured goods from being undersold by foreign competitors</p>   |
| IMPROVEMENTS                 | <p><b>FOR INTERNAL IMPROVEMENTS</b> (roads, bridges, canals)— to create eastern market for farm goods</p>  | <p><b>AGAINST INTERNAL IMPROVEMENTS</b>— to avoid large government expenditures which might require a higher tariff to refill the treasury</p>   | <p><b>FOR INTERNAL IMPROVEMENTS</b>— to create a western market for manufactured goods</p>  |
| MONEY                        | <p><b>SOFT (OR "CHEAP") MONEY</b> —paper money not backed by specie (gold), thus in large supply, of less worth, and easier for debtor farmers to obtain</p> | <p><b>SOFT MONEY</b> —Farmers (agrarians) often were in debt because crop markets were unpredictable. They liked paying their debts with cheap, inflated dollars, but their creditors didn't like it. Through inference, can you figure out why?</p> | <p><b>HARD MONEY</b>—paper money backed by specie—Northern businessmen often were creditors (lenders). To get their dollars's worth, they wanted debts repaid them in hard, sound money (backed by gold)—not soft, cheap, inflated money.</p> |

Tally the bottom line of these sectional economic views, and you quickly see that the North and South differed on all five issues. This caused a political power struggle between the free labor states of the North and the slave labor states of the South. The section controlling the federal government would set economic policies, such as tariffs, that would affect the very livelihood of the other. Political power, then, became crucial to economic interests. By 1861 the political power struggle between North and South would lead to the Civil War.



## B.) The Effects of Sectionalism

- Sectionalism replaced nationalism as the dominant ideology in the United States.
- The argument over the right to keep slaves became to the southerners a “states’ rights” issue.
- Distrust, animosity and even hatred towards regions, leaders, writers and politicians developed!
- **Nullification Crisis** – Senator (S.C.) John C. Calhoun state that if the federal government passes a law that his state believes to be unconstitutional it will not enforce or accept the law.
  - Calhoun was against tariffs he believed would only benefit the Northern states and at the same time hurt the Southern states.
  - President Jackson, a southerner himself however did not support Calhoun and reinforced the idea that that the federal government is Supreme.

## C.) The Turbulent 1850s

- **Uncle Tom’s Cabin 1852** – anti-slavery novel written by Harriet Beecher Stowe which exposes the slave system in the south for what is truly is, cruel and inhumane.
- **Bloody Kansas & John Brown 1854**
  - a mini-civil war that would foreshadow the future, broke out in Kansas.
  - John Brown massacred slave owner families, claiming God wanted an end to slavery!
- **Dred Scott v. Sanford 1857**
  - Dred Scott, a slave was brought into the north where slavery was prohibited.
  - Sued for his freedom but was denied by the Supreme Court based on the ruling that as property a slave can be brought anywhere because **Congress has no right to restrict or ban the movement of private property anywhere!**
  - Abolitionists fear that slavery will now take over the west and return to the north!
- **John Brown’s Raid 1859**
  - Escaping from Kansas, John Brown ends up in Virginia and develops a plan to lead the southern slaves into rebellion.
  - His plan to take control of an armory fails; he is arrested and executed for his crimes.
  - Abolitionists see him as a martyr, southerners see him as a terrorist!

**“Uncle Tom’s Cabin Stirs Controversy”**

**“Kansas Rocked by Bloody Conflict”**

**“John Brown’s Raid Angers South”**

Which statement about the United States in the 1850s is best supported by these headlines?

- (1) The nation had grown increasingly divided over the future of slavery.
- (2) Americans had lost confidence in the plan for Reconstruction.
- (3) Northern and Southern voters were united in support of popular sovereignty.
- (4) Support for the abolitionist movement decreased during this period.

From 1820 to 1865, the debates over nullification, protective tariffs, and the spread of slavery into the new territories concerned the constitutional issue of the

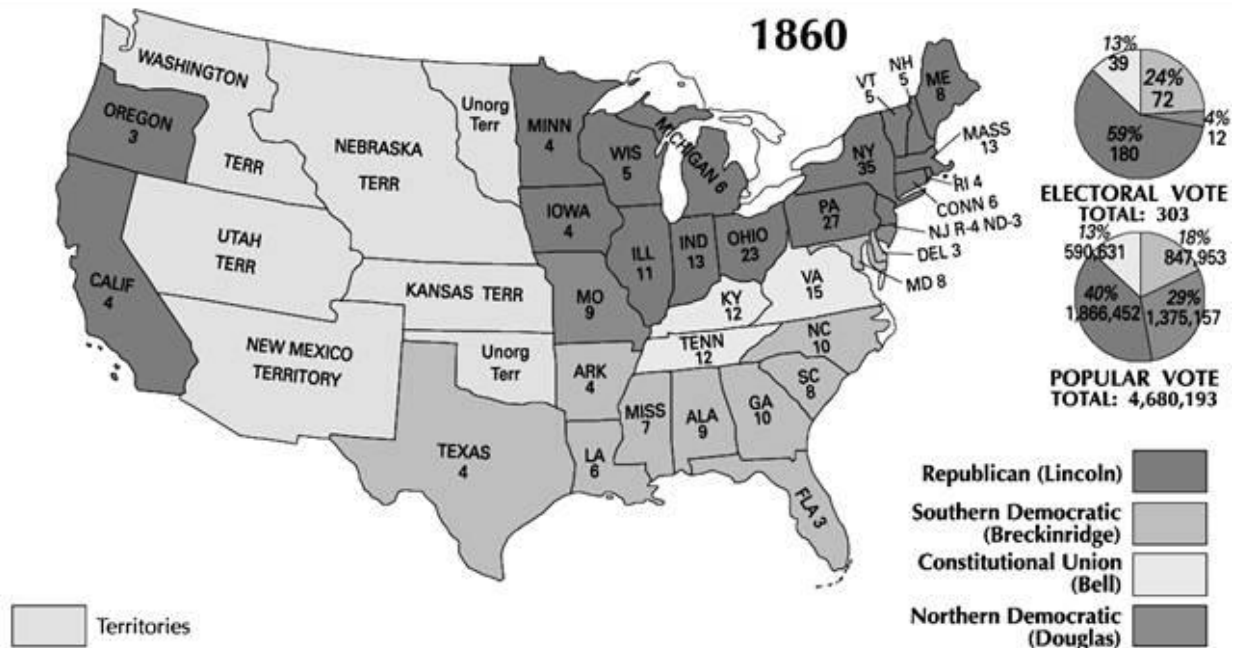
- (1) balance of power between the federal and state governments
- (2) balance between the rights of individuals and the need to maintain order
- (3) protection of the rights of ethnic and racial groups
- (4) separation of power between the executive and legislative branches

## D.) The Return to Partisanship & Division

- President Jackson's policies angered many people within his Democratic Party and those leaders who were left over from the old Federalist Party. They formed together to create **the Whig Party**, led by **Sen.(K) Henry Clay**
- **1830s-1850s – the Whig Party** were based on Clay's "*American System*"
  - believed Congress was more important than President
  - favored internal improvement
  - favored a modern economic system and central government banking
  - called for public education
- The issue of slavery in the 1850s would cause the Democratic Party to split again between the Northern Democrats who were against the spread of slavery led by Stephen Douglas and the Southern Democrats who were pro-slavery.
- **Republican Party** – was formed out of anti-slavery democrats, free-soilers, ex-Whigs, and modernizers. It formed out of its opposition to the Kansas-Nebraska Act. It quickly emerged to become the chief rival to the Democratic Party.

## E.) Election of 1860

- The Democratic Party now split, runs 2 different men for President, while **the Republican Party nominates Abraham Lincoln**.
- No southern state votes for the Lincoln yet most of them know that he will still win the election with the support from the north.
- With *Lincoln's victory official*, the southern leadership begins taking the steps to secede from the United States and form their own nation, the Confederate States of America.



Name: \_\_\_\_\_ Period: \_\_\_\_\_

AMERICA: THE STORY OF US

“Division”

1. What construction project turned the North into a global economic powerhouse?
2. What was the only job more dangerous than lighting the fuse?
3. Name one of the towns that boomed into a flourishing city because of the Erie Canal.
4. What city became the nation’s number one port after the building of the Erie Canal?
5. This product allowed for the mass production of cotton, led to an increase in slavery, & pushed plantations west.
6. What industry caused the population of Lowell, MA explode from 200 in 1820 to nearly 20,000 by 1835?
7. What was the impact of whale oil on the Industrial Revolution?
8. Explain why the whaling industry was such a popular profession with African Americans?

9. List one punishment that was commonly inflicted upon runaway slaves after they were caught.
  
10. What advantage did Fredrick Douglas have that 80% of slaves did not?
  
11. Who was Harriet Tubman? How much was the reward placed on Tubman's head?
  
12. What law was passed to allow for the recapture of escaped slaves in the North? Because of this law, where did slaves now have to go to be safe?
  
13. Published in 1852, this book was the best selling book of the century, second only to the Bible.
  
14. What was the nickname for Kansas?
  
15. John Brown was a \_\_\_\_\_ in the North & a \_\_\_\_\_ to the South.
16. Where did John Brown plan to acquire weapons from in order to arm slaves? Was he successful?
  
17. Explain the reaction in the South to the election of Abraham Lincoln in 1860?
  
18. What state was the first to secede from the Union in 1860, eventually joining the Confederate States of America with ten other southern states?



## Chapter 5 Test

Answers to the essay questions are to be written in the separate essay booklet.

### Part II

#### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Theme: Government — Supreme Court Decisions**

The United States Supreme Court has played a major role in United States history. The Court's decisions have had a significant impact on many aspects of American society.

**Task:**

Select *two* Supreme Court cases that have had an impact on American society and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss an impact this decision has had on American society

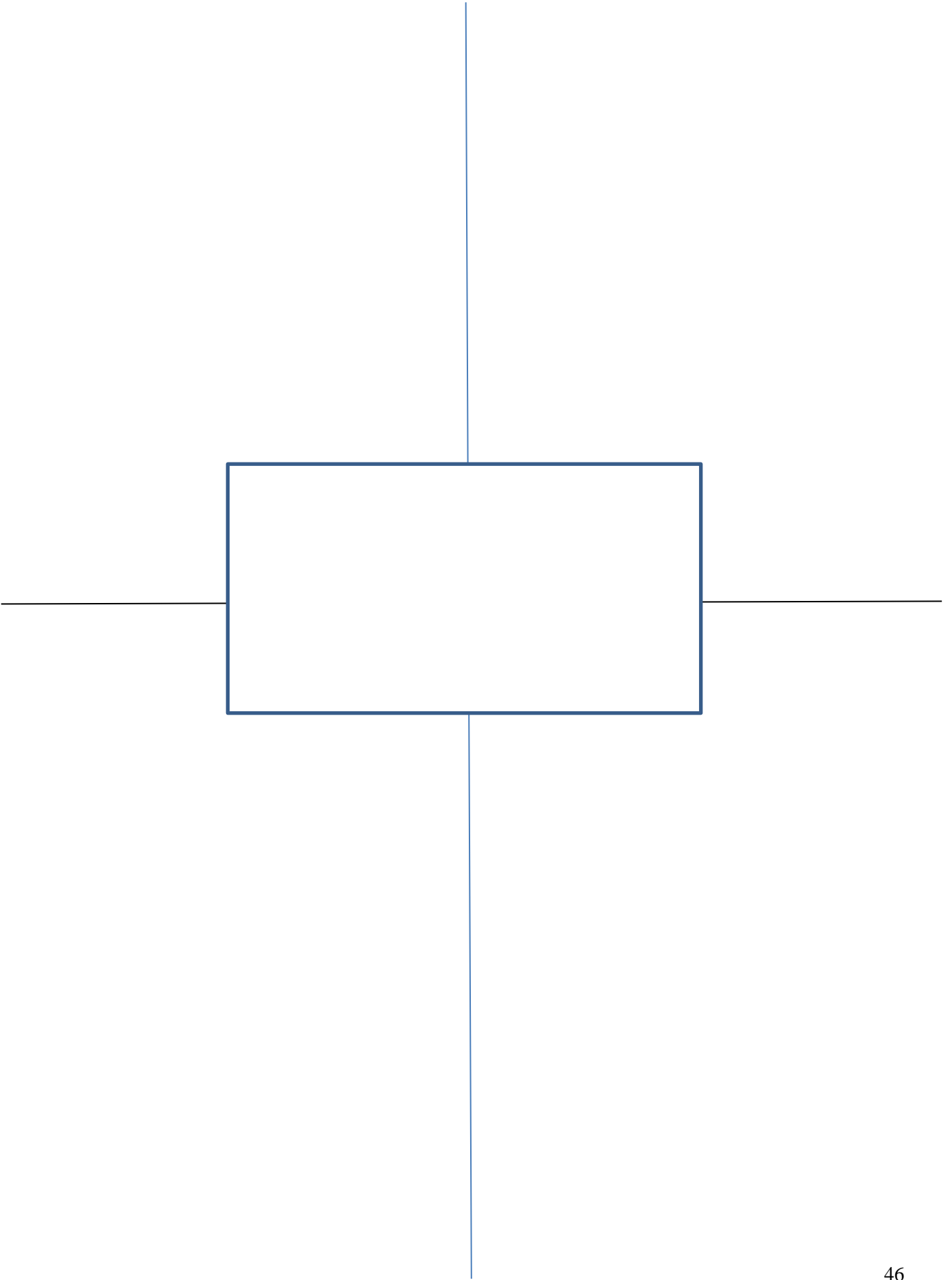
You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Northern Securities Co. v. United States* (1904), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

**You are *not* limited to these suggestions.**

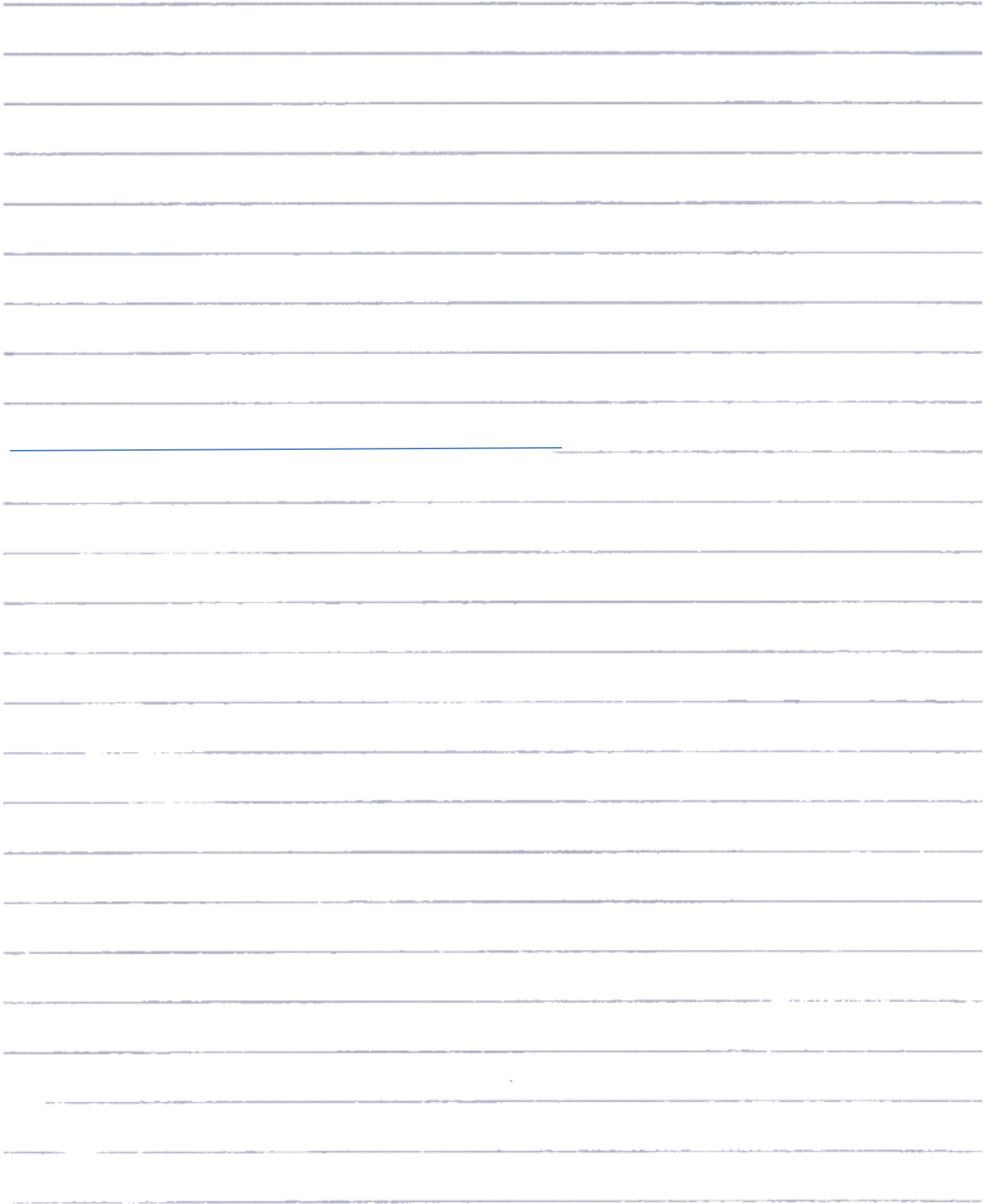
**Guidelines:**

**In your essay, be sure to**

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme



Lined writing area with 24 horizontal blue lines.





## Chapter 6 – The Civil War

### A.) Reasons for Southern Secession

- Increased sectionalism led to an extreme distrust and dislike between the North & South
- Preserve the institution of slavery and white supremacy
- Election of Abraham Lincoln (R) in 1860, to southerners showed that their opinion and voice was not represented in the government.
- Southern states also believed that just as they freely joined the Union, they could freely exit it.

### B.) Lincoln's Policy

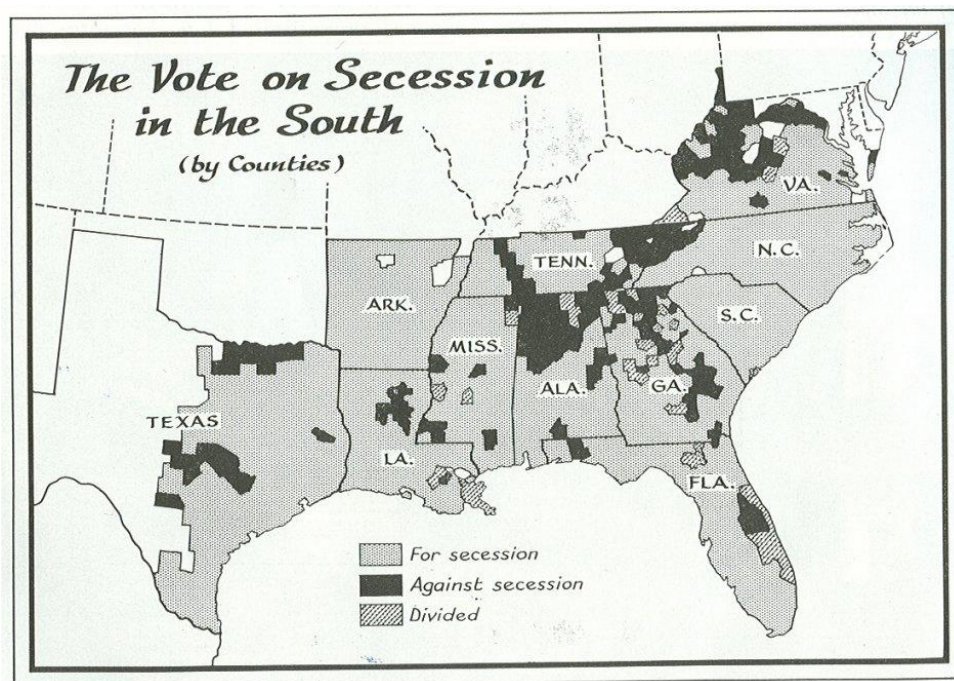
- Believed that the sectionalism that had developed was threatening to destroy the nation. "A house divided against itself cannot stand"
- As the Civil War began, Lincoln believed it was his duty as President to **"preserve the Union"**.
- States do not have the right to leave the Union, as such he has the right to use military force to put down the rebellion.

Which situation was the most immediate result of Abraham Lincoln's election to the presidency in 1860?

- (1) Kansas and Nebraska joined the Union as free states.
- (2) A constitutional amendment was adopted to end slavery.
- (3) Missouri entered the Union as a slave state.
- (4) Several Southern States seceded from the Union.

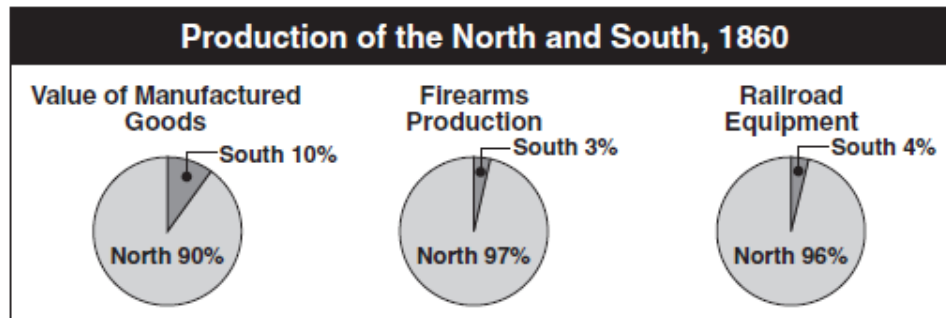
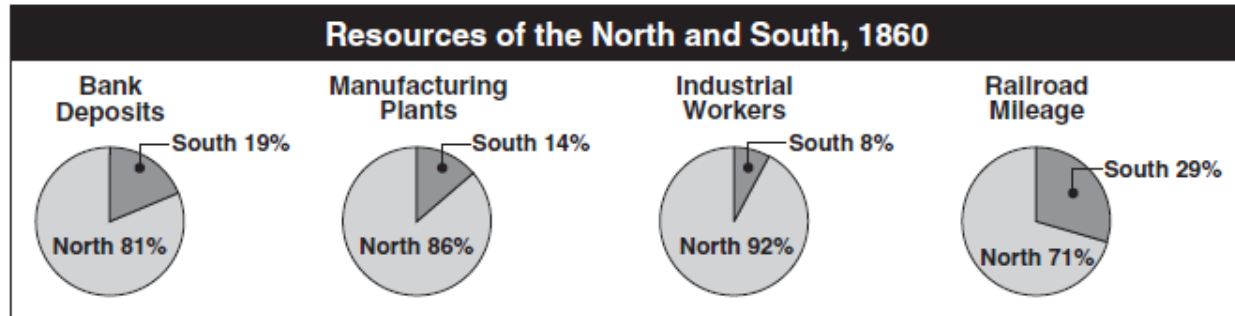
In his first inaugural address, President Abraham Lincoln stated his main goal for the nation was to

- (1) use the vote to resolve the conflict over slavery
- (2) free all slaves in the United States
- (3) uphold the *Dred Scott* decision
- (4) preserve the Union



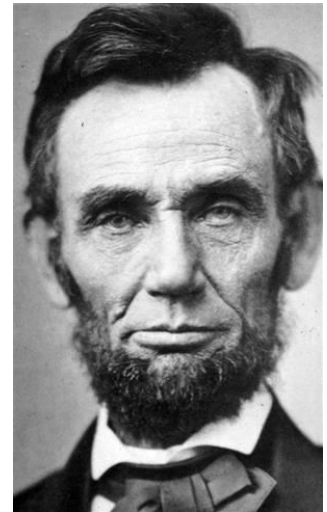
### C.) Comparing the Union & the Confederacy

- The North had a huge economic advantage over the Southern Confederacy.
- The South had home field advantage and superior military officers.
- As a result, the war would drag on for years instead of ending quickly as both sides has assumed.



### D.) Lincoln Expands the President's Powers

- As in most times of crisis, *the President often times gives himself additional powers* to handle the situations.
- Suspended the writ of habeas corpus
- Arrested and jailed anti-Unionists without proper cause
- Increased the size of the arm without Congressional approval
- Censored newspapers and had some editors and publishers arrested.
- Lincoln wins re-election in 1864



One similarity in the presidential administrations of Abraham Lincoln, Franklin D. Roosevelt, and Lyndon Johnson is that each

- (1) maintained a foreign policy of neutrality
- (2) expanded the power of the presidency
- (3) removed Supreme Court Justices from office
- (4) decreased the size of the military

## E.) Key Battles in the War

- **The First Battle of Bull Run (July 1861)** - Union troops gathered around Washington D.C. in hope of seizing Manassas, VA, which was a vital railroad, but the Confederate troops aligned the creek waiting for Union forces at Bull Run. This was the first large battle of the war. The Confederate forces defeated the Union.
- **The Peninsular Campaign (late June-July 1862)** - General McClellan was in command of Union Army. He decided to approach Richmond from the Atlantic coast. McClellan landed troops in Yorktown, which is a peninsula between the York and James River, east of Richmond. There were battles fought there throughout July of 1862. The Confederates defeated the Union in the battles, led by General Joseph E. Johnston, then General Robert E. Lee.
- **The Battle of Antietam (Sept 1862)** - General Lee, commander of the Northern Virginia Army, moved to strike Union territory in Maryland. A Confederate messenger dropped a copy of the battle plans, which was found by a Union soldier. The Union then learned that Lee's forces were divided, so General Grant attacked. Antietam (Sharpsburg) was a day long battle on September 17, 1862 at Antietam Creek in Maryland. The battle ended in a draw.
- **The Battle of Shiloh (Feb 1862)** - This battle was the first after the Union dispersed troops into the West, as well as the East. The Battle of Shiloh was fought as one of the battles of the "War in the West." General Grant led his army into Tennessee and continued to advance. Confederate forces attacked near Shiloh, resulting in thousands of casualties between both armies in two days of fighting. The Union won the bloodiest battle of the Civil War, even though they suffered more losses than the Confederates.
- **The Battle of Chancellorsville (April – May 1863)** - The South won the Battle of Chancellorsville, which helped to boost the morale and hope in the Southern cause. This was a time for hope in the South because the Union was losing troops. Stonewall Jackson was killed accidentally by one of his own men at Chancellorsville when mistaken for a Union soldier!
- **The Battle of Gettysburg (July 1863)** - Almost accidentally, Confederate troops discovered Union calvary in Gettysburg, Pennsylvania. The Confederates attacked, paving the way for the largest battle of the war, lasting three days. The Union Army won the Battle of Gettysburg, destroying Lee's hopes of carrying the fighting further up North.
- **Battle of Vicksburg (May – July 1863)** - General Grant and his troops crossed the Mississippi River and drove the Confederate forces out of Vicksburg. The Union now controlled the Mississippi River and was able to divide the Confederacy in half.
- **Sherman's March to the Sea (Sept-Dec 1864)** - General Sherman scorched the towns he marched through on his way towards the Atlantic coast and up to Virginia. His army followed the "scorched earth policy," beginning first with Atlanta. They would burn, tear up railroad tracks, raided and burned homes, and captured livestock; Ruthless destruction. Union Army forces Confederate Army out of the Atlantic port of Savannah, GA on December 22, 1864.
- **Surrender at Appomattox (April 1865)** - General Lee attempted to halt the Union Army and break through Grant's lines in Petersburg, VA. The Union seized Petersburg on April 2, 1865 and then Richmond on the next day. Union forces cut Lee off from leading his remaining army to North Carolina. On April 9, 1865, General Lee surrendered to Grant waving the white flag atop a hill overlooking the Appomattox River in Virginia. General Grant later accepted General Lee's surrender in the Appomattox Court House.





## F.) Emancipation Proclamation

- Lincoln was very worried that European nations were going to back the Confederacy.
- To keep England and France from supporting the South, he took the victory at Gettysburg to issue his **Emancipation Proclamation**, in effect making the Civil War all about eradicating slavery!
- The E.P. – freed all slaves that live in a state currently in rebellion against the Union.
- Europeans, now seeing this as a war over slavery refused to back the Confederacy.

. . . Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion [Civil War] against the authority and government of the United States, and as a fit and necessary war measure for suppressing [stopping] said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: . . .

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States [those states in rebellion], and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . .

Source: Abraham Lincoln, Emancipation Proclamation, January 1, 1863

According to this document, what was President Abraham Lincoln hoping to achieve by issuing the Emancipation Proclamation? [1]

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Score

## G.) Result of the Civil War

- With the surrender of General Lee, the Confederate States of America is officially defeated.
- Power of the federal government was strengthened over the power of the states.
- Secession was no longer considered an option by states who disagreed with federal laws
- North undergoes rapid industrial expansion as a result of the huge demand for goods during the Civil war
- The Southern economy, cities and countryside are in ruins!
- Millions of former slaves are now homeless and ill-prepared to face their future.

Name: \_\_\_\_\_ Period: \_\_\_\_\_

AMERICA: THE STORY OF US  
"Civil War"

1. Why was the Minié ball so destructive?
2. What happened to the death rate as modern technology met ancient tactics?
3. How does the 600,000 men killed during the Civil War compare to the current population?
4. How did the postal service change the news of war in letters home?
5. What was the south determined to defend?
6. What technology made the North dominate over the south?
7. How did the lack of railroad in the south hurt the army?

8. How did factories & industry contribute to the north's war effort?
  
9. How did the telegraph become a weapon of war?
  
10. How long did it take an experienced surgeon to amputate a bone?
  
11. What organization did Clara Barton start?
  
12. What was the name of Lincoln's document that freed the slaves in the South?
  
13. How many African American soldiers joined the Union?
  
14. This was one of the most famous piece of political rhetoric in history?
  
15. What did Sherman call his tactics?

## Chapter 7 – Reconstruction

### A.) Time to Rebuild

- **Reconstruction** – the time period following the Civil War, when southern state governments were reorganized and readmitted into the Union.
- **Lincoln’s Plan**
  - primary goal was to restore Southern representation in Congress and try and go back to business
  - the Union should be restored as fast as possible, which could only happen if
    - 1.) Former Confederates are treated leniently. No need to further punish them!
    - 2.) Treat them as if they had never left in the first place.
- **Radical’s Plan** – the Radical Republicans were members of Lincoln’s party who did not support the President plan. They wanted to severely punish the South for causing the Civil War!
  - 1.) Wanted to use Reconstruction to force social and economic changes in the South
  - 2.) Wanted to keep former Confederates from regaining power in the U.S. government.
  - 3.) Wanted to quickly give African-American males the right to vote & hold political office.

### B.) Death of Lincoln

- John Wilkes Booth, a southern sympathizer assassinates President Lincoln only a week after the end of the Civil War.
- Andrew Johnson, becomes the new President and continues to use a lenient policy during Reconstruction.
- Outraged over his actions, the Radical Republicans bring impeachment charges against Johnson that fail to remove him from office.
- Radicals are able to gain control of Reconstruction and implement their plans!

Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War?

- (1) Most Southerners have remained loyal to the Union during the war.
- (2) Most Southerners are willing to grant equality to formerly enslaved persons.
- (3) The federal government has no authority to punish states for secession.
- (4) Healing the nation’s wounds quickly is essential.

The Radical Republicans in Congress opposed President Abraham Lincoln’s plan for Reconstruction because Lincoln

- (1) called for the imprisonment of most Confederate leaders
- (2) rejected the idea of harsh punishments for the South
- (3) planned to keep Northern troops in the South after the war
- (4) demanded immediate civil and political rights for formerly enslaved persons



### C.) Reconstruction Amendments

- Radical Republicans were able to add 3 new Amendments to the Constitution during the period of Reconstruction.
- These Amendments were to protect the rights of the newly freed blacks.

| Amendment                     | Terms   |
|-------------------------------|---|
| Thirteenth<br>(Dec. 18, 1865) | Abolished slavery in the United States.   |
| Fourteenth<br>(July 28, 1868) | <ul style="list-style-type: none"> <li>• Granted citizenship to all persons born or naturalized in the United States.</li> <li>• Provided that no state could make laws to deprive citizens of life, liberty, property, or equal protection of the law.</li> <li>• Specified that any state that denied male citizens the right to vote would lose representation in Congress.</li> </ul> |
| Fifteenth<br>(March 30, 1870) | Prohibited the denial of voting rights based on race, color, or previous condition of servitude.  |

### D.) Radical Control

- **1868 – Ulysses S. Grant**, is elected as President. He follows the Radical Republican philosophy on dealing with the former Confederate states.
- The Radical Republican dissolved the southern governments and imposed military control over the newly created districts.
- Beginning in 1867 new elections began in the South, however Radicals would not allow former Confederates to participate.
- Republican lawmakers were elected by a coalition of white Unionists, freedmen and northerners who had settled in the South. (**carpetbaggers**)
- Southerners hated being controlled by the Union military and viewed it as humiliating and dishonorable.
- Slowly, the southern states are readmitted into the Union.

“Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

This statement is part of the

- (1) Missouri Compromise
- (2) Kansas-Nebraska Act
- (3) Dred Scott decision
- (4) 13th amendment to the Constitution

During the Reconstruction Era (1865–1877), the 15th amendment was adopted to grant African Americans

- (1) educational opportunities
- (2) economic equality
- (3) freedom of speech
- (4) voting rights

### E.) End of Reconstruction

- Election of 1876 was the closest election in U.S. history and a compromise was reached in order to name a President.
- **Rutherford B. Hayes (R)** was declared the winner along with the agreement that the military would leave the south and federal Reconstruction would end, leaving the south back in the hands of the Democratic leaders who led the region to secession.
- **Jim Crow Laws** were passed in the late 1870s and early 1880s by **Southern Democrats** in order to restrict the freedoms of African-Americans in their states.
  - especially targeted the 13<sup>th</sup>, 14<sup>th</sup> & 15<sup>th</sup> Amendments!

### F.) The New South

- **Sharecropping** – system of farming that became common in the south following the Civil War in which a large number of former slaves & their families earned a living by farming the land of their previous masters. Kept the former slaves economically dependent and under the control of southern whites.
- **Plessy v. Ferguson (1896)** – Supreme Court ruled that segregation in the south was legal based on their interpretation of the 14<sup>th</sup> Amendment! Every institution in the south became segregated until the Civil Rights movement of the 1950s & 60s.

What was the decision of the Supreme Court in *Plessy v. Ferguson* (1896)?

- (1) Black Codes were unconstitutional.
- (2) The citizenship principle established in *Dred Scott v. Sanford* was repealed.
- (3) The 15th amendment failed to guarantee the right to vote to all males.
- (4) Racial segregation did not violate the equal protection provision of the 14th amendment.

Which action marked the end of Reconstruction in the United States?

- (1) ratification of the 14th amendment
- (2) withdrawal of federal troops from the South
- (3) creation of the Freedmen's Bureau
- (4) impeachment of President Andrew Johnson

During the late 1800s, Southern voters solidly supported the Democratic Party primarily because Democrats

- (1) favored a stronger national government
- (2) led efforts to advance civil rights
- (3) opposed the Jim Crow legal system
- (4) disliked the Reconstruction programs of the Republicans

Part III

DOCUMENT-BASED QUESTION

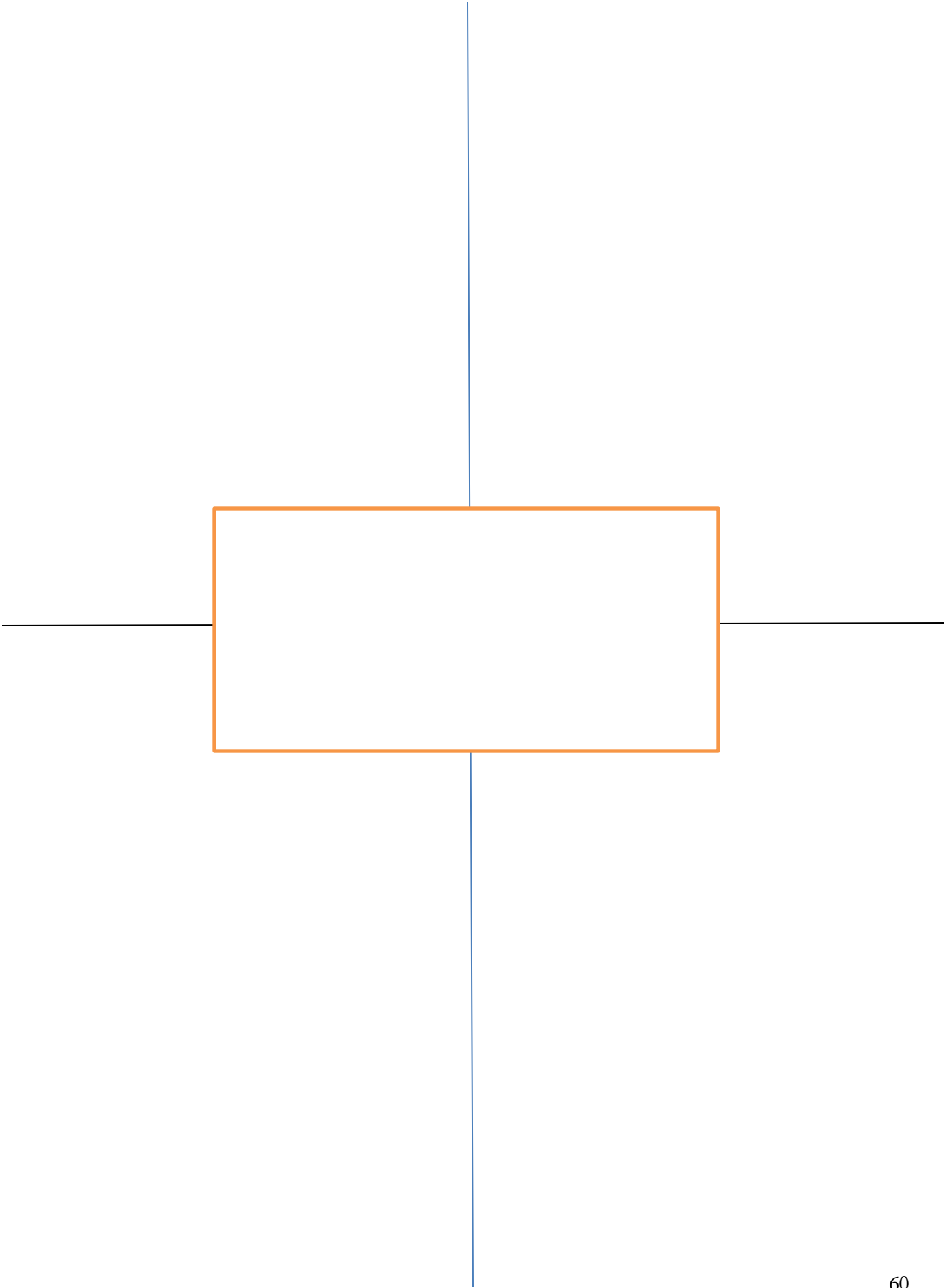
This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

**Historical Context:**

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

**Task:** Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Identify and discuss *one* social, *one* political, **AND** *one* economic change in American society that occurred as a result of the Civil War or the period of Reconstruction





## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

#### Document 1

. . . All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship? [1]

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Score

b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons? [1]

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Score

## Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

- 2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves? [1]

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Score

**Document 3**

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .

— Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

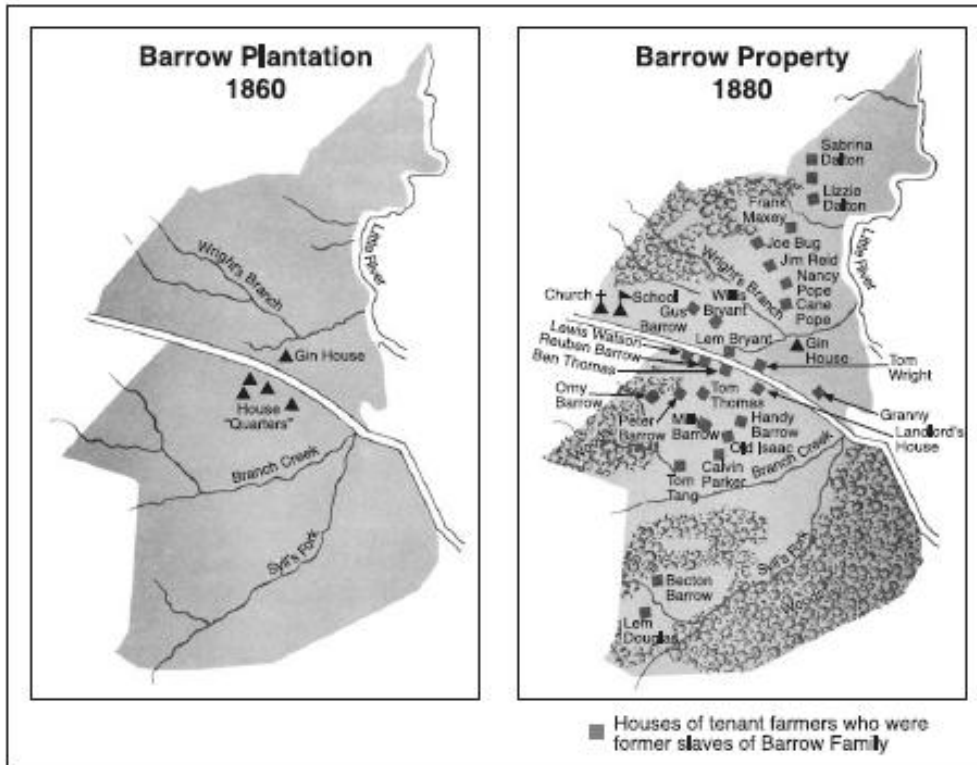
3a Based on this document, identify *one* way the Ku Klux Klan terrorized African Americans. [1]

Score

b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process? [1]

Score

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880? [1]

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Score



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Document 5

... When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a "pole locomotive," made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

Source: Charles Dudley Warner, "The South Revisited,"  
*Harper's New Monthly Magazine* (March 1887)

- 5 According to this passage, what was *one* economic change that had occurred in the South by 1887? [1]

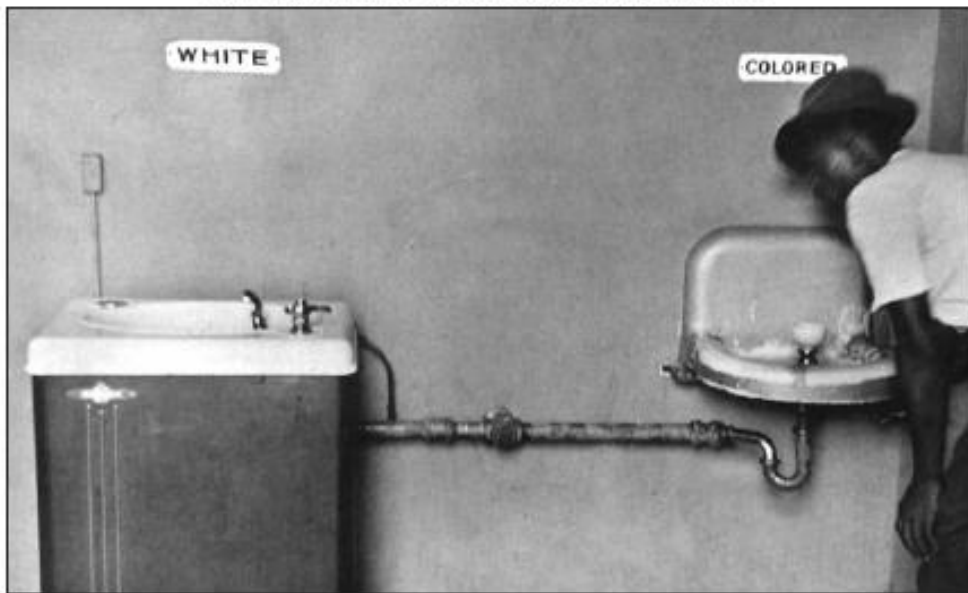
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Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwit  
Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,  
Abbeville Press

- 6 What does this photograph show about the treatment of African Americans in the South after Reconstruction? [1]

Score

## Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of "race and color" and "previous condition," and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

— Afro-American Council public statement, 1898

Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the Twentieth Century*,  
Bobbs-Merrill Company

- 7 What political problem is being described in this passage? [1]

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Score

Document 8



**Parade in New York City sponsored by the NAACP in 1917**

Source: Robert Divine et al., *America Past and Present*, Addison Wesley (adapted)

8 What was the general goal of the marchers shown in this photograph? [1]

Score



## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least *five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

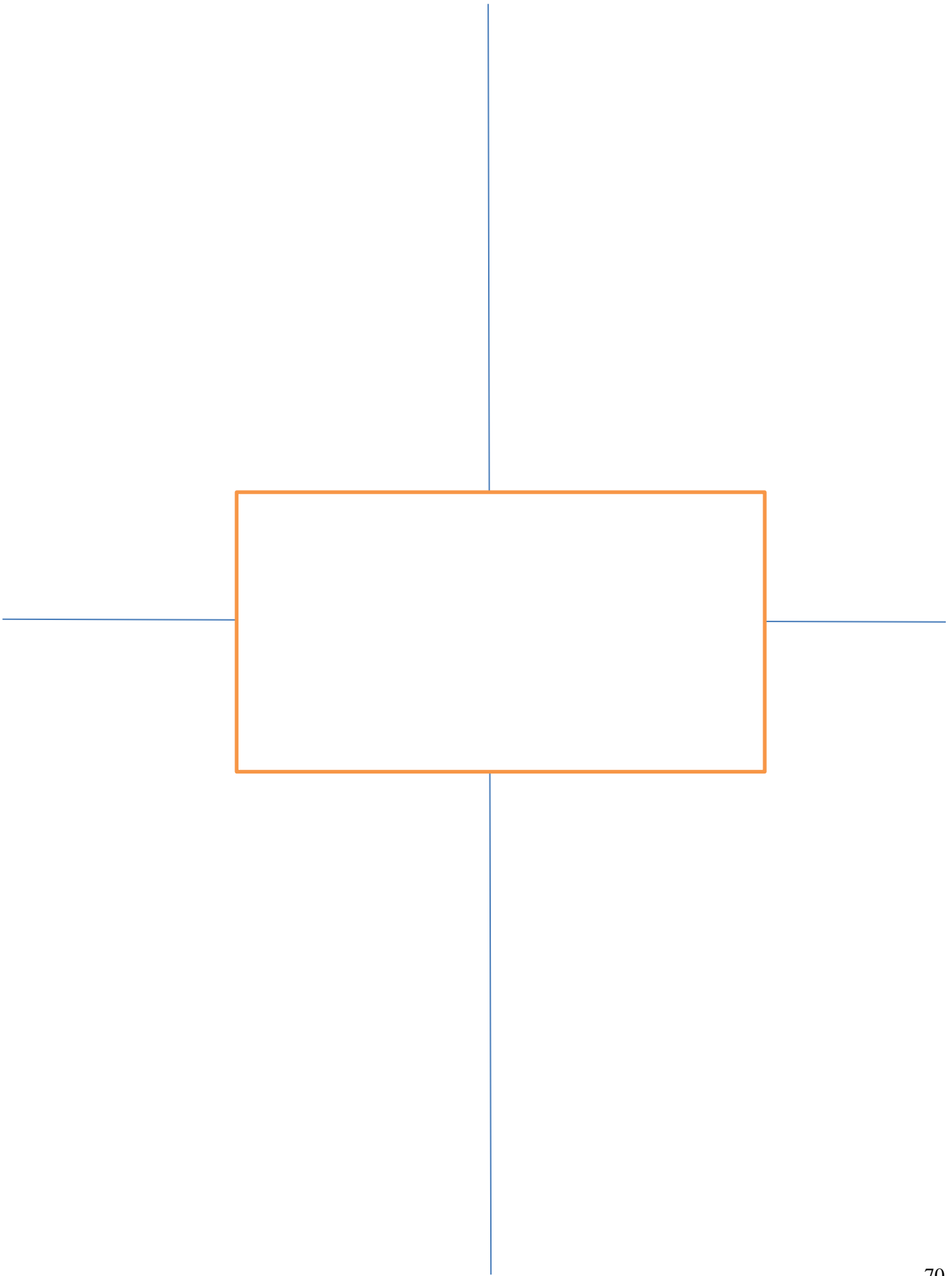
**Task:** Using information from the documents and your knowledge of United States history, write an essay in which you

- Identify and discuss *one* social, *one* political, **AND** *one* economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

#### Guidelines:

**In your essay, be sure to**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least *five* documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme



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A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.



# Key People in American History

- Abigail Adams (1744–1818)** Wife of President John Adams; “Remember the Ladies”
- Samuel Adams (1722–1803)** Revolutionary leader—Sons of Liberty; antifederalist
- Jane Addams (1860–1935)** Cofounder of Hull House; 1931 Nobel Peace Prize
- Susan B. Anthony (1820–1906)** Women’s rights leader—National Woman Suffrage Association
- Neil Armstrong (1930–)** American astronaut—first person to land on the moon, 1969
- Bernard M. Baruch (1870–1965)** Head of the War Industries Board during World War I
- Alexander Graham Bell (1847–1922)** Invented the telephone, 1876
- Omar Bradley (1893–1981)** U.S. general during World War II—Africa, Sicily, Normandy
- John Brown (1800–1859)** Extreme abolitionist; led Pottawotamie Massacre, raid on Harper’s Ferry
- William Jennings Bryan (1860–1925)** “Cross of Gold Speech”; opposed evolution at Scopes trial
- John C. Calhoun (1782–1850)** Vice-President, Senator (S.C.); nullification theory
- Stokely Carmichael (1942–)** SNCC leader; coined term Black Power, 1966
- Andrew Carnegie (1835–1919)** Carnegie Steel; “robber baron”; philanthropist
- Rachel Carson (1907–1964)** Marine biologist; author of *Silent Spring*, 1962
- Fidel Castro (1926–)** Communist leader of Cuba; led 1959 revolution
- César Chávez (1927–1993)** Formed United Farm Workers Organizing Committee, 1962
- Shirley Chisholm (1924–)** First black woman elected to Congress, 1968
- Winston Churchill (1874–1965)** Inspirational British leader, World War II; Iron Curtain speech
- William Clark (1770–1838)** Coleader of expedition to explore the Louisiana Purchase
- Christopher Columbus (1451–1506)** First European to land in the Americas
- Hernándo Cortés (1485–1547)** Spanish explorer who conquered Mexico
- Clarence Darrow (1857–1938)** Defended John Scopes for teaching evolution, 1925
- Jefferson Davis (1808–1889)** President of the Confederate States of America
- Eugene V. Debs (1855–1926)** Five-time presidential candidate—Socialist Party of America
- Stephen A. Douglas (1813–1861)** Illinois Senator; debated Lincoln; popular sovereignty
- W. E. B. Du Bois (1868–1963)** Founder of the NAACP, 1909; *The Souls of Black Folk*, 1903
- Thomas Edison (1847–1931)** Invented incandescent electric light bulb, 1880; phonograph, 1878
- “Duke” Ellington (1899–1974)** Composer; band leader; pianist of the Harlem Renaissance
- Archduke Franz Ferdinand (1863–1914)** Serbian leader; his assassination triggered World War I
- Geraldine Ferraro (1935–)** First woman vice-presidential candidate (Dem.), 1984
- Henry Ford (1863–1947)** Assembly line, standardized parts; affordable automobiles, 1920s
- Benjamin Franklin (1706–1790)** Enlightenment thinker; Revolutionary leader; printer
- Betty Friedan (1921–)** *The Feminine Mystique*, 1963; National Organization for Women, 1966
- Bill Gates (1955–)** Founder of Microsoft Corporation; MS-DOS, Windows operating systems
- King George III (1738–1820)** British monarch during the American Revolution
- Newt Gingrich (1943–)** Conservative Republican congressman (Ga.); *Contract with America*, 1994
- Samuel Compers (1850–1924)** Formed American Federation of Labor, 1886
- Allen Greenspan (1926–)** Chairman of the Federal Reserve Board since 1987
- Alexander Hamilton (1755–1804)** Author of the *Federalist Papers*; first secretary of the treasury
- Adolf Hitler (1889–1945)** Dictator who headed Germany’s Nazi Party, 1933–1945
- Ho Chi Minh (1890–1969)** Communist ruler of North Vietnam, 1954–1969
- Hiram Johnson (1866–1945)** Progressive governor of California, 1911–1917
- James Weldon Johnson (1871–1938)** Executive secretary of the NAACP in the 1920s
- “Mother” Jones (1830–1930)** Leader of women’s labor movement, 1867–1930
- Florence Kelley (1859–1932)** Progressive-era reformer; campaigned for child-labor law
- Nikita Khrushchev (1894–1971)** Communist leader of USSR, 1957–1964
- Martin Luther King, Jr. (1929–1968)** Civil rights leader; 1964 Nobel Peace Prize
- Henry Kissinger (1923–)** National security adviser to President Nixon
- Marquis de Lafayette (1757–1834)** French soldier who aided American revolutionaries
- Robert La Follette (1855–1925)** Progressive-era reform governor of Wisconsin; targeted railroads
- Robert E. Lee (1807–1870)** Leading Confederate general, Army of Northern Virginia
- John Llewellyn Lewis (1880–1969)** Leader of United Mine Workers of America, 1919 strike
- Meriwether Lewis (1774–1809)** Coleader of expedition to explore the Louisiana Purchase
- Charles A. Lindbergh (1902–1974)** First transatlantic solo flight, 1927
- Henry Cabot Lodge, Sr. (1850–1924)** Conservative Senator (Mass.); opposed League of Nations
- Douglas MacArthur (1880–1964)** U.S. general during World War II and the Korean War

## Key People in American History *continued*

- Alfred Thayer Mahan (1840–1914)** The Influence of Sea Power upon History, 1890
- Malcom X (1925–1965)** American Black Muslim leader, 1952–1964; black separatist
- Wilma Mankiller (1945–)** First woman elected to head a major Indian tribe (Cherokee), 1987
- George Marshall (1880–1959)** Secretary of state; Marshall Plan aids Europe after World War II
- Thurgood Marshall (1908–1993)** NAACP attorney in Brown; first African-American Supreme Court justice, 1967
- José Martí (1853–1895)** Leader for Cuban independence from Spain
- Joseph A. McCarthy (1908–1957)** Republican senator from Wisconsin; anti-Communist activist, 1950s
- Metacom (1639?–1676)** Wampanoag Chief also known as King Philip; warred with Puritans
- Samuel F. B. Morse (1791–1872)** Invented the telegraph, Morse code, 1837
- Lucretia Mott (1793–1880)** Abolitionist; women's rights leader—Seneca Falls Convention
- Benito Mussolini (1883–1945)** Italian Fascist dictator, 1922–1943
- Thomas Nast (1840–1902)** Political cartoonist against Boss Tweed/Tammany Hall, 1869–1871
- Chester Nimitz (1885–1966)** Victorious U.S. admiral at battle of Midway, June 1942
- Sandra Day O'Connor (1930–)** First woman Supreme Court justice, 1981
- Thomas Paine (1737–1809)** Common Sense (1776); influenced American and French Revolutions
- Rosa Parks (1913–)** Refusal to move to rear of bus leads to Montgomery, Ala., bus boycott, 1955
- George Patton (1885–1945)** U.S. general, World War II—Africa, Normandy, Battle of Bulge
- H. Ross Perot (1930–)** Texas billionaire, 3rd-party presidential candidate, 1992, 1996
- John J. Pershing (1860–1948)** Military leader Indian Wars to World War I
- Powhatan (c. 1547–1618?)** Chief whose tribe befriended, warred with Jamestown settlers
- Hiram Revels (1827–1901)** First African American in U.S. Senate, during Reconstruction
- Eddie Rickenbacker (1890–1973)** American fighter-pilot hero of World War I
- John D. Rockefeller (1839–1937)** Standard Oil Company; “robber baron”; philanthropist
- Eleanor Roosevelt (1884–1962)** Wife of President Franklin D.; advocate for social causes
- Sacajawea (c. 1786–c. 1812)** Shoshone woman, guide for Lewis and Clark expedition
- Sacco & Vanzetti**—Italian immigrants, anarchists, executed during the Red Scare, 1927
- Jonas Salk (1914–1995)** Developed an effective polio vaccine in the 1950s
- Santa Anna (1795–1876)** President of Mexico and military leader in Mexican-American War
- H. Norman Schwarzkopf (1934–)** American commander in chief—Persian Gulf War
- Roger Sherman (1721–1793)** Constitutional Convention—proposed Great Compromise
- Upton Sinclair (1878–1968)** Muckracker; The Jungle, 1906, publicized abuses in meat-packing industry
- Sitting Bull (1831–1890)** Sioux leader; defeated Custer at Little Bighorn; killed at Wounded Knee
- Bessie Smith (1894?–1937)** Outstanding female blues singer of the Harlem Renaissance
- Joseph Stalin (1879–1953)** Communist Russian dictator, 1924–1953
- Elizabeth Cady Stanton (1815–1902)** Women's rights leader—Seneca Falls Convention
- Gloria Steinem (1934–)** Founder National Woman's Political Caucus and Ms. magazine, 1970s
- Thaddeus Stevens (1792–1868)** Radical Republican leader of Congressional Reconstruction
- Harriet Beecher Stowe (1811–1896)** Wrote Uncle Tom's Cabin, 1852
- Hideki Tojo (1884–1948)** Japanese dictator, October 1941–August 1945
- George Wallace (1919–)** Alabama governor; 1968 presidential candidate; opposed to integration
- Earl Warren (1891–1974)** Liberal chief justice of Supreme Court, 1953–1969
- Daniel Webster (1782–1852)** Senator from Massachusetts; noted orator; against nullification
- Ida B. Wells, (1862–1931)** African-American journalist; antilynching crusade, 1890s; NAACP

# Key Terms in American History

- abolition**—the ending of legal slavery
- American Indian Movement (AIM)**—formed in 1968 to work for Native American rights
- Americanization movement**—education program designed to help immigrants assimilate to American culture
- anarchist**—a person who opposes all forms of government
- antebellum**—belonging to the period before the Civil War
- assimilation**—minority group's adaptation to the dominant culture
- atomic bomb**—bombs using a nuclear reaction to create widespread destruction; ended World War II
- Berlin airlift**—U.S. and Britain dropped supplies into West Berlin, blockaded by Soviets, 1948
- Berlin Wall**—prevented citizens from moving between East and West Berlin, 1961–1989,
- Bessemer process**—cheap, efficient way to make steel, developed c. 1850
- big stick diplomacy**—U.S. foreign policy of Pres. Theodore Roosevelt which used threats of military intervention to exert influence over other countries, especially in protecting U.S. interests in Latin America
- black codes**—laws, in Southern states after the Civil War, to limit rights of African Americans
- blacklist**—names of people barred from working in Hollywood because of alleged Communist connections
- Black Panthers**—militant political organization to combat police brutality and provide services in African-American ghettos, founded 1966
- Black Power**—slogan revived by Stokely Carmichael in the 1960s to encourage black pride and leadership
- Bleeding Kansas**—description of the antebellum Kansas Territory, due to conflict over slavery
- bootlegger**—smuggler of illegal alcoholic beverages during Prohibition
- boycott**—refusal to have economic relations with a person or group
- buying on margin**—purchasing stocks or bonds on credit
- capitalism**—economic system in which private individuals and corporations control the means of production and earn profit on them
- cash crop**—one grown for sale rather than personal use
- Cold War**—period of tension between U.S. and USSR, 1945–1989
- colonization**—establishment of outlying settlements by a parent country
- Columbian Exchange**—movement of plants, animals, and disease between the Americas and Europe after Columbus's voyage
- communism**—political and economic philosophy of one-party government and state ownership of property
- concentration camp**—prison camp operated by Nazi Germany in which Jews and other minorities were murdered or forced into slave labor
- confederation**—alliance of states or nations acting together for mutual benefit
- consumerism**—preoccupation with purchasing material goods
- containment**—blocking of a nation's attempt to spread its influence, especially attempts to spread communism after World War II
- counterculture**—American youth in the 1960s opposed to mainstream culture; based on peace, love, individual freedom
- D-Day**—Allied invasion of mainland Europe June 6, 1944
- debt peonage**—workers bound in servitude until debts are paid
- de facto segregation**—racial separation based on custom rather than law
- deficit spending**—government spending that exceeds revenue
- de jure segregation**—racial separation based on law
- demographic**—having to do with population
- depression**—very severe and prolonged contraction of economic activity
- dollar diplomacy**—U.S. foreign policy of using the nation's economic power to exert influence over other countries; use first associated with Pres. Taft
- domino theory**—belief that if one country falls to communism its neighbors will
- double standard**—granting greater sexual freedom to men than to women
- dove**—opponent of U.S. participation in Vietnam War
- draft**—legally required military service
- Dust Bowl**—areas of Colorado, New Mexico, Kansas, Oklahoma, and Texas hard-hit by drought and dust storms, 1930s
- electoral college**—group selected by states to elect president and vice-president; number of electors equals Congressional representation of each state
- emancipation**—freeing of slaves
- Enlightenment**—18th-century intellectual movement that emphasized the use of reason and the scientific method as means of obtaining knowledge
- environmentalist**—a person who works to protect the environment
- executive branch**—administers and enforces laws
- fascism**—political philosophy that advocates centralized dictatorial nationalistic government
- Federal Deposit Insurance Corporation**—created in 1933 to insure bank deposits against loss
- Federalist**—supporter of the Constitution and strong national government
- free enterprise**—economic system based on private property, free markets, and individuals making most economic decisions
- fundamentalism**—Protestant religious movement based on belief in literal truth of the Bible
- genocide**—deliberate and systematic extermination of a particular ethnic, national, or religious group



## Key Terms in American History *continued*

- Gentlemen's Agreement**—Japanese government agreed to limit immigration to the U.S., 1907–1908
- GI Bill of Rights**—1944 law that gave financial and education benefits to World War II veterans
- gold standard**—monetary system in which a country's currency is valued at a fixed sum of gold
- grandfather clause**—exempted Southern whites from the strict requirements applied to African-American voters
- Grange**—organization of farmers to combat power of railroads, late 19th century
- Great Awakening**—revival of religious feeling in the American colonies during the 1730s and 1750s
- Great Depression**—period lasting from 1929–1940 in which the U.S. economy was in severe decline and millions of Americans were unemployed
- Great Migration**—movement of African Americans to northern cities, early 20th century
- Great Plains**—grasslands extending through west-central U.S.
- Great Society**—President Johnson's program to end poverty and racial injustice, 1964–1968
- gross domestic product (GDP)**—market value of all goods and services produced in a country in a certain time period
- Harlem Renaissance**—flowering of African-American artistic creativity in the 1920s, centered in Harlem, New York City
- hawk**—supporter of U.S. participation in the Vietnam War
- Holocaust**—systematic murder of 11 million Jews and other people by the Nazis before and during World War II
- HUAC**—House Un-American Activities Committee; investigated alleged Communist influence in U.S. after World War II
- immigration**—movement of foreigners into a country
- impeach**—accuse a government official of serious offenses
- imperialism**—policy of extending national influence over other countries by political, economic, or military means
- income tax**—tax on individuals' earnings
- Indian Removal Act**—1830 law requiring Native Americans east of the Mississippi River to move to the West
- Industrial Revolution**—the change in society that occurred through replacing hand tools with machines and developing large-scale industry, late 19th–early 20th century
- inflation**—increase in prices or decline in purchasing power caused by an increase in the supply of money
- initiative**—a way for people rather than legislatures to originate laws
- installment plan**—buying over time with regular, periodic payments
- Internet**—worldwide computer network that allows almost instant communication of words, pictures, and sounds
- internment**—confinement or restriction of movement, especially under wartime conditions; used against Japanese Americans during World War II
- isolationist**—in opposition to political entanglements with other countries
- Jim Crow laws**—Southern laws that separated whites and blacks
- judicial branch**—interprets the laws and Constitution
- Korean War**—war between North (supported by China) and South (supported by U.S. and UN) Korea, 1950–1953
- Kristallnacht**—Nazi troops attacked Jewish homes, businesses, and synagogues in Germany November 9, 1938
- Ku Klux Klan**—secret white supremacist organization that terrorized African Americans during Reconstruction
- legislative branch**—makes laws
- Linotype machine**—keyboard-operated typesetting device
- literacy test**—reading test formerly used in the South to keep African Americans from voting
- Loyalist**—a colonist who supported the British government during the American Revolution
- Manhattan Project**—secret U.S. program to develop the atomic bomb during World War II
- manifest destiny**—19th-century belief that U.S. would inevitably spread to the Pacific Ocean and into Mexican territory
- mass media**—means of communication that reach large audiences, such as radio, television, newspapers
- McCarthyism**—making or threatening to make public accusations of disloyalty without offering evidence, as done by Senator Joseph McCarthy in the 1950s
- migration**—movement from one place to another within a country
- monopoly**—complete control of an industry by a single company
- moral diplomacy**—U.S. foreign policy used by Pres. Wilson to withhold support for any Latin American country which was oppressive, undemocratic, or hostile to U.S. interests
- NAACP**—National Association for the Advancement of Colored People, founded in 1909 to promote racial equality
- nationalism**—devotion to the interests and culture of one's nation
- nativism**—favoring the interests of native-born people over those of immigrants
- Nazism**—Hitler's political philosophy based on nationalism, racism, and military expansionism in 1930s Germany
- neutrality**—refusal to take sides in conflicts between other nations
- New Deal**—President Franklin Roosevelt's program to alleviate problems of the Great Depression
- New Frontier**—President John Kennedy's legislative program
- Nisei**—U.S. citizen born of immigrant Japanese parents
- nuclear freeze movement**—U.S. and international movement in 1980s to stop all testing, production, and deployment of nuclear weapons
- nullification**—a state's refusal to recognize an act of Congress it considers unconstitutional
- Open Door Policy**—U.S. request that China be open to trade with all countries

## Key Terms in American History *continued*

- Panama Canal**—artificial waterway built to facilitate travel between the Atlantic and Pacific Oceans, opened 1914
- Parliament**—England's legislative body
- Patriot**—colonist who supported American independence from Britain
- plantation**—large farm where a single crop such as cotton is grown by slaves or other workers
- poll tax**—an annual tax formerly required of voters in some Southern states
- progressive movement**—early 20th-century reform movement focused on quality of life as well as business and government corruption
- prohibition**—banning of the manufacture, sale, and possession of alcoholic beverages
- Puritan**—committed to removing all trace of Roman Catholic ritual from the Church of England
- Radical Republican**—Reconstruction congressmen who favored full rights for African Americans and decreased power for former slave owners
- rationing**—limitation on the amount of certain goods people may buy, usually in wartime to insure enough for the military
- recall**—a way for people to remove public officials from office
- Reconstruction**—period of rebuilding after the Civil War, former Confederate states readmitted to the Union
- Red Scare**—fear of communist takeover of America in the 1920s
- referendum**—a way for a proposed law to be voted on by the people
- republic**—government in which citizens rule through elected representatives
- salutary neglect**—English policy of relaxed enforcement of laws in return for colonies' continued loyalty
- Scopes trial**—1925 trial over the teaching of evolution in Tennessee
- Securities and Exchange Commission**—created in 1934 to monitor and regulate the stock and bond markets
- secession**—formal withdrawal of a state from the Union
- sectionalism**—placing regional interests above national interests
- segregation**—separation of people based on race
- settlement house**—community center providing assistance to residents, especially immigrants, of slum neighborhood
- sharecropping**—landowners give farmers land, seed, and tools in exchange for part of the crops raised
- sit-in**—civil rights protest demonstration, sitting down in a business and refusing to leave until served
- states' rights**—belief that rights of individual states take priority over laws of the national government
- Student Nonviolent Coordinating Committee**—formed in 1960 to give younger blacks a greater role in the civil rights movement
- Social Darwinism**—application of Charles Darwin's natural philosophy of survival of the fittest to support unlimited business competition
- Social Gospel movement**—19th-century reform movement based on the belief that Christians have a responsibility to help improve working conditions and alleviate poverty
- Social Security Act**—1935, provided aid to retirees, unemployed, disabled, and dependent mothers and children
- socialism**—economic and political system of limited government ownership of business and property and equal distribution of wealth
- Southern Christian Leadership Conference**—formed in 1957 by Martin Luther King, Jr., and others to achieve racial equality through nonviolence
- speakeasy**—covert tavern in which alcoholic beverages were sold and drunk illegally during Prohibition
- speculation**—risky business practices in the hope of making a quick or large profit
- standard of living**—overall economic situation in which people live
- stock market**—where stocks and bonds are bought and sold
- suburb**—a residential community near a city
- suffrage**—the right to vote
- tariff**—a fee charged on goods brought into one place from another
- temperance movement**—organized effort to prevent drinking of alcohol
- Trail of Tears**—route of forced Cherokee evacuation from Georgia, 1838
- trust**—consolidation of competing companies into one large corporation
- unalienable rights**—natural rights which cannot be taken away by any government; Declaration of Independence lists them as "Life, Liberty, and the pursuit of Happiness"
- urban flight**—migration of people from cities to suburbs
- urbanization**—growth of cities
- urban sprawl**—unplanned and uncontrolled spreading of cities into surrounding regions
- USS *Maine***—warship that exploded and sank in Havana harbor, February, 1898
- Vietcong**—South Vietnamese communists who fought against the government of South Vietnam, aided by North Vietnam, 1957–1975
- Vietnamization**—process of replacing U.S. troops in Vietnam with South Vietnamese troops; Nixon's strategy for ending U.S. involvement
- Watergate**—scandal involving the Nixon administration's attempt to cover up the 1972 break-in at Democratic National Committee headquarters
- Woodstock**—free music festival attracting 400,000 young people to upstate New York, 1969