

American History–Part 1

Course No. 2100310

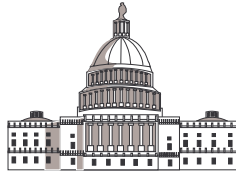
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Course No. 2100310

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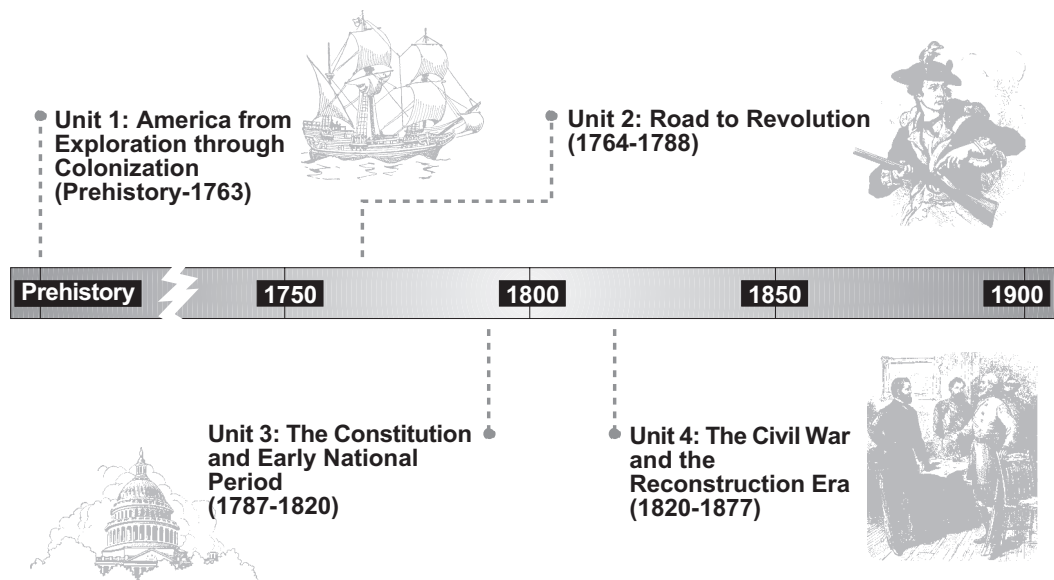
Section 1: Founding the New Nation (Prehistory-1877)

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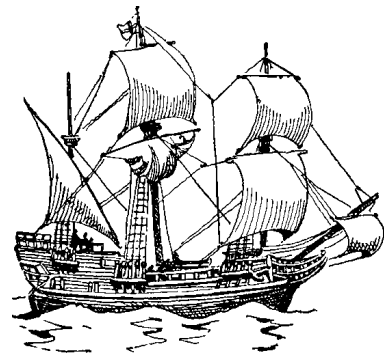


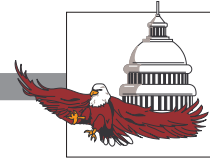
Unit 1: America from Exploration through Colonization (Prehistory-1763)

This unit emphasizes early historical developments in the Americas and how religious, social, political, and economic developments shaped the North American colonies.

Unit Focus

- description of pre-Columbian era
- explorations of Columbus and other explorers
- how British North America was colonized
- reasons Pilgrims, Puritans, and other groups came to the New World
- ways geography affected development of New England, Southern, and Middle Colonies
- examples of British Colonial policy

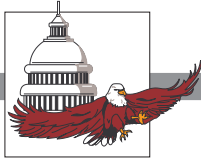




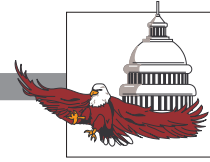
Vocabulary

Study the vocabulary words and definitions below.

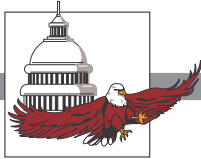
- adobe** building material or brick made of sun-dried earth and straw
- agrarian economy** economic system based on making money by growing crops
- banish** to formally and legally remove from a place and not allow to return
- breadbasket** refers to a region that can produce a lot of food and provide it to others
- cash crop** a crop grown by a farmer for sale, not personal use
- chattel** possession or property
- commercial economy** economic system based on making money by buying and selling things
- conquistadors** Spanish military leaders who conquered the Native Americans of Central and South America
- consent of the governed** people agreeing to be governed, making decisions in government, and selecting their own leaders
- democratic** type of government or rule where the power comes from the people



- French and Indian War** war between England and France from 1754 to 1763 for control of North America that eliminated France as a rival in North America; known in Europe as Seven Years' War
- indentured servants** people who agreed to work for employers for a certain period of time, often in return for travel expenses, shelter, and food
- Jamestown** first surviving British colony established in 1607 by the Virginia Company in what today is Virginia
- joint-stock company** a business in which individuals invest their money for a common purpose
- land bridge** frozen water and land which connected the continents of Asia and North America
- Mayflower Compact** written agreement signed aboard the *Mayflower* by the Pilgrims of the colony of Plymouth to be ruled by a democratic government and recognizing the king of England as their monarch
- Northwest Passage** inland water route from the east coast of North America to the Pacific, and thus to the Orient
- persecute** to treat someone or a group in a cruel and unjust way



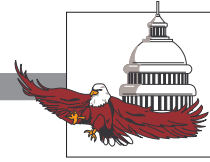
- Pilgrims** a group of religious reformers who fled England to seek religious freedom; established first permanent colony in New England at Plymouth in what is now Massachusetts
- Pocahontas**
(poh-kuh-HÓNN-tuss) daughter of chief Powhatan; married Virginia colonist John Rolfe
- Powhatan** (pow-uh-TÁN) chief of the Powhatan tribe and head of the Powhatan confederacy of tribes; a group of Native Americans that lived in eastern Virginia at the time of the first English settlements in that area
- pre-Columbian era** the time period in North America before the discovery of the New World by Columbus
- Puritans** members of a Protestant group who wanted to eliminate all traces of Roman Catholic rituals and traditions in the Church of England; many later settled in the colonies to avoid persecution in England
- Roanoke Island** an island off the northeast coast of North Carolina; site of the English settlement founded in 1587 by Sir Walter Raleigh that disappeared without a trace
- salutary neglect** period when English regulations were relaxed in return for the colonies' continued economic support



- scurvy** disease caused by lack of ascorbic acid (or vitamin C), characterized by spongy gums, loosening of teeth, and bleeding skin and mucous membranes
- starving time** period early in a colony's existence when many people died because they lacked food and protection
- tariff** tax or duty that a government charges on imports or goods coming into a country
- vice-admiralty courts** military courts created by the English Parliament to try colonists without a jury of their peers, violated the colonists' rights as Englishmen

Who's Who in America from Exploration through Colonization

Christopher Columbus	Juan Ponce de León
Franciso Vásquez de Coronado	Chief Powhatan
Hernán Cortés	Walter Raleigh
Hernando de Soto	John Rolfe
Leif Ericson	John Smith
Anne Hutchinson	Squanto
King James I	Roger Williams
Pocahontas	



Introduction



Viking

People have lived in the Americas for thousands of years. The first Americans left no records. Researchers are still trying to determine when the first people reached the Americas.

About the year 1,000 A.D. the Vikings had reached North America. The news of their voyages did not spread to other parts of Europe during the Middle Ages. However, in the Renaissance period, European nations had begun to look overseas to explore. Sailors from many nations explored the world in the 1500s and 1600s.

Pre-Columbian Era

Historians call the time before *Christopher Columbus* landed at Santo Domingo in the Caribbean Sea the **pre-Columbian era** in the New World. Research indicates that more than one group of settlers crossed over to the Americas perhaps as early as 30,000 to 40,000 years ago. Most historians agree that Asians crossed a **land bridge** that connected the Siberian region of Russia in Asia with Alaska and Canada in North America (see map on next page).

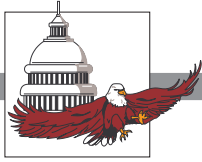


Christopher Columbus

Asians crossed the frozen water and land where the Bering Strait is today and traveled south, settling throughout Canada, the United States, Mexico, Central America, and South America.

Other researchers think that an earlier group of people may have crossed the Atlantic from Europe's Iberian Peninsula—the area that is now Spain, Portugal, and southwestern France. These explorers are believed to have originally settled the Eastern Seaboard, eventually going as far as the American deserts and Canadian tundra, and perhaps into South America. This theory is still being researched.

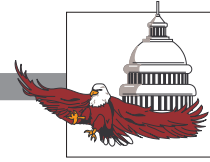
The movement of groups to the Americas involved many different peoples over many periods of time. The environment of the areas where different groups settled dictated how they developed into different tribes and civilizations. When Columbus arrived in the New World, millions of



Native Americans lived in what today is called the United States. Native Americans of the Pacific Northwest (Washington and Oregon) adapted to wet weather and extensive waterways relied on fishing and hunting for survival. In the dry Southwest region in New Mexico and Arizona, the Hopi, Pueblo, and other tribes of the region irrigated their tribal farmlands while living in homes made of **adobe**. The Northeast region of the United States (Pennsylvania, New York, Massachusetts, and other states) provided a densely wooded area where Native Americans hunted game and gathered nuts and berries. Native Americans who lived in the Southeastern region (the Carolinas, Georgia, and Florida) enjoyed good farming in the fertile soil and also hunted.



Crossing the Land Bridge to North America



During the pre-Columbian era, the Native Americans of North America traded with each other for items they needed. Some tribes traded vegetables and fish for animal hides and tools made of bone. The one thing that the Native Americans of North America did not trade was land. Most tribes lived communally, working together for the community and not just themselves; they did not have strong ideas of personal ownership.

With the arrival of the Genoese explorer, Columbus, his men, and his ships in the Caribbean in 1492, Europe learned of the New World. In reality, the New World (North America and South America) was not unknown, only unknown to Europe. During this time period, an estimated 43-65 million Native Americans may have lived in both North and South America.

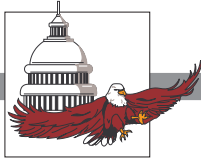
Columbus thought he had reached the East Indies, so he called the people he met *Indians*. These Native Americans were descended from the people who reached America thousands of years ago.

Columbus is remembered and credited with the discovery of the New World in 1492. However, Columbus was not the first European to visit the shores of North America. More than 500 years earlier, in 1,000 A.D., *Leif Ericson*, a Norse explorer on a voyage from Greenland, visited the continent.

Columbus Opens the Door for Exploration

As the 15th century came to an end, Columbus made several voyages to the Caribbean Sea and Gulf of Mexico. He was searching for a shortcut to Asia, his original goal. Later explorers who were still searching for this shortcut called it the **Northwest Passage**. Europe owned both the technology and the resources for safe passage to and from the New World. Kings and queens funded exploration. The printing press was used to publish stories about the findings of explorers. The stories spread quickly, encouraging other nations to strive for the same success.





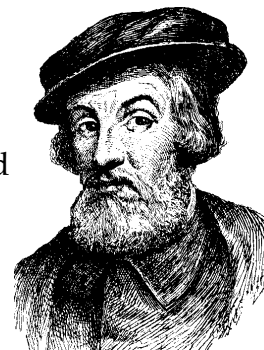
Hernando de Soto

Throughout the 16th century (1501-1600), the Spanish dominated exploration and colonization of the Americas. Beyond the Caribbean, the Spanish explorer *Hernán Cortés* conquered the Native Americans of modern day Mexico. Next, Spanish explorer *Francisco Vázquez de Coronado* set out to explore the

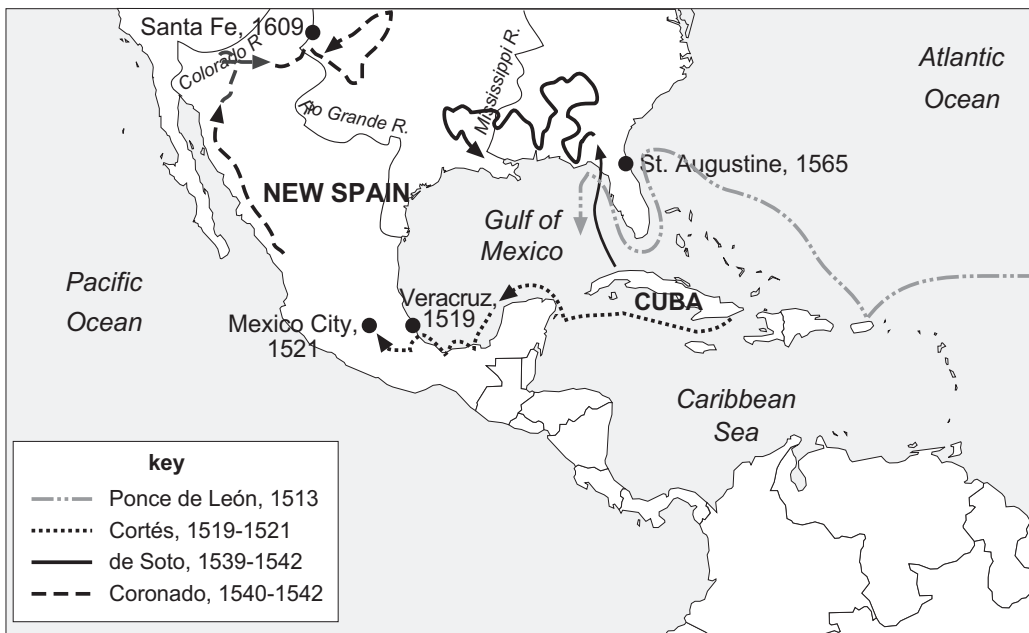
northern area of Mexico and the southwestern area of what would become the United States (California, Arizona, New Mexico, and Nevada). On the east coast the Spanish explorer *Juan Ponce de León* searched for the Fountain of Youth and discovered Florida. In 1565 the Spanish established St. Augustine. This settlement survived to become the oldest European-founded city in the present-day United States. Further exploration of the southeast was done by Spanish explorer *Hernando de Soto* and his men as they traveled through Florida, Georgia, Alabama, and Mississippi to the Mississippi River.



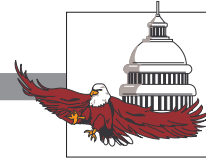
Juan Ponce de León



Hernán Cortés



Early Spanish Explorations



The Spanish military leaders, called **conquistadors**, conquered the Native Americans of South America and took their riches for Spain. The Spanish forced the Native Americans to mine for gold and silver, and then these riches were taken to Spain. As other countries heard of the riches and saw the benefits to Spain they wanted to do the same.

British North America Is Colonized

England set out to establish colonies along the eastern coast of North America. The English goal was to follow in Spain's footsteps, to conquer the Native Americans, and to force them to mine for gold, silver, and other riches that would be sent to England. The first English colony failed. **Roanoke Island**, the Lost Colony, was established on an island off the northeast coast of North Carolina in 1587. The founder, *Sir Walter Raleigh*, was delayed in bringing supplies to the colony because he helped defend England from an attack by the Spanish. When Raleigh finally reached the island three years later in 1590, no one was left. Nobody ever discovered what happened to them.



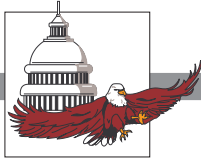
Sir Walter Raleigh

Jamestown, England's first surviving colony in British North America, was founded in 1607 at Jamestown, Virginia. It was named for *King James I* of England. A group of investors bought the right to establish a colony from the king. These investors formed a **joint-stock company** called the *Virginia Company*, which permitted numerous investors to pool their wealth to fund colonies and share in any profits. Joint-stock companies were very important because they financed many of the colonial expeditions. The investors in the Virginia Company hoped that gold would be discovered as it had in New Spain (in what is today's Mexico) so they would get a quick return on their investment.



English gentlemen were sent to start the colony of Jamestown, but they did not know how to establish a successful settlement.

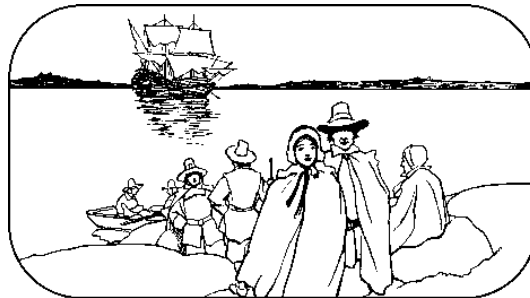
Jamestown never experienced the success of the Spanish colonies. Like Roanoke, the colony nearly disappeared because its colonists were not prepared to work for their own survival. English gentlemen were sent to start the colony, and they did not know



how to work together. The first several winters saw the population of Jamestown shrink and nearly disappear. Jamestown was saved when Captain *John Smith* took over in 1607 and demanded that all the colonists work for the benefit of all.

John Smith went to nearby Native American villages to trade for food. He was captured by the chief, **Powhatan** (pow-uh-TÁN) and was sentenced to death. **Pocahontas** (poh-kuh-HÓN-*n*-tuss), the chief's 12-year-old daughter, begged her father to spare him. Powhatan agreed and even sold corn to Smith to feed the hungry colonists at Jamestown. Life in the colony improved when colonists began planting crops. However, in 1609, John Smith was injured in an accident. After he returned to England, the colony again fell on hard times. The winter of 1609-1610 was known as the **starving time** because so many people died without enough food to eat.

Less than half the original colonists survived to see a relief ship with supplies and newcomers arrive from England in the spring of 1610. Discouraged by the harsh living conditions and gloomy outlook, the colonists and newcomers were ready to pack up and go back to England. They were convinced to stay, and in 1619 the Virginia Company put new leaders in charge of the colony.

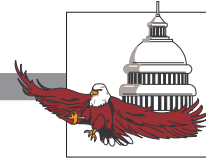


The Virginia Company sent a governor with orders to consult the settlers. The settlers who owned land were allowed to elect *burgesses*, or



representatives. The burgesses met in an assembly called the *House of Burgesses* and with the governor, made laws for the colony. The House of Burgesses brought representative government to the English colonies. Settlers now felt they had a say in how they were governed.

The burgesses had the power to make strict rules and laws, and Jamestown again began to grow. The English eventually realized they would not find gold or silver in Virginia. With the food and the support of the nearby **Powhatan** peoples, the English learned what crops could grow in the



local climate. They learned from the Native Americans that the Virginia soil was excellent for growing tobacco, which the colonists called *brown gold*. In 1612, *John Rolfe* cross-bred tobacco seeds from South America with native American seeds. The demand for tobacco provided the colonists with the cash crop they needed to build the colony. By 1619 the Virginia colony was well on its way to success. Tobacco farms grew throughout the Chesapeake Bay area, creating a demand for farm workers.

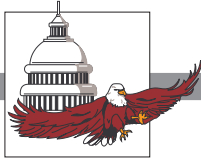
Many people wanted to come to America but were too poor to pay for their passage. Thousands of men, women, and children came to America as **indentured servants** to work on tobacco farms. Indentured servants were people who promised to work for others for a certain number of years, usually two to seven, in return for passage to the colonies and food and shelter upon arrival. Indentured servants were usually from the lower classes of English society and had little to lose by leaving England. At the end of their indenture, some were given clothes, tools, land, and their freedom. They then supported themselves as farmers, merchants, and craft workers. Some indentured servants became very successful and rose to positions of respect in the colonies.

In 1619 a Dutch merchant ship with 20 Africans aboard, originally headed for South America as slaves for the mines, landed off course in Jamestown. These Africans became indentured servants and after a few years most of them received land and freedom. Eventually, more Africans were brought to help with the difficult farming of tobacco. However, it would be several decades before the English colonists began the systematic use of Africans for slave labor and came up with the idea of **chattel** slavery, where enslaved human beings are considered property.

New England Colonies Formed for Religious Reasons

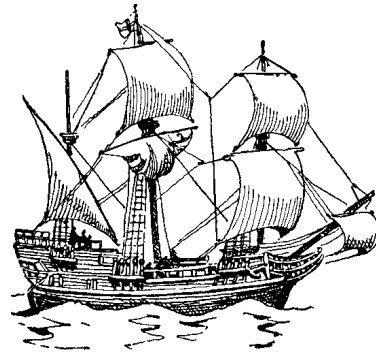
Plymouth Colony

In September of 1620, 102 **Pilgrims** set sail from England on a ship named the *Mayflower*, heading for Virginia. Blown off course, they instead landed at Plymouth, along the coast of what would later become the state of Massachusetts. These colonists established the second permanent colony



in America and the first in New England. Not all colonies were formed for commercial reasons. Plymouth was different from Jamestown because the Pilgrims came to the New World for religious freedom.

When the colonists aboard the *Mayflower* arrived, they realized they were outside of the area they were granted by the king. Before leaving the ship, the colonists signed a document called the **Mayflower Compact** (see Appendix A). This agreement created the basic legal system for the colony with the settlers agreeing to **democratic** rule, or rule by the group. They also promised to support the king and pay back the joint-stock company that paid for their journey. The Mayflower Compact helped establish the important idea of **consent of the governed**, where the people make decisions. The Mayflower Compact was the first document of self-



the *Mayflower*

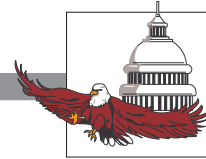
government in North America and is part of the foundation of government for the United States.



Weakened by **scurvy** and malnutrition, more than half of the Pilgrims perished that first winter. Like the colonists at Jamestown, the Pilgrims were given help by Native Americans. Their greatest help came from *Squanto*, a Native American who had learned to speak English after having been held captive by traders who took him to England years before. Squanto provided corn to plant and instructions on how to grow it. In spring the colonists planted crops and had a good harvest in the fall which helped them survive the coming winter and succeed as a colony.

Massachusetts Bay Colony

Another group who sought religious freedom were the **Puritans**. Like the Pilgrims, the Puritans were also unhappy with the Church of England. Unlike the Pilgrims, the Puritans did not want to separate from the Church, but wanted to purify its religious practices. However, Church authorities rejected their ideas, and they were **persecuted** for their beliefs. In March of 1630, a group of these Puritans left England and settled 40

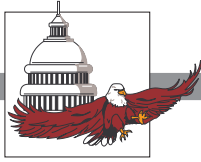


miles north of the Plymouth Colony. They called their colony the Massachusetts Bay Colony. Its capital was Boston.

The Puritans brought with them the tools, supplies, and skilled workers to establish good English-style farms and villages. Because of this planning, there was no *starving time* in the Massachusetts Bay Colony. From 1630 to nearly 1650 thousands of Puritans left England to settle near Plymouth. This period is called the *Great Migration*. As more people arrived from England, they began to spread out and create new communities or colonies all throughout the New England region. Gradually, the Puritans created colonies at New Haven, in what later became the state of Connecticut, and Providence, in what later became the state of Rhode Island.



The Great English Migration, 1630-1650



Other Colonies

Even though religious toleration and acceptance were among the reasons the Puritans migrated to New England, the Puritans were not tolerant of other religions. Their intolerance led to the founding of other colonies by people looking for religious freedom. *Roger Williams* and *Anne Hutchinson* were both **banished** by the Puritans from the Massachusetts Bay Colony for criticizing the colony's policies and leadership. In 1636 Williams founded the town of Providence (in what became Rhode Island), and it became a safe place for followers of all religions. In 1638 Anne Hutchinson and her followers also moved to Rhode Island and established other towns. In 1644 Williams obtained a charter from England, and the town of Providence and three others became the colony of Rhode Island.

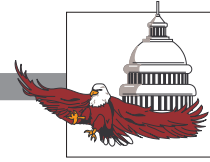


During the 17th century, many people left Europe for British North America and created colonies. Swedes settled in the Delaware region, the Dutch in New York. Eventually, the English were able to take over these colonies. The colonies of Pennsylvania and the Carolinas were created when the king of England granted land to people who had supported him.

The Three Regions of the Thirteen Colonies

New England Colonies

Because of geography, the colonies developed differently. Heavily forested New England was located in a mountainous region and along the Eastern seaboard. Therefore, the people of the New England colonies (Massachusetts, New Hampshire, Connecticut, and Rhode Island) sold lumber and fished the coastal waters for their survival. Gradually, a **commercial economy** developed, supporting many merchants. Shipbuilding became one of the greatest industries of the area.



Southern Colonies

The geography of the Southern colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia) led to the development of an **agrarian economy**. Agrarian economies grow food crops or **cash crops**, which are sold for profits. The most successful products in the southern colonies were tobacco, rice, and indigo (used as a dye to color cloth). Later cotton would be very successful in the fertile, flat land of the coastal south.



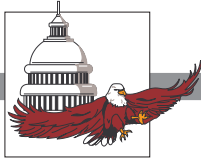
clearing the land for farming

The cash crops of the southern colonies required a great deal of labor. *Plantations*, or large farms owned by one person, were created throughout the region. Indentured servants and later slaves provided labor for working the fields. As plantations were started along the rivers, cities or towns sprang up at the coastal port cities, where goods were shipped to England in exchange for manufactured goods brought to the colonies.

Middle Colonies

The Middle Colonies (Delaware, Pennsylvania, New Jersey, and New York) provided a varied economy. With fertile land, these colonies became the **breadbasket** of the colonies because they provided much of the food for other colonies, especially during the American Revolution. The port cities of New York City and Philadelphia became important merchant centers where goods were shipped in and out.

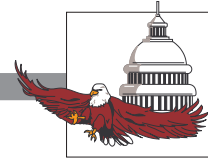




COLONY	DATE FOUNDED	LEADER	REASONS FOUNDED
New England Colonies			
Massachusetts	1620	William Bradford	Religious freedom
Plymouth	1630	John Winthrop	Religious freedom
Massachusetts Bay			
New Hampshire	1622	Ferdinando Gorges John Mason	Profit from trade and fishing
Connecticut	1636	Thomas Hooker	Expand trade; religious and political freedom
Hartford	1639		
New Haven			
Rhode Island	1636	Roger Williams	Religious freedom
Southern Colonies			
Virginia	1607	John Smith	Trade and farming
Maryland	1632	Lord Baltimore	Profit from land sales; religious and political freedom
The Carolinas	1663	Group of eight proprietors	Trade and farming; religious freedom
North Carolina	1712		
South Carolina	1712		
Georgia	1732	James Oglethorpe	Profit; home for debtors; buffer against Spanish in Florida
Middle Colonies			
New York	1626	Peter Minuit	Expand trade
Delaware	1638	Swedish settlers	Expand trade
New Jersey	1664	John Berkeley George Carteret	Profit from land sales; religious and political freedom
Pennsylvania	1681	William Penn	Profit from land sales; religious and political freedom

British Colonial Policy

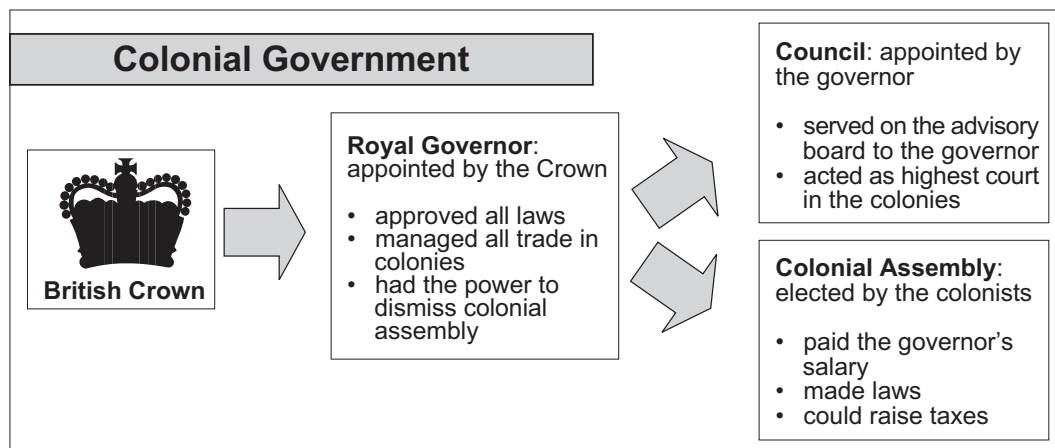
British colonies were important to England because they either provided desired luxuries such as sugar and tobacco or served as markets for goods produced in England. The American colonies served England mostly as a market for their goods. Because England owned the colonies, England could create laws defining what the colonists had to buy from England and what they could sell to other countries. These laws were called the *Navigation Acts*. The Navigation Acts passed by the English Parliament in 1651 tightened control of trade between the colonies by setting **tariffs** (taxes or duties) on imports. These laws required colonists



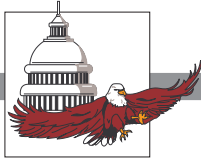
to limit their production of iron products so they would buy products made in England. They also required colonists to pay tariffs on certain products. All goods shipped to or from the colonies were to be transported on British ships and had to stop in England before going anywhere else. A tax on the goods was paid to the English government.

To make sure the colonists followed the Navigation Acts, England established **vice-admiralty courts**, or military courts, with no juries. England felt colonial juries would always side with their neighbors and ignore the law and England.

From the 1640s through the 1680s, the English had problems at home. From 1689 to 1763, England fought four wars against the French on battlefields across the world. With much of her attention focused on fighting France, England began to pay less attention to her American colonies. This was known as **salutary neglect**, a time when England ignored the colonies by relaxing its regulations. During this period, American colonies grew strong and independent with little help from England because they had to make decisions on their own. One result of salutary neglect was the development of *colonial assemblies*, where the colonists helped make decisions with representatives of the king.



After the **French and Indian War**, fought from 1754 to 1763, England again turned its attention to its colonies as a source for paying off war debts. These financial demands would set England and the colonies on a collision course. The colonies would declare their independence 13 years later.



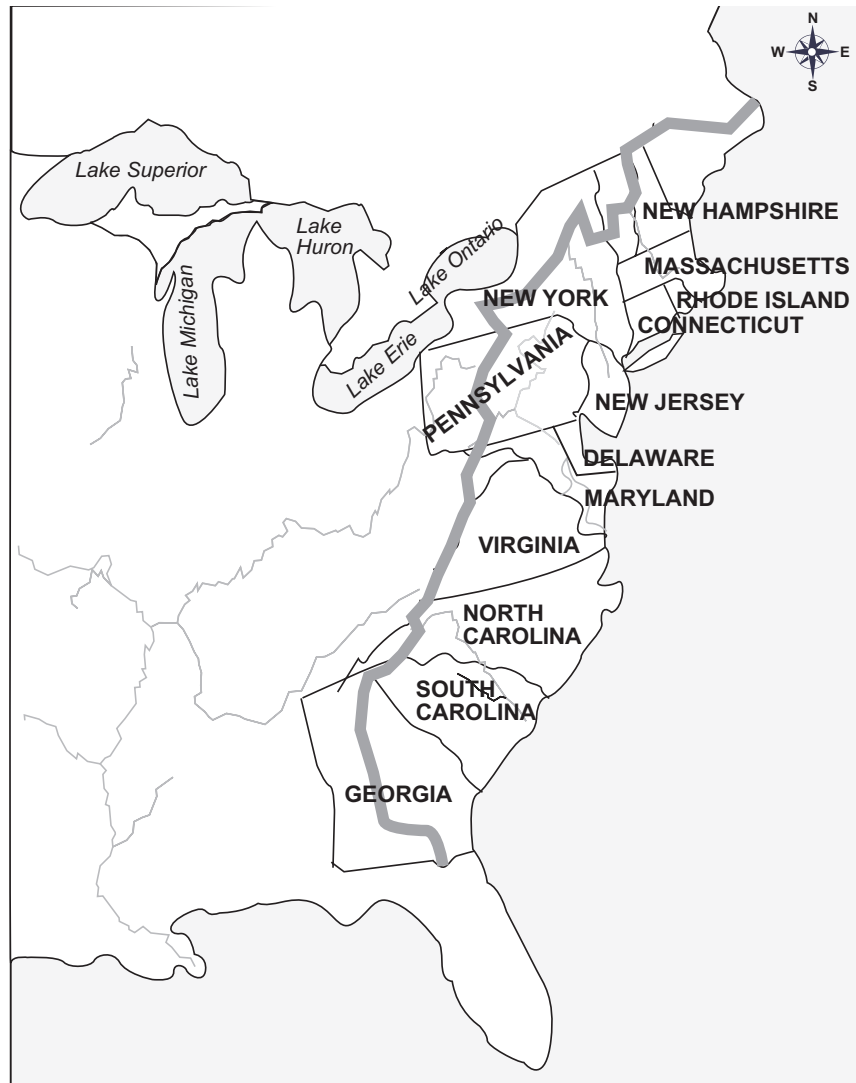
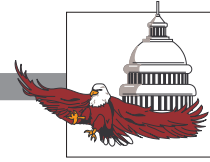
Summary

Native Americans developed many different cultural regions in North America before 1492. After the discovery of the New World, Europeans claimed large parts of the Americas for Portugal, Spain, France, and England.

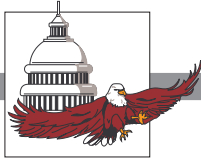
Both Spain and France built large empires in the Americas in the 1500s. In the 1600s and 1700s, England set up 13 colonies in North America. Colonists came to America for various reasons, which included religious, political, and economic freedom. Each colony had its own government and each differed from the others in part because of geography. The New England, Middle, and Southern colonies each had their own way of life. Trade and travel between the colonies helped colonists learn about one another.

England owned the colonies and could create laws and tariffs that controlled what colonists bought from England, could sell to other countries, and could trade between the colonies. During the French and Indian War, England was too busy to pay much attention to the colonies. The colonies were forced to become independent and make their own decisions. Colonial assemblies with a representative government developed. This independence would be hard to give up when England once again turned its attention to the colonies.





The Original Thirteen Colonies in the Mid-1700s

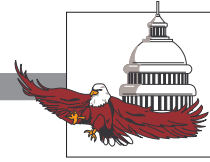


Practice

Use the list below to write the correct term for each definition on the line provided.

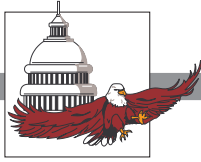
Christopher Columbus	Hernando de Soto
Francisco Vázquez de Coronado	Leif Ericson
Juan Ponce de León	European
Hernán Cortés	Vikings

1. The _____ had reached North America by 1,000 A.D.
2. During the Renaissance, _____ nations began looking overseas to explore.
3. _____, a Genoese explorer, announced his discovery of the New World in 1492.
4. On a voyage from Greenland in 1,000 A.D., _____, a Norse explorer, visited the shores of North America 500 years before Columbus.
5. _____, a Spanish explorer, conquered the Native Americans of modern-day Mexico.
6. _____ set out to explore the northern area of Mexico and the southwestern area of what is now the United States.



7. _____ searched for the Fountain of Youth and discovered Florida.

8. _____ traveled through Florida, Georgia, Alabama, and Mississippi.



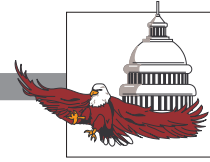
Practice

Use the list below to write the correct term for each definition on the line provided.

adobe
chattel
conquistadors

indentured servants
Jamestown
joint-stock company

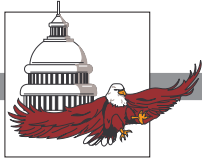
- _____ 1. first surviving British colony established in 1607 by the Virginia Company in what today is Virginia
- _____ 2. a business in which individuals invest their money for a common purpose
- _____ 3. Spanish military leaders who conquered the Native Americans of Central and South America
- _____ 4. possession or property
- _____ 5. building material or brick made of sun-dried earth and straw
- _____ 6. people who agreed to work for employers for a certain period of time, often in return for travel expenses, shelter, and food



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|---|----------------------|
| _____ 1. | frozen water and land which connected the continents of Asia and North America | A. land bridge |
| _____ 2. | an island off the northeast coast of North Carolina; site of the English settlement founded in 1587 by Sir Walter Raleigh | B. Northwest Passage |
| _____ 3. | period early in a colony's existence when many people died because they lacked food and protection | C. Pocahontas |
| _____ 4. | daughter of chief Powhatan; married Virginia colonist John Rolfe | D. Powhatan |
| _____ 5. | inland water route from the east coast of North America to the Pacific | E. pre-Columbian era |
| _____ 6. | chief of the Powhatan tribe and head of the Powhatan confederacy of tribes | F. Roanoke Island |
| _____ 7. | the time period in North America before the discovery of the New World by Columbus | G. starving time |

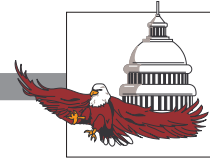


Practice

Use the list below to write each **colony** under the correct **region**.

Connecticut	New Hampshire	Pennsylvania
Delaware	New Jersey	Rhode Island
Georgia	New York	South Carolina
Maryland	North Carolina	Virginia
Massachusetts		

New England Colonies	Southern Colonies	Middle Colonies

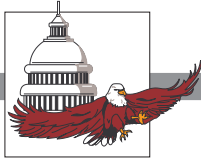


Practice

Use the list below to write each **characteristic** under the correct **colonial region**.

agrarian economy	fishing	port cities
breadbasket	lumber	shipbuilding
cash crops	merchant centers	tobacco
commercial economy	plantations	varied economy

New England Colonies	Southern Colonies	Middle Colonies



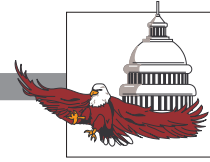
Practice

Use the list below to write the correct term for each definition on the line provided.

agrarian economy
breadbasket
cash crop
commercial economy

democratic
Pilgrims
Puritans
salutary neglect

- _____ 1. period when English regulations were relaxed in return for the colonies' continued economic support
- _____ 2. type of government or rule where the power comes from the people
- _____ 3. economic system based on making money by buying and selling things
- _____ 4. members of a Protestant group who wanted to eliminate all traces of Roman Catholic rituals and traditions in the Church of England
- _____ 5. a crop grown by a farmer for sale, not personal use
- _____ 6. refers to a region that can produce a lot of food and provide it to others
- _____ 7. a group of religious reformers who fled England to seek religious freedom
- _____ 8. economic system based on making money by growing crops



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|----------------------------|
| _____ 1. disease caused by lack of ascorbic acid (or vitamin C) | A. banish |
| _____ 2. to treat someone or a group in a cruel and unjust way | B. consent of the governed |
| _____ 3. people agreeing to be governed, making decisions in governments, and selecting their own leaders | C. French and Indian War |
| _____ 4. tax or duty that a government charges on imports or goods coming into a country | D. Mayflower Compact |
| _____ 5. written agreement signed aboard the <i>Mayflower</i> by the Pilgrims of the colony of Plymouth to be ruled by a democratic government | E. persecute |
| _____ 6. war between England and France from 1754 to 1763 for control of North America | F. scurvy |
| _____ 7. military courts created by the English Parliament to try colonists without a jury of their peers | G. tariff |
| _____ 8. to formally and legally remove from a place and not allow to return | H. vice-admiralty courts |

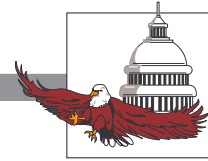
Unit 2: Road to Revolution (1764-1788)

This unit emphasizes significant military and political events that took place before and during the American Revolution and defined the Constitutional period.

Unit Focus

- beginnings of the American Revolution
- purposes of the First Continental Congress
- purposes of the Second Continental Congress
- basic principles of the Declaration of Independence
- major events of the Revolutionary War
- basic principles of the Articles of Confederation
- results of the Constitutional Convention of 1787

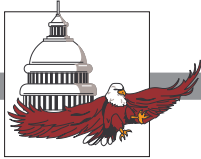




Vocabulary

Study the vocabulary words and definitions below.

- ally** a sovereign or state united with another sovereign or state in a common cause
- arsenal** government building where arms and other war supplies are manufactured or stored; war supplies
- Articles of Confederation** the first constitution or written plan of government for the United States
- assess** to set the value of property for taxation; to charge or tax
- bicameral** made up of two legislative bodies consisting of the Senate and the House of Representatives
- boycott** to refuse to buy or use as a means of protest
- compromise** a settlement in which each side gives up some of its demands in order to reach an agreement
- confederation** a system of government with strong state governments and a limited national government
- Constitution** the second constitution or written plan of government for the United States that explains the powers and duties of the government



Constitutional Convention the meeting in 1787 at which the United States Constitution was written

Continental Congress meetings of colonial representatives in 1774 (First Continental Congress) to address unfair treatment of the colonies by England, and again in 1775 (Second Continental Congress) to approve the Declaration of Independence and plan for possible war

Declaration of Independence the document that lists the reasons Americans wanted to be free of English rule

executive branch the body of government that carries out laws

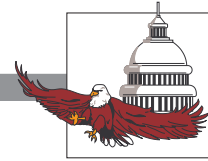
federal union a system of government with strong central powers making decisions for the country as a whole, with state governments making decisions that affect only their state

judicial branch..... the body of government (the courts) that interprets laws

legislative branch..... the body of government that makes laws

minutemen an informal military composed of civilian colonial soldiers who could answer the call to arms in a minute

negotiate work out or settle upon agreements or compromises in meetings



Parliament	Great Britain's legislative body, with an upper house, the House of Lords, and a lower house, the House of Commons
petition	a formal request made to an individual or group in power
repeal	to officially do away with an act or law so that it no longer exists
seize	to take control of
smuggled goods	things illegally taken in or out of a country without paying taxes
Sons of Liberty	secret resistance group of Boston shopkeepers, artisans, and laborers
sovereign	having independent or self-governing power
Treaty of Paris of 1783	agreement to end the Revolutionary War and recognize the United States as an independent nation
unanimous	total agreement
unitary system	a system of government with a strong national government and weak or nonexistent state governments



Who's Who on the Road to Revolution

John Adams

Thomas Jefferson

Samuel Adams

Marquis de Lafayette

Charles Cornwallis

James Madison

John Dickinson

William Paterson

Benjamin Franklin

Edmund Randolph

King George III

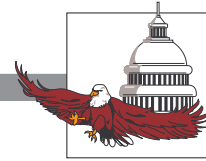
Daniel Shays

Alexander Hamilton

Roger Sherman

John Jay

George Washington



Introduction

After the French and Indian War, Britain won control over the French empire in North America but was deeply in debt. Britain's debts were shifted to the colonies through taxes passed by **Parliament**. The colonies protested in different ways, and colonial leaders began to meet to find solutions. These solutions eventually led to the Revolutionary War and the creation of the United States **Constitution** (see Appendix B).

Stirrings of Rebellion

To pay its war debts, England began to pass laws which imposed new taxes on the colonists. While England focused attention on the war with France, control over the colonies had been relaxed. After the colonies had become used to making their own rules and decisions, accepting British authority again was very difficult. Colonists were forced to pay taxes to support the English government, but were given no voice in government decisions made by Parliament. Colonists began to protest.

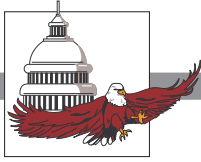
Sugar Act

The first new tax, or tariff, was the *Sugar Act*, passed in 1764. The purpose of this tariff was to make money and to stop the smuggling of goods to the colonies. The Sugar Act also allowed smuggling cases to be decided by a single judge, rather than by a jury of sympathetic colonists. These judges also received five percent of any cargo taken from convicted smugglers. England's Parliament required that the colonies pay the tariffs in gold or silver, rather than their own paper money. The strain on the colonies was great.

Stamp Act

Adding to the problems between England and the American colonies was the passage of the *Stamp Act* in 1765. The Stamp Act required colonists to pay a new kind of tax. This tax was not assessed at the port when a product entered the country but was added





to a product at the time of purchase. Colonists were required to pay a tax for a stamp to be placed on all paper products—cards, diplomas, marriage licenses, and even college degrees. This tax was met with great anger. Soon colonists organized to demand that England **repeal** the tax. **Petitions** were sent to local royal officials. Protest groups like the **Sons of Liberty** took action. One of the leading Sons of Liberty was *Samuel Adams*. They tore down tax offices and tarred and feathered many tax collectors or hung their images. Eventually, colonists began to **boycott** British goods. English merchants, who were losing money because colonists would not buy their products, encouraged Parliament to repeal the Stamp Act in 1766.

Declaratory and Townshend Acts

Although Parliament repealed the Stamp Act, it also issued the *Declaratory Act* that said England did have the right to tax the colonists. In 1767, Parliament issued a new set of taxes called the *Townshend Acts*. These were taxes placed on imports such as paper, lead, paint, and tea. The colonists once again were outraged. Encouraged by their success with the Stamp Act, they renewed their protests. Again the boycotts were effective and England repealed the Townshend taxes on all goods except on tea.

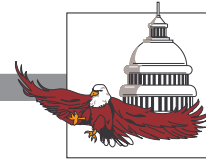
Boston Massacre

With the increased tension and trouble between the colonists and England, troops were sent to guarantee that taxes would be collected, to search for **smuggled goods**, and to protect officials of the



troops search for smuggled goods

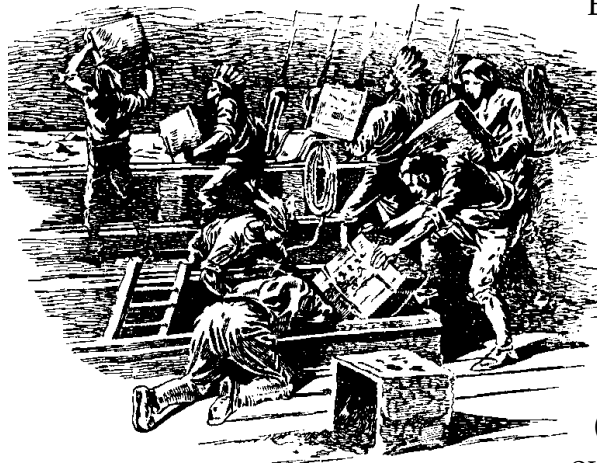
king. Many were stationed in the port town of Boston. England sent 4,000 soldiers to Boston, a city of 16,000 residents. The soldiers looked for additional work when they were off duty. This made many Bostonians angry because they did not need the competition for jobs. In 1770 an irate mob threw rocks hidden in snowballs at the soldiers. Someone fired a gun, and when the smoke had lifted, five colonists were found dead. The Sons



of Liberty spread word of the incident, calling it the *Boston Massacre*. By exaggerating the event, the Sons of Liberty caused hatred to increase, but both the British and colonists were frightened by the incident, and relations were calm for several years.

Boston Tea Party

In 1773 England allowed the East India Tea Company to sail directly to the colonies. The idea was to save the tea company from going out of business and to get the colonists to pay the tax placed on the tea when it entered a colonial port. Colonists felt

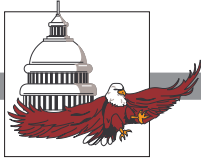


Boston Tea Party

England was using them. All across the colonies, they refused the tea. In Boston, the governor of Massachusetts ordered the tea removed from the ship and the tax paid. Before the deadline for payment, the Sons of Liberty, disguised as Mohawks (members of the League of the Iroquois), threw 342 chests (15,000 pounds) of tea overboard. This event became known as the *Boston Tea Party*.

Coercive or Intolerable Acts

England responded quickly to this act of defiance. A group of acts called the *Coercive Acts* were passed to punish Boston and guarantee an action like the Boston Tea Party would not happen again. One act closed Boston Harbor to all sea traffic except that carrying food and firewood until the colonist paid for the tea. Another act made provisions for England to take control of the legislature and courts in Massachusetts. A third act required citizens to house British troops in their homes if other rooms were not available. To the colonists, these acts were not acceptable, and they referred to them as the *Intolerable Acts*.



ACTS	PURPOSE
Sugar Act	trade law passed by Parliament in 1764 to reduce smuggling in the colonies and to make money to pay for war
Stamp Act	law passed by Parliament in 1765 that placed a direct tax on paper goods (cards, diplomas, deeds, marriage licenses) and services within the colonies
Declaratory Act	act passed by Parliament in 1766 that <i>declared</i> or stated that Parliament had the right and authority to make laws for the colonies in all cases and any acts of colonial assemblies were null and void
Townshend Acts	series of laws passed by Parliament in 1767, establishing indirect taxes on goods imported from Britain by the British colonies in North America
Coercive Acts or Intolerable Acts	series of acts by Parliament in 1774 to punish the colonists for the Boston Tea Party; these acts closed the port of Boston until colonists paid for the tea, made changes in Massachusetts government, lodged British troops with the colonists, and let British officials charged with murder go on trial in England; colonists called them the <i>Intolerable Acts</i>

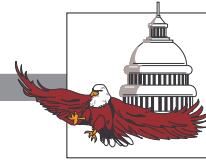
First Continental Congress

England's punishment of the colonies made many colonists fear for other freedoms. In 1774, 12 of the colonies met at the **First Continental Congress** in Philadelphia to discuss the situation. At this meeting, the colonists agreed to work together to protest the Intolerable Acts. The two most important steps the Continental Congress took were to list their complaints, including several laws they wanted repealed, and to agree to boycott British goods until the king dealt with their complaints. Before leaving, the delegates agreed to meet in the spring of 1775 to see what action they needed to take next.

Before the delegates could meet again, England sent troops into the country outside of Boston looking for guns and ammunition. On their way to Concord, the British troops, called *Redcoats* (or lobster-backs) because of their uniforms, were detained at Lexington (about five miles from Concord) by a small militia group called the **minutemen**, an informal group of civilian colonial soldiers. Eight colonists died and 10 were wounded at the *Battle of Lexington*, which lasted only 15 minutes. The



Redcoat



minuteman

Redcoats then marched on to Concord. At Concord they found no arms or supplies, but they did find a group of minutemen. After a small battle in which several British soldiers were killed, the British turned back to Boston. On a bridge outside of Concord, they met a large group of minutemen. Fighting broke out, and the British were forced to retreat, but not before losing a great number of men at the *Battle of Concord*. News of the battles traveled fast. The first shots of the American Revolution had been fired.

War seemed certain as hopes of reaching a peaceful agreement with Britain faded. These battles at Lexington and Concord launched a war which would decide the future of the 13 colonies.

Second Continental Congress

Following the battles at Lexington and Concord (1775), the Second Continental Congress met as earlier decided. The first thing the delegates did was send *King George III* the *Olive Branch Petition*. This petition urged the British king to repeal the Intolerable Acts and help find a peaceful solution to the problems between the colonies and Britain. King George III refused to read the petition.

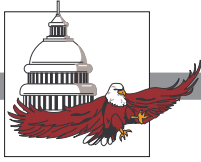
Continental Army

The second thing the Second Continental Congress did was to organize an army and a navy to fight the British. The Continental Army was different



from local militias because it included men from many different areas. It was allowed to fight in all 13 of the colonies. *George Washington*, a 43-year-old veteran of the French and Indian War, was appointed as commander-in-chief. The Second Continental Congress also authorized the printing of money to pay for the army.

While the Second Continental Congress was meeting in Philadelphia, the colonial militia around Boston became involved in another battle at *Breed's Hill* near Bunker Hill. There the British took both Breed's and Bunker hills. The



Americans readied for battle by digging trenches on Breed's Hill, leading to the confusion that resulted in the battle being misnamed. The misnamed *Battle of Bunker Hill* (1775) was the deadliest battle of the war. George Washington and the Continental Army were not part of this battle, but when General Washington reached Boston, he took command of the militia there. These soldiers became the core of the Continental Army and later forced the British to evacuate Boston.

The colonists suffered a series of losses starting at the Battle of Bunker Hill outside of Boston (1775). Always able to sting the British, the colonists fought a different type of war than the formally trained Redcoats.

Led by Washington, the colonists fought the better-trained, richer, and larger force presented by the British. Still, colonists had the advantage because they knew the land and were closer to their supplies. Early in the fighting, the colonists were lucky, as in the battle at Concord where British soldiers fell by the dozens against 3,000 to 4,000 minutemen.

Declaration of Independence

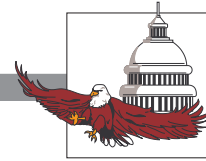
When attempts to settle their differences with England failed, the Second Continental Congress decided it was time to separate from England. The Congress asked *Thomas Jefferson* and a small group of others to write the official document creating a state. Jefferson wrote the first draft which the Congress edited. Included in the **Declaration of Independence** (see Appendix C) were the complaints which England had ignored. It also spelled out what ideas would be used by the new state—"all men are created equal," and people have the right to "life, liberty, and the pursuit of happiness." With the signing of the Declaration of Independence on July 4, 1776, the Revolutionary War became official.



Thomas Jefferson

War for Independence

When the colonists defeated the British at the *Battle of Saratoga* (1777) in upstate New York, the war began to swing in the colonists' favor, and they knew they could defeat the British even though they were outnumbered. In part, the success of the colonists in the latter portion of the war resulted from help by the French who were impressed with the American victory at



Marquis de Lafayette

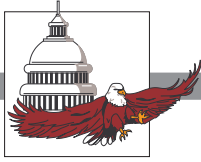
the Battle of Saratoga. Represented by the *Marquis de Lafayette*, a wealthy young French nobleman, the French provided loans, weapons, men, and ships to help fight the British.

The war was difficult for the colonists. They lacked proper equipment and clothing to survive the war and the weather. The winter of 1777-1778 was one of the worst, with more than 2,000 soldiers dying at Valley Forge, Pennsylvania. While some men left the army to go home, most stayed. However, when French money and troops arrived in the summer of 1778, the war began to turn back in favor of the colonists. The war moved to the southern colonies of the Carolinas and Georgia where the British had greater support. Still, with aid from the French, the colonists were able to defeat the British at the *Battle of Yorktown* in Virginia (1781). On October 17, 1781, the British General *Charles Cornwallis* surrendered to General George Washington.

Events and Battles during the Revolutionary War	
Boston Massacre	event in 1770 when colonists threw rocks and snowballs at British troops to harass them, which resulted in the death of five colonists when the British soldiers fired into the crowd
Boston Tea Party	act of vandalism in 1773 by the Sons of Liberty, who threw 342 chests (15,000 pounds) of tea owned by the East India Tea Company into Boston Harbor to protest the Tea Act
Battle of Lexington *	first battle in the American Revolutionary War in a town in northeast Massachusetts on April 19, 1775; 700 British troops were met by 70 minutemen, resulting in the killing of eight Americans and the wounding of 10
Battle of Concord *	second battle in the American Revolutionary War in a town in northeast Massachusetts on April 19, 1775
Battle of Bunker Hill ** (Breed's Hill)	fighting during the American Revolution outside of Boston in 1775; British won when colonists ran out of ammunition, but the British left Boston shortly afterward
Battle of Saratoga	fighting in upstate New York during the American Revolution in 1777; considered the turning point of the war because the French joined with the Americans as a result of their win here
Battle of Yorktown	last major battle of the war; led to the surrender of British troops in 1781

* The Concord and Lexington battles are referred to as the "shots heard around the world." These two battles were the start of the Revolutionary War.

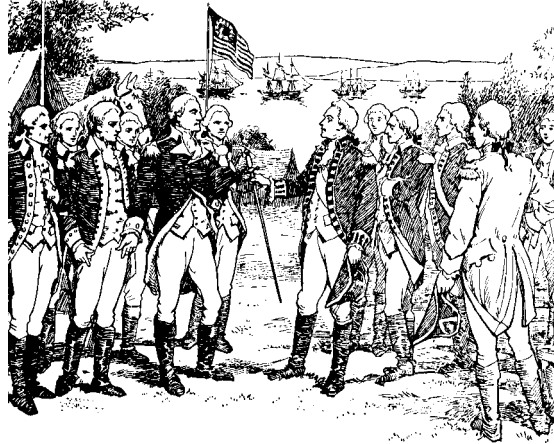
** Because the colonists had only a small amount of gunpowder, the American commander warned, "Don't shoot until you see the whites of their eyes!"



“E pluribus unum” – Out of Many, One

Ending the American Revolution in 1781 was not enough. A formal declaration of peace was necessary.

In 1782 peace talks began in Paris with representatives from four nations—the newly named United States of America, Great Britain, France, and Spain (an ally of France who helped when France joined the war). The United States sent representatives, including *Benjamin Franklin* and *John Jay*, to Paris to **negotiate** peace terms with the British.



On October 17, 1781, the British General Charles Cornwallis surrendered to General George Washington.

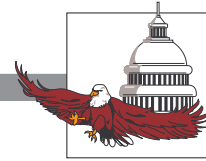


Benjamin Franklin



John Jay

After more than a year, the **Treaty of Paris of 1783** was signed by the four countries. The United States was guaranteed independence and granted the lands bounded by Florida (owned by Spain) and Canada (owned by England) and westward to the Mississippi River.



Treaty of Paris

The Treaty of Paris included the following:

1. Great Britain recognized the colonies as a **sovereign** nation, able to make decisions on their own without interference from others
2. The western boundary of the newly recognized United States of America was the Mississippi River
3. Use of the Mississippi River was promised to all countries involved in the war (United States, Great Britain, France, and Spain)
4. Florida was returned to Spain
5. The United States was granted fishing rights off the coast of Newfoundland

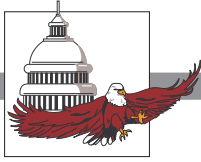
Additionally, the United States was to encourage its citizens to pay back debts owed to British merchants. In January of 1784, the Second Continental Congress approved the Treaty of Paris, and the United States began its freedom as a sovereign nation.

Articles of Confederation



During the early days of the war, a committee was assigned the job of writing a constitution. Headed by *John Dickinson*, the committee created the **Articles of Confederation** in 1777 (see Appendix D). As the first constitution of the United States, the Articles reflected the wish of most Americans to avoid anything British. Where England was ruled by a monarchy, the Americans were governed by a **confederation**, or loose association of states. The Articles were ratified in 1781.

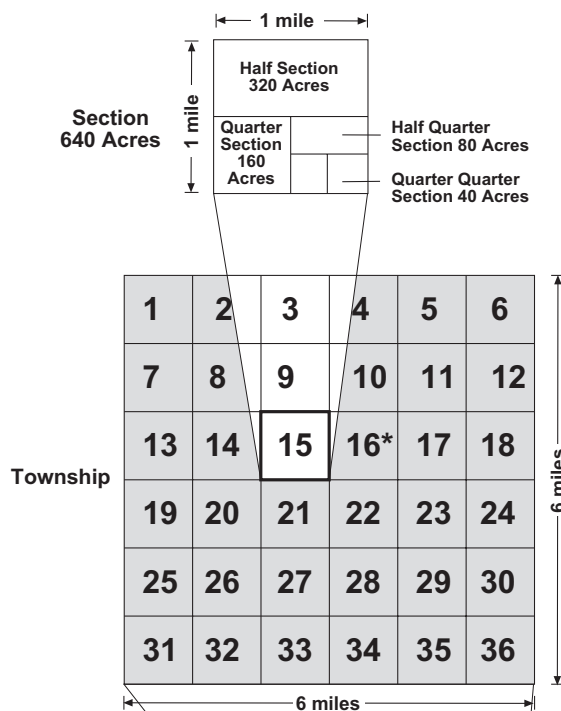
Under the Articles, each state remained sovereign, which meant each of the 13 states could make their own decisions. The Articles brought the states together in a national Congress with several representatives from each state, but only one vote for each state. In this way no one state was more powerful than another. All important legislation required a two-thirds vote of the states, but amendments and taxes required **unanimous** votes.



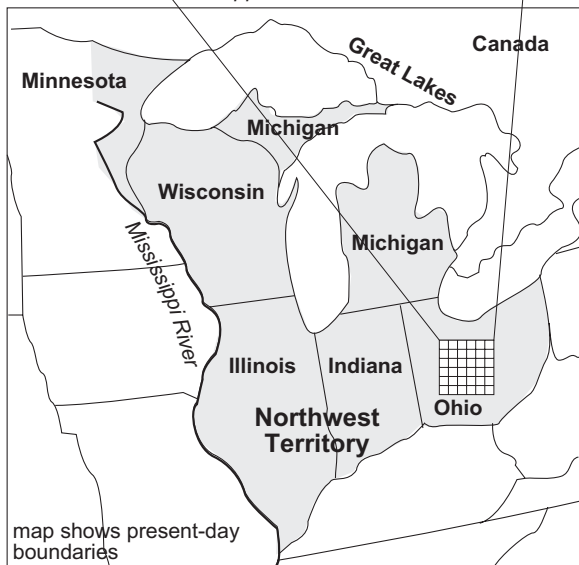
Land Ordinance of 1785 and Northwest Ordinance of 1787

While the Articles of Confederation were not very effective, they did establish some customs that continue today. Most important were the *Land Ordinance of 1785* and the *Northwest Ordinance of 1787*.

These two *ordinances*, laws or legal orders, helped to divide the newly acquired public land in the Northwest Territory, the land east of the Mississippi River and north of the Ohio River. After it was divided, the government could then sell it to farmers or investors and help pay the national debt. The Northwest Ordinance then established a process for territories to become states. This process was unique since it was the first time ever any country admitted new lands into the country with equal status to the original states. Slavery was also prohibited.

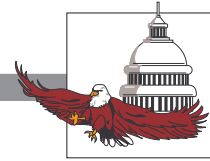


* income reserved to support schools



The Land Ordinance of 1785 required that the land of the Northwest Territory be surveyed and then divided into townships of 36 square miles. Each township was then divided into 36 sections that were of one square mile, or 640 acres. Families could buy an entire section for a minimum of one dollar an acre, but most often only purchased a quarter section, or 160 acres. Money collected from the sale of a designated section was to

How land of the Northwest Territory was divided.



support public schools. Then in 1787, the Confederation Congress passed the Northwest Ordinance, which created the steps for new states to be added to the nation. It established three basic steps for statehood.

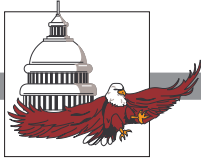
- Congress appoints a territorial governor and judges.
- When the population of a territory reaches 5,000 residents, the residents will write a temporary constitution and elect their own governor and legislature.
- When the total population reaches 60,000, residents will submit a state constitution to Congress for approval. If approved, the territory becomes a state.

While the two ordinances created a clear and precise process for selling new land and adding new states, they completely ignored the Native American population living on the lands.

The Land Ordinance of 1785 and the Northwest Ordinance of 1787 set a very important example by having Congress draw up the rules and initially govern the territories. Unfortunately, under the Articles, Congress was limited in its power and ineffective. Problems with other countries, growing money problems, and unhappy veterans who still were waiting for back pay caused state leaders to look for ways to correct the Articles. Even though the Articles of Confederation were eventually replaced by the Constitution of the United States, these two ordinances created a process still used today.

Shays' Rebellion

There were other signs that the Articles of Confederation were not working. In 1786 a group of farmers in western Massachusetts *petitioned*, or made a formal request, for relief from heavy taxes. When their requests were ignored, 2,000 farmers—led by *Daniel Shays*, a former soldier in the Revolutionary War—attempted to shut down the courts in three western counties. Shays and his men then moved eastward to take over the local **arsenal** (a place that stores weapons and ammunition) at Springfield, Massachusetts. Although *Shays' Rebellion* was put down by the state's well-armed militia, fear across the country grew because so many farmers



everywhere were facing the same problem. Prices for farm products had fallen after the Revolutionary War, and courts threatened to **seize** the farms if loans and taxes were not paid.

Articles of Confederation	
Strengths	Limitations
<p>Land Ordinance of 1785</p> <p>Northwest Ordinance</p>	<p>No executive branch existed to enforce the laws of Congress.</p> <p>No national courts existed to resolve conflicts.</p> <p>Unanimous approval was needed for amendments.</p> <p>Congress could not collect taxes.</p> <p>Congress could not regulate interstate trade.</p> <p>Each state only had one vote in congress, regardless of population size.</p> <p>Nine of 13 states needed to agree to pass any law.</p>

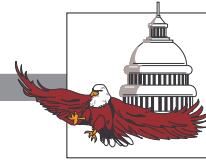
By 1785 the limitations of the Articles of Confederation made some people look for another way to govern the nation. When only a few states sent representatives to a meeting to discuss the problems in 1786, another meeting was requested. The Confederation Congress suggested all states attend the *Philadelphia Convention*.

Constitutional Convention of 1787

In 1787, 55 delegates to the **Constitutional Convention**, representing 12 states, met in Philadelphia to make corrections to the limited Articles of Confederation. The delegates included many leaders from the Revolutionary War including Benjamin Franklin, *Alexander Hamilton*, *James Madison*, and George Washington whom the convention chose as their presiding officer. A few



Alexander Hamilton



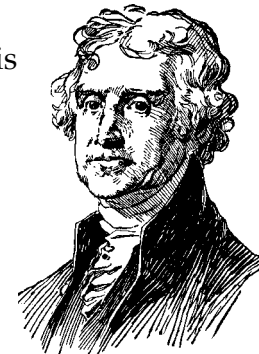
leaders were missing, most obviously Thomas Jefferson and *John Adams*. Both were serving as ambassadors overseas, Jefferson in Paris, France and Adams in London, England.

Virginia Plan

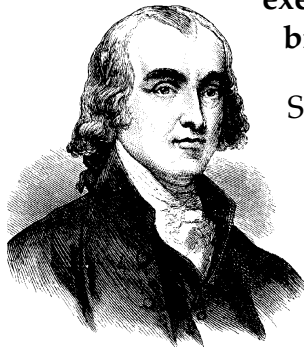
Soon after the convention began, a proposal was made to abolish the Articles of Confederation and create a brand new government. To prevent problems, delegates were sworn to secrecy so they could do their best without pressures from outside forces. Quickly a proposal was made, and the convention began debating the *Virginia Plan*, created by Madison and presented by *Edmund Randolph*. The plan recommended a **bicameral** (having two legislative chambers or houses) congress with representatives assigned based on state populations. This *large state* plan gave an advantage to the more densely populated states of Massachusetts, Virginia, New York, and Pennsylvania. Besides a Congress, or **legislative branch**, the Virginia Plan called for an **executive branch** and a **judicial branch**.



John Adams



Thomas Jefferson

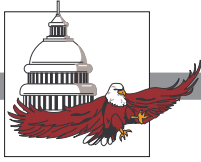


James Madison

Small states protested the Virginia Plan, afraid that large states would outvote them. Under the Articles of Confederation, each state had one vote in Congress, no matter what its population was. Supporters of the Virginia Plan thought it was only fair for a state with more people to have more representatives.

New Jersey Plan

The Convention almost fell apart over the Virginia Plan. In June 1787, *William Paterson* of New Jersey presented the *New Jersey Plan*. This plan had the support of the small states. The *New Jersey Plan* recommended three branches of government and a unicameral (one-chamber or house) congress with equal representation as under the Articles of Confederation. Understandably both sides would not give in.



The Great Compromise

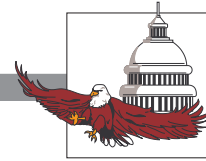
Convention delegates argued over the Virginia Plan and New Jersey Plan. The standoff was broken by the *Connecticut Compromise*, also known as the *Great Compromise*. Roger Sherman proposed the **compromise**, which made it possible for both the large and small states to work together. Sherman's compromise called for a bicameral congress with representation in a lower house, the *House of Representatives*, and an upper house, the *Senate*.

Members of the House of Representatives would be chosen by all men who could vote. The seats would be divided according to the population of each state. This part was like the Virginia Plan, and the large states liked and supported it.

Members of the Senate would be chosen by state legislatures. Each state would have two senators. The small states liked and supported this part. Together, the two houses would comprise the Congress of the United States. On July 16, the delegates narrowly accepted the plan.

Three-Fifths Compromise

Although the Great Compromise settled the issue of representation in Congress, it opened the door to another new question. When counting population to determine the number of members for the House of Representatives, should slaves be counted? The Southern states, with many slaves, wanted slaves counted, even though slaves could not vote and were not citizens. The Northern states, where few or no slaves lived, were opposed. (See chart on following page of how the right to vote has expanded since the Constitution first went into effect.) This issue was complicated when Southern states reversed their position on counting population to determine how much a state would pay in taxes. Concerning taxes, Southern states said the slaves were not citizens and therefore should not be counted when determining rates of taxation. The delegates resolved this delicate issue with the *Three-Fifths Compromise*. This compromise allowed five slaves to be counted as three residents for the purpose of deciding representation and **assessing** taxes, the setting of taxes or fees.

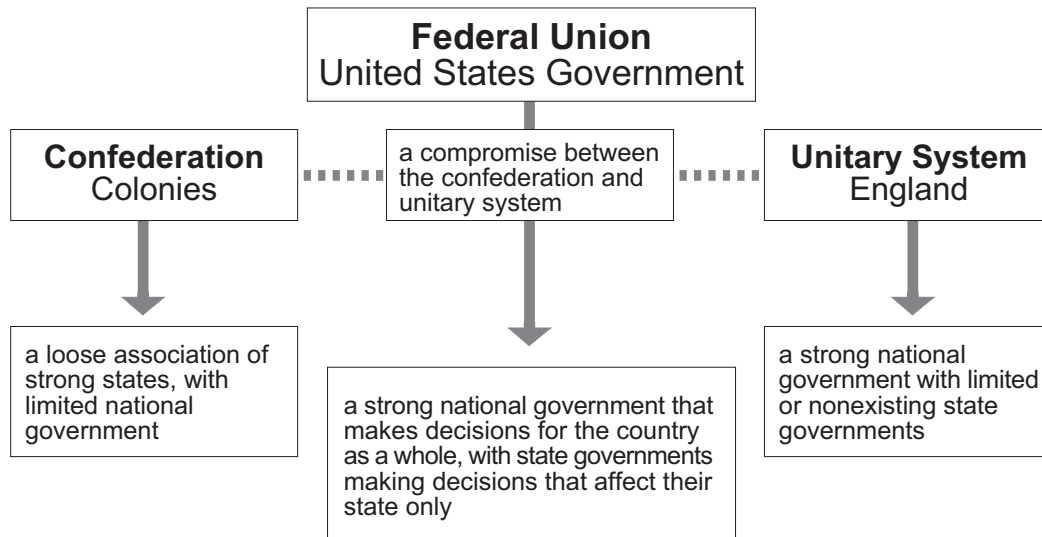
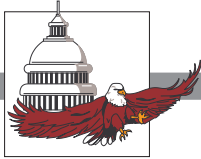


As the Three-Fifths Compromise was being discussed, some delegates suggested an end to slavery. To prevent a complete breakdown of the convention, the delegates agreed to leave the decision of slavery in the hands of the future government. The Congress created by the Constitution was prevented from interfering with the importation of slaves for at least 20 years.

The Right to Vote					
1789	Early 1800s	1870	1920	1961	1971
White men over age 21 who met property requirements	All white men over the age 21	African-American men over age 21	Women	People in the District of Columbia in presidential elections	Men and women over age 18
state laws	state laws	Amendment 15	Amendment 19	Amendment 23	Amendment 26

Creating a Federal Union

With the issues of slavery and Congress settled, the convention began to create the rest of the new government. The first step was to create a **federal union**. This was different from the confederation created by the Articles of Confederation and the **unitary system** of England before that. England's government was a unitary system, with a strong national government and the next level of government being the county. No states or provinces existed. When the colonists wrote their first government, they wanted the opposite of the English system, so they created a confederation with strong state governments and a limited national government that must obey the states. When the delegates at the Philadelphia Convention began to change the government, they created a new form of government that was a compromise between a confederation and an unitary system. They created a federal union with a strong national government to make decisions that impact the country as a whole and strong states to address issues only within their state.



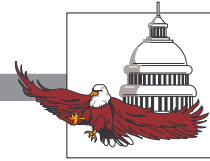
Framework for the Constitution

The delegates made many decisions about the new constitution. By September, 1787, they had set up the framework for a lasting government. Now they needed to win approval in their home states for the Constitution. Nine states were needed to ratify the Constitution. By June 21, 1788, the required states had approved the new Constitution.

Summary

Colonists protested the new taxes created by the British Parliament, and in July 1776, a year after the fighting in the American Revolution began, the colonists declared their independence from Britain. The Americans suffered many setbacks at first, but with the help of the French, they defeated the British. After the Treaty of Paris in 1783, Britain recognized the American nation.

The Articles of Confederation set up the first American government, but in 1787, Americans decided to replace the Articles with a new constitution. Under the new constitution, the new government would share powers between the states and the national government and each of three branches of the national government would be able to check the powers of the other.



Practice

Answer the following using complete sentences.

1. Describe each of the following acts.

Sugar Act: _____

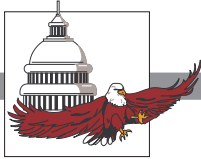
Stamp Act: _____

Declaratory and Townshend acts: _____

2. What were the causes of the Boston Massacre? _____

3. How did Americans respond to the tax on tea? _____

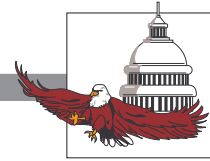
4. Describe the Coercive Acts (also known as the *Intolerable Acts*). _____



5. What was the purpose of the First Continental Congress and the Second Continental Congress? _____

6. What was the message of the Declaration of Independence? _____

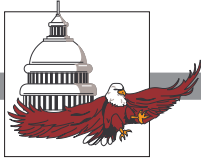
7. Describe one cause and one effect of Shays' Rebellion. _____



8. State two reasons the Articles of Confederation did not work.

9. What was the purpose of the Constitutional Convention of 1787?

10. What was the second plan for the United States government?

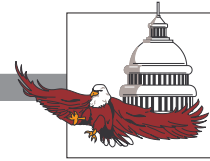


Practice

Use the list below to write the correct **order** of the **Revolutionary War events** from earliest (first) to latest.

Treaty of Paris
Battle of Bunker Hill (Breed's Hill)
Battle of Lexington and the Battle of Concord
Battle of Yorktown
Battle of Saratoga

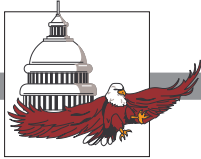
1. _____
2. _____
3. _____
4. _____
5. _____



Practice

Match each description with the correct term. Write the letter on the line provided.

- | | | |
|-------|--|--------------------------------|
| _____ | 1. revolt of Massachusetts farmers whose farms were being seized for debt | A. Articles of Confederation |
| _____ | 2. a law that set up a way for new states to be admitted to the United States | B. Great Compromise |
| _____ | 3. William Paterson's plan (favored by small states) for a one-house congress and one representative for each state | C. Land Ordinance of 1785 |
| _____ | 4. James Madison's plan (favored by large states) for a two-house congress and representatives based on state population | D. New Jersey Plan |
| _____ | 5. the first American constitution | E. Northwest Ordinance of 1787 |
| _____ | 6. law that set up a system for settling the Northwest Territory | F. Shays' Rebellion |
| _____ | 7. Roger Sherman's Connecticut Plan for a bicameral congress that settled the differences between large and small states | G. Three-Fifths Compromise |
| _____ | 8. agreement to allow three-fifths of the slaves in any state to be counted in that state's population for purposes of representation and taxation | H. Treaty of Paris of 1783 |
| _____ | 9. agreement between the British and the colonies that ended the Revolutionary War | I. Virginia Plan |



Practice

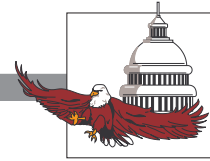
Answer the following using complete sentences.

1. Why were the delegates to the Constitutional Convention of 1787 sworn to secrecy? _____

2. Why did delegates from small states object to the Virginia Plan?

3. What was the Great Compromise? _____

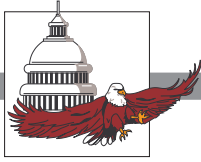
4. What was the Three-Fifths Compromise? _____



Practice

Number these **events** in the correct **order** that they happened. Write the number on the line provided.

- _____ 1. Shays' Rebellion was led by Daniel Shays.
- _____ 2. The Declaration of Independence was written.
- _____ 3. The Revolutionary War began.
- _____ 4. The Constitution of the United States was written.
- _____ 5. The English government made laws that hurt the people in the American colonies.
- _____ 6. The Constitutional Convention was called.
- _____ 7. England set up 13 colonies in America.
- _____ 8. The Articles of Confederation was used as the plan of government.
- _____ 9. The Treaty of Paris between the British and the colonies that ended the Revolutionary War was signed.

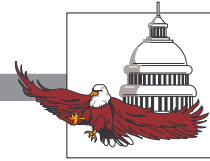


Practice

Use the list below to write the correct term for each definition on the line provided.

ally	confederation	smuggled goods
bicameral	Continental Congress	sovereign
boycott	Parliament	unanimous

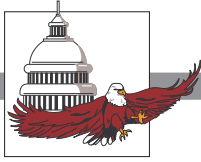
- _____ 1. total agreement
- _____ 2. having independent or self-governing power
- _____ 3. things illegally taken in or out of a country, without paying taxes
- _____ 4. a sovereign or state united with another sovereign or state in a common cause
- _____ 5. to refuse to buy or use as a means of protest
- _____ 6. meetings of colonial representatives in 1774 to address unfair treatment of the colonies by England, and again in 1775 to approve the Declaration of Independence and plan for possible war
- _____ 7. made up of two legislative bodies consisting of the Senate and the House of Representatives
- _____ 8. a system of government with strong state governments and a limited national government
- _____ 9. Great Britain's legislative body, with an upper house, the House of Lords, and a lower house, the House of Commons



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|--|----------------------------|
| _____ | 1. agreement to end the Revolutionary War and recognize the United States as an independent nation | A. arsenal |
| _____ | 2. secret resistance group of Boston shopkeepers, artisans, and laborers | B. assess |
| _____ | 3. work out or settle upon agreements or compromises in meetings | C. minutemen |
| _____ | 4. to officially do away with an act or law so that it no longer exists | D. negotiate |
| _____ | 5. a formal request made to an individual or group in power | E. petition |
| _____ | 6. an informal military composed of civilian colonial soldiers who could answer the call to arms in a minute | F. repeal |
| _____ | 7. to set the value of property for taxation; to charge or tax | G. seize |
| _____ | 8. government building where arms are manufactured or stored; war supplies | H. Sons of Liberty |
| _____ | 9. to take control of | I. Treaty of Paris of 1783 |



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|--|--------------------------------|
| _____ | 1. the body of government (the courts) that interprets law | A. Articles of Confederation |
| _____ | 2. the body of government that carries out laws | B. compromise |
| _____ | 3. the second constitution or written plan of government for the United States that explains the powers and duties of the government | C. Constitution |
| _____ | 4. the meeting at which the United States Constitution was written | D. Constitutional Convention |
| _____ | 5. a system of government with strong central powers making decisions for the country as a whole, with state governments making decisions that affect only their state | E. Declaration of Independence |
| _____ | 6. the body of government that makes laws | F. executive branch |
| _____ | 7. the document that lists the reasons Americans wanted to be free of English rule | G. federal union |
| _____ | 8. a settlement in which each side gives up some of its demands in order to reach an agreement | H. judicial branch |
| _____ | 9. a system of government with a strong national government and weak or nonexistent state governments | I. legislative branch |
| _____ | 10. the first constitution or written plan of government for the United States | J. unitary system |

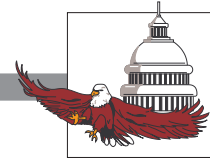
Unit 3: The Constitution and Early National Period (1787-1820)

This unit emphasizes the United States Constitution, the structure and function of government during the early national period, and the issues and major events of the War of 1812.

Unit Focus

- ratifying the United States Constitution
- views of Federalists and Antifederalists
- how the Bill of Rights led to ratification
- effects of the United States Constitution
- principles of the United States Constitution
- contents of the United States Constitution
- purposes of the United States Constitution
- levels and functions of government
- beginnings of the War of 1812
- major events of the War of 1812

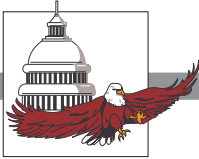




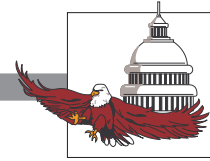
Vocabulary

Study the vocabulary words and definitions below.

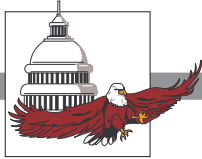
- amendment** change made to the Constitution
- Antifederalists** a group who opposed Constitution during the ratification debate in 1787
- ban** to prohibit or stop
- bill** suggestion for a new law
- Bill of Rights** the first 10 amendments to the Constitution
- blockade** the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving
- checks and balances** the power of each of the three branches of government to check or limit the actions of the other branches
- concurrent powers** powers shared by national and state governments
- Constitution** the second constitution or written plan of government for the United States that explains the powers and duties of the government
- delegated powers** powers given to the national government by the Constitution



- democracy** system of government in which power comes from the people
- denied powers** powers that the federal system or Constitution expressly forbids either the national or state governments
- embargo** an enforced halt on trade imposed by one government on another government
- executive branch** the body of government that carries out laws
- Federalists** a group who supported the Constitution during the ratification debate in 1787; favored a strong national government
- federal system** a form of government that divides power between a central national authority and state levels; also called *federalism*
- government** a political organization through which public policy is made and enforced
- impressment** the forcible seizure of men for military service
- judicial branch** the body of government (the courts) that interprets laws
- judicial review** the power of the courts to declare laws unconstitutional
- laws** written rules of behavior that can be enforced by a government



legislative branch	the body of government that makes laws
limited government	government that can do only what the people say it can do
neutral	not taking sides in a quarrel or war
popular sovereignty	rule by the people
Preamble	the beginning of the Constitution
prosper	to be successful; to achieve economic well-being
ratification	official approval by the states of the Constitution or an amendment
republic	type of government in which people choose their leaders through regular elections
reserved powers	powers given to state governments
seize	to get control of
separation of powers	division of government so that no one branch becomes too powerful; a system of checks and balances
Treaty of Ghent	peace treaty in 1814 between the United States and Britain that ended the War of 1812

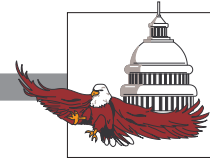


veto to vote against something; to refuse to approve

War Hawks members of Congress who wanted war with Britain in 1812

**Who's Who in the Constitution and
Early National Period**

John Adams	Francis Scott Key
Samuel Adams	Richard Henry Lee
Benjamin Franklin	Thomas Macdonough
Alexander Hamilton	John Marshall
Patrick Henry	James Madison
Andrew Jackson	James Monroe
John Jay	Oliver Perry
Thomas Jefferson	George Washington



Introduction

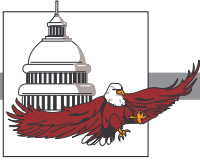
The **Constitution** of the United States is a plan of **government** that was written over 200 years ago (see Appendix B). The people who wrote our Constitution understood the reason that a nation needs a strong government. The Constitution created a type of **democracy** called a **republic**. A republic is a nation in which the voters elect representatives to govern them.

In 1787, when delegates to the Constitutional Convention met and decided that the Articles of Confederation (see Appendix D) caused too many problems to be resolved, they wrote the Constitution. Below is a chart showing some of the problems in the Articles of Confederation and improvements provided by the Constitution. Before Americans would accept the Constitution, changes called **amendments** had to be written. The resulting 10 amendments became known as the **Bill of Rights** (see Appendix E).

After many years of adjusting to its new government, America began to **prosper**. Since 1791, seventeen other changes have been made to the Constitution, making a total of 27 amendments. But, basically, we use the same plan of government today—more than 200 years later.

In 1803 Britain and France went to war again. The United States wanted to remain **neutral**. However, trouble at sea in the early 1800s eventually led to the United States declaring war against Britain.

Problems with Articles of Confederation	Improvements Provided by the Constitution
<ul style="list-style-type: none">Articles of Confederation created a limited national government that could not force the states to obey its laws.Foreign countries took advantage of the national government's limitations; there were no national army or navy.With no power to tax, government had a difficult time raising money.Because each state could issue its own paper money, this hurt trade.Shays' Rebellion showed leaders they needed a stronger national government.	<ul style="list-style-type: none">Federal government and state governments shared power.The three branches of the federal government (legislative, executive, and judicial) had separate powers.Each branch could check the power of the other two branches (checks and balances).The Bill of Rights protected individual rights.Federal government was strong but limited in power.

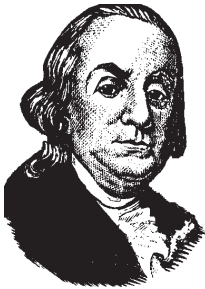


Need to Ratify the Constitution

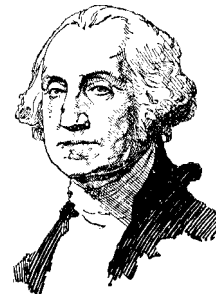
The Constitution provided a procedure for **ratification**, or approval, that called for each state to hold a special convention. As soon as nine of the 13 states' conventions approved the Constitution, the new government would go into effect in those states. In 1787 and 1788, voters in each state elected delegates to the special state conventions. However, before ratification, those who approved, called **Federalists**, and those who opposed, called **Antifederalists**, campaigned for their different views.

Federalists and Antifederalists

Federalists favored a strong national government. They included framers of the Constitution such as *George Washington* and *Benjamin Franklin*. They received support from urban centers (with merchants, skilled workers, and laborers) and small states. Urban centers saw the benefit of national government that could control trade; small states favored it to protect their interests.

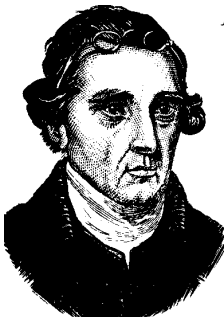


Benjamin Franklin



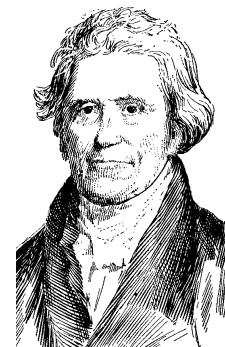
George Washington

Leading Antifederalists included revolutionary heroes and political leaders such as *Patrick Henry*, *Samuel Adams*, *John Marshall*, *James Monroe*, and *Richard Henry Lee*. They received support from rural areas and large states. Rural areas worried about a strong government adding to their tax burden. Large states with strong economies felt they had more freedom under the Articles of Confederation (see Appendix D).

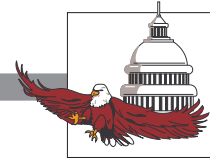


Patrick Henry

Both sides waged a war of words in public debate over ratification. Federalists *John Jay*, *Alexander Hamilton*, and *James Madison* wrote a series of 85 essays called *The Federalists Papers*, defending the Constitution. *Richard Henry Lee* published *Letters from the Federal Farmer*, an Antifederalist publication, in which Lee listed individual rights that Antifederalists believed should be protected.



John Marshall



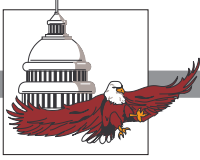
Both sides had strong arguments, but most newspapers favored the Federalist cause. Despite the Federalist advantage, the lack of a bill of rights—a formal summary of citizens’ rights and freedoms—was a strong Antifederalist argument.

Political Parties Take Shape

By the 1790s, two political parties formed.

Federalists	Democratic-Republican*
1. consisted of the well-to do upper classes: merchants, manufactures, bankers, and large landowners	1. consisted of Southern plantation owners and the common people: farmers, small shopkeepers, city workers, and immigrants
2. strongest in the North, especially in New England	2. strongest in the South and West
3. believed in government by and for the “rich, well-born, and able,” distrusted the common people, and feared what Federalists termed the “excesses of democracy”	3. believed in government by capable leaders, emphasized that government should work in the interests of the common people, and strongly advocated democratic principles
4. favored a strong central government and consequently urged a loose interpretation of the Constitution	4. favored states’ rights and consequently urged a strict interpretation of the Constitution
5. supported Alexander Hamilton’s financial program as beneficial to the economic interests of the party’s supporters	5. opposed Alexander Hamilton’s financial program as harmful to the economic interests of the party’s supporters
6. in foreign affairs, tended to favor Britain, whose government was dominated by the upper class	6. in foreign affairs, tended to favor France, whose people had revolted in 1789 for liberty and equality
7. principle supporters: Alexander Hamilton, John Adams, John Marshall, and George Washington	7. principle supporters: Thomas Jefferson, James Madison, and James Monroe

* Often the name was shortened to ‘Republican’. However, it was not the same as today’s Republican Party. Instead it grew into today’s Democratic Party.



Bill of Rights Leads to Ratification

All state constitutions guaranteed individual rights. Even Democratic-Republican *Thomas Jefferson* viewed the lack of a *bill of rights* a serious drawback to ratification. Finally, the Federalists agreed to people's overwhelming desires and promised to add the Bill of Rights if states would ratify the Constitution.

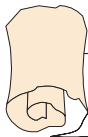
By June 21, 1788, the required nine states ratified the Constitution—Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, and New Hampshire. Virginia ratified it on June 25, 1788. New York ratified it on July 26, 1788. North Carolina joined in 1789. And although Rhode Island did not accept the Constitution until 1790, the new government became a reality in 1789.



Thomas Jefferson

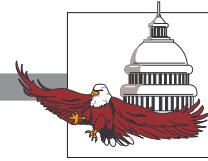
Bill of Rights

By December 1791, three-fourths of the states had ratified 10 amendments. These 10 amendments became part of the Constitution and are known as the *Bill of Rights*. The Bill of Rights protects certain basic rights. James Madison, who wrote the amendments, said that the Bill of Rights are natural rights that belong to all human beings. The Bill of Rights prevents the government from simply taking away these rights. However, the protection of rights and freedoms did not apply to all Americans. Native Americans, African Americans, and women were excluded. Despite these gaps, the flexibility of the United States Constitution made it a model for governments around the world.



Amendment

By December 1791, three-fourths of the states had ratified 10 amendments.



Basic Principles of the Constitution

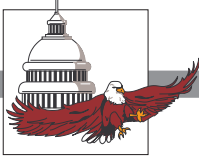
There are five basic principles upon which the United States Constitution is based. The principles include a **federal system** (or *federalism*), **separation of powers, checks and balances, popular sovereignty, and limited government** (see chart below).

The United States government is a federal system. A federal system (or *federalism*) is a form of government in which powers are divided or shared between the national government and the state governments. The Constitution set up a strong national government. To keep the government from becoming too powerful, the framers turned to the idea of separation of powers between the three branches of national government: **legislative branch** (Congress), **executive branch** (President), and **judicial branch** (courts). To provide further protection, a system of checks and balances was set up by the Constitution to limit the actions of each branch.

The United States government is also based on the principle of popular sovereignty, meaning that the people of the United States hold the *final* power. The last principle is limited government. Limited government means that the government is *not* all-powerful. The government can *only* do what the people say it can do.

Five Principles of the Constitution

Principle	Definition
Federal System or Federalism	Division of power between the national government and the state governments
Separation of powers	Division of the operations of the national government into three branches, each with its own powers and responsibilities
Checks and balances	Means by which each branch of the national government is able to check, or control, the power of the other two branches
Popular sovereignty	Principle of government in which the people hold the final authority or power
Limited government	Principle that the government is not all-powerful but can do only what the people say it can do



The Constitution of the United States of America

The Constitution includes a **preamble**, seven articles, and 27 amendments.

Contents of the Constitution

Preamble

Purpose of the government.

Article

- 1 Legislative branch
- 2 Executive branch
- 3 Judicial branch
- 4 Relations among the States
- 5 Amending the Constitution
- 6 National supremacy
- 7 Ratification

Bill of Rights

Amendment

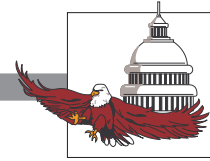
- 1 Freedom of religion, speech, press, assembly, and petition*
- 2 Right to bear arms*
- 3 Freedom from housing troops in private homes*
- 4 Right to fair search and seizure*
- 5 Right of persons accused of a crime*
- 6 Right to a fair and speedy trial by jury*
- 7 Right to sue and jury trial in civil cases*
- 8 Right to fair bail, fines, and punishment*
- 9 Rights reserved to the people not listed in the Constitution*
- 10 Powers reserved to the states

Additional Amendments

Amendment

- 11 Right to sue a state*
- 12 Election procedure for the President and Vice President
- 13 Freedom from slavery*
- 14 Rights of citizens*
- 15 Right of all male U.S. citizens to vote*
- 16 Income tax
- 17 Direct election of Senators*
- 18 Prohibition of alcoholic beverages
- 19 Women's right to vote*
- 20 Terms of President, Senators, and Representatives
- 21 Repeal of Prohibition*
- 22 Limit on number of President's terms
- 23 Presidential electors for District of Columbia
- 24 Abolition of poll tax in elections
- 25 Presidential succession and disability
- 26 Voting age lowered from 21 to 18*
- 27 Congressional compensation changes

** individual rights guaranteed to citizens of the United States*



Preamble: Purpose of the Constitution

Although technically not a part of the Constitution, the introduction or Preamble to the Constitution tells us the purpose of our government in just one sentence.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

When we look closely at this very important sentence, we get a clear understanding of what it means.

"We the People of the United States" tells us and the world that the government of our nation belongs to the people and is run by the people.

"...to form a more perfect Union" means that our government under the Constitution will unite the states into a better nation.

"...establish Justice" means that the government will pass **laws** and set up courts to make sure all people are treated fairly.

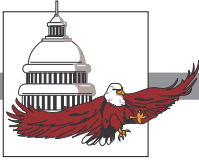
"...insure domestic Tranquility" means the government will keep the country itself orderly and peaceful.

"...provide for the common defense" means that the government will keep other nations from taking over our country.

"...promote the general Welfare" means that the government will see to it that the citizens of our country enjoy good fortune, health, and happiness as much as possible. The government is supposed to do things that will benefit everyone, not just a few people.

"...secure the Blessings of Liberty to ourselves and our Posterity" means that the government will make sure that we, our children, and all future generations will have freedom.

"...ordain and establish this Constitution for the United States of America" means that we agree that the Constitution of the United States will be the plan of government for our nation.



These words form the Preamble to the Constitution of the United States and make it very clear to everyone that our government has a *purpose* and some goals to reach.

Article I: Legislative Branch

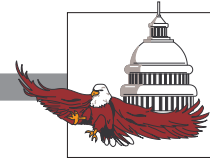
The *legislative branch* or Congress makes the laws. The legislature is divided into two houses (bicameral), the House of Representatives (435 members currently) whose membership is selected based on *proportional representation* of the population, and the Senate (100 members) whose membership is based on *equal representation*, with two senators from each state.

House of Representatives

- qualifications: persons must be at least 25 years old
- term of office: two years without term restrictions
- may bring impeachment charges
- initiates all **bills** concerning money
- because of its size, debate is limited, except in special situations (Committee of the Whole)
- Speaker of the House presides over the proceedings (elected by the representatives)

Senate

- qualifications: persons must be at least 30 years old
- term of office: six years without term restrictions
- the Vice President is the presiding officer, but a President *Pro Tempore* elected from the Senate membership usually presides (the Vice President may vote only in a tie)
- originally, senators were elected by state legislatures, but the 17th Amendment (1913) provided for the direct election of senators by the people



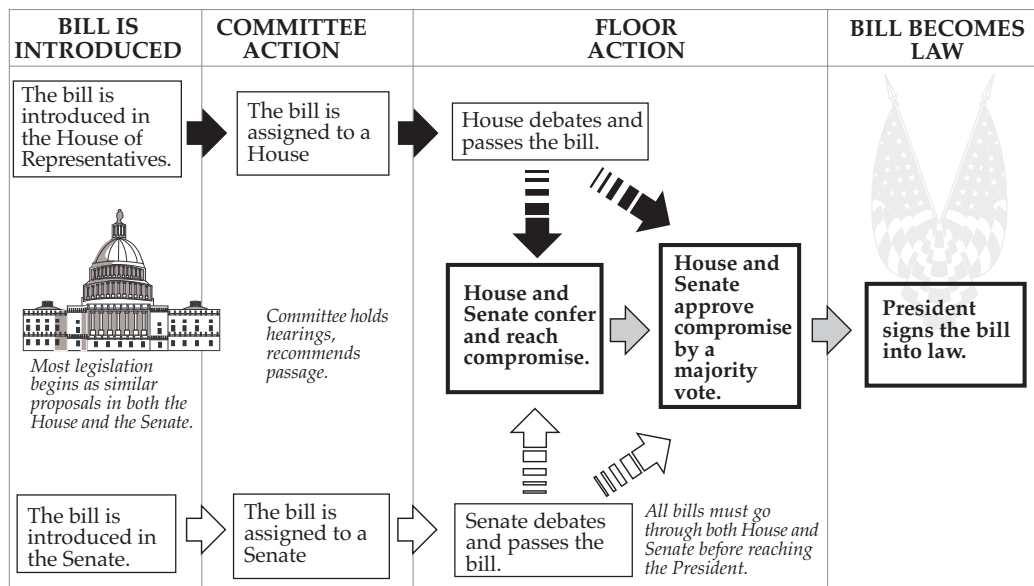
- approves or rejects presidential nominations and treaties
- serves as the court and jury in impeachment proceedings
- debate is unlimited

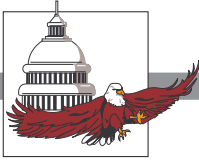
Each house judges the qualifications of its members.

Lawmaking Process

The main duty of the legislative branch is to make laws. Out of the thousands of *bills* or proposed laws that Congress considers each year, only about five percent become law. The lawmaking process has many steps, as noted below.



How a Bill Becomes a Law





Delegated Powers

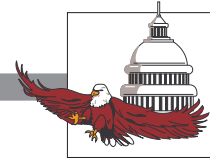
The Constitution divided government authority by giving certain powers to the national and state governments. The national government has certain *specified* powers called **delegated powers**. Other powers called **reserved powers** are *reserved* to the states or to the people. There are also some *shared* powers called **concurrent powers** and some specifically *forbidden* powers called **denied powers** that apply to each level of government.

 The Federal System 		
Powers Delegated to National Government	Powers Shared by National and State Governments	Powers Reserved to States
<ul style="list-style-type: none"> Regulate interstate and foreign trade Set standard weights and measures Create and maintain armed forces Admit new states Coin money Declare war Establish postal offices Establish foreign policy Create federal courts Make copyright and patent laws 	<ul style="list-style-type: none"> Provide for public welfare Administer criminal justice Charter banks Raise taxes Borrow money 	<ul style="list-style-type: none"> Create corporation laws Regulate trade within state Establish and maintain schools <ul style="list-style-type: none"> Establish local governments Make laws about marriage and divorce Conduct elections Provide for public safety

Article II: Executive Branch

The *executive branch*, or the President, enforces the laws (see Appendix F for a list of Presidents of the United States).

- qualifications: must be at least 35 years old, a native-born citizen, and must have lived in the United States for at least 14 years before taking office
- term of office: four years, originally without term restrictions, but since the 22nd Amendment (1951) the office has been limited to two terms, and no one should serve more than 10 years



Duties and Responsibilities

- Chief of State
- Chief Executive
- Commander-in-Chief
- Chief Diplomat
- Chief Legislator
- Party Chief

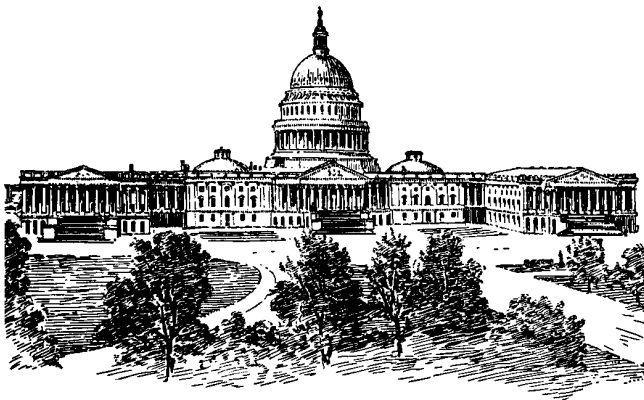
Article III: Judicial Branch

The *judicial branch* or the courts explains, or interprets, the meaning of laws.

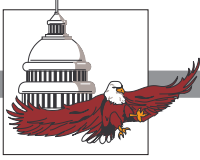
- qualifications: none
- term of office: life

The Constitution described the Supreme Court but left the actual construction of the entire judiciary system to Congress. Consequently, the Judiciary Act of 1789 provided for a Supreme Court (a Chief Justice and five Associate Justices); 13 district courts; and three circuit courts, each made up of two Supreme Court Justices and a District Judge. It also provided for an Attorney General—the nation’s top lawyer.

Jurisdiction: The Supreme Court has jurisdiction or power over the federal courts and cases on appeal or review from lower courts.



The Capitol is a federal government building in Washington, D.C., which houses the United States Congress. The Capitol was designed by William Thornton in 1792, and work was begun the next year when President George Washington laid the cornerstone. The Capitol was built on a little more than three acres of high ground known as Capitol Hill in Washington’s center.

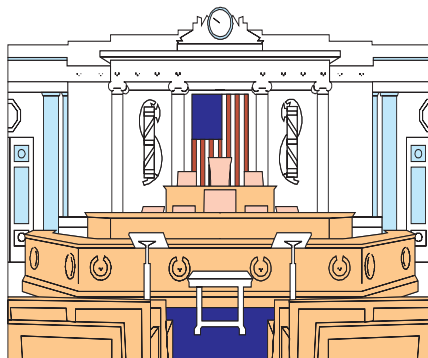


Separation of Powers: Checks and Balances

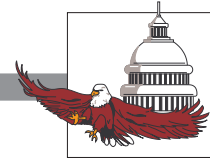
The first three articles of the Constitution separated the government into three branches. This *separation of powers* was intentional. The framers of the Constitution wanted to assign different duties and responsibilities to make sure that no one person or group had too much power. As a further precaution, a method of *checks and balances* was also established.

While each branch of government has its own duties to perform, it is also given the responsibility of watching the other two branches. In this way, one branch may check, or limit, the power of another branch. Some examples of checks and balances are listed below.


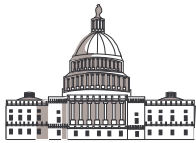

- If Congress passes a law that the President does not agree with, the President may **veto** or refuse to sign the bill. However, Congress may override the veto, with the exception of a *pocket veto* by which the President may kill a bill during the last 10 days Congress is in session by refusing to act on it.
- The President appoints federal judges. However, all appointments must be approved by the Senate.
- The Supreme Court examines laws passed by the Congress. However, if the Supreme Court decides that a law goes against the Constitution, the law must be thrown out. The power to declare a law unconstitutional is known as **judicial review**.



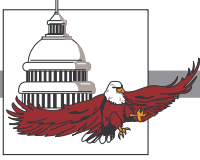
The House of Representatives is one of the two chambers of the United States Congress—the legislative branch of the federal government. The House consists of elected members apportioned from each state according to population.



Further examples of the separation of powers and checks and balances are in the following graphic.

Branch	Separation of Powers	Minimum Age and Term Length	Residency	Citizenship
 Executive Branch (President)	Carries out laws <ul style="list-style-type: none"> Proposes laws* Can veto laws* Can call special sessions of Congress** Appoints federal judges,* ambassadors, and other high officials** Negotiates foreign treaties** Can grant pardons to federal offenders* Serves as Commander-in-Chief of the armed forces 	35 minimum age 4 year term	14 years in the United States	natural-born
 Legislative Branch (Congress)	Passes laws <ul style="list-style-type: none"> Can override President's veto*** Approves treaties*** and presidential appointments* Can impeach and remove President*** and other high officials* Can propose amendments to overrule judicial decisions* Approves appointments of federal judges* Creates lower federal courts* Prints and coins money Appropriates money*** Raises and supports the armed forces Regulates foreign and interstate trade Can declare war 	Representative 25 minimum age 2 year term	state in which elected	7 years
		Senator 30 minimum age 6 year term	state in which elected	9 years
 Judicial Branch (Supreme Court)	Interprets laws <ul style="list-style-type: none"> Can declare laws unconstitutional*** Can declare executive actions unconstitutional*** 	no minimum age life term	none	none

* Checks on the Judicial Branch
 ** Checks on the Legislative Branch
 *** Checks on the Executive Branch



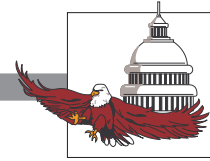
Article IV: Interstate Relations

- guarantees that court decisions and other legal actions (e.g., marriage, divorce, incorporations) that are valid in one state are valid in another
- extradition of criminals (and originally runaway slaves) and the exchange of citizenship benefits (between state and nation) are guaranteed
- provides for the admission of new states and guarantees federal protections against invasion and violence for each state
- states admitted maintain the same status as the original 13
- all states are guaranteed and required to have a republican form of government

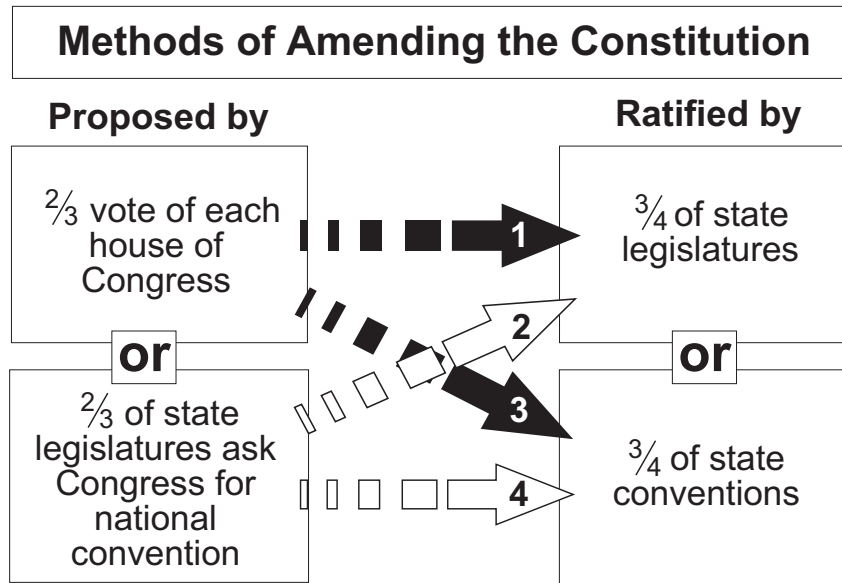
Article V: Amendment Process

No document is perfect. When the Constitution was written, it included ways that it could be amended, or changed, to meet changing needs. It is not easy, however, to change the Constitution.

- amendments are proposed by two-thirds vote of each house of Congress or by a special convention called by Congress (a Constitutional Convention), upon the request of two-thirds of the state legislatures
- amendments are *ratified* or approved by three-fourths of the state legislatures or state conventions



Below is a chart which shows the two methods for proposing and the two methods for ratifying amendments. The arrows show that either proposal method can be used with either ratification method to amend the Constitution, making a total of four amendment methods.

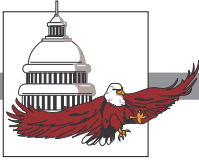


Article VI: Supremacy Clause

- establishes the hierarchy of laws in the United States
- the Constitution is the “supreme law of the land” and supersedes treaties
- treaties supercede federal laws
- federal laws supercede state constitutions, state laws, and local laws respectively
- all federal and state officials, including judges, must take an oath to support and defend the Constitution

Article VII: Ratification

In order for the Constitution to take effect, nine of the original 13 states were required to ratify (approve) the document.

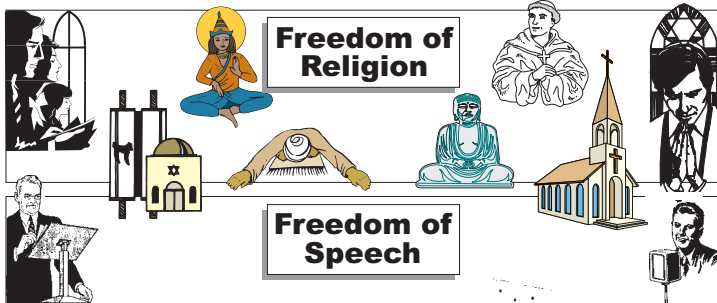


Amendments to the Constitution

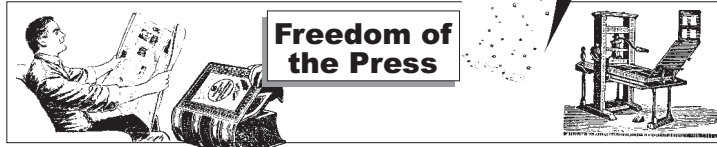
The Amendments to the Constitution guarantee certain individual rights and alter or abolish original dictates of the Constitution. The first 10 amendments are collectively known as the *Bill of Rights* (see Appendix E), and were passed in 1791.

- 1st guarantees personal freedoms of religion, speech, press, assembly, and petition

Freedom of Religion



Freedom of Speech

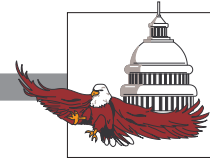


Freedom of Assembly



Freedom of Petition

- 2nd guarantees the right to bear arms in a militia (does not guarantee the right to own a weapon for merely personal reasons)
- 3rd limits the government's right to use private homes to house soldiers
- 4th protects against unreasonable searches and seizures
- 5th protects rights of the accused
- 6th protects right to a speedy trial by jury



- 7th guarantees the right to a jury trial in lawsuits exceeding \$20
- 8th protects against unreasonably high fines and bail and forbids cruel and unusual punishment
- 9th allows for certain rights to be reserved to the people
- 10th allows for certain rights to be reserved to the states

After the Constitution was ratified, the nation began to grow and prosper. Despite this new prosperity, problems existed, leading America toward international conflict.

Beginnings of the War of 1812

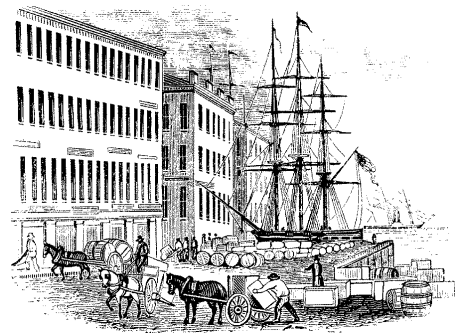
In the early 1800s, United States ships were facing a major problem at sea. As Britain and France went to war in 1803, American ships were being attacked by Britain as they headed to and from France. Hundreds of American ships were **seized** by Britain and France.

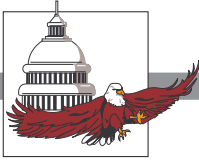
Britain did not seize American ships and cargo only. They also forced American sailors into the British navy. This practice was called **impressment**. Being at war with France, Britain needed all the sailors it could get.

Impressment angered many Americans. Many citizens called on the United States government to declare war on Britain. Instead of declaring war immediately, the United States government passed two acts in an attempt to end the war between Britain and France, and avoid war itself.

In 1807 the United States government passed the *Embargo Act*. An **embargo** is a **ban** on trade with other countries. The Embargo Act made it illegal for Americans to import and export any goods to Britain.

The American government hoped the embargo would force Britain and France into peace, due to a lack of supplies. However, the Embargo Act hurt American farmers and businessmen more than it did Britain and France because trade with all nations had been stopped. The Embargo Act did not bring peace in the war between Britain and France.





Because the Embargo Act failed, the United States government replaced it with a second act called the *Nonintercourse Act*. The Nonintercourse Act allowed Americans to trade with any country except Britain and France. It also stated that if Britain and France stopped seizing American ships, the United States would lift the ban on trade with them.

Over the next few years, tension arose between the United States and Britain. Finally, on June 18, 1812, President James Madison asked Congress to declare war. His request was approved.

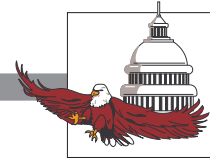
Causes of the War of 1812

- Great Britain and France were seizing United States ships, which interfered with American trade.
- The United States made a deal with France: if the United States stopped trading with Britain, then France would stop taking United States ships.
- The United States thought the British were arming Native Americans to attack settlers in the Northwest Territory. (The Northwest Territory was north of the Ohio River between organized states and the Mississippi River.)
- The United States felt that Britain was still trying to interfere with its former colonies.
- The United States wanted to capture neighboring lands by taking Canada from Britain and Florida from Spain.

Major Events and Results of the War of 1812

America was not ready for war in 1812. The American army and navy were both small and inexperienced. Britain had a large and powerful navy, well trained and experienced. The British used a naval **blockade** to prevent the United States from trading with other countries. They hoped to cut America off from the rest of the world and then defeat it.

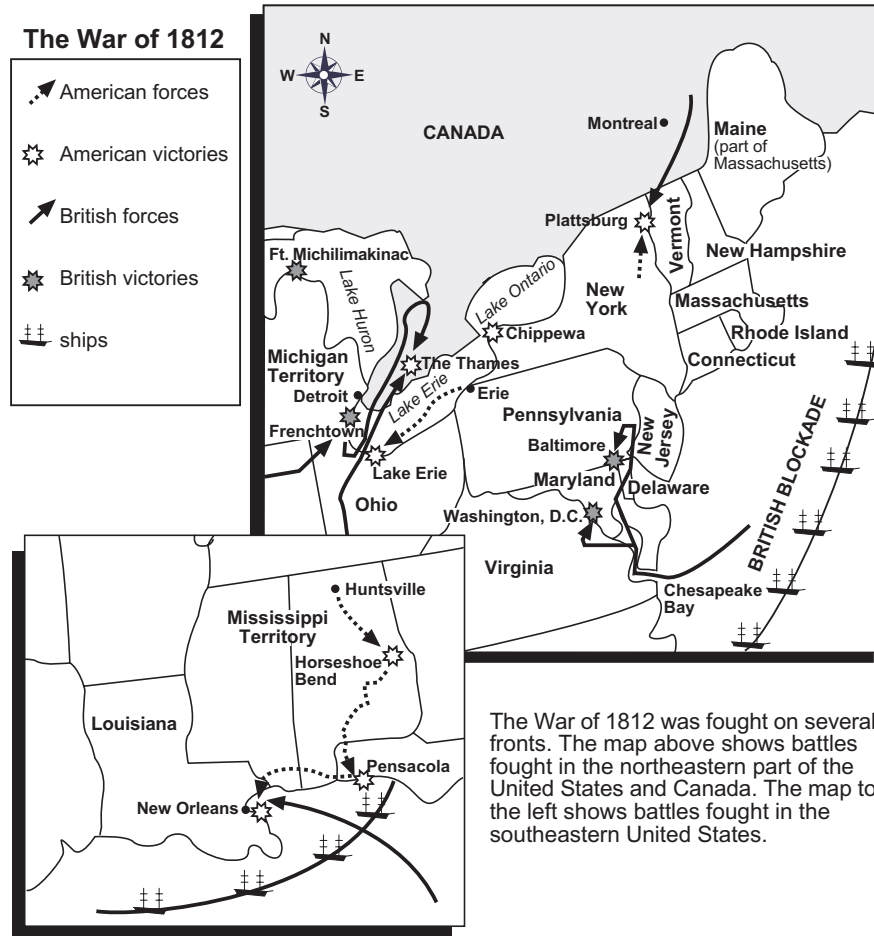
This was only partly successful because Britain was still at war with France and could not give all its attention to the war with the United States. It appeared as if America might have an early advantage in the war.

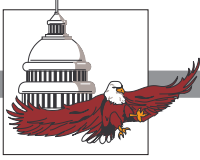


In 1812, many **War Hawks** (representatives from the South and the West who wanted war with Britain) encouraged America to invade Canada. Americans believed that the people of Canada wanted their freedom from Britain. They were wrong. The people of Canada supported the British, and America was unsuccessful in its invasion of Canada.

In 1814 Britain defeated France and now turned its full attention to the United States. Britain planned a major invasion of America, which included attacking by way of Canada from the North and New Orleans from the South. Britain also planned to attack the major cities on America's East Coast.

In August 1814, British ships sailed into Chesapeake Bay and from there launched an invasion of Washington, D.C. The British captured the city, setting many public buildings on fire, including the President's mansion, more popularly known as the *White House*.





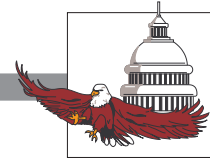
After witnessing the night bombardment of Fort McHenry by the British in September 1814, *Francis Scott Key*, an American lawyer, wrote the words to the *Star-Spangled Banner*. The song became the national anthem of the United States by act of Congress in 1931.

Late in 1814, the British decided to attack New Orleans. However, on Christmas Eve, before the attack, General *Andrew Jackson's* troops surprised the British outside New Orleans and forced them to retreat. Two weeks later, the British launched an all-out attack on New Orleans. The Battle of New Orleans was a complete success for General Jackson and the United States. Americans would only find out later that the fighting might have been avoided. The Battle of New Orleans took place two weeks after the United States and Britain had signed a peace treaty in Europe, but communications were slow then, and American and British troops in New Orleans did not know this.

In Ghent, Belgium, peace talks began in late 1814 in an attempt to end the war. On December 24, 1814 the **Treaty of Ghent** was signed, ending the War of 1812. Both sides agreed to stop fighting and return to life as it had been before the war. The treaty did not mention anything about impressment; however, Britain and France were no longer at war, and the British had no need for more sailors. Thus, the practice of impressment ended.

Events of the War of 1812

- The United States attempted to invade Canada several times but failed.
- When the British tried to invade the United States from Canada, they were stopped by Captain *Oliver Perry* on Lake Erie and Captain *Thomas Macdonough* on Lake Champlain. Perry told of his victory with his famous line, "We have met the enemy, and they are ours."
- Early victories by the ships *U.S.S. Constitution* and *U.S.S. United States* became famous throughout the country. However, the British eventually won back control of the seas.
- Washington, D.C. was captured and burned by the British, who then bombed Fort McHenry in Baltimore, Maryland.
- The British tried to capture New Orleans in January 1815, not knowing that a peace treaty had been signed in Paris in December 1814. The invasion was defeated by Andrew Jackson.



Results of the War of 1812

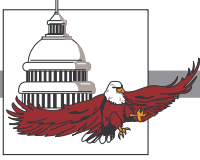
- The boundaries of the United States were recognized by the British, who also agreed to stay out of the Northwest Territory.
- The victories at sea and at New Orleans helped the United States gain national pride.
- The United States proved its military strength.
- When trade stopped with Britain, American industry had to make more products at home, leading to economic independence.
- The Federalist Party of John Adams and Alexander Hamilton had opposed the war. After the war, the Federalist Party disappeared.

Summary

In 1787, delegates for 12 states met at the Constitutional Convention in Philadelphia and drew up a new Constitution. The Constitution set up a system of sharing powers between state governments and the federal government. Within the federal government, separation of powers and a system of checks and balances limit the powers of each branch of governments. The Constitution was ratified by the states in 1789. Soon after, in 1791, the Bill of Rights was added.

After a period of adjusting to the Constitution and the Bill of Rights, the United States declared war on Britain in 1812. The two countries could not settle their differences peaceably and chose war instead.

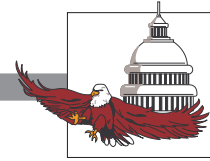
In 1814 the Treaty of Ghent was signed, formally ending the War of 1812. The treaty brought to a close the first 25 years of the United States under the Constitution. The United States had made many remarkable achievements during these years. The most remarkable and difficult achievements were the bringing together of different regions to form a single nation and the beginning of national identity. The War of 1812 confirmed American independence and strengthened pride in the country.



Practice

Match the phrase from the **Preamble of the Constitution** with the correct explanation. Write the letter on the line provided.

- | | |
|--|---|
| _____ 1. "...to form a more perfect Union" | A. the government of our nation belongs to the people and is run by the people |
| _____ 2. "We the People of the United States" | B. to keep peace within our nation |
| _____ 3. "...provide for the common defense" | C. to unite the states into a better place |
| _____ 4. "...establish Justice" | D. to keep other nations from taking over our country |
| _____ 5. "...insure domestic Tranquility" | E. to make sure our children and future generations will have freedom |
| _____ 6. "...promote the general Welfare" | F. to pass laws and set up courts to see that people are treated fairly |
| _____ 7. "...secure the Blessings of Liberty to ourselves and our Posterity" | G. to see that citizens enjoy as much good fortune, health, and happiness as possible |



Practice

Write each phrase of the **Preamble of the Constitution** in your own words on the lines provided.

1. *We the People of the United States:* _____

2. *...in Order to form a more perfect Union:* _____

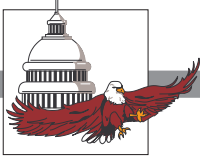
3. *...establish Justice, insure domestic Tranquility:* _____

4. *...provide for the common defense:* _____

5. *...promote the general Welfare:* _____

6. *...and secure the Blessings of Liberty to ourselves and our Posterity:*

7. *...do ordain and establish this Constitution for the United States of America:*

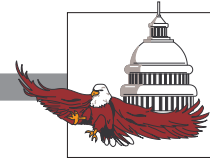


Practice

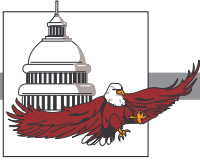
Answer the following using complete sentences.

1. Do you think electing members of the House of Representatives every two years is a good idea? Why or why not? _____

2. The term of a senator is six years. Do you think it is important today for the Senate to have more stability than the House of Representatives? Why or why not? _____



3. Do you think the President’s term of office should be limited to no more than 10 years? Why or why not? _____

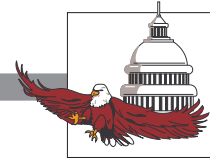


Practice

Use the list below to write the correct term for each definition on the line provided.

government	democracy
Antifederalists	Federalists
Bill of Rights	amendment
Constitution	ratification

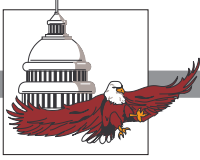
- _____ 1. a group who opposed Constitution during the ratification debate in 1787
- _____ 2. the political organization through which public policy is made and enforced
- _____ 3. the second constitution or written plan of government for the United States that explains the powers and duties of the government
- _____ 4. system of government in which power comes from the people
- _____ 5. change made to the Constitution
- _____ 6. a group who supported the Constitution during the ratification debate in 1787; favored a strong national government
- _____ 7. official approval by the states of the Constitution or an amendment
- _____ 8. the first 10 amendments to the Constitution



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|------------------------|
| _____ 1. type of government in which people choose their leaders through regular elections | A. bill |
| _____ 2. written rules of behavior that can be enforced by a government | B. federal system |
| _____ 3. government that can do only what the people say it can do | C. laws |
| _____ 4. rule by the people | D. legislative branch |
| _____ 5. the beginning of the Constitution | E. limited government |
| _____ 6. suggestion for a new law | F. popular sovereignty |
| _____ 7. the body of government that makes laws | G. Preamble |
| _____ 8. a form of government that divides power between a central national authority and state levels; also called <i>federalism</i> | H. republic |



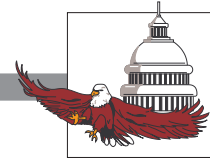
Practice

Answer the following using complete sentences.

1. List the five basic principles of the Constitution. _____

2. List two powers delegated to the national government. _____

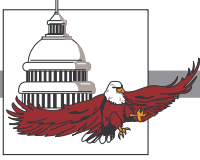
3. List two powers reserved to the states. _____



4. Describe the major function of each of the three branches of the federal government. _____

5. How does the system of checks and balances limit the powers of government? _____

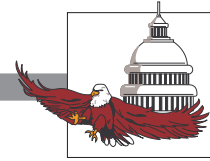
Give an example. _____



6. How can the Constitution be amended? _____

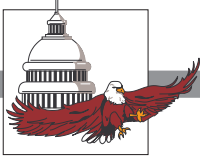
7. What rights do the first 10 amendments protect? _____

8. Do you think that Supreme Court judges should be appointed for life? Why or why not? _____



9. Why do you think it should take more votes to ratify an amendment than to propose one? _____

10. Describe three rights protected in the Bill of Rights and why you think they are important. _____

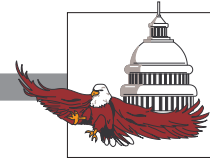


Practice

Use the list below to complete the following statements.

10	government
27	laws
amendments	Preamble
Constitution	republic
democracy	

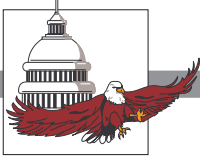
1. The opening statement of the Constitution is called the _____ .
2. A _____ is a system of government in which power comes from the people.
3. Changes to the Constitution are called _____ .
4. The Bill of Rights consists of the first _____ amendments to the Constitution.
5. Written rules of behavior are called _____ .
6. The _____ makes and enforces public policy.
7. The type of government in which people choose their leaders through regular elections is a _____ .
8. The _____ is a plan of government.
9. The total number of amendments to the Constitution (including the Bill of Rights) is _____ .



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-----------|---|-------------------------|
| _____ 1. | powers given to state governments | A. checks and balances |
| _____ 2. | powers given to the national government by the Constitution | B. concurrent powers |
| _____ 3. | powers that the federal system or Constitution expressly forbids either the national or state governments | C. delegated powers |
| _____ 4. | to vote against something; to refuse to approve | D. denied powers |
| _____ 5. | the power of each of the three branches of government to check or limit the actions of the other branches | E. executive branch |
| _____ 6. | the body of government that carries out laws | F. judicial branch |
| _____ 7. | the power of the courts to declare laws unconstitutional | G. judicial review |
| _____ 8. | the body of government (the courts) that interprets laws | H. reserved powers |
| _____ 9. | powers shared by the national and state governments | I. separation of powers |
| _____ 10. | division of government so that no one branch becomes too powerful; a system of checks and balances | J. veto |

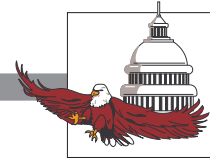


Practice

Answer the following using complete sentences.

1. Why did the British practice *impressment* in the 1800s? _____

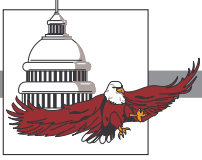
2. Describe the two acts the United States government passed in an attempt to end the war between Britain and France. _____



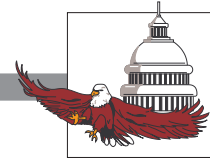
3. As tension arose between the United States and Britain, who asked Congress to declare war on June 18, 1812? _____

4. Why did the British use a naval blockade against the United States in 1812? _____

5. How might the Battle of New Orleans been avoided? _____



6. Why did the practice of impressment end? _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|---|--------------------|
| _____ | 1. the forcible seizure of men for military service | A. ban |
| _____ | 2. an enforced halt on trade imposed by one government on another government | B. blockade |
| _____ | 3. to take control of | C. embargo |
| _____ | 4. the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving | D. impressment |
| _____ | 5. members of Congress who wanted war with Britain in 1812 | E. neutral |
| _____ | 6. peace treaty in 1814 between the United States and Britain that ended the War of 1812 | F. prosper |
| _____ | 7. to be successful; to achieve economic well being | G. seize |
| _____ | 8. to prohibit or stop | H. Treaty of Ghent |
| _____ | 9. not taking sides in a quarrel or war | I. War Hawks |

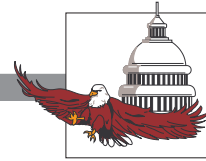
Unit 4: The Civil War and the Reconstruction Era (1820-1877)

This unit emphasizes the significant political, military, and economic events that took place before, during, and after the Civil War and Reconstruction.

Unit Focus

- economic, political, and social differences in states and territories
- major legislation before the Civil War
- causes and effects of the Civil War
- major battles of the Civil War
- political, economic, technological, and social consequences of the Civil War
- major Reconstruction legislation

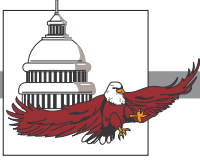




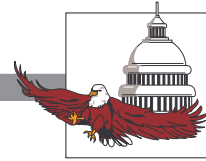
Vocabulary

Study the vocabulary words and definitions below.

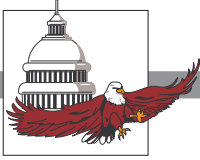
- 13th Amendment** constitutional amendment in 1865 that banned slavery in the United States
- 14th Amendment** constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves
- 15th Amendment** constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states
- abolitionist** person who wanted slavery stopped immediately throughout the United States
- Black Codes** series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War
- Bleeding Kansas** a name applied to the Kansas Territory in the years before the Civil War when the territory was a battleground between proslavery and antislavery forces
- cash crop** a crop grown by a farmer for sale, not personal use
- civil war** war between people of the same country



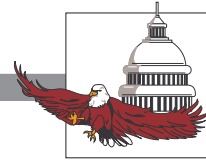
- Compromise of 1850** series of measures to settle major disagreements between free states and slave states
- Confederacy** the alliance formed in 1861 by 11 Southern states after their secession from the Union: South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, North Carolina, and Virginia; also known as the Confederate States of America, or the South
- Emancipation Proclamation** declaration issued on January 1, 1863 by President Lincoln in 1862 that freed slaves in the Confederacy
- forum** a meeting to discuss issues or questions of public interest
- Freedmen’s Bureau** government agency that helped freed slaves
- Fugitive Slave Law of 1850** law that required citizens to turn in runaway slaves; part of the Compromise of 1850
- Gettysburg Address** a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg
- interposition** doctrine that an individual state may oppose any federal action that it believes is unconstitutional



- Kansas-Nebraska Act (1854)** a law that established the territories of Kansas and Nebraska and gave residents the right to decide whether to allow slavery
- Louisiana Purchase** purchase in 1803 of France’s mainland American territories, extending from the Mississippi River to the Rocky Mountains, for \$15 million
- Missouri Compromise** series of laws proposed by Henry Clay in 1820 to maintain the balance of power between slave states and free states
- nullification** declaring a federal law illegal
- Nullification Crisis** tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal
- omnibus** covering many things at once
- popular sovereignty** rule by the people
- Reconstruction** the period of rebuilding that followed the Civil War, during which the defeated Confederate states were readmitted into the Union
- secession** the formal withdrawal of a state from the Union



- Slave Codes** series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists
- tariff** tax or duty that a government charges on imports or goods coming into a country
- Tariff of Abominations** John C. Calhoun's name for the Tariff of 1828
- Underground Railroad** system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states
- Union** the separate states gathered together as the United States; the 24 states that remained in the United States after the Southern states seceded; also known as the North



Who's Who in The Civil War and the Reconstruction Era

Henry Ward Beecher

Robert E. Lee

Preston Brooks

Abraham Lincoln

John Brown

George B. McClellan

John C. Calhoun

Dred Scott

Henry Clay

William T. Sherman

Stephen A. Douglas

Harriet Beecher Stowe

Ulysses S. Grant

Charles Sumner

Andrew Jackson

James Talmadge

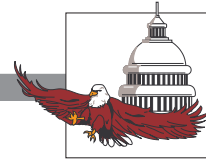
Thomas J. "Stonewall" Jackson

Harriet Tubman

Thomas Jefferson

Eli Whitney

Andrew Johnson



Introduction

From the earliest days of settlement, variations in land led to different economies. The early colonial period saw the rise of three major regions: the New England Colonies, the Middle Colonies, and the Southern Colonies. These three regions located on the eastern seaboard of North America seldom traded with one another. Instead England was their major trade partner.

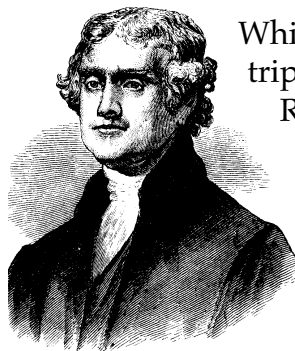
Re-emergence of Regions

The 1800s saw the re-emergence of the regions, as the country, now free and stabilized by the Constitution, began to develop a new economy. The growth of the nation led to larger regions that started to trade with one another. The Northeast, which incorporated the New England states and most of the former Middle Colonies, used Southern cotton to make cloth and develop a textile industry. The South flourished with its **cash crop** mentality, especially with its increase in cotton production after *Eli Whitney* invented the cotton gin. New to the scene was the western region composed of states west of the Appalachian Mountains and east of the Mississippi River. This frontier area was made up of many family-sized farms producing a variety of crops, especially grains.



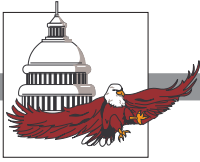
Eli Whitney

In its first half-century the United States grew stronger, and its population and area grew as well. In 1776 there were approximately 3.5 million people living along the eastern seaboard. By 1820 more than 10 million lived in a United States that by then stretched to the Mississippi River and just west of the river, in Louisiana and Missouri.



Thomas Jefferson

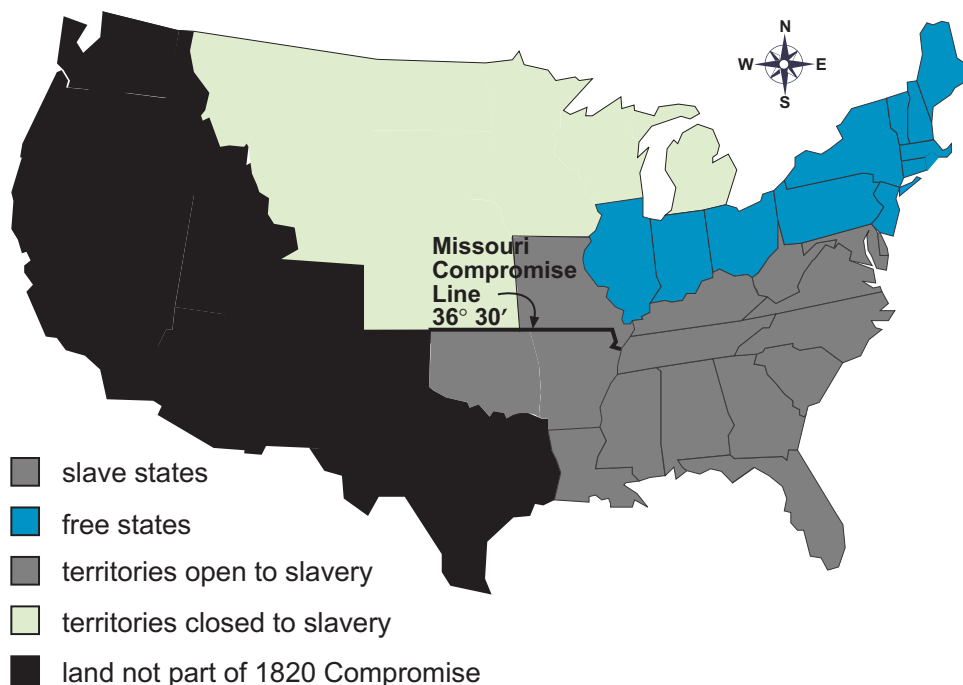
While the population of the United States more than tripled, its area increased dramatically also. After the Revolutionary War, the lands east of the Mississippi River, north of Florida, and south of Canada were granted to the United States. When *Thomas Jefferson* made the **Louisiana Purchase** in 1803, the area of the nation was nearly doubled. This growth in area and population helped to increase the influence and power of the western region. In 1819 Florida was added.

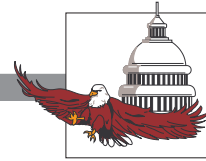


Missouri Compromise of 1820

In 1819 Missouri asked to be admitted to the **Union**. Northerners objected because the Missouri constitution established it as a state allowing slavery. Of the 22 states in 1819, 11 were free and 11 allowed slavery. This balance between slave states and free states was clearest in the Senate because there were 22 Senators from slave states and 22 Senators from free states. If Missouri was admitted as a slave state, this balance would be broken, giving the proslavery South an advantage in the Senate. Northern Senators feared a proslavery majority would not be good, and Missouri was denied admission. Quickly each side prepared for action, with much angry debate from both sides. Finally, a Congressman from Kentucky, *Henry Clay*, proposed a law to resolve the conflict. Known as the **Missouri Compromise**, or *Compromise of 1820*, Clay's proposal allowed the admission of Missouri as a slave state and Maine, previously part of Massachusetts, as a free state. This allowed the Senate to maintain the balance between free and slave states with each side represented by 12 states. With an eye to other potential territorial disputes, the Compromise drew a line at the southern boundary of Missouri across the remaining land in the Louisiana Purchase. The line followed 36°30' north latitude. With the exception of Missouri, all new states in the Louisiana Purchase north of the line would be free. Any state south of the line could have slaves if the citizens chose.

The Missouri Compromise, 1820

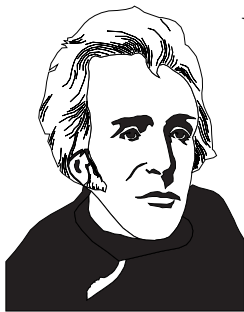




Before Clay's compromise, heated debates raged; issues of power and the right to choose a way of life were challenged. One member of Congress to question slavery was *James Talmadge*, a representative from New York. Talmadge supported the banning of slavery in Missouri. The approval of Clay's compromise led Talmadge to hint at the future when he said, "If a dissolution of the Union must take place, let it be so."

With the resolution of the crisis, former President Thomas Jefferson, a Virginian, wrote about the Missouri dispute. He said that the resulting compromise was "like a fire bell in the night, awakened to fill me with terror." Jefferson, like Talmadge, saw that the Missouri issue was not the end of the dispute but only the warning of worse things to come.

Nullification Crisis

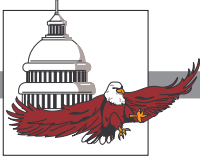


Andrew Jackson

While Missouri finally was admitted as a state in 1821, a new crisis between North and South once again filled the halls of Congress. *Andrew Jackson* was elected President in 1828 and brought to the office his belief in a strong national government with the President as commander-in-chief of the military, as well as the nation. Jackson's strong view of the role of the President helped to aggravate the **Nullification Crisis** of the late 1820s and early 1830s.

The Nullification Crisis started with the passage of the *Tariff of 1828*. This **tariff**, a tax on imports, was an excessively high tax called a *protective tariff*. This tariff was placed on goods that *competed* with American products. Southern states viewed the tariff as a threat to their economy and their way of life since they imported most goods from Europe while European nations purchased Southern cotton. Northern industries whose business was protected by the tariff viewed it as an effective piece of legislation.

Jackson's Vice President, *John C. Calhoun*, was the main spokesman for the Southern states. He called the tariff a **Tariff of Abominations**, a "disgusting and loathsome" tariff, in his *South Carolina Exposition*. This was originally published anonymously because of the author's high position in government. In this document, Calhoun presented two ideas defending the Southern viewpoint and providing the rationale for **secession**, or separation from the nation, in the future.



Calhoun's first point was **interposition**, which meant the state could *interpose*, or place itself between the national government and the state's citizens to offer protection. States needed to use interposition when their citizens were being taken advantage of, as with the Tariff of Abominations. Besides shielding or protecting their citizens, states could also use **nullification**, which allowed them to make any law *null and void*. In other words, a state could declare a national law nonexistent for its citizens. The twin ideas of *interposition* and *nullification* were stepping stones to a more severe option—that of *secession*. The ideas presented in Calhoun's *South Carolina Exposition* are referred to as states's rights, the authority of the individual states over the national government (an idea that contradicts the Constitution).



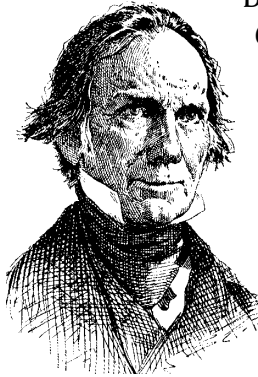
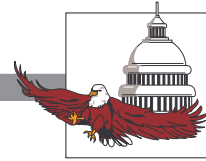
John C. Calhoun

A verbal battle concerning the tariff continued in Congress. Ultimately, this fight was over authority or legal power and who had it. In other words, the debate asked who was supreme in governing the people—the national government or state governments?

In hopes of calming Southerners, Congress passed a new tariff in 1832 that reduced the tax authorized by the Tariff of Abominations. Despite the reduced tariff, South Carolina voted for nullification. In doing so, South Carolina declared the Tariffs of 1828 and 1832 as null and void in South Carolina. Consequently, the state would not collect the tax on imports after January 1, 1833. Calhoun did not want to destroy the nation, and saw nullification as a possible way to prevent South Carolina from *seceding* from, or quitting, the Union.

Olive Branch and the Sword

President Jackson believed in a strong national government and a strong presidency. He saw South Carolina's nullification as a threat to the nation, so he took steps for quick national action. Jackson requested a *Force Bill* that allowed the use of federal troops to guarantee the collection of the import tax in South Carolina.



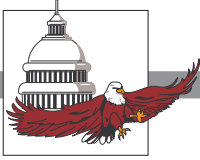
Henry Clay

Before the Force Bill was signed, Henry Clay, the *Great Compromiser* and the author of the Missouri Compromise, set to work once again. Clay drafted the *Compromise Tariff of 1833*, a new tariff that further reduced the tariff of 1832. He set out a plan to annually reduce the tariff until the tax reached the rates prior to the passage of the Tariff of 1828. Viewed as a package, the Compromise of 1833 combined the Force Bill and the Tariff of 1833. The compromise was referred to as the *olive branch and the sword*. The compromise tariff was an offering of peace—an olive branch—while the Force Bill provided a sword if South Carolina would not yield to the national will.

The threat of federal troops marching on South Carolina frightened both sides. Many were confused at how quickly both sides had reached such extreme views. In light of the Compromise of 1833, South Carolina withdrew its nullification order. Both sides were glad that no blood was shed, but unfortunately, this was not the end of the battle over authority.

Mexican War

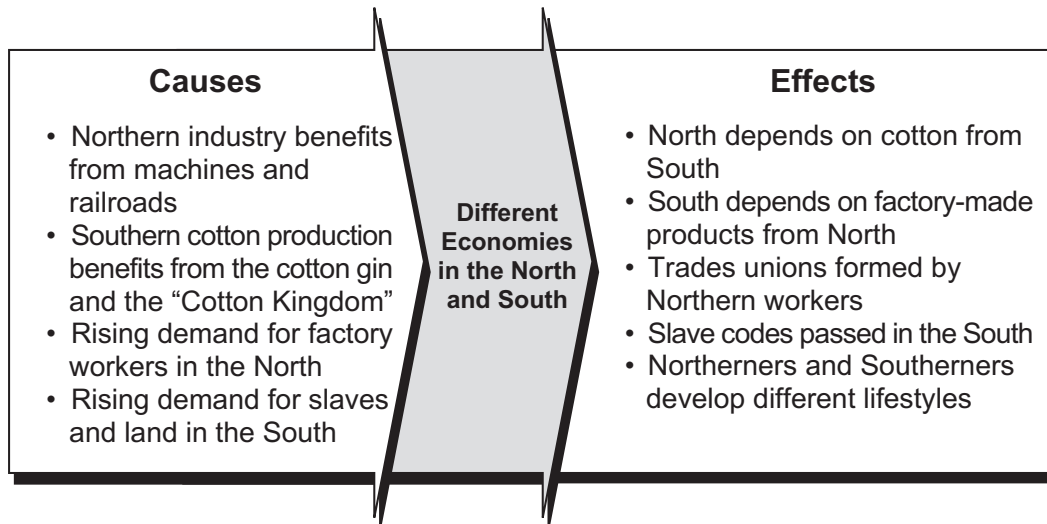
After the Nullification Crisis created by the Tariff of Abominations, tension between the North and South continued. However, the tension continued at a lessened degree because of distractions created by growth and expansion. The Mexican War, a conflict between the United States and Mexico over the southern boundary of Texas, lasted from 1846 to 1848. This war drew the attention of the whole nation, and especially the South, which was looking for future territory to support slavery. With the defeat of Mexico in 1848, the *Treaty of Guadalupe Hidalgo* gave the United States the *Mexican Cession*, a massive area which included present-day Texas, California, Nevada, New Mexico, Utah, most of Arizona, and parts of Colorado and Wyoming.



Different Economies

By the 1840s, the North and South developed two different economies.

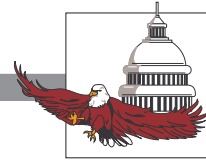
Different Economies in the North and South—Causes and Effects



Compromise of 1850

The *acquisition* of or getting the new lands reopened the debate between free states versus slave states. After gold was found in California shortly after the treaty, thousands traveled to the gold fields, thus quickly giving California enough people to seek statehood. When California requested admission to the union in 1849, its constitution denied slavery, and it looked as if New Mexico would soon follow. Congress refused California's admission, in part because many Southerners saw California as a potential slave state since most of it was south of the Missouri Compromise line of 36°30' north latitude. The South forgot all previous compromises and quickly moved to talk of *secession* or withdrawal from the union.

Henry Clay tried once more to work his compromise magic by creating one bill that included many parts that could be passed as separate bills. The major issues in Clay's **Compromise of 1850** included the admission of California as a free state and Texas as a slave state, while the remaining lands of the Mexican Cession would follow the concept of **popular sovereignty**. Popular sovereignty would allow the citizens of the territory the right to choose whether they would become free or slave states.

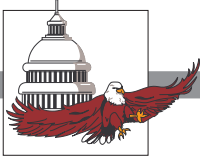


To appeal directly to the antislavery forces, Clay proposed that the slave trade in Washington, D.C. be banned. Many felt that the capital city of a nation that promoted democracy should not have humans sold on the sidewalk for all to see. Although the slave trade would eventually end, nothing was said about abolishing slavery altogether. For those who supported slavery, Clay recommended a stronger **Fugitive Slave Law of 1850**. Southerners jumped at the chance to have federal assistance in returning runaway slaves. Clay tried to provide something for all sides but warned if the differences were not worked out, that the South would leave the Union, and civil war would follow.



Balance of Free and Slave States

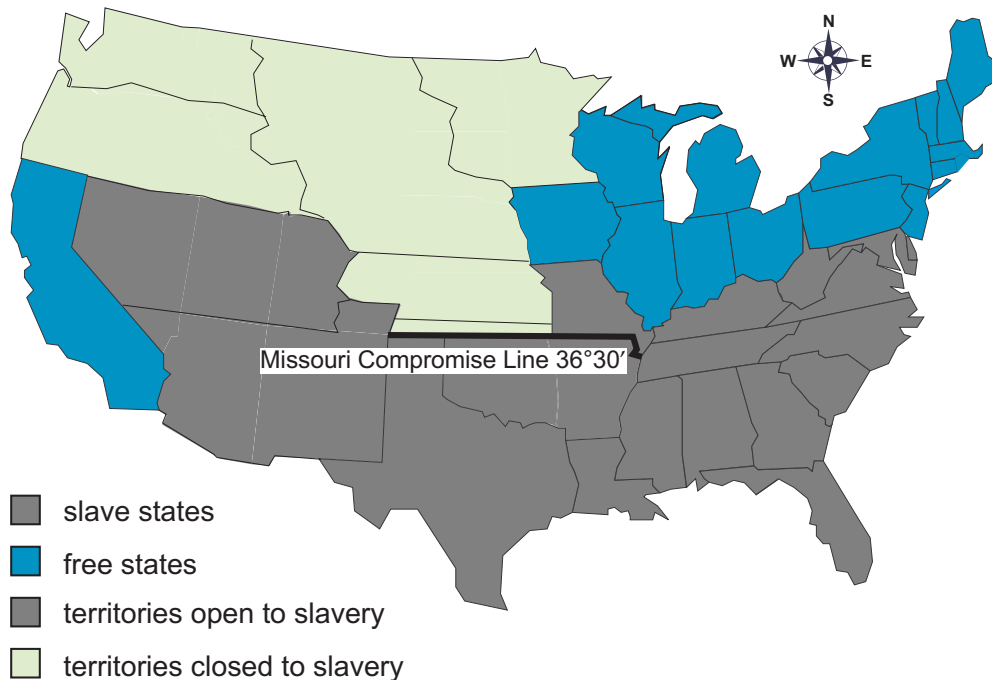




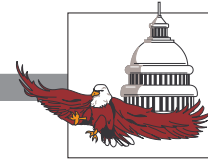
Clay's **omnibus** bill (or bill that had to be voted on as one package) failed because it was too big and had too many different pieces rolled into one to pass. Finally, a young Senator from Illinois, *Stephen A. Douglas*, divided Clay's omnibus bill and negotiated each piece as a separate bill. By appealing to individuals and small groups, Douglas was able to get all the elements of Clay's Compromise of 1850 through the Senate.

Although all the parts of the Compromise of 1850 passed, no side felt they had won; in fact, both sides felt they had been taken advantage of. As with the previous situations, people hoped the Compromise of 1850 would heal the divisions growing between the sections of the nation. This time the calm did not last long, making the 1850s a bloody decade filled with tension and conflicts.

The Compromise of 1850



The Fugitive Slave Law of 1850 was an important gain for the South, but it sparked a new problem in the North. Many northern communities resented being forced under threat of penalties and jail to help return runaway slaves. Consequently, several states passed personal liberty laws to help citizens avoid the ugly pressures of the Fugitive Slave Law. Even



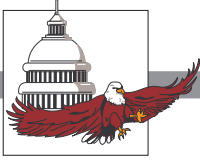
though these personal liberty laws contradicted the responsibilities of individual citizens established by the Fugitive Slave Law, this disagreement was minor when compared to the tension created by a “little lady.”

Harriet Beecher Stowe published her novel *Uncle Tom’s Cabin* in 1852. *Uncle Tom’s Cabin* was the first bestseller in the United States. It depicted the lives of Uncle Tom, Eliza, and other slaves on a Kentucky plantation. More than 300,000 copies sold in its first year and more than 2.5 million sold by the end of the 1850s. Still others discovered Stowe’s story about the cruelty of slavery through plays conducted across the North. Stowe’s novel was an attack on slavery and particularly the Fugitive Slave Law.

Compromise of 1850

Problem/Issue	Concession for the North	Concession for the South
California admission	California admitted as a free state.	_____
New Mexico/Texas boundary dispute	New Mexico received disputed land.	Texas received \$10 million to cover pre-annexation debt.
Mexico Cession Territory	New Mexico and Utah admitted as separate territories (five states).	Popular sovereignty was to be used to determine the slavery issue in new territories.
In Washington, D.C., the fact that humans were being sold openly was deemed unsightly and not appropriate for the capital.	Slave auctions in Washington, D.C., were abolished.	Congress promised not to abolish slavery in Washington, D.C.
The Underground Railroad * aided runaway slaves.	_____	The Fugitive Slave Law of 1850 imposed fee arrangements for commissioners who certified runaways.
Northerners rejected interstate trade in slaves and called for restrictions.	_____	Congress would declare that it did not have jurisdiction over interstate slave trade.

* Brave men and women formed the Underground Railroad, a secret network to help runaway slaves reach freedom in the North or Canada. *Harriet Tubman*, a fugitive slave and abolitionist, was active in the Underground Railroad after 1850. She helped over 300 slaves reach freedom. In the Civil War she was a Union spy and scout.

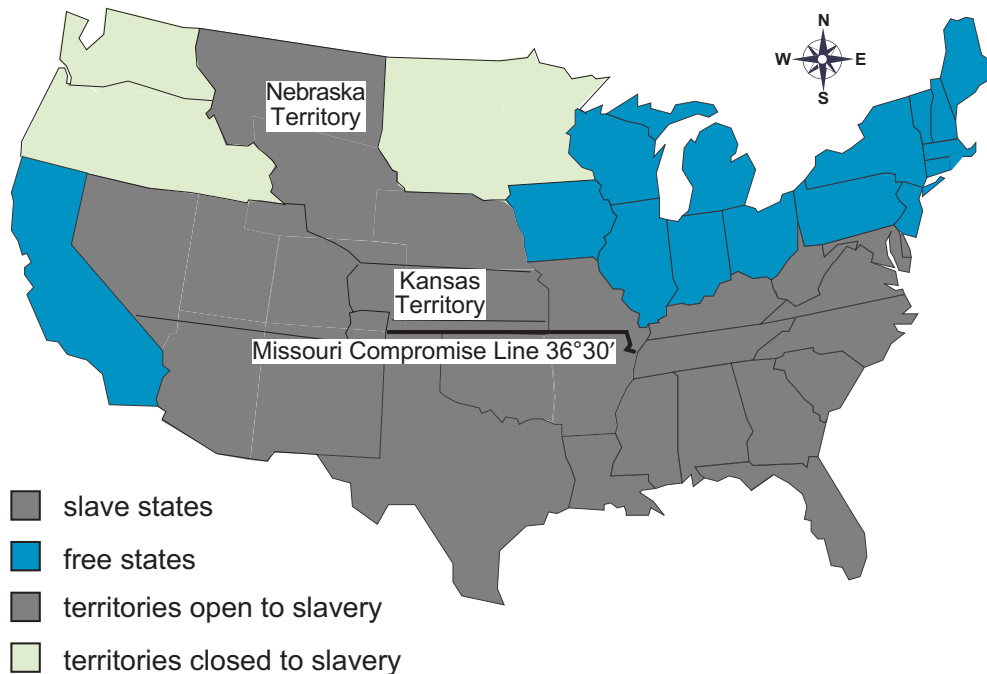


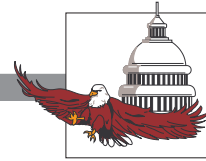
Bleeding Kansas

Kansas-Nebraska Act

With trouble brewing around the Fugitive Slave Law, new problems began on the frontier in the territories of Kansas and Nebraska. In 1854 Stephen A. Douglas reopened the debate over slavery when he introduced the **Kansas-Nebraska Act**. The measure proposed that the territory of Kansas and Nebraska be allowed to decide for themselves (*popular sovereignty*) whether or not to permit slavery. This move was a bold step because Kansas and Nebraska were part of the Louisiana Territory located north of $36^{\circ} 30'$ (see page 118), where slavery was outlawed as a result of the Missouri Compromise (1820). Douglas knew that the Missouri Compromise outlawed slavery in the northern portion of the Louisiana Purchase. He also saw the Kansas-Nebraska Act, which called for popular sovereignty, as an opportunity for him and his state of Illinois. Personally, Douglas saw the Kansas-Nebraska Act as a way to win over Southern voters as he began looking to his future and a run for the Presidency.

The Kansas-Nebraska Act of 1854





There was the possibility of new territories open to slavery.

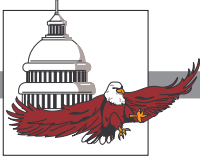
With the possibility of new lands open to slavery, the South would not forget Douglas, the man who got them the land. Also, Douglas saw an economic opportunity for himself and his state. Congress was discussing a transcontinental railroad that would connect the Atlantic coast and Pacific coast. One proposed route traveled north through Chicago, Illinois and into the territorial land further west—the Kansas-Nebraska Territory. Douglas' bill passed, and settlers began to move to the new territory of Kansas. Very quickly a struggle began as slaveholders from neighboring Missouri and other slave

states moved into Kansas. Nonslaveholders also moved in from free states.

Almost at once, the two groups clashed. For a short while, both groups, proslavery and antislavery, claimed to be the government of the territory. Attacks on towns and retaliation for these attacks led to loss of property and lives. This turmoil caused the new territory to be called **Bleeding Kansas**. Both sides wrote constitutions, leading to disputes over the legal government. Tension and problems in Kansas made news across the country. Leading **abolitionist** (or opponent of slavery) Reverend *Henry Ward Beecher* urged New Yorkers to send rifles to Kansas because he felt they were more important in Kansas than the Bible. As a result, boxes of rifles, called *Beecher's Bibles*, were shipped to Kansas to help the abolitionist cause.

The Sack of Lawrence and the Pottawatomie Massacre

Two of the most violent acts took place in 1856 when the free-soil town of Lawrence was raided. Several days later the antislavery fanatic, *John Brown*, led an attack on proslavery settlers living on the Pottawatomie Creek. The Pottawatomie Massacre left five dead and opened the door for Congress to speak out against the violence. In the spring of 1856, Senator *Charles Sumner* of Massachusetts was beaten over the head with a cane by Congressman *Preston Brooks* of South Carolina for insulting remarks included in his speech "The Crime Against Kansas." Known as the *Brooks-Sumner Affair*, the violence of Kansas reached the capital city. Brooks was



removed from office but later returned to office as hundreds sent him canes with notes to “do it again.” While Sumner was missing from the Senate as he recuperated for more than two years, his speech was widely circulated.

The Dred Scott Decision

A major turning point in the split between the North and South came with the Supreme Court case known as the *Dred Scott decision* (1857). *Dred Scott* was a slave who lived with his master in Missouri. Scott eventually moved with his master to Wisconsin where slavery was illegal. After Dred Scott’s owner died, antislavery lawyers helped Scott sue for his freedom. They argued that since Scott had lived in a free territory, he should be free. In 1857 the case went all the way to the Supreme court of the United States in *Dred Scott v. Sanford*.

The Supreme Court ruled that since Dred Scott was a slave, and not a citizen of the United States, he could not file this lawsuit. Slaves were considered property and therefore had no right to sue. The Supreme Court also stated that the Missouri Compromise was unconstitutional. The court insisted that only state legislatures had the power to outlaw slavery, and the federal government did not have the power to regulate slavery in the territories.

The South was very happy with the Dred Scott decision while the North was in a state of shock. The issue over slavery was now being debated in a public **forum**, or meeting, to discuss issues of public interest.

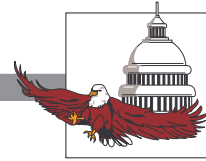
The Lincoln-Douglas Debates

During the 1858 Senate election in the state of Illinois, *Abraham Lincoln* challenged Stephen A. Douglas to a series of debates. Lincoln was challenging Douglas for his Senate seat. In the debates throughout the state of Illinois, Douglas tried to make Lincoln look like an abolitionist, a person who opposed slavery. Lincoln did not like the label of abolitionist but insisted that “a house divided against itself cannot stand.”



Abraham Lincoln

Douglas disagreed with Lincoln. He believed a country part free and part slave could get along. He was against the expansion of slavery, not for ending slavery. Again, these debates showed yet another split between the North and South.



Although Douglas won the election, two major developments resulted. First, Lincoln had become a national personality as the debates were covered in the nation's newspapers, and he had done very well. Second, the issue of slavery was continuing in a public forum. Because of Lincoln's participation in these debates, he was ready to run for the Presidency of the United States, which he won in 1860.

As a result of this bitter presidential campaign, Lincoln did not appear on the ballot of 11 southern states. Those states chose to secede from the Union and formed a new nation, the *Confederate States of America*, also known as the **Confederacy**.

The Civil War Begins at Fort Sumter

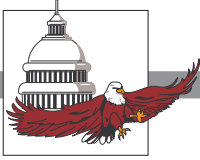
After President Lincoln took office in March 1861, he received word that Union forces at Fort Sumter, in Charleston, South Carolina were running out of supplies. President Lincoln tried to assure the people of South Carolina that the United States government was only going to send in food and medical supplies. He promised there would be no weapons or troops sent along with the necessary other materials. This was unacceptable to the people of South Carolina and the recently formed Confederacy, which had broken away from the Union in 1860 and 1861.

To the Confederacy, Fort Sumter was important because it guarded Charleston Harbor. The fort could not be left in Union hands. The Confederacy asked for its surrender, but the Union commander would not give in. On April 12, 1861, the Confederacy attacked Fort Sumter, and on April 13, 1861, it fell to the Southern forces. The Civil War had begun.

A **civil war** is a war between people of the same country. The Civil War would divide the nation along territorial and personal lines. Many Americans had families in both the North and the South.

The South was fighting a defensive war. Most of the fighting would take place on its home ground, giving the South an advantage. The North was fighting a more offensive war, attacking the South.

Economically, the South had some big disadvantages. It had very few factories to make guns and supplies. The South was primarily an agricultural society with large investments in land and slaves and few investments in manufacturing. Its railroads were in poor condition and in



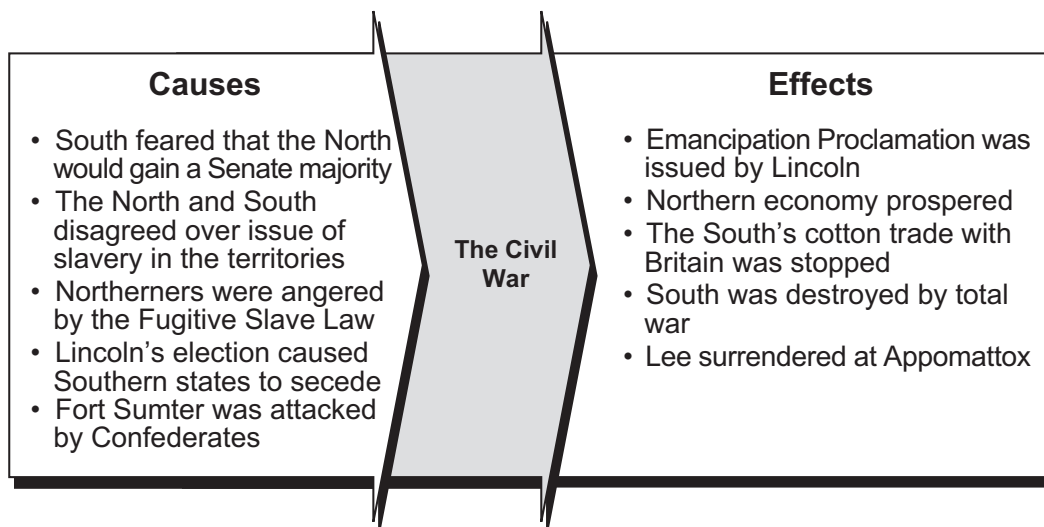
many places could not connect with other railroad lines. The South did not think its railroad transportation was important because it depended on river systems for its major form of transportation.

The North had *ample*, or more than enough, factory production and could supply its army with guns and other materials. It had a very good railroad transportation system and would not suffer the economic problems that the South faced.

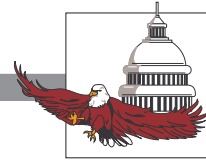
Both sides hoped for a quick military victory, but this did not happen. As the war went on, it favored the North, for they had more military men and supplies. In April of 1862, the Union navy attacked and captured the city of New Orleans. By July 4, 1863, the Union had taken Vicksburg, Mississippi, and the war in the West was now all but over. The Union now focused on the East, and in less than two years the war would be over.






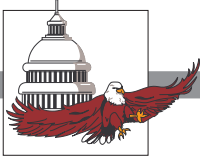
The Civil War—Causes and Effects





For four long years, the Civil War pitted the North against the South.

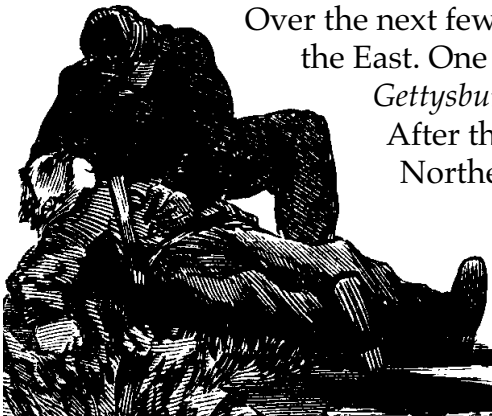


Major Battles of the Civil War, 1861-1865		
Battle or Campaign	Date	Outcome and Consequences
First Bull Run (Virginia)	July 21, 1861	Confederate victory; destroyed the widespread belief in the North that the war would end quickly; gave the Confederates a sense of superiority.
Forts Henry and Donelson (Tennessee)	February 6-16, 1862	Union victory; gave the North control of strategic river systems in the western Confederacy; closed an important link between Confederate States in the east and west.
Shiloh Church (Tennessee)	April 6-7, 1862	Union victory; high casualties made both sides change attitudes about the war.
Seven Days (Maryland and Virginia)	June 25-July 1, 1862	Standoff; stopped Union General <i>George B. McClellan's</i> advance on Richmond in the Peninsula Campaign. 
Second Bull Run (Virginia)	August 29-30, 1862	 Confederate victory; reinforced Confederate General <i>Robert E. Lee's</i> reputation for invincibility.
Antietam (Maryland)	September 17, 1862	Standoff; stopped Lee's advance into the North; eliminated Confederacy's chance for diplomatic recognition; encouraged Lincoln to issue the Emancipation Proclamation.
Fredricksburg (Virginia)	December 13, 1862	Confederate victory; restored hope to and revived morale of Lee's army.
Chancellorsville (Virginia)	May 2-6, 1863	Confederate victory; Confederate General <i>Thomas J. "Stonewall" Jackson</i> killed; encouraged Lee to invade North again. 



Major Battles of the Civil War, 1861-1865, continued

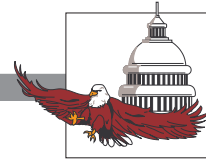
Battle or Campaign	Date	Outcome and Consequences
Gettysburg (Pennsylvania)	July 1-3, 1863	Union victory; stopped the Confederate advance into the North; created major blow to Confederates; largest battle of the Civil War.
Siege of Vicksburg (Mississippi)	November 1862- July 3, 1863	Union victory; closed the last major Confederate port on the Mississippi; gave Union control of the entire river; dealt a severe blow to the Confederate cause.
Chattanooga (Tennessee)	August- November 1863	Union victory; gave Union dominance in the West and cleared the way for Atlanta.
Wilderness and Cold Harbor (Virginia)	May and June 1864	Both Confederate victories; caused huge losses to General <i>Ulysses S. Grant's</i> army; turned public opinion against Grant but failed to force him to withdraw. 
Atlanta (Georgia)	May-September 1864	Union victory; Confederates lost key rail depot and industrial center.
Sherman's March to the Sea (Georgia and South Carolina)	November 1864- March 1865	 William T. Sherman's army cut a path of destruction through Georgia and South Carolina; broke Southern <i>morale</i> or spirit.
Battles of Franklin and Nashville (Tennessee)	November- December 1864	Union victories in Tennessee; destroyed Army of Tennessee.
Siege of Petersburg (Virginia)	June 1864- April 1865	Long stalemate ended in Union victory; led to fall of Richmond and surrender of Lee's army to Grant at Appomattox Court House.



Over the next few years, many battles would take place in the East. One of the most memorable was the *Battle of Gettysburg* (1863) in which over 40,000 men died.

After the dead soldiers were buried,

Northerners held a ceremony to dedicate the ground in which the soldiers had died as a cemetery. President Lincoln was invited to the ceremony but was not the main speaker. He did, however, address the assembled crowd and gave a three-minute speech that



today is known as the **Gettysburg Address** (see below). The phrase: “all men are created equal,” repeated from the Declaration of Independence (see Appendix C), represented Lincoln’s feelings as he and the nation struggled with this conflict.

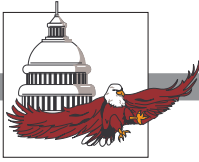
Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we may take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

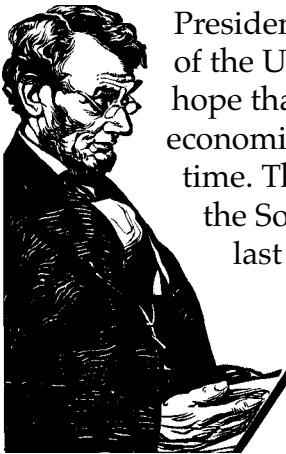
November 19, 1863



Prior to the Gettysburg Address, President Lincoln issued the **Emancipation Proclamation**. The Emancipation Proclamation was issued on September 22, 1862. The Proclamation stated that all slaves in states and territories that were still in rebellion would be freed as of January 1, 1863. Despite the fact that no slaves were actually freed on that day, slaves eventually were freed as the Union military took control of more territory in the South.

In the end, more than 600,000 Americans would die in the Civil War, the North would defeat the South, and the healing process would begin. Slaves would be freed, and the nation's territories would be reunited. The time to rebuild had begun. The time of rebuilding is known as **Reconstruction**.

Reconstruction and the Freedmen's Bureau

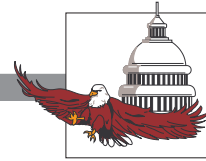


President Lincoln had begun thinking about Reconstruction of the Union long before the war had ended. It was Lincoln's hope that the South could be politically, militarily, and economically reunited with the Union in a short period of time. This was not to be the case. The fight over punishing the South and how best to carry out Reconstruction would last many years.

One of the most important aspects of the Reconstruction process was the establishment of the **Freedmen's Bureau**. The Freedmen's Bureau provided food and clothing to the former slaves. It also attempted to help reunite freed slaves with other members of their family. It established schools and provided medical care for more than a million people. The Freedmen's Bureau also helped freed slaves find jobs where possible. In addition to helping former slaves, the Freedmen's Bureau also helped poor Southern whites who also suffered hardships as a result of the Civil War.

The road to Reconstruction would be a long one. Many Congressmen disagreed with President Lincoln and President *Andrew Johnson's* approach to Reconstruction. They thought Lincoln's approach was too generous toward the South. They thought Johnson's plan was almost as mild as Lincoln's. In 1866 Congress took charge of the Reconstruction process.

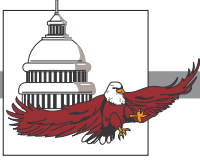
Congress divided the South into five military districts and forced many social and economic changes on the South. The greatest economic loss to



the South had been the freeing of the slaves. Now Southerners had to readjust their economic thinking and working relationships with the former slaves. Using the Northern military presence, Congress was able to carry out a strict Reconstruction of the South.

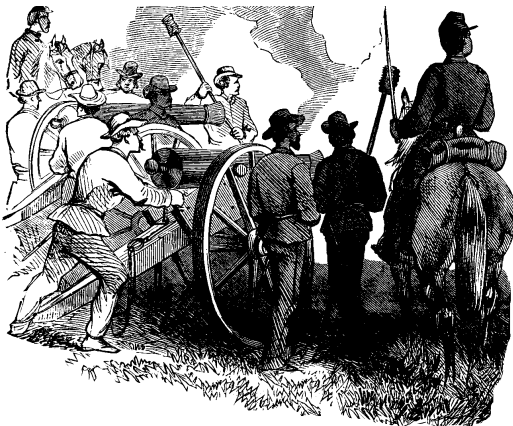
However, in 1877, Southern and Northern politicians were able to work out an end to formal Reconstruction and military forces were withdrawn from the South.

Major Reconstruction Legislation	
13th Amendment (1865)	Freed the slaves; passed February 1865; ratified December 1865.
Freedmen's Bureau Act (1865-66)	Offered assistance such as medical aid, education, and legal services to freed slaves and war refugees; Freedmen's Bureau ended in 1872.
Civil Rights Act of 1866	Declared all persons born in the United States were citizens (except Native Americans) and granted citizenship and equal protection under the law to African Americans (except for the right to vote).
Reconstruction Act of 1867	Abolished the governments formed in the former Confederate states; divided former Confederate states (excluding Tennessee) into five military districts ruled by a military governor; established requirements for readmission to the Union in a congressional attempt to punish the South and prevent Democrats from being elected.
14th Amendment (1868)	Made all former slaves of the United States citizens; passed June 1866; ratified July 1868.
15th Amendment (1870)	Gave African American males over the age of 21 the right to vote; passed February 1869, ratified March 1870.
Enforcements Act (or Forced Acts) of 1870 and 1871	Protected the voting rights of African American men and gave the federal government power to enforce the 15 th Amendment; protected African Americans from acts of terrorism.
Civil Rights Act of 1875	Outlawed discrimination in places of public accommodation and entertainment; assured the rights of African Americans to serve as jurors; opposed Black Codes which had replaced Slave Codes overturned by the Supreme Court in 1833.
Compromise of 1877	Settled an undecided Presidential election and ended Reconstruction.



Consequences of the Civil War

- **Political** freed enslaved people; ended secession threat; increased federal government power; interrupted the Democratic stronghold in the South.
- **Economic** strengthened banking system; stimulated growth of the Northern economy and contributed to economic decline of the South; introduced the graduated income tax; created sizeable war debt.
- **Technological** heightened the importance of weaponry in war; led to new military strategies, such as trench warfare; civilian accomplishments such as the reaper, sewing machine, size standardization, and railroads; aided the war effort, leading the way to the Industrial Revolution.
- **Social** disrupted families because of the staggering loss of lives; many disabled veterans; shattered the social hierarchy of the South; new status of the slave population.



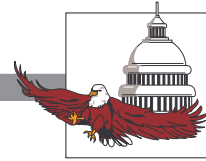
led to new military strategies



resulted in many disabled veterans



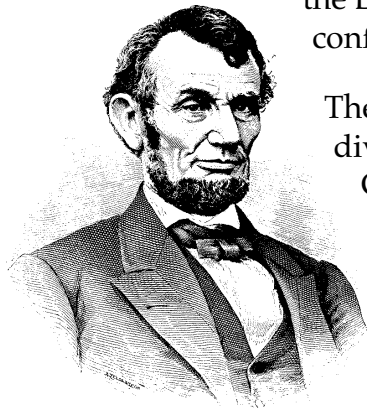
freed enslaved people



Summary

The causes of the Civil War can be traced to a growing conflict between different regions of the United States that developed in the first half of the 19th century. The debate over slavery in the territories led to the compromises in 1820 (the Missouri compromise) and in 1850. These compromises did not solve the tension between the North and South.

Other events, such as Kansas-Nebraska Act (1854) and the Dred Scott decision (1857), showed that the conflict could not be settled easily or peacefully.

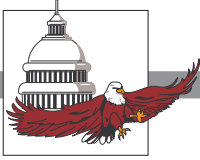


President Abraham Lincoln

The outbreak of the Civil War saw the nation divided along sectional lines. The Union and the Confederacy both believed that what each was doing was correct. Both sides believed that the war would end quickly. This did not happen and the war lasted many years. During the Civil War, President Lincoln issued the Emancipation Proclamation that would eventually free slaves throughout the United States.

The issue of how the nation should rebuild became the subject of great debate towards the end of the Civil War and afterwards. Presidents Lincoln and Johnson had different viewpoints as to how the Reconstruction of the United States should proceed. Despite these differences, the Freedmen's Bureau was established and provided food, clothing, and other services to the former slaves.

In 1866 Congress took charge of the Reconstruction process. Congress divided the South into five military districts and forced many social and economic changes on the South. Congress used the Northern military presence to carry out a strict Reconstruction of the South. However, in 1877, Southern and Northern politicians were able to discuss and arrange an end to formal Reconstruction, and military forces were withdrawn from the South.

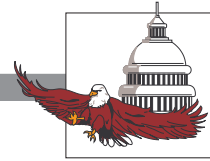


Practice

Answer the following using complete sentences.

1. As the nation grew, what did the regions trade with each other?

2. Why did Missouri's request to be admitted to the Union cause conflict in Congress? _____



3. What started the Nullification Crisis and why? _____

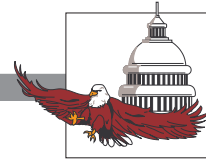
4. Use the chart on page 125 and the vocabulary on page 114 to define the Underground Railroad. _____



5. What did Harriet Beecher Stowe's novel *Uncle Tom's Cabin* depict?

6. What were in the boxes of *Beecher's Bibles* shipped to Kansas? _____

Why do you think people called them *Beecher's Bibles*? _____



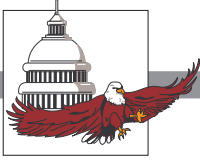
Practice

Use the chart on page 135 and the vocabulary on pages 111-114 to answer the following using complete sentences.

1. How did the 13th, 14th, and 15th amendments help African

Americans? _____

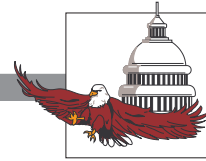
2. Describe the Black Codes and the Slave Codes that the Civil Rights Act of 1875 opposed. _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

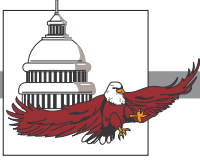
- | | |
|--|---------------------------|
| _____ 1. purchase in 1803 of France's mainland American territories, extending from the Mississippi River to the Rocky Mountains, for \$15 million | A. cash crop |
| _____ 2. series of laws proposed by Henry Clay in 1820 to maintain the balance of power between slave states and free states | B. interposition |
| _____ 3. a crop grown by a farmer for sale, not for personal use | C. Louisiana Purchase |
| _____ 4. doctrine that an individual state may oppose any federal action that it believes is unconstitutional | D. Missouri Compromise |
| _____ 5. John C. Calhoun's name for the Tariff of 1828 | E. Nullification Crisis |
| _____ 6. tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal | F. secession |
| _____ 7. the formal withdrawal of a state from the Union | G. tariff |
| _____ 8. tax or duty that a government charges on imports or goods coming into a country | H. Tariff of Abominations |



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------------|
| _____ 1. series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists | A. Black Codes |
| _____ 2. law that required citizens to turn in runaway slaves; part of the Compromise of 1850 | B. Compromise of 1850 |
| _____ 3. system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states | C. Freedmen's Bureau |
| _____ 4. series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War | D. Fugitive Slave Law of 1850 |
| _____ 5. series of measures to settle major disagreements between free states and slave states | E. nullification |
| _____ 6. rule by the people | F. popular sovereignty |
| _____ 7. declaring a federal law illegal | G. Slave Codes |
| _____ 8. government agency that help freed slaves | H. Underground Railroad |



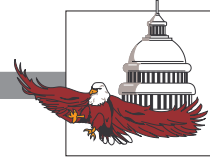
Practice

Answer the following using complete sentences.

1. What was the Dred Scott Supreme Court decision? _____

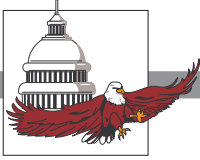
2. Why do you think the Dred Scott decision shocked Northerners?

3. What do you think Abraham Lincoln meant when he said that “a house divided against itself cannot stand”? _____

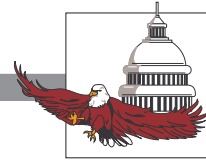


4. What two major developments resulted from the Lincoln-Douglas debates? _____

5. What economic disadvantages did the South face in the Civil War?



6. How did the Freedmen's Bureau help former slaves and poor whites? _____

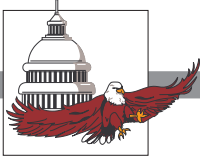


Practice

Use the list below to write the correct term for each definition in the line provided.

13th Amendment	Emancipation Proclamation
14th Amendment	forum
15th Amendment	Gettysburg Address
abolitionist	Kansas-Nebraska Act (1854)
Bleeding Kansas	omnibus
civil war	Reconstruction
Confederacy	Union

- _____ 1. a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg
- _____ 2. a law that established the territories of Kansas and Nebraska and gave residents the right to decide whether to allow slavery
- _____ 3. covering many things at once
- _____ 4. constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves
- _____ 5. a name applied to the Kansas Territory in the years before the Civil War when the territory was a battleground between proslavery and antislavery forces
- _____ 6. person who wanted slavery stopped immediately throughout the United States



- _____ 7. constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states

- _____ 8. declaration issued on January 1, 1863 by President Lincoln in 1862 that freed slaves in the Confederacy

- _____ 9. the separate states gathered together as the United States; the 24 states that remained in the United States after the Southern states seceded; also known as the North

- _____ 10. the period of rebuilding that followed the Civil War, during which the defeated Confederate states were readmitted into the Union

- _____ 11. the alliance formed in 1861 by 11 Southern states after their secession from the Union; also known as the Confederate States of America, or the South

- _____ 12. war between people of the same country

- _____ 13. a meeting to discuss issues or questions of public interest

- _____ 14. constitutional amendment in 1865 that banned slavery in the United States

Section 2: Strengthening the New Nation (1840-1933)

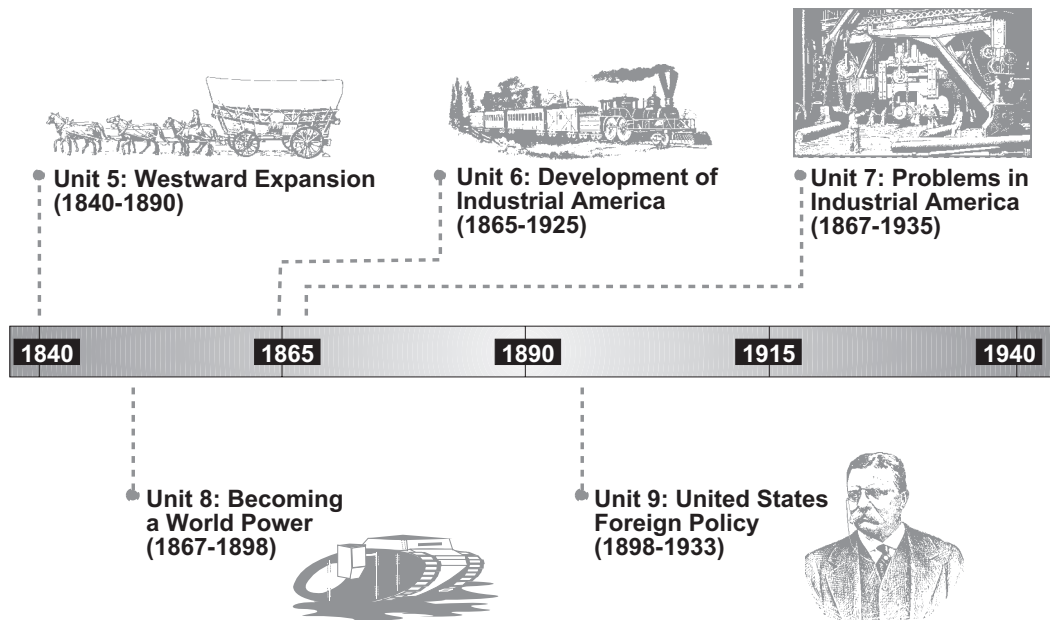
Unit 5: Westward Expansion (1840-1890)

Unit 6: Development in Industrial America (1865-1925)

Unit 7: Problems in Industrial America (1867-1935)

Unit 8: Becoming a World Power (1867-1898)

Unit 9: United States Foreign Policy (1898-1933)

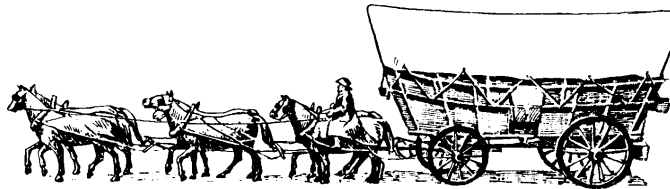


Unit 5: Westward Expansion (1840-1890)

This unit emphasizes the conflicts between Native Americans and people from the eastern United States who began to move west to mine, farm, and raise cattle.

Unit Focus

- impacts of belief in manifest destiny and westward migration
- methods and routes people used to travel westward
- effects of American settlers in the Great Plains on Native American's way of life
- problems of farmers, cattle ranchers, and miners
- effects of mining towns





Vocabulary

Study the vocabulary words and definitions below.

assimilation a minority group's adoption of beliefs and way of life of the dominant culture

barbed wire fence wire having sharp, evenly spaced points

Battle of the Little Bighorn 1876 battle at the Little Bighorn River in Montana in which the Sioux defeated the United States Army

Battle of Wounded Knee 1890 battle at Wounded Knee Creek in South Dakota in which 300 unarmed Native Americans were massacred by United States soldiers

boom town a town that grows very fast (a phrase usually affiliated with mining towns)

Dawes Act..... a law that gave Native Americans the right to own property

dry farming a way of plowing to preserve water in soil

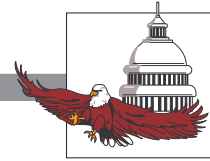
fifty-niners people who went to Colorado in search of gold in 1859

forty-niners people who went to California in search of gold in 1849

Ghost Dance a Native American ritual to help restore tribal life, popular among the Sioux prior to the Battle of Wounded Knee



- Great Plains** vast area of land in the west-central United States, broad grasslands on relatively flat land with very fertile soil
- Homestead Act** 1862 law that gave 160 acres of land to a person who would improve it
- homesteader** a person who received land from the United States government in return for farming it
- long drive** herding cattle from the Texas plains to railroads in Missouri and other Midwest states for shipping to eastern cities
- manifest destiny** belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean
- massacre** a ruthless killing of a large number of people
- Morrill Land Grant Acts** laws made in 1862 and 1890 to create agricultural colleges by giving federal land to states
- open range** a vast area of unfenced land
- pioneers** early American settlers in the West
- prospector** individual who searches for large deposits of gold, silver, copper, and other valuable minerals



reservations special homelands set aside for Native Americans

transcontinental reaching across a continent

wagon trains covered wagons, pulled by horses or oxen, that traveled west together

Who's Who in Westward Expansion

Crazy Horse

Helen Hunt Jackson

Chief Joseph

Sitting Bull

General George A. Custer



Introduction

Until the 1840s, nearly all Americans lived in the eastern part of the country. Much of the western part of the country was occupied by Native Americans, or Indians. During the 1840s, however, the country began to acquire new territory.

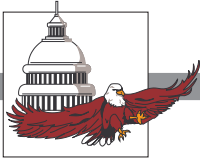
In 1845 Texas became a state. One year later, the government struck a deal with the British and Oregon became a territory. Bit by bit, the land across the country became part of the United States. By 1865 the land between the east and west coasts, and from Canada to Mexico, was in possession of the United States as states or territories.

Americans were eager to settle in the western territories and begin farming and raising cattle. These early settlers were called **pioneers**. To make travel westward faster and safer, railroads were built that connected the east and west coast. Much of the land settlers wanted to develop was the homeland of Native Americans, so the settlers and the United States Army battled Native American tribes for the land.

As the population of the United States grew, more and more people moved west. In 1845 John L. O'Sullivan, a newspaper editor, introduced the idea of **manifest destiny** after Texas became a state. O'Sullivan's words, "the fulfillment of our manifest destiny to overspread the continent allotted by Providence [God] for the free development of our yearly multiplying millions," convey approval of westward expansion during the mid-1800s. Many Americans began to accept the idea of manifest destiny, believing that it was the right, the responsibility, and the fate of the United States to extend its borders to the Pacific Ocean.

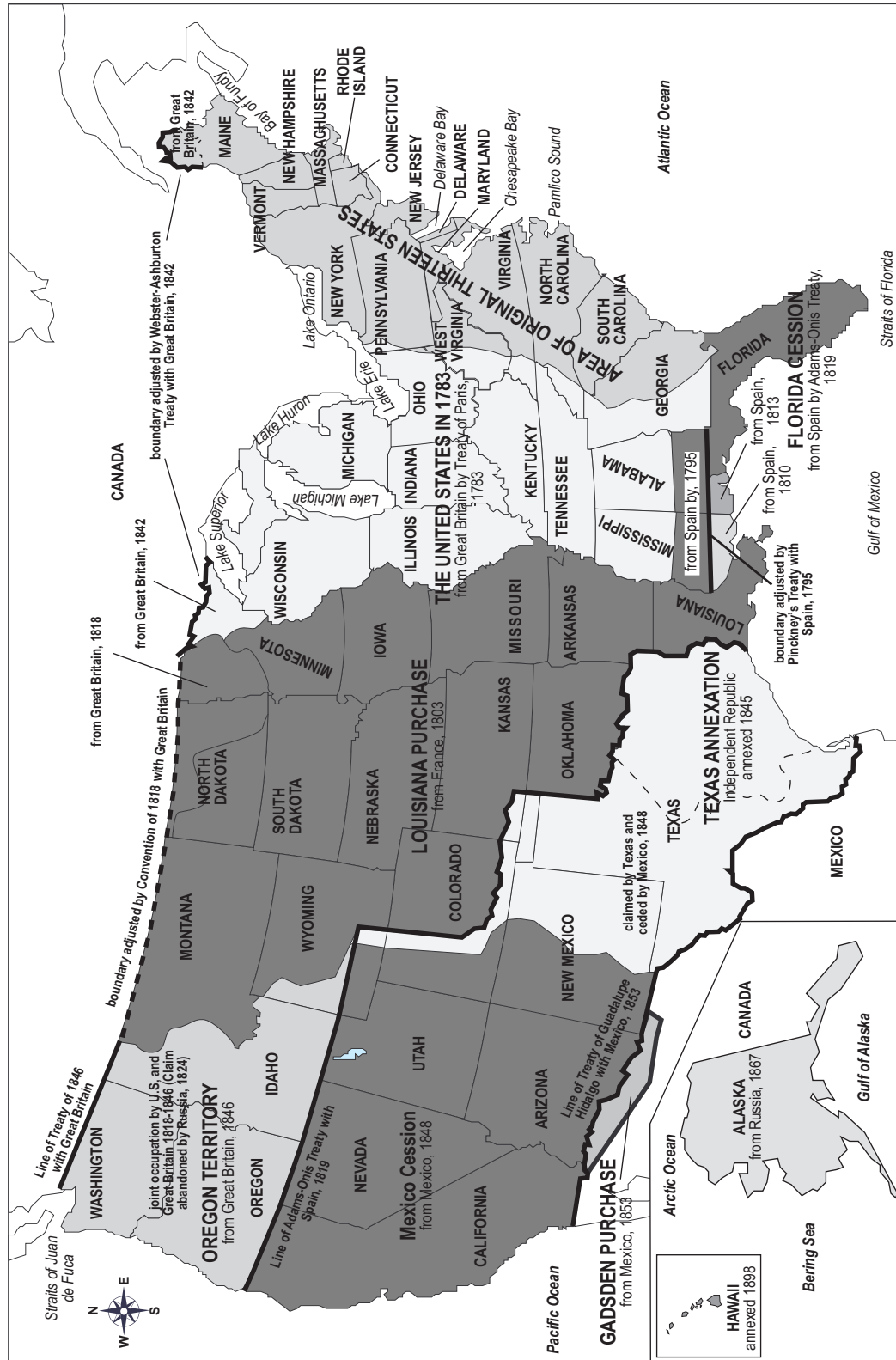
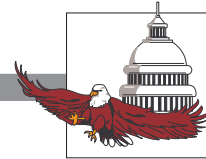


Many people went west in covered wagons.

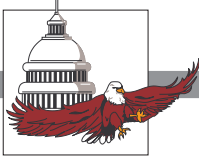


The 50 States and Their Date of Admission

Alabama	1819	Montana	1889
Alaska	1959	Nebraska	1867
Arizona	1912	Nevada	1864
Arkansas	1836	New Hampshire	1788
California	1850	New Jersey	1787
Colorado	1876	New Mexico	1912
Connecticut	1788	New York	1788
Delaware	1787	North Carolina	1789
Florida	1845	North Dakota	1889
Georgia	1788	Ohio	1803
Hawaii	1959	Oklahoma	1907
Idaho	1890	Oregon	1859
Illinois	1818	Pennsylvania	1787
Indiana	1816	Rhode Island	1790
Iowa	1846	South Carolina	1788
Kansas	1861	South Dakota	1889
Kentucky	1792	Tennessee	1796
Louisiana	1812	Texas	1845
Maine	1820	Utah	1896
Maryland	1788	Vermont	1791
Massachusetts	1788	Virginia	1788
Michigan	1837	Washington	1889
Minnesota	1858	West Virginia	1863
Mississippi	1817	Wisconsin	1848
Missouri	1821	Wyoming	1890



States and Territories



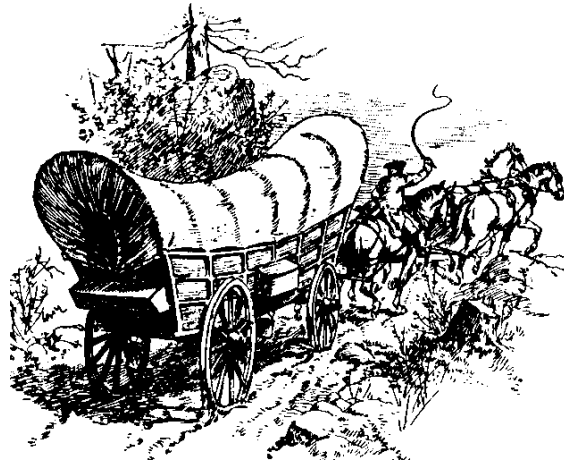
Native Americans in the West

The first people who lived in the continent of North America and its West were Native Americans. Native Americans made their homes in the West for centuries before white people ever arrived on the continent and began migrating west.

Native Americans lived in many different tribes. Each tribe had a distinct culture, or way of living. Some lived by gathering food and farming. Others lived by hunting big game animals, especially the plentiful buffalo.

American Settlement of the West

Before 1848 few settlers moved west of the Mississippi River. In 1848, however, gold was discovered in California. Many Easterners made the slow and dangerous journey out west to prospect, or search for deposits of gold, silver, or other valuable minerals. Most people traveled to the west in **wagon trains**—covered wagons, pulled by horses or oxen, that traveled together for protection. Others sailed in ships around South America to get to the gold fields of California.



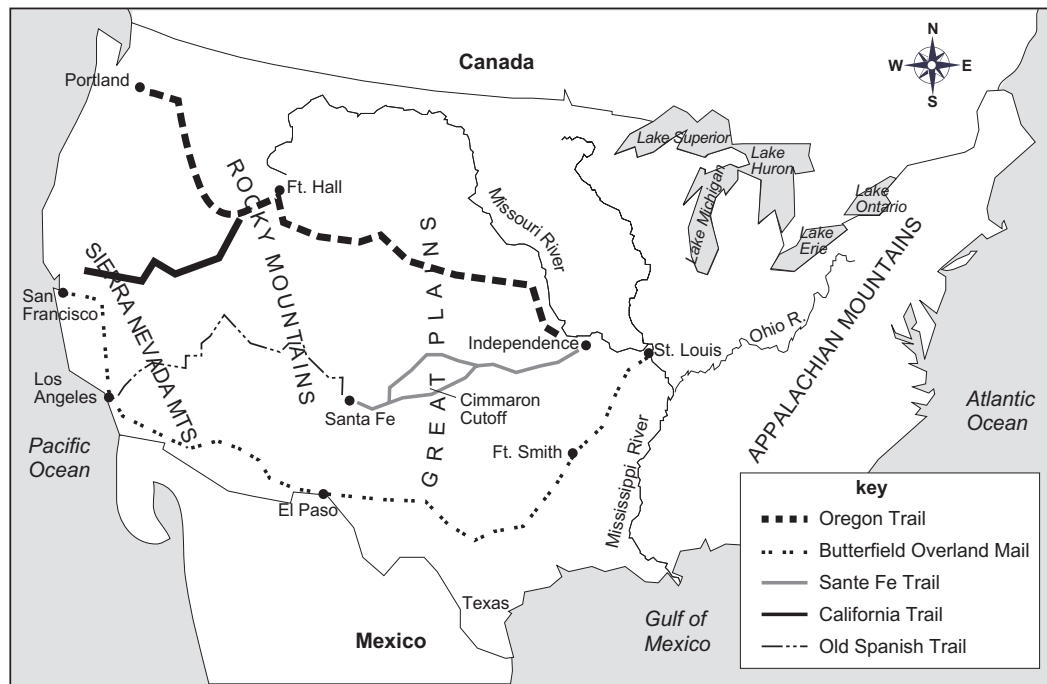
Conestoga wagon, named after Conestoga, Pennsylvania where it was first made.

With so many people migrating westward across the continent, railroad companies started to build tracks to connect the East Coast with the West Coast. These **transcontinental** railroads allowed people, goods, and mail to travel across America more quickly. Between 1869 and 1887, three transcontinental railroads were completed. Much of the grueling work of railroad building was done by Irish immigrants working from the East Coast and Chinese immigrants working from the West Coast. Before the transcontinental railroad was built, traveling from the East Coast to the West Coast was dangerous and took many weeks. The railroad made it possible to travel safely across the country in less than a week.

The federal government encouraged people to settle the western lands. In 1862 Congress passed the **Homestead Act**. This law allowed anyone over



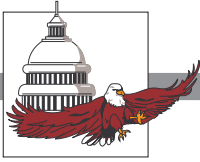
the age of 21 to get 160 acres of land as a homestead. The cost was a small \$10.00 registration fee. In return, the person had to do two things: (1) improve the land by farming it or building on it, and (2) live on the land for five years.



Western Trails, 1860

The people who claimed land on the frontier were called **homesteaders**. On their new homesteads, pioneers farmed, raised cattle, or mined for gold. The offers of free land attracted immigrants from Europe. Gradually, small towns began to appear in the vast open stretches of the West.

Most people settled in the **Great Plains**. The Great Plains stretch from the foot of the Rocky Mountains in Texas, New Mexico, Colorado, Wyoming, and Montana on its western border to Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota on its eastern border. The weather on the Great Plains is often very cold in the winter and blistering hot in the summer. It is also an area that normally receives just a little rain each year and is frequently plagued by droughts. Many different Native American



tribes, such as the Sioux, Crow, Pawnee, and Arapaho lived there. With homesteaders staking out claims and preparing to build new homes, the Native Americans were pushed off of their homelands. This led to many battles between the Native Americans who lived there and the United States Army, who defended and protected the settlers.



fighting between settlers and Native Americans

Conflict with the Native Americans

American settlements in the Great Plains destroyed the Native Americans' way of life. Farmers took Native Americans' land to grow crops. Cattle ranchers killed large herds of buffaloes so that their own cattle could graze on the land. Without the buffalo, many Native American tribes lost their main source of food, clothing, and even shelter. The federal government forced the Native Americans onto **reservations**, or special homelands set aside for the Native Americans. Without land to farm or buffalo to hunt, Native Americans had to depend on the government for food. This violated their beliefs.



Some Native Americans lived in such bad conditions on the reservations that they died of disease and starvation. Others were **massacred**, or ruthlessly killed, by the settlers and the United States Army. The Native Americans, frightened and angry, left the reservations and tried to fight back. Many battles took place between the Native Americans and the United States Army. However, at first the Native Americans had only bows and arrows and spears to fight against the guns used by the army.

Americans wanted the lands for more than farming and grazing their cattle. In 1874 gold was discovered in the Black Hills of the Dakotas. This was the home of the Sioux and Cheyenne. In a written treaty, the government had given this land to them *forever*. Now, the government tried to buy it back from the Native Americans. The Native Americans refused to sell and made plans to defend their land.



The government tried to buy back the land from the Native Americans when gold was discovered.

In June of 1876, a band of several thousand Sioux camped at the Little Bighorn River in Montana. General George A. Custer led the United States Army in an attack against the Native Americans. The Native Americans, led by *Crazy Horse* and *Sitting Bull*, defeated and killed Custer and his men at the **Battle of the Little Bighorn**. The army's defeat angered many Americans. More army troops went west to destroy the fighting power of the Native Americans.

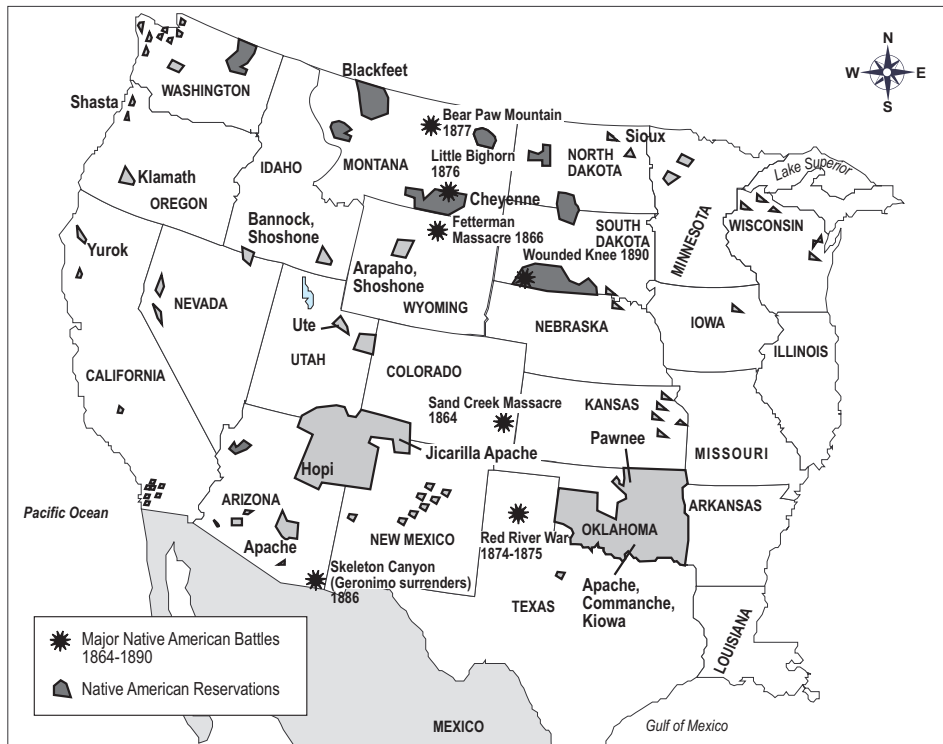
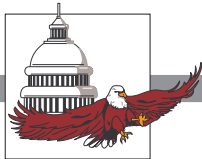
The Native Americans thought the government's policy and the reservation system was extremely unfair. One notable Native American chief who protested against the government's policy was *Chief Joseph*, a Nez Percé (nose pierced) Native American. Chief Joseph was a brilliant military strategist. He led a small band of Nez Percé who refused to settle on a government reservation. Chief Joseph took 800 tribe members on a peaceful movement to freedom. They traveled through Wyoming and Montana to reach the border and cross into Canada. In the words of Chief Joseph:

All men are made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it....If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper.

The army finally caught up with the band of Nez Percé at Bear Paw, Montana. They fought a five-day battle before the Nez Percé surrendered.

Over the next few years, the army and the Native Americans fought other battles. Finally, the army defeated the Native Americans and forced them back on the reservations. By 1887 Native Americans from the Great Plains were forced to live on reservations.





Major Native American Battles and Reservations

Few Americans cared about the Native Americans—they just wanted to control the Great Plains. Some Americans, however, did recognize the rights of Native Americans and tried to improve their life. One person who sought to rally support for the Native Americans was *Helen Hunt Jackson*. In 1881 Jackson’s book *A Century of Dishonor* was published. Jackson set out the story of repeated broken promises made to the Native Americans by the government of the United States. *A Century of Dishonor* helped bring about a movement to help the Native Americans. Sometimes others who wanted to help the Native Americans were not much more helpful than their enemies. They supported **assimilation**, in which Native Americans were expected to give up their beliefs and way of life to become part of the white culture. Native Americans had lost much land and their ways of independent living, but they did not want to lose their culture as well.

In 1887 in an effort to make assimilation the official government policy, the federal government passed the **Dawes Act**. This act gave Native Americans the right to own property. It also gave them the right to an education and a promise of citizenship if they settled down on farms and gave up membership in their tribe. Although intended to help the



Native Americans, it did not. Instead the Dawes Act wiped out tribal ownership of the land. Native Americans were given some of the poorest land to farm. Citizenship was held back from most of them, and it was not until 1924 that Native Americans were granted American citizenship.

The Sioux continued to suffer reduced rations, increased restrictions, and loss of cattle to disease. They turned to Wovoka, a Paiute prophet who envisioned the Native American lands restored, the buffalo returned, and the whites all gone. The prophet promised the Sioux if they performed a ritual called the **Ghost Dance**, this vision would actually happen.

Native American officials and military authorities grew alarmed and thought the Ghost Dance was a warning of trouble rather than a religious ceremony. Chief Sitting Bull was arrested and shot. Then on December 29, 1890, the Seventh Cavalry (Custer's old division that had been defeated at Little Bighorn) slaughtered 300 unarmed Native Americans, including several children. This massacre was called the **Battle of Wounded Knee** and brought the Native American wars, and an entire era, to a bitter end. Americans, blind to any value in the Native American life and traditions, shattered a proud people and an ancient culture. The Native Americans' fate would weigh heavily on the American conscience in generations to come.

Farming in the West

Life on farms in the Great Plains was very hard. Where there were streams, farmers were able to irrigate their crops, but this was not always possible. To find enough water to grow crops and keep their livestock and themselves alive, farmers dug deep wells. After finding water, farmers used mechanical pumps and windmills to pump water out of the ground. Another method farmers used to deal with the scarcity of water was **dry farming**. Dry farming was a plowing technique to preserve the water in the soil.

The dry farming method was developed by agricultural researchers whom the federal government supported with the **Morrill Land Grant Acts** of 1862 and 1890. To find better ways to farm, federal lands were given to the states to help pay for agricultural colleges.



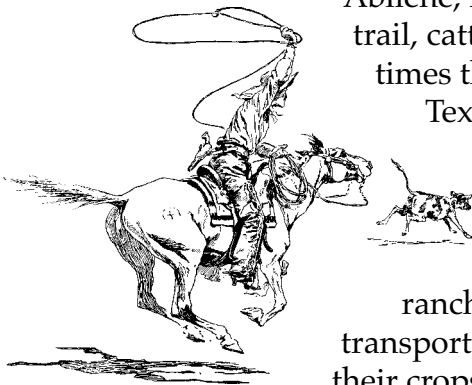
Farmers on the Great Plains faced other problems. With few trees for wood to construct shelters, houses were built out of blocks of hard sod cut from the ground. Families living in these houses were often called “soddies.” Some years brought floods, while others brought drought to the Great Plains. Farmers also faced destructive insects. Sometimes great swarms of grasshoppers destroyed the farmers’ crops by eating every blade or stalk. Long droughts and insect damage caused thousands of farmers to give up their land and move back east.

The Cattle Kingdom

Cattle had become an important product because eastern cities wanted meat to feed their growing populations. Consequently, cattle ranchers moved onto the Great Plains to graze their cattle on **open range**. The open range was a vast area of unfenced land. Ranchers raised thousands of cattle on the Texas plains. When the cattle were fat enough, cowboys herded them north to railroads. This trip was called the **long drive**, since it

covered nearly 600 miles from San Antonio, Texas to Abilene, Kansas. After the 11 to 13 weeks on the trail, cattle were sold at the railhead for eight times the price they would have been sold for in Texas. The cattle were loaded into boxcars in towns like Abilene, Kansas and Cheyenne, Wyoming. Then they were shipped to the eastern markets.

Without the railroads, neither ranchers nor farmers would have been able to transport their products to eastern cities where their crops and meat were sold.



Cattle ranchers and farmers disagreed and often fought over how land on the Great Plains should be used. Cattle ranchers wanted the rangelands to remain unfenced and open, which would insure enough grazing land for their cattle. But grazing cattle often ruined farmers’ crops. In 1874 Joseph Glidden invented **barbed wire** for fencing. Farmers began to build barbed wire fences to keep out the cattle. These fences were often torn down by cattle ranchers and then replaced by farmers in ongoing conflicts called *range wars*.

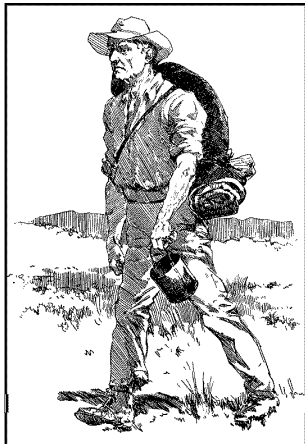


Mining Towns

Other people who moved west were **prospectors** and miners. They explored the Rocky Mountains looking for gold, silver, copper, and lead. When a mine was started, **boom towns** quickly grew nearby. A boom town is a town that grows very fast.

People moved to boom towns to work in the mines. After a mine was emptied of its valuable minerals, people deserted the boom town in search of other mines. These deserted towns were called ghost towns.

There were many gold and silver strikes, or finds, in the West. One of the most famous gold strikes took place at Sutter's Mill in California in 1848. People rushed to California to mine for gold in the hopes of getting rich. These people were called the **forty-niners** because they arrived in California in 1849. Gold was also discovered in Colorado in 1858. The people who searched for this gold were called **fifty-niners**, or Pike's Peakers.



forty-niner

Another gold strike took place at the Comstock Lode in Nevada, which produced over \$300 million in silver and gold. Between 1860 and 1890, \$340 million in gold and silver was mined in California, Colorado, and Nevada.

Summary

Native Americans were the first people to live in the West and particularly on the Great Plains. When people in the eastern United States began to move west to mine, farm, and raise cattle, they drove the Native Americans from their homeland. Many Native American tribes depended on the buffalo, but the buffalo were all but wiped out by white people. The United States Army battled Native Americans and eventually forced them to live on reservations.

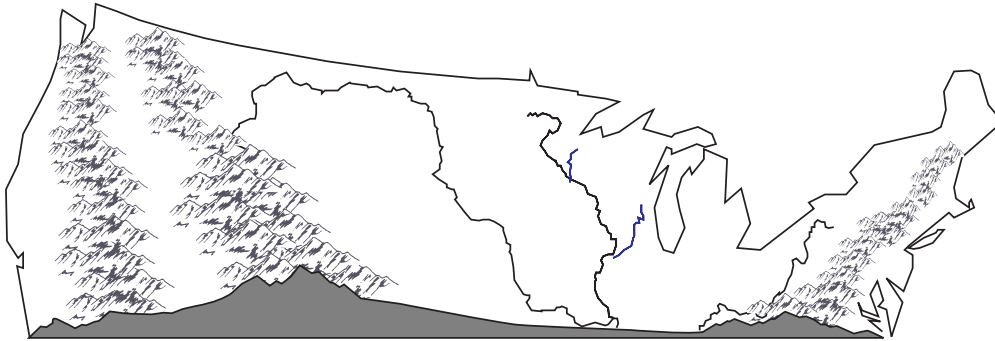
The transcontinental railroad transported many people from the eastern part of the country to the Great Plains and the West Coast. Many people moved west to mine for gold. Others moved to the Great Plains to farm or raise cattle. Farmers and cattle ranchers fought over how the land was to be used. Eventually, the farmers succeeded in fencing their land in and stopping cattle from grazing and roaming freely across the land.



Practice

Use the **topographical map** of a cross-sectional cutout of the **United States**, previous maps, and the list below to write the names of these **landforms** and **waterways** on the map.

Appalachian Mountains	Missouri River
Atlantic Ocean	Pacific Ocean
Great Lakes	Rocky Mountains
Great Plains	Sierra Nevada Mountains
Mississippi River	





Practice

Use the **map** of the **United States** on the previous page and **other sources** to answer the following using short answers.

1. Which mountain range lies along the East coast (or Atlantic coast)?

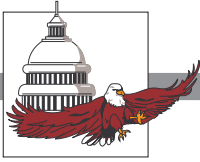
2. What mountain range lies along the West coast (or Pacific coast)?

3. Compared to the Rocky Mountains, are the Sierra Nevada Mountains higher or lower in land elevation? _____

4. Of the three mountain ranges shown on the map, which is the highest in the United States? _____

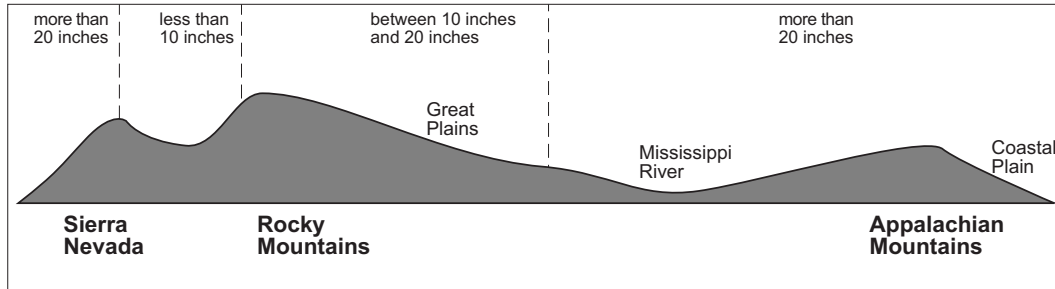
5. Between which two mountain ranges are the Great Plains located?

6. Which important river borders the Great Plains on the east?



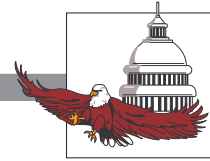
Practice

Use the **data on rainfall** across the **United States** below to answer the following using short answers.



Rainfall Cross-Section of the United States

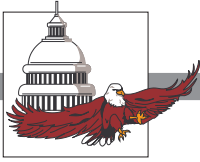
1. How much rainfall is there along the Atlantic and Pacific coastlines each year? _____
2. How many inches of rain are received each year on the Great Plains between the Rocky Mountains and the Mississippi River? _____
3. Compared to the Atlantic coast, does the Great Plains receive more or less rain? _____
4. Compared to the Great Plains, does the region between the Sierra and Rocky Mountains receive more or less rain? _____
5. What is probably the driest region in the United States? _____



Practice

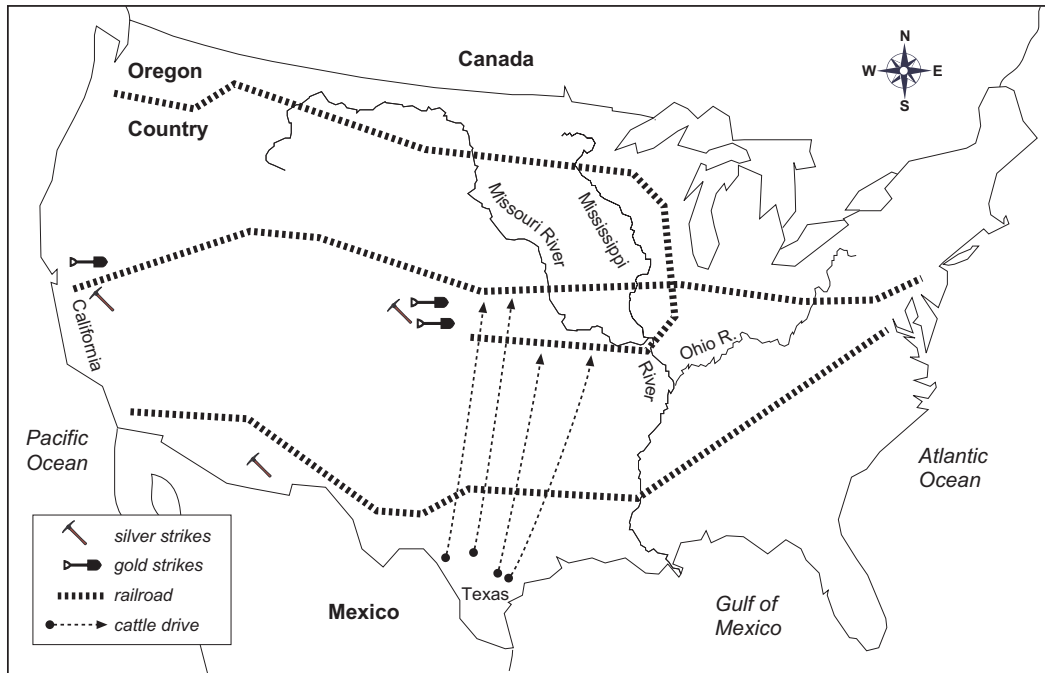
Use the **maps of the United States and rainfall cross section** to answer the following.

Pretend you are a settler traveling to California to find gold. What are some of your thoughts as you consider the journey? For what dangers do you need to be prepared?



Practice

Use the **map below** and **previous maps** to answer the following using **short answers**.

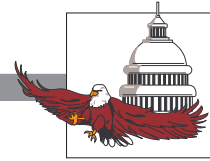


1. How many transcontinental railroads are shown on the map? _____

2. Name one major river that all the transcontinental railroads crossed.

3. Name two mountain ranges where there were gold strikes.

4. In which state did most cattle drives begin? _____
5. In which direction did the cattle drives travel? _____



6. Name the river that empties into the Mississippi from the east.

7. Name the river that empties into the Mississippi from the west.

8. Name the large land area in the middle of the United States. _____

9. What country is located north of the United States? _____

10. What country is located south of the United States? _____

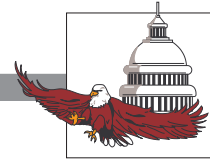


Practice

Use the list below to complete the following statements.

barbed wire	long drive
gold and silver	reservations
Homestead Act	settlers
immigrants	transcontinental railroad
Irish and Chinese	wagon trains

1. Before 1848, there were few _____ west of the Mississippi River.
2. _____ were the main transportation for settlers going West before the transcontinental railroad was built.
3. Americans feared Native Americans and forced them to live on _____ .
4. A major purpose of the _____ was to encourage people to settle the West.
5. The _____ provided transportation from the East to the West coast.
6. Cheap land brought many _____ to the United States from Europe.
7. Much of the work of building railroads was done by _____ immigrants.



8. On a _____ cattle were herded to railroads for shipment to eastern cities.
9. The discovery of _____ caused many people to move West.
10. The open range ended when settlers built fences with _____ .



Practice

Answer the following using short answers.

1. Under the Homestead Act passed in 1862, how long did a person have to live on the land to make it his own? _____

2. How was the railroad important to both the western farmer and rancher? _____

3. Why did the farmer and rancher fight each other in range wars? _____

4. What two reasons can you give to explain why the western Native Americans fought American settlers? _____

5. How did Americans treat the Native Americans after the Battle of the Little Bighorn? _____

6. When did the Native Americans finally receive American citizenship? _____



Practice

Match each **effect** with the correct **cause**. Write the letter on the line provided.

- | | effect | cause |
|-------|--|--|
| _____ | 1. Thousands of farmers left their western farms. | A. Farmers built barbed-wire fences. |
| _____ | 2. Cattle were shipped back to eastern cities. | B. Drought and insects destroyed the crops. |
| _____ | 3. Boom towns grew around new mines. | C. American settlers wanted more land. |
| _____ | 4. Ranchers and farmers fought. | D. Beef was needed to feed a growing population. |
| _____ | 5. Native Americans were forced onto reservations. | E. Many people went West to find gold. |



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---------------------|
| _____ 1. a way of plowing to preserve water in soil | A. boom town |
| _____ 2. a town that grows very fast (a phrase usually affiliated with mining towns) | B. Dawes Act |
| _____ 3. the ruthless killing of a large number of people | C. dry farming |
| _____ 4. early American settlers in the West | D. fifty-niners |
| _____ 5. individual who searches for large deposits of gold, silver, copper, and other valuable minerals | E. forty-niners |
| _____ 6. people who went to California in search of gold in 1849 | F. Ghost Dance |
| _____ 7. a Native American ritual to help restore tribal life, popular among the Sioux prior to the Battle of Wounded Knee | G. long drive |
| _____ 8. belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean | H. manifest destiny |
| _____ 9. people who went to Colorado in search of gold in 1859 | I. massacre |
| _____ 10. a law that gave Native Americans the right to own property | J. open range |
| _____ 11. a vast area of unfenced land | K. pioneers |
| _____ 12. herding cattle from the Texas plains to railroads in Missouri and other Midwest states for shipping to eastern cities | L. prospector |



Practice

Use the list below to write the correct term for each definition on the line provided.

assimilation	Great Plains	reservations
barbed wire	Homestead Act	transcontinental
Battle of the Little Bighorn	homesteader	wagon trains
Battle of Wounded Knee	Morrill Land Grants Act	

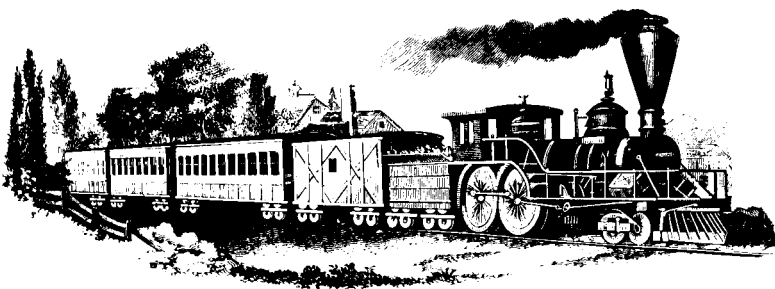
- _____ 1. a minority group's adoption of beliefs and way of life of the dominant culture
- _____ 2. fence wire having sharp, evenly spaced points
- _____ 3. 1876 battle in Montana in which the Sioux defeated the United States Army
- _____ 4. special homelands set aside for Native Americans
- _____ 5. reaching across a continent
- _____ 6. covered wagons, pulled by horses or oxen, that traveled west together
- _____ 7. vast area of flat land in the west-central United States
- _____ 8. 1862 law that gave 160 acres of land to a person who would improve it
- _____ 9. a person or family who received land from the United States government in return for farming it
- _____ 10. 1890 battle in South Dakota in which 300 unarmed Native Americans were massacred by United States soldiers
- _____ 11. laws made in 1862 and 1890 to create agricultural colleges by giving federal land to the states

Unit 6: Development of Industrial America (1865-1925)

This unit emphasizes the causes of the Industrial Revolution and its effects on the nation.

Unit Focus

- the role of inventions and technological developments in the growth of factories
- reasons United States became an industrial nation
- changes in business ownership and formation of corporations
- impact of big business, reforms, and antitrust laws during presidencies of Theodore Roosevelt and William Howard Taft





Vocabulary

Study the vocabulary words and definitions below.

- assembly line** arrangement of workers and equipment that permits a product to pass from one worker to another until it is completed
- corporations** large businesses formed by people pooling their money to produce goods
- division of labor** having different workers complete a single step in the production process
- industrial nation** a country in which more goods are produced by machine processes than by hand
- interchangeable parts** standardized parts made by machine that can be used in place of one another
- invest** to purchase a share (piece) of a company with the expectation of making a profit
- monopoly** the control of a product, service, or industry by one company
- natural resources** raw materials that come from the earth, used for producing products or energy
- profits** money earned from investments in a company



reform to change a situation by making it better

rural relating to the country, country people,
or agriculture

Sherman Antitrust Act law that gave government the right to
break up trusts; outlawed monopolies
and trusts that interfered with free trade

trusts a group of corporations joining together
to reduce or eliminate competition

urban relating to the city or city proper

Who's Who in Development of Industrial America

Alexander Graham Bell

J. P. Morgan

Andrew Carnegie

Samuel B. Morse

John Deere

John D. Rockefeller

Thomas Edison

Theodore Roosevelt

Oliver Evans

William Howard Taft

Elias Howe

Cornelius Vanderbilt

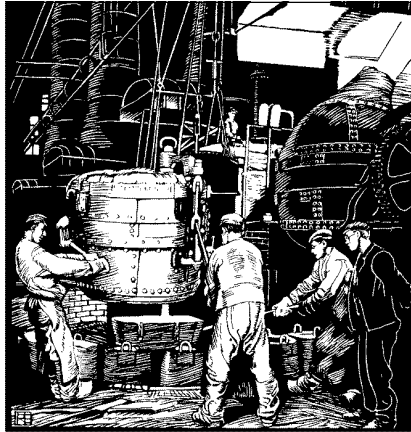
Cyrus McCormick

Eli Whitney



Introduction

Before the Civil War ended in 1865, most Americans lived in **rural** areas away from the cities and made their living in agriculture, or farming. When the war came, the North built many new factories to make the products needed to fight the war. When the war was over, the factories continued to grow and produce goods for peacetime use.



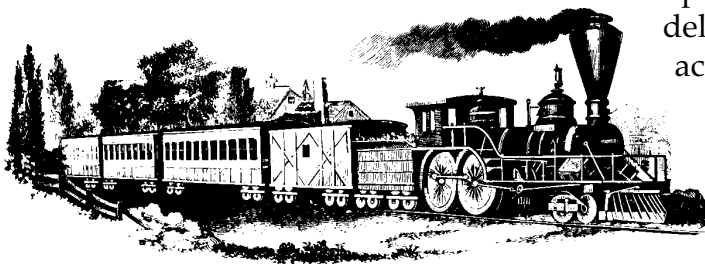
Many people left their rural homes and moved to the cities to work in factories.

After the Civil War, many people left their rural homes and moved to the cities to work in factories. As more factories were built and more people were needed to work in them, cities, or **urban** areas, developed. Consequently, between 1865 and 1915, the United States changed from an agriculture nation to an **industrial nation**. An industrial nation is one in which most goods are produced by machines in factories, rather than by hand.

Why American Industry Developed

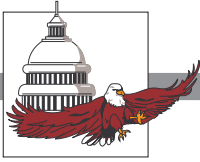
There were many reasons why the United States was able to become an industrial nation. First, the United States had many **natural resources** for use in making products and fuel for machines. Examples of these resources included coal and oil (to make fuel), iron (to make steel), and forests (to make wood products).

Second, the United States had a growing population. There were enough workers to fill the new jobs in the factories. More people also meant that more goods (such as shoes) were needed. Third, the railroad system expanded and was able to deliver goods to cities across the United States.



The system of railroads expanded and was able to deliver goods to cities across the United States.

Fourth, new inventions increased the speed and lowered the cost of factory production.



The Role of Inventions

Many inventions that played an important part in the growth of the factory system came before the Civil War. For example, in 1793, *Eli Whitney* invented the cotton gin, and in the early 1800s, he introduced the idea of using **interchangeable parts** in the production of muskets. The separate production of precision-made parts in mass quantities permitted workers to build or repair a product or machine quickly using readily available parts.



Eli Whitney

In 1804 *Oliver Evans* invented the conveyor belt. Years later this invention would be used in **assembly lines**. A part of a product, for example an automobile frame, could be put on a power-driven belt. As the frame passed workers, each one added a particular part, such as a wheel or a door. A production process like this one, with different workers completing single steps, is called assembly-line production. This new way of working requires a **division of labor**, with workers responsible for one task, not the whole product. While helpful in the development of industries, this system had its drawbacks. Repeating the same task over and over again was less interesting to most workers than doing more complicated tasks.



Elias Howe

Most factories eventually began using the assembly line method. This method of mass production could produce large quantities of products. Because the price of these products was lower than those made by hand, many more people could afford them.

Many other new machines invented in the 19th century made producing goods more efficient. For example, in 1846, *Elias Howe* invented the sewing machine. Before then, all sewing was done by hand. Howe's machine made the ready-made clothing industry possible.

Samuel B. Morse invented the telegraph (1837); *Alexander Graham Bell* invented the telephone (1876). These two inventions made it possible for people to



Samuel B. Morse



Alexander Graham Bell

communicate quickly over great distances. *Thomas Edison* developed a long-lasting electric light in 1879. Edison's invention improved conditions in factories, homes, and cities. Electric light also allowed people to extend their days at work and home.

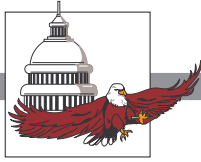
Meanwhile, new inventions helped farmers produce more food. *John Deere* made the first all-steel plow in 1837. In 1834 *Cyrus McCormick* invented a mechanical reaper, and in 1847 put his reapers into



Cyrus McCormick

mass production. Factory owners and farmers quickly understood the value of using machinery to produce goods.

Inventions—Changing Lives in America		
Inventions	Date	Inventors
cotton gin	1793	Eli Whitney
conveyor belt	1804	Oliver Evans
mechanical reaper	1834	Cyrus McCormick
telegraph	1837	Samuel B. Morse
all-steel plow	1837	John Deere
sewing machine	1846	Elias Howe
typewriter	1867	Sholes, Soule, and Glidden
telephone	1876	Alexander Graham Bell
phonograph	1877	Thomas Edison
electric light bulb	1879	Thomas Edison
railroad sleeping car	1880	George M. Pullman
gasoline automobile	1893	Charles Duryea
paper clip	1900	Johan Vaaler
cellophane	1912	Jacques Brandenberger



Development of Corporations

Building factories is very expensive. Before the Civil War, most factories were owned by a single person, or by partners. During and after the war, however, many people pooling their money to form businesses called **corporations**.

People could **invest** in, or buy shares, in corporations. Investors earned **profits** when the corporations were successful. Profit is the money left after expenses are paid. Industry grew in the United States because people were willing to invest their money in new factories and because new technology made producing goods easier.

Large corporations built factories that could mass produce goods and sell them at lower prices than small businesses could. Consequently, smaller businesses often could not compete with these large corporations. Many owners had to sell their smaller businesses to larger corporations to avoid losing money and going out of business.

To make more money, some owners bought the companies that were in competition with them. Some of these resulting corporations became rich and very large. These huge corporations were called **trusts**. A trust is a corporation that controls many businesses. In some cases, trusts controlled most of the production of certain products such as steel or oil. An example of a trust is the Standard Oil Trust. It was started by *John D. Rockefeller* in 1882. By 1890 the Standard Oil Trust controlled 90 percent of the oil business in the United States.

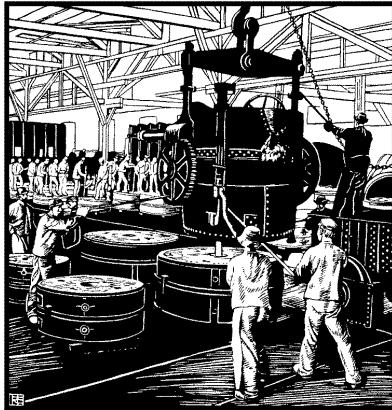
Rockefeller started the Standard Oil Trust by buying oil refineries. An oil refinery processes oil into products such as kerosene and gasoline. Rockefeller soon owned most of the refineries in the country. He then started buying oil wells and other property used in the oil business. Eventually, he owned most of the oil and machinery needed to process oil.

Anyone who wanted to buy oil products had to buy from the Standard Oil Trust because Standard Oil had developed a **monopoly** on the oil business. A monopoly is the control by one company of all or most of a particular product or service offered for sale.

The Standard Oil Trust used its power and money to make special deals with other businesses. For example, it arranged deals with railroads to carry only its oil products or to carry Standard Oil products at a reduced fee. The profits from the Standard Oil Trust made Rockefeller one of America's first millionaires.



Andrew Carnegie was another wealthy businessman who developed a monopoly. At age 13, Carnegie came with his parents from Scotland to the United States. He invested the money he saved from working into the steel business. By 1900 the Carnegie Steel Company made most of the steel in the United States and earned 40 million dollars.



steel workers

In 1901 Carnegie sold his company to *J. P. Morgan*, a rich banker, for 500 million dollars. Morgan renamed the company the United States Steel Corporation. It soon produced 60 percent of the nation's steel.

Trusts and monopolies grew in other businesses also. There were sugar trusts and coal trusts. *Cornelius Vanderbilt* started a trust in the railroad business. The trusts became wealthy and powerful business organizations that made their owners the richest men in the world.

These businesses used their power freely and eventually influenced American government. They used their wealth to help elect people to office who would vote in their favor, such as United States Congressmen and even the President of the United States. By 1890 the men who controlled the trusts had as much power as, or sometimes even more power than, the President.

Reform of the Trusts

Little by little, people began to complain about the power of the monopolies. They demanded **reforms** in the way big business operated. Reform means to change a situation and make it better. Finally, Congress had to take action because many trusts were accused of corruption. Congress passed a series of reform laws against huge trusts. These reforms were called *antitrust laws*.

In 1890 Congress had passed the **Sherman Antitrust Act**. This act gave the government the authority to break up trusts. The federal government, however, was slow to enforce many of the reform laws. In 1902 President *Theodore Roosevelt* began to use the laws to break up trusts. He became known as the *trustbuster* because of his goal to eliminate trusts.



Theodore Roosevelt



Roosevelt's successor, *William Howard Taft* continued the attack on trusts. Because of reform laws, Standard Oil was divided into 33 smaller companies. Other large trusts such as the American Tobacco Company also were divided into smaller companies.

Summary

Different inventions and technological developments, such as interchangeable parts, enabled factories to mass produce products quickly and cheaply. Between 1865 and 1925, the factory system transformed the United States from an agriculture or farming nation into an industrial nation. Some factories needed money from more than just one or two businessmen. Many people put their money together and formed corporations to produce products such as steel or oil. Some corporations developed monopolies on products or services and eventually gained control over politicians. Finally, Congress passed antitrust laws against these large corporations known as trusts.



William Howard Taft



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|----------------------|
| _____ 1. money earned from an investment | A. corporation |
| _____ 2. change a situation by making it better | B. industrial nation |
| _____ 3. having control over all, or most, of a product or service | C. monopoly |
| _____ 4. a country in which most goods are produced by machines, rather than by hand | D. profit |
| _____ 5. a large business formed by people pooling their money | E. reform |



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|--|----------------------|
| _____ 1. | each worker completes a specific part of a product | A. assembly line |
| _____ 2. | an arrangement of workers and machines to complete a product | B. division of labor |
| _____ 3. | relating to cities or city people | C. natural resources |
| _____ 4. | goods which come from the earth; they are not manmade | D. urban |

Use the list below to write the correct term for each statement on the line provided.

assembly line	natural resources
division of labor	urban

- _____ 5. John's job was to put gears on the machine, while Jack attached the bolts.
- _____ 6. As the conveyor belt passed their work stations, the workers performed their assigned tasks.
- _____ 7. The Jones family lives in a large city where there are many factories.
- _____ 8. Gold and silver were mined in the mountains.



Practice

Match each **contribution** with the correct **person**. Write the letter on the line provided.

- | | |
|---|-------------------------|
| _____ 1. I started a powerful railroad trust. | A. Alexander G. Bell |
| _____ 2. I invented the cotton gin and introduced the idea of interchangeable parts in the production of muskets. | B. Andrew Carnegie |
| _____ 3. My sewing machine changed the way clothes were produced. | C. Elias Howe |
| _____ 4. I created the Standard Oil Trust. | D. Cyrus McCormick |
| _____ 5. My harvesters and reapers helped farmers grow more crops. | E. John D. Rockefeller |
| _____ 6. My time and money were invested in the steel industry. | F. Cornelius Vanderbilt |
| _____ 7. I invented the telephone. | G. Eli Whitney |



Practice

Each **person** below made an important **contribution** to the American way of life during the **Industrial Revolution**. Write one contribution of each individual on the line provided.

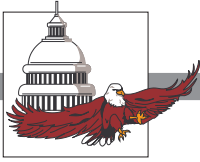
1. Andrew Carnegie _____
2. John Deere _____
3. Thomas Edison _____
4. Oliver Evans _____
5. Elias Howe _____
6. J. P. Morgan _____
7. Samuel Morse _____
8. John D. Rockefeller _____
9. Cornelius Vanderbilt _____
10. Eli Whitney _____



Practice

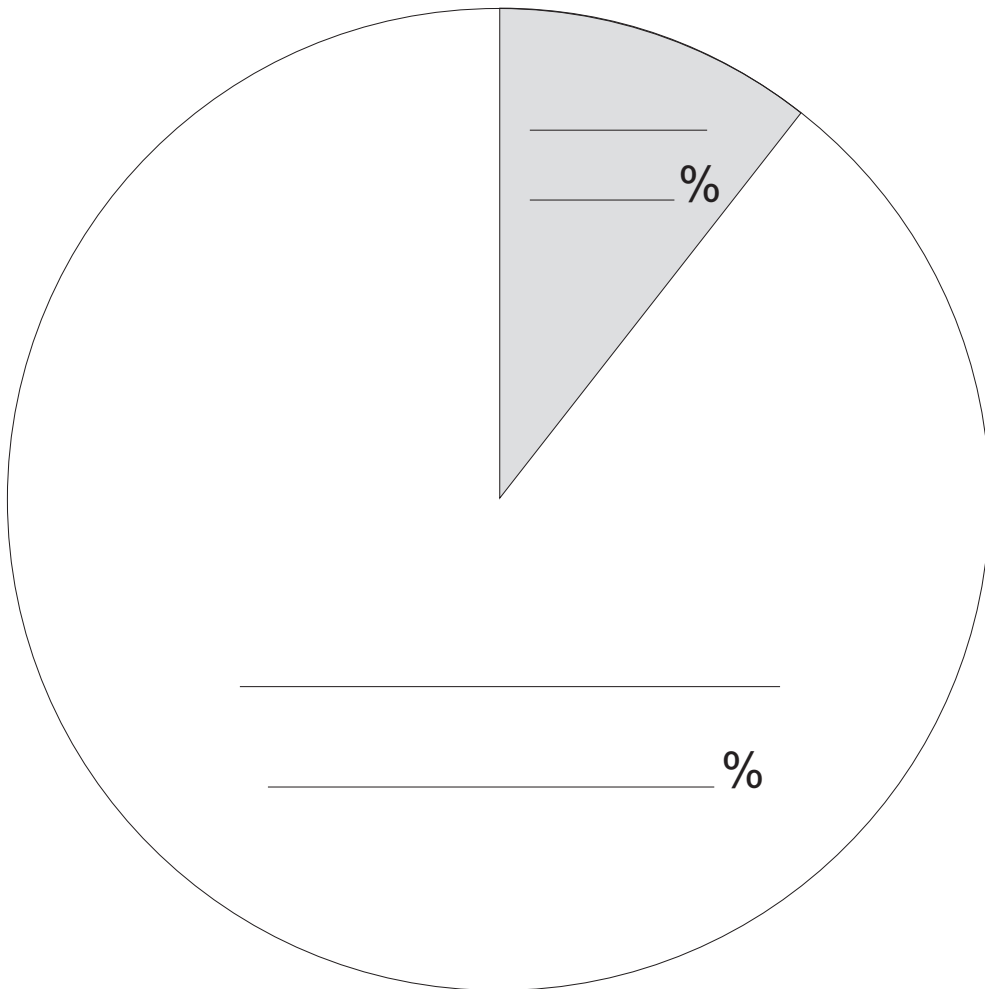
Circle the letter of the correct answer.

1. Before the Civil War, most people made a living by _____ .
 - a. working in factories
 - b. working on farms
 - c. investing in corporations
2. After the Civil War, many people moved to _____ .
 - a. urban areas
 - b. rural areas
 - c. forests
3. A trust is best described as a(n) _____ .
 - a. collection of corporations
 - b. small business
 - c. agreement between small and large businesses
4. An example of a natural resource is _____ .
 - a. a factory
 - b. coal
 - c. a factory worker
5. Antitrust laws were intended to _____ .
 - a. reform businesses
 - b. reduce businesses
 - c. relocate businesses
6. Standard Oil was a monopoly because _____ .
 - a. it did not control all oil products
 - b. it controlled most oil products
 - c. it used interchangeable parts



Practice

Use the **pie graph** below to correctly label and to write the **percentage of oil** controlled by **Standard Oil** and the percentage left for **other oil companies**.





Practice

Use the **pie graph** on the previous page to circle the letter of the correct answer.

1. Compared to other oil businesses, Standard Oil's control over the oil industry was _____ .
 - a. much less
 - b. about the same
 - c. much greater
2. Compared to other oil businesses, Standard Oil's power over government was _____ .
 - a. much less
 - b. about the same
 - c. much greater
3. Compared to Standard Oil, the profits of other oil businesses probably were _____ .
 - a. much less
 - b. about the same
 - c. much greater
4. After antitrust laws were passed, the size of Standard Oil became _____ .
 - a. much larger
 - b. stayed the same
 - c. much smaller
5. _____ percent of oil business was controlled by the Standard Oil Trust.
 - a. Ninety
 - b. Ten
 - c. An unknown
6. _____ percent of business was left over for all other oil companies.
 - a. An unknown
 - b. Ninety
 - c. Ten

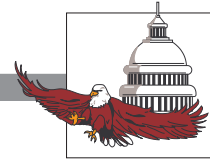


Practice

Use the list below to write the correct term for each definition on the line provided.

assembly line	invest	rural
corporations	monopoly	Sherman Antitrust Act
division of labor	natural resources	trusts
industrial nation	profits	urban
interchangeable parts	reform	

- _____ 1. a country in which more goods are produced by machine than by hand
- _____ 2. a group of corporations joining together to reduce or eliminate competition
- _____ 3. arrangement of workers and equipment that permits a product to pass from one worker to another until it is completed
- _____ 4. large businesses formed by people pooling their money to produce goods
- _____ 5. law that gave government the right to break up trusts
- _____ 6. money earned from investments in a company
- _____ 7. standardized parts made by machine that can be used in place of one another
- _____ 8. having different workers complete a single step in the production process



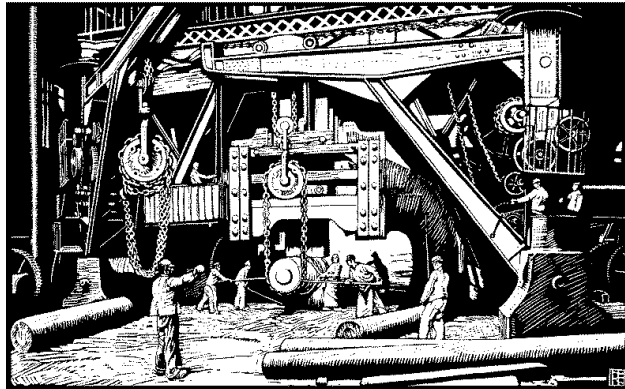
- _____ 9. raw materials that come from the earth,
used for producing products or energy
- _____ 10. relating to the city or city proper
- _____ 11. relating to the country, country people,
or agriculture
- _____ 12. the control of a product, service, or
industry by one company
- _____ 13. to change a situation by making it
better
- _____ 14. to purchase a share (piece) of a
company with the expectation of
making a profit

Unit 7: Problems in Industrial America (1867-1935)

This unit emphasizes economic, political, and social problems caused by the Industrial Revolution.

Unit Focus

- problems of farmers and industrial workers
- how farmers organized to pass laws
- how industrial workers organized to form unions
- reasons many immigrants came to America
- reasons labor force was greatly increased
- reasons urban growth became a major problem

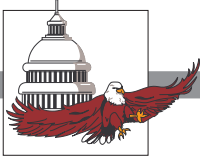




Vocabulary

Study the vocabulary words and definitions below.

- alliance** an agreement between two or more countries, groups, or people to work together
- American Federation of Labor (AFL)** a national labor union consisting of skilled workers
- blacklist** a list of workers whom companies refuse to hire
- collective bargaining** a discussion between union leaders and employers about conditions of employment
- Congress of Industrial Organizations (CIO)** group that helped different industrial unions organize themselves
- Grange** an organization of farmers
- Granger Laws** laws to regulate big businesses and protect the farmers
- Knights of Labor** an early national union composed of skilled and unskilled workers
- labor unions** worker organizations
- new immigrants** immigrants to the United States from Southern and Eastern Europe during the industrial period



- Populists** a political party whose aim was to improve life for all Americans, including farmers
- strike** when employees stop working in protest against a company
- surplus** an amount greater than what is used or needed; an excess amount
- tenements** old apartment buildings
- Wagner Act** law passed in 1935 which made it legal for workers to join labor unions
- yellow-dog contract** an agreement by workers not to join labor unions

Who's Who in Problems in Industrial America

Samuel Gompers

John L. Lewis

Terence V. Powderly



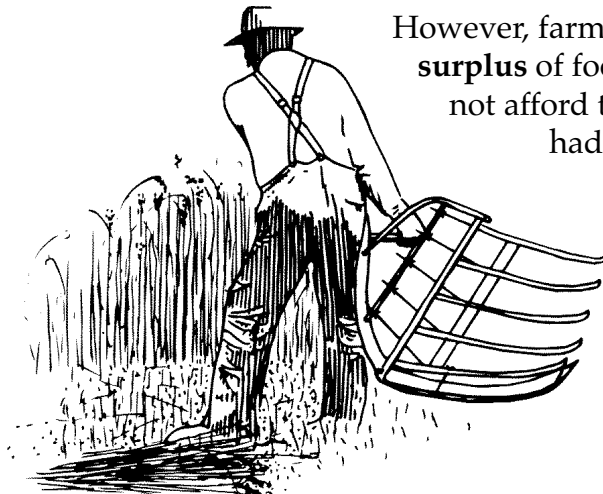
Introduction

The industrial age caused many problems for both farmers and factory workers. Farmers were able to increase their production of crops, but they were unable to sell all of them. Farmers had to depend on railroads to deliver their crops to cities and towns. Factory workers often had to work for low wages and in unsafe and dismal factories. For many years after the Civil War, factory workers had little choice but to accept what factory owners and managers were willing to offer.

To improve their situations, both farmers and factory workers organized. Farmers joined together to get their state and national governments to protect them from the unfair practices of big business. Similarly, factory workers organized **labor unions** to represent them in their attempts to gain higher wages and better working conditions.

Problems of the Farmer

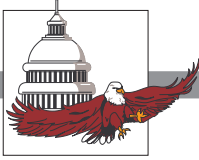
Farmers benefited from early industry. They used new tools such as steel plows and reapers to farm their lands more quickly. Eventually, the horses that pulled these plows and reapers were replaced by engine-powered machines. These new ways of farming, as well as the movement West to vast new farmlands, meant that farmers were able to grow more crops than before.



Farmers benefited from new tools that replaced manual equipment.

However, farmers found themselves with a **surplus** of food for sale because people could not afford to buy all the food the farmers had grown. With too much food available, the price the farmers could get for their crops went down. In addition, the farmers had to ship their crops by railroad. The railroads often cheated farmers by overcharging them for transporting crops.

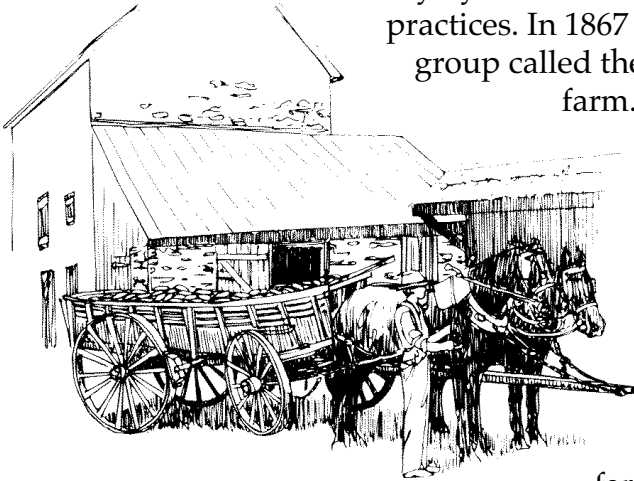
Many farmers had borrowed money at high interest rates



from banks to buy machinery, land, and seed. Unable to pay off their loans, many farmers lost their land to the banks and had to move to the cities to work in factories.

The Farmers Organize

Farmers decided to work together to keep their lands from being taken away by banks and to stop unfair railroad practices. In 1867 farmers organized into a group called the **Grange**, a French word for farm. The *Grangers* elected men to



Unable to pay off their loans, many farmers lost their land to the banks.

government office who helped pass state laws that regulated big businesses, especially railroads, from unfair practices against farmers. Although the **Granger Laws** were not effective in changing the way big business treated farmers, the farmers saw that by joining together they could be heard by state legislators.

Farmers continued to organize after the Grange failed. In the 1880s and 1890s, they formed **alliances**. With over three million members, the alliances had a strong voice in political elections. In 1891 farmers formed a new political party called the **Populists**, from the Latin word *populus*, meaning *people*. For almost 20 years, the Populists played an active role in representing the needs of farmers and other citizens against the interests of big business.

Problems of Industrial Workers

Industrial workers also had problems with big business. Men, women, and children were required to work 12 to 14 hours a day, six days a week. Wages were low. Skilled laborers earned \$2.00 a day, while skilled laborers earned about \$1.25 per day. Children and women seldom earned over \$4.00 a week.

Many laborers worked in unpleasant and dangerous situations. There were few rest breaks while working and no toilet facilities. Machinery had



no safety devices, and factory lighting was very poor. Workers had no organization to protect themselves from these conditions.

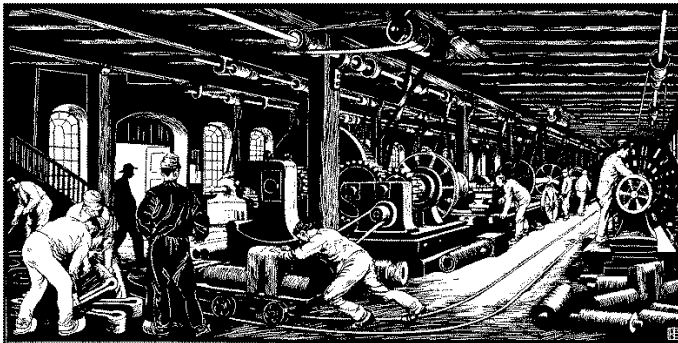
Meanwhile, some companies were growing increasingly wealthy and powerful. They often built and owned entire towns. These companies owned the houses workers lived in, as well as the stores where workers spent their wages on food, clothing, and other goods. These companies often controlled the town governments. If a worker complained about his situation, he could be fired. When that happened, he also lost a place to live.

The Rise of the Labor Unions

Industrial workers decided to organize. They could then pressure companies into providing better pay and working conditions. The workers used several methods to force businesses to recognize their problems.

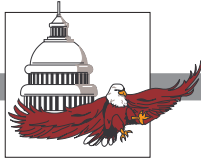
One method was the **strike**. A strike occurs when employees stop working as a way of protesting their low wages or working conditions. Strikes can cause a factory to reduce production or even to close down entirely. Consequently, the factory loses a lot of money when workers strike.

At first, the United States government was on the side of the businesses. Governors often sent in the state militia to break, or end, a strike. The President of the United States even sent the United States Army to break some of the strikes. Some of the strikes became very violent, and workers often were injured or killed by private detectives hired by factory owners or by state or national militia sent in to break the strike. Even though they faced injury or death, workers used strikes as an important weapon to improve their life in the factories.



Industrial workers decided to organize.

One form of organization the workers used was the *labor union*. Unions had leaders who presented workers' grievances, or complaints, in talks with factory owners and managers.

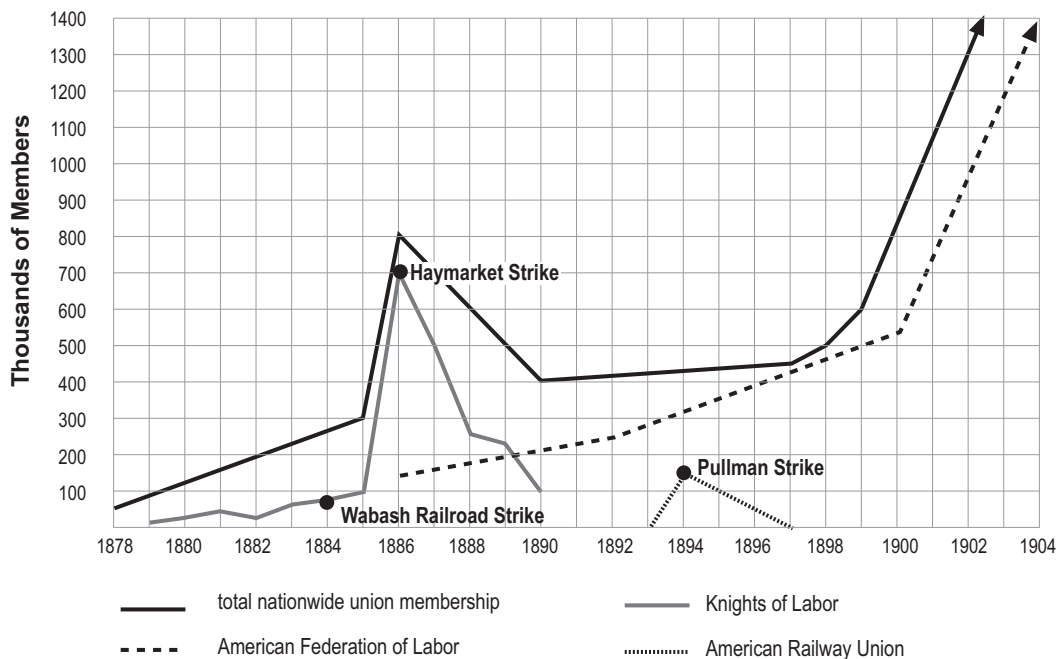


The **Knights of Labor** was an early national labor union. Organized in 1869 shortly after the Civil War, the union admitted all workers—men, women, African Americans, whites, and skilled and unskilled laborers. Under the leadership of *Terence V. Powderly*, membership in this union grew from 9,000 to 700,000 workers.

The Knights of Labor won a few strikes against the railroads and forced some businesses to improve conditions in their factories. In 1886, however, fighting broke out during a strike in Chicago. Several workers and policemen were killed in the battle that was called the *Haymarket Square Riot*. When the Knights of Labor were blamed for the violence, many workers left the union. Eventually this union lost power and fell apart.

Another early national union in the history of American labor was the **American Federation of Labor (AFL)**, organized by *Samuel Gompers*. This union consisted of separate smaller unions that represented craft workers. *Craft* means *skill*, and the AFL accepted only skilled workers such as railroad workers and mine workers. This union helped skilled workers get higher wages and shorter working hours. The AFL is still a major labor union today, having joined with the **Congress of Industrial Organizations (CIO)** in 1955 to become the AFL-CIO (see page 210).

The Growth of Union Membership, 1878-1904





Other unions followed the AFL. Some unions worked to pass child labor laws. Children often worked as hard and as many hours as adults did, yet they received the lowest pay. In 1879 Congress passed the first child labor law, limiting children from working more than 60 hours a week. Other laws restricted children from working at dangerous jobs. It was not until the late 1930s, however, that all states had child labor laws that included age restrictions.

Unions had weakened the control factory owners had over workers. The owners claimed that workers did not have the right to organize and make demands on business. Business leaders wanted to force workers not to join unions.

One way businessmen tried to control unions was through the **yellow-dog contract**. By signing a yellow-dog contract, the worker promised not to join a union. Another way businessmen tried to limit the unions was the **blacklist**. This list contained the names of workers who joined unions. Factory owners and managers passed this list to one another. If a worker's name was on the list, he or she would not be hired.

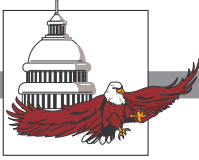
Some Americans did not like unions. They blamed unions for the violent strikes and riots, and for the higher prices of products. They agreed that workers had no right to make demands of business. But the growth of unions continued, and workers continued to improve their working conditions.

Attitudes toward Unions Change

By 1900 public attitudes toward labor changed. People and government accepted the right of labor to organize. In 1894 Congress declared *Labor Day* a legal holiday to honor workers. This did not mean that employers stopped fighting organized labor. But labor had made great strides toward public recognition.

In 1935 Congress passed the **Wagner Act**. This law guaranteed the workers' right to join unions. It ended the use of blacklists and yellow-dog contracts.

Following the Wagner Act, a new kind of union was formed. This was the industrial union. An industrial union represents all the workers in one type of industry. For example, workers with General Motors, Ford, or other motor companies could join the United Auto Workers of America.



Workers in the steel industry could belong to the United Steel Workers.



steel workers

These industrial unions are called the Congress of Industrial Organizations (CIO). The first CIO leader was *John L. Lewis*.

In 1955 the AFL and the CIO joined together to form the powerful AFL-CIO. Today, they represent most of the labor unions in the United States.

The major weapon of labor against management today is **collective bargaining**. In collective bargaining, union leaders discuss the conditions of employment with employers. If an agreement is not reached, however, workers may strike.

The rise of labor unions has been an important event in American history. Although they were often opposed by citizens and government, labor unions have survived to become powerful representatives of workers. They provide the American worker with ways to get fair wages and safe working conditions.

Immigration Increased the Labor Force

An *immigrant* is a person who settles in a new country. Before 1890, most people who immigrated to the United States were from Northern and Western Europe. These *old* immigrants came from such countries as England, Ireland, Germany, and Scandinavia. Many of these workers spoke English and had skills or trades valuable to business and farming.

Between 1890 and 1920, thousands of foreigners began to arrive in the United States. They were called the **new immigrants**. People from countries such as Italy, Greece, Poland, and Russia arrived on the East Coast. Many immigrants on the West Coast came from Asia. These *new* immigrants were in many ways different from the *old* immigrants. These differences would create new problems in the cities and in labor.

Many of the new immigrants lived and worked in American cities. Most of them spoke no English and were very poor. Entire families had to share



small rooms in **tenements**, or old apartment buildings. Life was not comfortable for them, but they wanted to become Americans.

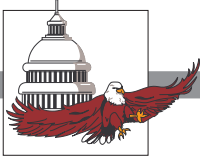
The new immigrants quickly entered the labor force. They, too, worked long hours for low pay. An immigrant who had a skill had a better chance of getting a good job. But an unskilled immigrant had to take any job he or she could find. The unskilled immigrant had to compete with other unskilled—but native born—Americans. Older Americans and industry often discriminated against the new immigrants.

Problems of Urban Growth

Cities were ill prepared to handle these new arrivals. Neighborhoods became crowded and dirty. Most cities did not have sewers or clean drinking water. By 1900 about half of all Americans lived in cities and towns. Rapid urban growth had become a major problem in industrial America.

Summary

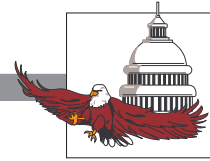
Farmers joined forces to increase their power and solve their problems. Eventually, they were able to get laws passed that protected them from unfair practices by big business. Factory workers also formed unions. Unions represented workers and got them higher wages and safer working conditions. In the early stages of the industrial age, big business and factory owners worked against the labor unions with the support of state and national government. However, Congress passed laws that protected workers' rights to organize. The labor force was greatly increased between 1890 and 1920 as thousands of immigrants came to the United States looking for work. Many *new immigrants* took unskilled labor jobs at low wages and lived in poor conditions.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|--------------------------|
| _____ 1. a list of names of workers that companies refused to hire | A. blacklist |
| _____ 2. old apartment buildings | B. collective bargaining |
| _____ 3. government act guaranteeing a worker's right to join a labor union | C. Granger Laws |
| _____ 4. discussions between workers and business about jobs | D. tenements |
| _____ 5. government acts that helped farmers | E. Wagner Act |
| _____ 6. agreement by workers not to join unions | F. yellow-dog contract |



Practice

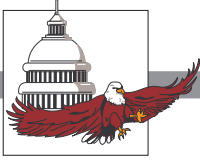
Complete the chart below.

Organizations of the Industrial Period

group	members	goals	accomplishments
AFL-CIO			
Grange			
Populist Party			
Knights of Labor			

Match each **organization** with the correct **founder**. Write the letter on the line provided.

- | | |
|---------------------------|------------------------|
| _____ 1. AFL | A. Samuel Gompers |
| _____ 2. Knights of Labor | B. John L. Lewis |
| _____ 3. CIO | C. Terence V. Powderly |



Practice

Answer the following using complete sentences.

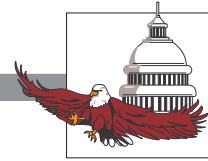
1. How did the railroads cause problems for the farmer? _____

2. In what important way did the workers in the AFL-CIO differ from those in the Knights of Labor? _____

3. Why did big business object to labor unions? _____

4. What happened at the Haymarket Riot? _____

5. Why did government support big business and industry? _____



Practice

Circle the letter of the correct answer.

1. What was the attitude of most Americans toward the growth of industry?
 - a. They feared industry would cause them to lose jobs.
 - b. They hoped business would help them prosper.
 - c. Few people wanted to take a job in industry.

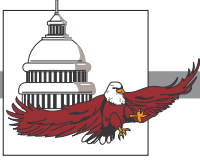
2. Use of machinery in farming led to a surplus of food. What did this mean?
 - a. There was not enough food for the people.
 - b. Farmers had no extra food to sell to markets.
 - c. More food was produced than could be used.

3. How did the banks contribute to the problems of the farmer?
 - a. They charged high interest rates on loans.
 - b. Banks refused to loan farmers money to buy machinery.
 - c. There was not enough money in banks to help the farmer.

4. How did farmers gain power?
 - a. They overthrew the government.
 - b. They organized into large groups.
 - c. They refused to borrow money from banks.

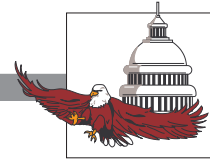
5. What was the main purpose of labor unions?
 - a. They tried to improve working conditions.
 - b. They tried to increase workers' wages.
 - c. They tried both a and b.

6. How did businesses react to labor's demands?
 - a. They tried to stop the growth of unions.
 - b. Jobs that were dangerous to workers were ended.
 - c. Businesses led strikes that closed down factories.



7. How did new immigrants compare to most older American workers?
 - a. They took the best jobs.
 - b. They were discriminated against.
 - c. They enjoyed greater wealth.

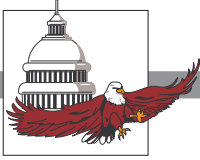
8. Why did cities experience problems in the industrial age?
 - a. Urban population remained low because few people wanted to live in cities.
 - b. Employment was hard to find in the cities.
 - c. Growing populations caused cities to become crowded and dirty.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, circle the part that makes the statement incorrect.

- _____ 1. The Granges were unsuccessful in getting the government to help them.
- _____ 2. Labor unions have lost power and declined as important worker organizations.
- _____ 3. Children had to work long hours in dangerous jobs during the early industrial age.
- _____ 4. Most of the new immigrants came from such countries as England, Ireland, and Germany.
- _____ 5. By 1900 about half of Americans lived in cities.
- _____ 6. The Wagner Act was important to organized labor.



Practice

Use the list below to write the correct term for each definition on the line provided.

alliance	strike
American Federation of Labor	surplus
new immigrants	tenements
Populists	yellow-dog contract

- _____ 1. old apartment buildings
- _____ 2. an agreement between two or more countries, groups, or people to work together
- _____ 3. an agreement by workers not to join labor unions
- _____ 4. immigrants to the United States from Southern and Eastern Europe during the industrial period
- _____ 5. a political party whose aim was to improve life for all Americans, including farmers
- _____ 6. when employees stop working in protest against a company
- _____ 7. an amount greater than what is used or needed; an excess amount
- _____ 8. a national labor union consisting of skilled workers



Practice

Use the list below to write the correct term for each definition on the line provided.

blacklist	Granger Laws
collective bargaining	Knights of Labor
Congress of Industrial Organizations	labor unions
Grange	Wagner Act

- _____ 1. law passed in 1935 which made it legal for workers to join labor unions
- _____ 2. worker organizations
- _____ 3. a discussion between union leaders and employers about conditions of employment
- _____ 4. an early national union composed of skilled and unskilled workers
- _____ 5. a list of workers whom companies refuse to hire
- _____ 6. group that helped different industrial unions organize themselves
- _____ 7. an organization of farmers
- _____ 8. laws to regulate big businesses and protect farmers

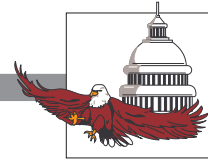
Unit 8: Becoming a World Power (1867-1898)

This unit emphasizes how the United States began to look beyond its boundaries and expand its interests to make colonies of other countries and territories.

Unit Focus

- reasons the United States wanted colonies
- ways the United States gained territories in Caribbean, South America, and Pacific
- ways the United States became a world power after Spanish-American War
- examples of foreign policy concerning Hawaiian Islands during administrations of presidents Grover Cleveland and William McKinley
- examples of United States colonial policy concerning Cuba
- current status of American colonies

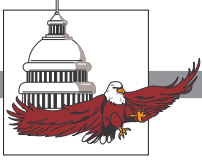




Vocabulary

Study the vocabulary words and definitions below.

- colonial policy** plan describing how the government intends to treat its colonies
- colony** a region or country controlled by another country
- imperialism** the practice of establishing colonies; extending the rule of one country over other countries or colonies
- manifest destiny** belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean
- nationalism** loyalty and devotion to one's country
- Pearl Harbor** United States naval base in Hawaii
- raw materials** natural resources used in the production of goods
- revolt** an uprising against authority
- Seward's Folly** nickname given to Alaska at the time it was purchased from Russia; also called "Seward's Icebox"
- USS Maine** United States battleship blown up in the harbor of Havana, Cuba, leading the United States to declare war on Spain in 1898

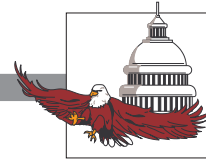


Who's Who in Becoming a World Power

Grover Cleveland

William McKinley

William Seward



Introduction

After the Civil War, the government limited its dealings with European countries for two reasons. One, it did not trust them because during the Civil War, both Great Britain and France had supported the Confederacy. Two, the United States was busy building industries and settling land between the Atlantic Ocean and Pacific Ocean. After the United States settled the land between the oceans, however, the government began to expand its interests to the countries and territories in Latin American and the Pacific Ocean. Many Americans believed in **manifest destiny**, a doctrine that pushed them to acquire all the land on the continent. This new attitude would lead the United States to become a world power.



The Civil War ends.

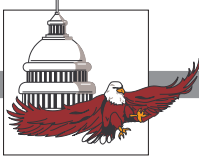
Reasons the United States Wanted Colonies

Imperialism

The first Americans to take an interest in expanding the United States to other countries and territories were people who had a strong belief in **nationalism**. Because of their extreme loyalty and devotion to the United States, they wanted to increase their country's power in the world. They felt that other countries should be taught to live as Americans lived. This meant establishing *colonies*. A region or country that is controlled by another country is called a **colony**.

Many Americans, however, did not want to control or rule other territories and their people. These Americans appreciated their own past. The United States had once been a colony of England and had to fight for its own independence.

By 1895, however, the reasons for practicing **imperialism**—the policy of extending one's rule over other countries by establishing colonies—began to change. European countries were quickly turning many undeveloped countries into their colonies. The United States decided that if it was to be competitive in world markets, it too would need to establish colonies.



New Markets

American farmers and businesses were producing more goods than Americans could buy. This surplus of goods, particularly in cotton, wheat, tobacco, and machinery, was made possible by the settlement of farms in the West. Labor-saving machines invented during the Industrial Revolution also helped build the surplus. Farmers and businessmen needed new markets in which to sell their surplus goods. New markets throughout the world would mean increased wealth for American producers of goods.

Natural Resources

The United States was rich in natural resources such as good soil, oil, and iron ore. However, some businessmen realized that this abundance of resources would one day run out. They saw imperialism as a way to guarantee enough resources, or **raw materials**, for the future of their industries and guaranteed markets to sell American-made goods.



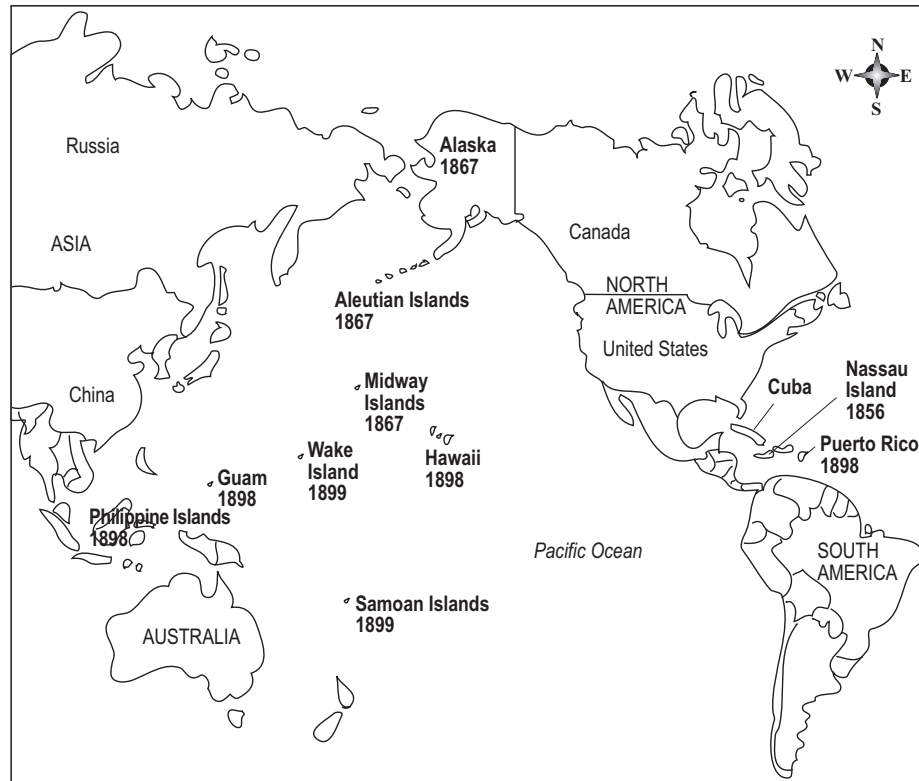
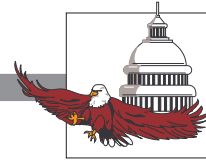
The United States was rich in natural resources such as good soil for farming.

The United States Gains Colonies

A commitment to manifest destiny, imperialism, and the need for new markets motivated the United States to expand into new territories. As early as the 1850s, attempts were made to acquire land outside the United States. Several times Americans tried, but failed, to buy Cuba and Hawaii for naval bases. Ultimately, some new territories were acquired through negotiations. Other new territories were acquired as the result of war.

Alaska

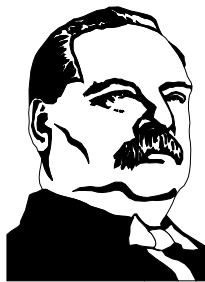
Alaska became the first colony of the United States in 1867. United States Secretary of State *William Seward* negotiated a deal to purchase Alaska from Russia for \$7.2 million. Secretary Seward thought Alaska offered valuable resources and would be an important military base. Some people thought Alaska was frozen, worthless land. They made fun of Seward's purchase and called Alaska **Seward's Folly** and "Seward's Icebox." Public opinion changed, however, when gold and oil were discovered in Alaska in 1897. Alaska was a United States territory for almost 100 years. It became the nation's 49th state in 1959.



United States Territorial Expansion to 1900 with Dates of Acquisitions

Hawaiian Islands

By the late 1700s, American ships frequently crossed the Pacific Ocean. They made stops in the Hawaiian Islands for fresh food and water on trips to and from China. Later, American missionaries and businessmen settled there. In 1887 the United States government established a naval base at **Pearl Harbor**.

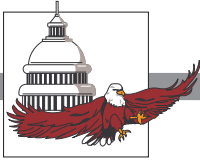


President Grover Cleveland

By 1891 American businessmen in Hawaii wanted to overthrow the Hawaiian government. And in 1893, the American minister raised the United States flag and its military enforced its rule. Many Americans saw this as a misuse of the military, and President *Grover Cleveland* lowered the flag and returned power to Hawaii's queen. However, the next President, *William McKinley*, made Hawaii a United States possession, or colony, in 1898.



President William McKinley



That year all Hawaiians were made United States citizens. Sixty-one years later in 1959, Hawaii became the 50th state to join the Union. (Hawaii and Alaska were admitted in the same year, Alaska in January and Hawaii in August.)

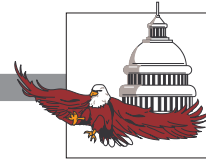
Samoa

The islands of Samoa, also in the Pacific Ocean, were another stopover for American ships. These islands also came under United States control. In 1893, the United States and Samoan chiefs signed an agreement allowing the United States to use the harbor at Pago Pago for fueling stations for their steam-powered ships. Germany and Great Britain also wanted the Samoan Islands. To avoid a war, diplomats met and divided the islands. Some of the Samoan Islands became a United States colony called American Samoa.

Cuba and the Spanish-American War

Cuba is an island in the Gulf of Mexico only 90 miles south of Florida. Although Cuba was a Spanish colony, Spain allowed Americans to do business there. By 1890 American firms had invested over \$50 million in Cuban sugar. The Spanish treated Cubans poorly. Cubans worked for low wages. In response to the poor treatment and low wages, the Cubans **revolted** many times against Spanish rule. In 1895 the Cubans declared their independence from Spain. The Spanish put down the revolt by placing many Cubans in concentrations camps, where many innocent people died of disease and starvation. The Spanish tortured the Cuban rebels they captured.

When American newspapers published stories about Spain's cruelty to the Cubans, American readers began to sympathize with the Cubans. The stories also caused American businesses to worry about their investments in Cuba. They wanted their property protected from destruction by the fighting between Cubans and the Spanish. President McKinley sent a battleship, the *USS Maine*, to Cuba to protect property of Americans. On February 15, 1898, the *Maine* was destroyed by an explosion. No one was sure what caused the blast; however the Spanish were blamed for it. The American press demanded war with Spain, and the slogan "Remember the *Maine*" became popular.

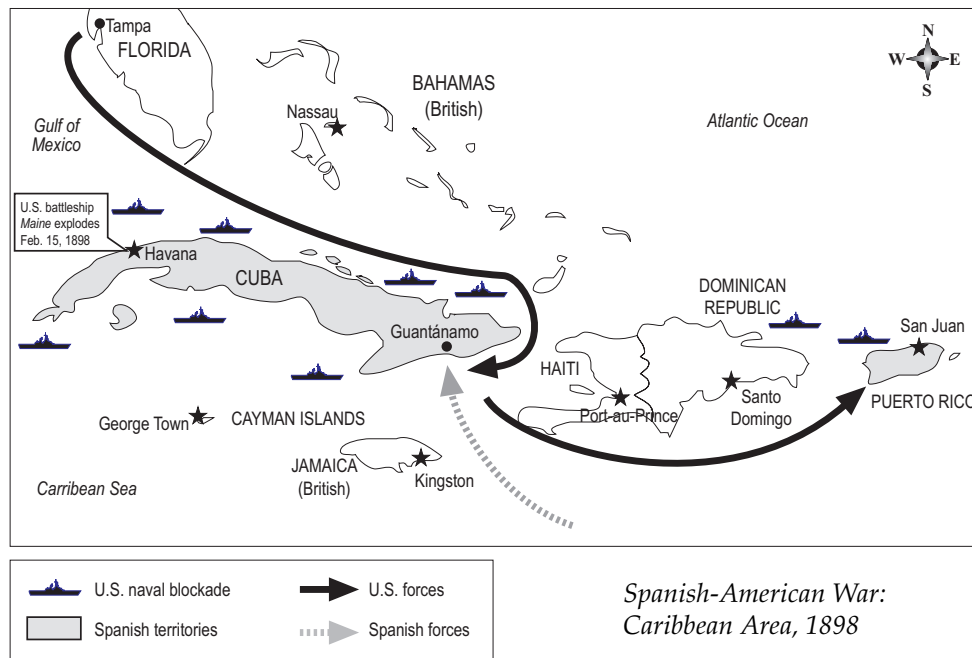


At first, President McKinley did not want to go to war with Spain. But finally, on April 11, 1898, he asked Congress to declare war. This war was called the *Spanish-American War*. The United States and Spain fought battles in Cuba and in the Philippine Islands, another Spanish colony in the Pacific Ocean.

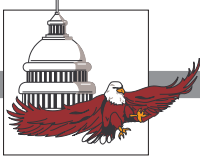
It took the United States only four months to defeat the Spanish in the Spanish-American War. More American soldiers died from disease in American training camps than in battle. After this war, other nations perceived the United States as a world power.

The United States Colonial Policy

At the war's end, Cuba gained its independence from Spain. Also, the United States gained new territories from Spain. These included Puerto Rico, an island in the Atlantic Ocean, the Philippine Islands and Guam, both in the Pacific Ocean. The American government had to develop a **colonial policy** to govern these territories. That is, it had to decide how to treat its new colonies and the citizens of those new lands.



After the Spanish-American War, the United States became Cuba's protector. The United States Army helped Cuba recover from the war, building schools and roads. The American government told Cuba to establish a democratic government, but problems soon developed.



Many Cubans did not like having the United States Army in Cuba. They wanted to have a free and independent country. But there were American-owned businesses and property in Cuba, and the United States government wanted to make sure American interests were safe. Cuba was not granted complete independence until 1934. Since then, Cuba has experienced many political problems. (Since 1959, it has had a Communist government ruled by Fidel Castro.)

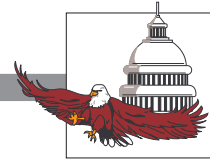
Current Status of American Colonies

The end of the 19th century saw the United States gain many new lands that became colonies. Some, like Guam and American Samoa, maintained their status as possessions. Some gained independence, like the Philippines in 1946. Puerto Rico is still a territory. The people living there are citizens of the United States but get to control their own government. Some territories (Alaska and Hawaii) ultimately became states.

Summary

After the United States settled the continental United States, the country began to look beyond its boundaries and expand its interests. It wanted to colonize other countries and territories in the Caribbean, South America, and the Pacific. These colonies would be markets for the surplus of goods farmers and businesses were producing and provide raw materials for American businesses.

The defeat of Spain in the Spanish-American War (1898) made the United States a world power. It gained new territories from Spain that it used for markets and military bases. The United States has since granted independence to many of these colonies.

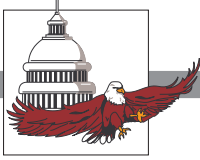


Practice

Use the **chart** below to write the **major event** that took place during **each year**.

The U.S. as a World Power—Major Events

Year	The Major Event
1867	
1893	
1898	
1934	
1946	
1959	



Practice

Circle the letter of the correct answer.

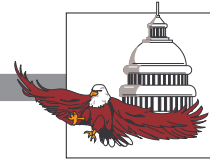
1. Many Americans believed in *manifest destiny*. This refers to _____ .
 - a. a belief in building a large army and navy
 - b. a fear of taking over large empires around the world
 - c. a desire to extend United States borders
 - d. the need to give up any colonies taken in war

2. Loyalty and devotion to one's country is called _____ .
 - a. imperialism
 - b. nationalism
 - c. colonialism
 - d. communism

3. The practice of gaining and ruling new lands is called _____ □.
 - a. imperialism
 - b. nationalism
 - c. capitalism
 - d. communism

4. Americans wanted colonies for all of the following reasons **except** _____ .
 - a. colonies would provide new places to sell products
 - b. special raw materials were needed by United States industry
 - c. America's people needed new lands for settlement
 - d. new territories would make the United States more powerful

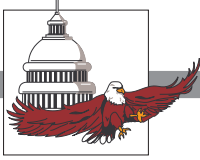
5. The reasons which led to the Spanish-American War included _____ .
 - a. the sinking of the battleship *USS Maine*
 - b. the revolt against the queen led by the United States
 - c. protecting American investments in Cuba
 - d. a and c, but not b



6. The United States gained all of the following territories through war, **except** _____ .
 - a. the Philippine Islands
 - b. Cuba
 - c. Alaska
 - d. Puerto Rico

7. _____ were American colonies that became states in the United States.
 - a. Cuba and the Philippines
 - b. Alaska and Hawaii
 - c. Puerto Rico and Guam
 - d. Guam and Hawaii

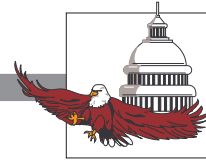
8. Some Americans did not want to practice imperialism because _____ .
 - a. they feared the navy was not strong enough
 - b. they no longer needed markets for their goods
 - c. they did not want to control other people
 - d. the Spanish-American War left the United States a weak world power



Practice

Match each description with the correct term. Write the letter on the line provided.

- | | |
|--|---------------------|
| _____ 1. island state in the Pacific Ocean | A. colony |
| _____ 2. islands in the Pacific, <i>not</i> a state | B. Cuba |
| _____ 3. a harbor in the Samoan Islands | C. Hawaii |
| _____ 4. a United States Commonwealth | D. nationalism |
| _____ 5. an uprising against authority | E. Pago Pago |
| _____ 6. island 90 miles south of Florida | F. Puerto Rico |
| _____ 7. a land controlled by another country | G. revolt |
| _____ 8. a strong loyalty to one's country | H. Samoa |
| _____ 9. how some Americans referred to the purchase of Alaska | I. Seward's Folly |
| _____ 10. the battleship sent to Cuba | J. <i>USS Maine</i> |



Practice

Answer the following using short answers.

1. Why did some Americans call Alaska “Seward’s Icebox”?

2. From which country did the United States purchase Alaska?

3. What event changed American attitudes about Alaska?

4. Name two European countries that were interested in the

Samoan Islands. _____

5. How far is Cuba from the United States? _____

6. Which United States President asked for a war with Spain in

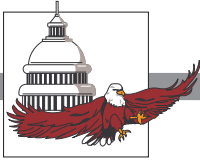
1898? _____

7. How long did the Spanish-American War last? _____

8. Which nation won the Spanish-American War? _____

9. How was the United States perceived by other nations after

the Spanish-American War? _____



Practice

Use the **map** and **list** below to locate each **territory**. Write the correct letter from the map by the name of each territory.

_____ Alaska

_____ Philippine Islands

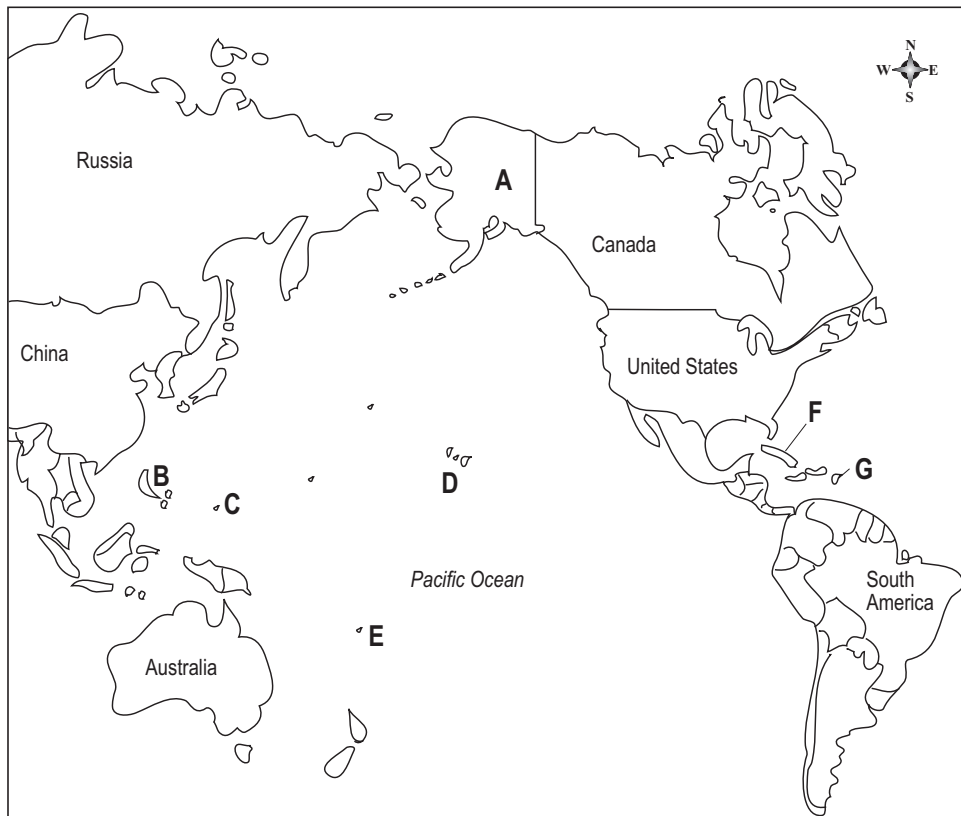
_____ Cuba

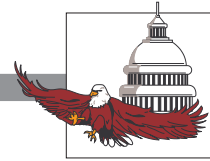
_____ Puerto Rico

_____ Guam

_____ Samoan Islands

_____ Hawaii





Practice

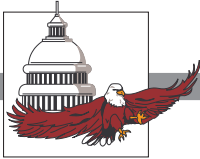
Use the **map** on the previous page to answer the following using a short answer.

1. What country separates the lower 48 states of the United States from Alaska? _____
2. Which territory is furthest west of the United States? _____

3. Which territory lies between Hawaii and the Philippine Islands? _____

4. In which direction is Cuba from the United States? _____

5. In which ocean are Hawaii, Samoa, and Guam located? _____



Practice

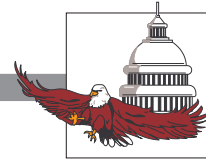
Use the **chart** and **list** below to write the **countries** under the correct **location** and **current world power**. Some countries will be used more than once.

Alaska	Guam	Russia
Cuba	Hawaii	Samoa
Germany	Philippine Islands	Spain
Great Britain	Puerto Rico	United States

Division of World Power

Pacific Ocean Islands	Caribbean Sea Islands	United States	United States Territories	Independent Countries

(Note: Not all columns will be completely filled.)



Practice

Use the list below to write the correct term for each definition on the line provided.

colonial policy

colony

imperialism

manifest destiny

nationalism

Pearl Harbor

raw materials

revolt

Seward's Folly

USS Maine

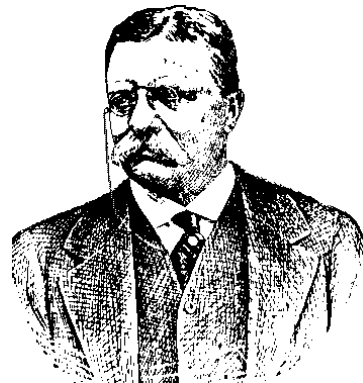
- _____ 1. a region or country controlled by another country
- _____ 2. an uprising against authority
- _____ 3. belief that the United States would one day extend its borders from the Atlantic Ocean to the Pacific Ocean
- _____ 4. loyalty and devotion to one's country
- _____ 5. natural resources used in the production of goods
- _____ 6. nickname given to Alaska at the time it was purchased from Russia; also called "Seward's Icebox"
- _____ 7. plan describing how the government intends to treat its colonies
- _____ 8. the practice of establishing colonies
- _____ 9. United States battleship blown up in the harbor of Havana, Cuba, leading the United States to declare war on Spain in 1898
- _____ 10. United States naval base in Hawaii

Unit 9: United States Foreign Policy (1898-1933)

This unit emphasizes how the United States had become a world power by the early 20th century.

Unit Focus

- ways United States gained a sphere of influence in China
- foreign affairs and policies during administrations of Presidents Theodore Roosevelt, William Howard Taft, Woodrow Wilson, and Franklin D. Roosevelt
- ways United States gained control in Latin America and Caribbean
- problems in Latin America
- reasons United States became a world power

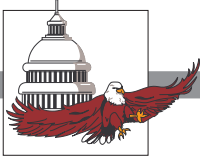




Vocabulary

Study the vocabulary words and definitions below.

- Boxer Rebellion** a revolution started by a Chinese secret society called the *Boxers* to chase Westerners out of China
- Canal Zone** area leased to the United States surrounding and including the Panama Canal
- dollar diplomacy** foreign policy of the United States that encouraged and protected American investment in Latin America
- empire** a country that controls nations and/or colonies besides its homeland
- foreign policy** position put forth by one nation in its actions with other nations
- Good Neighbor Policy** American position stating that the United States would be more friendly and show more respect towards Latin American governments
- Great White Fleet** armor-plated ships built for the United States Navy in 1890s; also called “White Squadron”
- Latin America** the combination of countries in South America, the Caribbean Sea, and Central America



- malaria** a disease carried by mosquitoes affecting people
- Open Door Policy** American position that made it possible for all countries to trade in China
- Panama Canal** the manmade waterway that provides a shortcut from the Atlantic Ocean to the Pacific Ocean
- revolt** an uprising against authority
- Roosevelt Corollary** President Theodore Roosevelt's announcement that no nation but the United States could interfere in Latin American affairs
- spheres of influence** geographic areas controlled by a country and used for its own benefit
- yellow fever** a lethal disease carried by mosquitoes affecting people

Who's Who in United States Foreign Policy

John Hay

William Howard Taft

Franklin D. Roosevelt

Woodrow Wilson

Theodore Roosevelt



Introduction

After the Spanish-American War in 1898, the United States became a world power. The country began to look as far away as China for new markets and resources. Closer to home, the United States also continued its effort to end any European interference in North America and **Latin America**—those nations in Central America, the Caribbean Sea, and in South America.

Spheres of Influence in China

Although Americans had been trading with the Chinese since 1790, it was not until the late 1800s that the United States took an active role in the political affairs of China.

In the late 1890s, the European nations of Great Britain, France, and Germany divided valuable areas of China among themselves. Because China could not defend itself, each country was able to develop **spheres of influence** in that country. A sphere of influence refers to a geographic area controlled by a country and used for its benefit. The United States feared that the spheres of influence of other countries would prevent Americans from expanding their own trade in China. Unless the United States took action, other countries would have complete control of the markets and resources in China.



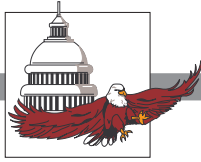
Chinese teapot

The Open Door Policy

In 1900 the United States Secretary of State *John Hay* sent messages to Great Britain, France, Germany, and other European nations. He asked them to follow an **Open Door Policy** within their spheres of influence. This policy would permit other countries, especially the United States, to have an “open door” to trade in China.

The Boxer Rebellion

The Chinese did not benefit from the Western nations’ spheres of influence. Consequently, some Chinese took up arms against these intruding countries. A Chinese secret society, which the Westerners called



the *Boxers*, tried to force foreigners out of China. This outbreak was called the **Boxer Rebellion**. Armies and Navies from the Western countries fought and defeated the Boxers. The fighting, which lasted about seven months, ended in 1901.

Western nations were angry about the Boxer Rebellion, and some of them talked of taking over all of China to prevent another rebellion. However, Secretary Hay wanted to preserve, or keep, China an independent nation. He helped persuade China's government to punish the Boxers and pay for the damage to Western interests and to avoid any further action by the Western nations.

The payment to the United States more than covered its cost in ending the Boxer Rebellions. The money the United States returned to China was used to send college students from China to study in the United States. This exchange between these countries improved their relationship.

President Theodore Roosevelt and Foreign Affairs

By 1900 the United States had its own **empire** and controlled other nations as colonies. It now could expand its trade around the world. To protect its new territories and trading ships, the United States needed a strong naval force in both the Atlantic and Pacific oceans.



President Theodore Roosevelt

In 1895 the United States began to build its **Great White Fleet**, a naval force of armor-plated ships. In 1907 President *Theodore Roosevelt* sent this newer and larger navy to patrol both oceans and show other nations that the United States was now a sea power that could protect its territories and interests abroad.

Panama Canal

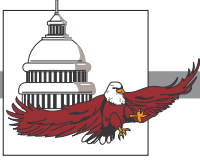
In those days, a ship traveling from New York on the Atlantic coast to San Francisco on the Pacific coast had to sail all the way around South America. The United States wanted its navy to be able to make the trip from the Atlantic Ocean to the Pacific Ocean more quickly. The solution would be to find a shortcut between the two oceans. This idea had been considered by other nations.



For 20 years French engineers had been digging a canal, a manmade waterway, across Central America. They had failed because of the high cost of building the canal. Also, diseases like **yellow fever** and **malaria** killed many workers. President Roosevelt saw an opportunity for the United States to complete the canal, and in 1902, he purchased the canal rights from France for \$40 million.

Panama was a state in Colombia, and the **Panama Canal** route was actually owned by the Colombian government. The United States tried to purchase the land from Colombia, but the Colombian government rejected the offer. Many Panamanians supported the United States plan and **revolted**, or began to fight or rebel, against Colombia. With the help of the United States Navy, Panama defeated Colombia and gained its independence. Panama quickly made a treaty on November 18, 1903, with the United States and leased, or rented, the Panama Canal route to the United States for \$10 million and an annual fee of \$250,000. In 1904 American engineers began to build the Panama Canal.





Americans faced the same problems with yellow fever and malaria as had France. American doctors soon found that these diseases were carried by mosquitoes. Mosquitoes could be controlled by draining the swamps so they could not breed. Screens over doors and windows kept the insect out of homes. Within two years, most of Panama was free of yellow fever and malaria, and construction on the Panama Canal could be finished.

The Panama Canal, 50 miles long, was finished in 1914 and opened to traffic to all nations. The United States controlled and protected the Panama Canal and built a naval base in the **Canal Zone**. The Panama Canal shortened the trip from New York to San Francisco from 13,000 miles to only 5,000 miles. The canal helped the United States maintain and increase its power in Latin America—Mexico, Central America, and South America—and the Caribbean.



The Panama Canal was the world's greatest engineering feat. The United States completed the project in 10 years, and the first steamer went through in August 1914.

Courtesy of the J.N. "Ding" Darling Foundation



Eventually, the United States controlled the entire Caribbean Sea. Americans believed this region was important to the security and trade of their country.

Two treaties were agreed upon between the Republic of Panama and the United States in 1977. The treaties were ratified by both countries in 1978 and on October 1, 1979, the United States returned the legal rights of the Canal Zone to Panama. The United States government felt the canal rightly belonged to Panama. Under the treaty, the United States maintained operational control until December 31, 1999. Today traffic from all nations continue to use the Panama Canal.

The Roosevelt Corollary

In 1904 President Theodore Roosevelt announced that no other country but the United States could interfere in the affairs of Latin America. The United States would act like a police officer in this region. This declaration was known as the **Roosevelt Corollary**. (A *corollary* is a natural result of an action.) In a speech referring to Latin America, Roosevelt made his famous statement: “Speak softly and carry a big stick, and you will go far.”

Roosevelt had three reasons why he wanted the United States to act as a police officer in Latin America. First, the United States wanted to protect the Panama Canal. Second, the United States wanted to protect American business and property in Latin America. And third, the United States wanted to end European interference in the Western Hemisphere.

Roosevelt had three reasons why he wanted the United States to act as a police officer in Latin America.

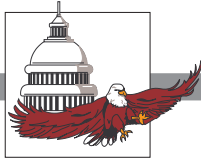
1. The United States wanted to protect the Panama Canal.
2. The United States wanted to protect American business and property in Latin America.
3. The United States wanted to end European interference in the Western Hemisphere.

The United States Takes Action in Latin America

From 1905 to 1933, various problems occurred in Latin America. These problems usually were the result of disagreements about money or battles for control of Latin American governments. In 1912 President *William Taft* sent the United States Marines into



President William Taft



Nicaragua to end the fighting there. The American government also sent troops at one time or another to the Dominican Republic, Haiti, and Honduras.

The United States built schools, hospitals, and highways in different Latin American countries. These improvements were made mainly to improve and protect American businesses in these countries. Critics of President Taft's efforts to protect American investments in Latin America called these actions **dollar diplomacy** because the United States was using money (dollars) to buy good will.

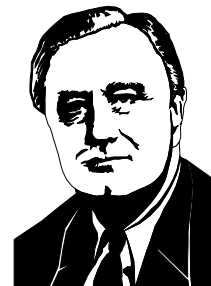


President Woodrow Wilson

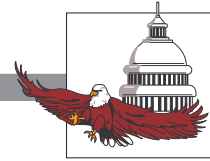
In 1912 the United States elected a new President—*Woodrow Wilson*. His first **foreign policy** test came in Mexico in 1914. Mexico was controlled by the dictator Victoriano Huerta, who threatened to confiscate, or take, American-owned property in Mexico. On two occasions, Wilson sent American troops into Mexico to protect Americans and their property. When Huerta retired and the new government assured Wilson that America's people and property would be respected, the United States withdrew its military forces.

In spite of this agreement between Mexico and the United States, many Latin Americans feared the power of the United States. They felt that their northern neighbor was gaining too much control in the region. Tensions between the United States and Latin America remained high after World War I ended in 1918.

In 1933 President *Franklin D. Roosevelt* tried to improve relations between the United States and Latin America. He did not want to use American troops to solve Latin American problems. Instead, he wanted to treat his Latin American neighbors with greater respect. He called this approach the **Good Neighbor Policy**. The United States and Latin American nations signed an agreement that the United States would remove their troops and not send more troops into any Latin American country. They also signed an agreement to lower tariffs, or taxes on imports, and increase trade. These actions improved relations between the United States and Latin America.

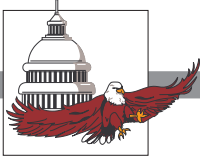


President Franklin Roosevelt



Summary

By the early 20th century, the United States had become a world power. Its navy had become the second largest in the world, and it had gained a sphere of influence in China. Closer to home, the United States had gained control of Latin America and the Caribbean. Its new world status, or position, came just as World War I began.



Practice

Use the **chart** below to name the **American** who directed the **policy** or **project**. Describe the **main ideas** of the policy or the **main benefits** of the project. Write the **year** (date) when the policy or project began.

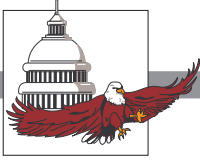
United States Foreign Affairs			
Name	American Responsible	Main Ideas or Main Benefits	Date
Open Door Policy			
Great White Fleet			
Panama Canal			
Roosevelt Corollary			
Dollar Diplomacy			
American Troops in Mexico			
Good Neighbor Policy			



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. The United States Navy increased in size and power under President Theodore Roosevelt.
- _____ 2. Secretary of State Hay gained trading privileges for the United States in China.
- _____ 3. Under President Theodore Roosevelt, travel time between the Atlantic and Pacific oceans became shorter.
- _____ 4. The United States became a police officer in Latin America when Franklin Roosevelt was President.
- _____ 5. President Wilson sent American troops to help end problems in Mexico.
- _____ 6. While Taft was President, the United States Marines helped protect American businesses in Latin America.
- _____ 7. President Franklin Roosevelt tried to improve relations with Latin America.
- _____ 8. In the early 20th century, the United States did not expand its power in the world.
- _____ 9. The Great White Fleet showed other nations the United States power at sea.
- _____ 10. The Boxers encouraged foreigners to trade in China.



Practice

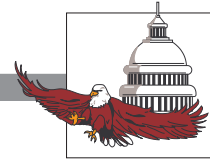
Use the **statements** below and maps on page 236 and page 247 to **label** the **maps** on the next page. Write each letter in the appropriate **area** on the map.

- European countries and the United States had *spheres of influence* in **China**. Label China **A**.
- France failed, but the United States built the **Panama Canal**. Label Panama Canal **B**.
- Marines were sent to end fighting in **Nicaragua**. Label Nicaragua **C**.
- The United States built naval bases in **Cuba**. Label Cuba **D**.
- President Wilson sent troops into **Mexico**. Label Mexico **E**.

Use the **maps** to answer the following using short answers.

1. On which continent is China located? _____
2. What body of water forms a natural boundary on Nicaragua's east coast? _____
3. To travel to Mexico from the United States, you would travel in which direction? _____
4. What major ocean separates the United States from China?

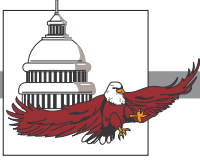
5. To reach western Cuba from Tampa, Florida, what body of water must you cross? _____
6. Which canal provides a shortcut from the Atlantic Ocean to the Pacific Ocean? _____



The United States Spheres of Influence, Early 1900s



The Americas



Practice

Use the list below to complete the following statements.

Boxer Rebellion	leased
Corollary	spheres of influence
Great White Fleet	revolted

1. The United States feared that other countries' _____ would interfere with trade in China.
2. The Roosevelt _____ declared that the United States would act as a police officer in the Caribbean Islands and Latin America.
3. The Panama Canal was _____ to the United States.
4. Under President Theodore Roosevelt, the _____ was used to protect territories and trade ships in the Atlantic and Pacific oceans.
5. In the _____, a Chinese secret society rebelled against Western countries dividing up China.
6. Panamanians _____ against Colombia.



Practice

Circle the letter of the correct answer.

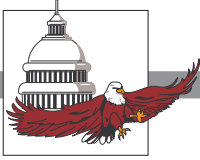
1. The purpose of the Boxer Rebellion was to _____ .
 - a. force foreigners out of China
 - b. open the door to China for the United States
 - c. make Panama an independent country
 - d. end the Good Neighbor Policy

2. _____ helped end yellow fever and malaria in the Panama.
 - a. France
 - b. The United States
 - c. Mexico
 - d. Colombia

3. The Panama Canal was built to _____ .
 - a. defend the United States from Mexico
 - b. show that the United States controlled Latin America
 - c. provide a quick water passage from the Atlantic Ocean to the Pacific Ocean
 - d. improve relations among Latin American countries

4. When problems arose in Latin America, the United States _____ .
 - a. sent the President to talk to the people
 - b. sent in its military
 - c. forced the Latin Americans to pay for damages
 - d. did nothing because of no interest in Latin America

5. The United States acted as a police officer in Latin America for all of the following reasons **except** _____ .
 - a. they wanted to protect the Open Door Policy
 - b. they wanted to eliminate European influence in the Western Hemisphere
 - c. they wanted to protect American investments
 - d. they wanted to protect the Panama Canal



6. President Woodrow Wilson withdrew United States troops from Mexico in 1914, because _____ .
 - a. they were badly defeated
 - b. the Mexican government agreed to respect the property and people of the United States
 - c. the Boxer Rebellion took place
 - d. a civil war was being fought in Nicaragua

7. The United States President who wanted to treat Latin American countries as equals was _____ .
 - a. William Taft
 - b. Woodrow Wilson
 - c. Theodore Roosevelt
 - d. Franklin D. Roosevelt

8. President Theodore Roosevelt built a large, new navy because _____ .
 - a. he feared the United States would be attacked
 - b. he wanted to show the world America's sea power
 - c. a strong navy was needed to protect American territories
 - d. b and c, but not a

9. The Open Door Policy made it possible for _____ .
 - a. no country to trade in China
 - b. only European countries to trade in China
 - c. all countries to trade in China
 - d. China to trade in all countries

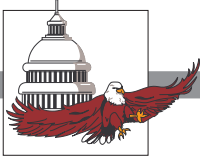


Practice

Use the list below to write the correct term for each definition on the line provided.

Boxer Rebellion	Good Neighbor Policy	Panama Canal
Canal Zone	Great White Fleet	revolt
dollar diplomacy	Latin America	Roosevelt Corollary
empire	malaria	spheres of influence
foreign policy	Open Door Policy	yellow fever

- _____ 1. a country that controls nations and /or colonies besides its homeland
- _____ 2. a lethal disease carried by mosquitoes affecting people
- _____ 3. American position stating that the United States would be more friendly and show more respect towards Latin American governments
- _____ 4. American position that made it possible for all countries to trade in China
- _____ 5. an uprising against authority
- _____ 6. area surrounding and including the Panama Canal leased to the United States
- _____ 7. armor-plated ships built for the United States Navy in 1890s; also called "White Squadron"
- _____ 8. foreign policy of the United States that encouraged and protected American investment in Latin America



- _____ 9. geographic areas controlled by a country and used for its own benefit
- _____ 10. position put forth by one nation in its actions with other nations
- _____ 11. President Theodore Roosevelt's announcement that no nation but the United States could interfere in Latin American affairs
- _____ 12. the combination of countries in South America, the Caribbean Sea, and Central America
- _____ 13. a disease carried by mosquitoes affecting people
- _____ 14. the manmade waterway that provides a shortcut from the Atlantic Ocean to the Pacific Ocean
- _____ 15. a revolution started by a Chinese secret society called the *Boxers* to chase Westerners out of China

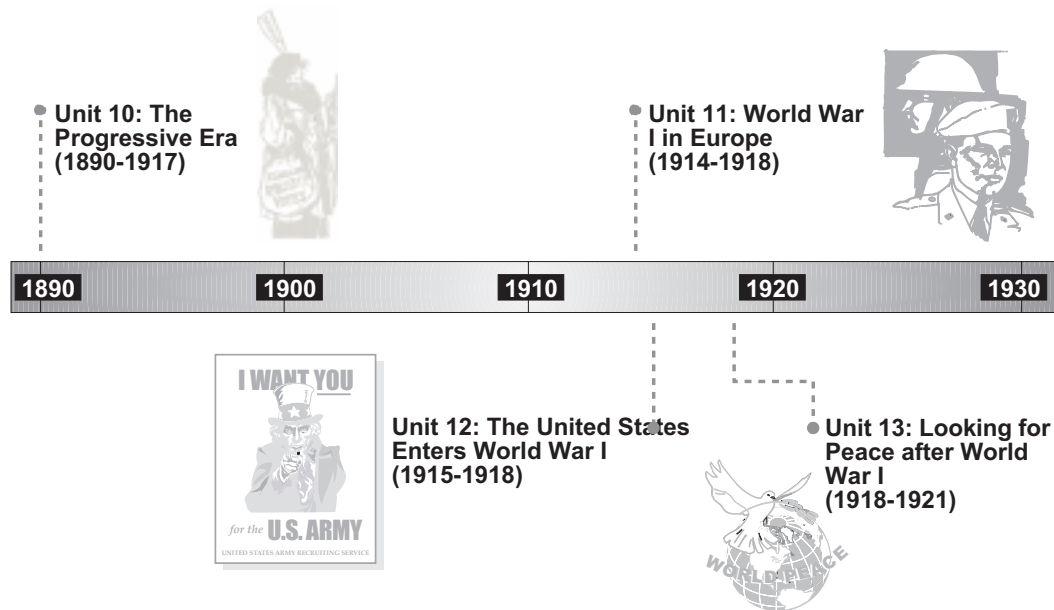
Section 3: America at Peace and at War (1890-1921)

Unit 10: The Progressive Era (1890-1917)

Unit 11: World War I in Europe (1914-1918)

Unit 12: The United States Enters World War I (1915-1918)

Unit 13: Looking for Peace after World War I (1918-1921)



Unit 10: The Progressive Era (1890-1917)

This unit emphasizes problems created by industry and its control of government and how progressive movements helped bring about social reforms.

Unit Focus

- big business, political, and social problems
- business, government, and social reforms





Vocabulary

Study the vocabulary words and definitions below.

- 16th Amendment** established federal income tax
- 17th Amendment** gave voters right to vote directly for their United States senators
- 19th Amendment** gave women the right to vote in national elections
- city boss** the head of a political machine or group of politicians running local government
- direct primary** an election in which voters directly elect candidates from their political parties to run for an office
- Federal Reserve Act** established national currency and created a national system of banks under federal regulation
- Federal Trade Commission** federal agency that regulates business
- Hepburn Act** gave Interstate Commerce Commission power to regulate railroads operating in more than one state
- income tax** payment to the government based on the amount of money earned by an individual
- initiative** procedure in which voters initiate, or introduce, a bill in their state legislatures



Meat Inspection Act required that all meat shipped from one state to another be approved by government inspectors

muckrakers writers who wrote about corruption in government and big business to bring about changes

**National Association for the
the Advancement of Colored**

People (NAACP) an organization that worked to end unfair practices against African Americans

National Urban League organization that worked to gain equal opportunities for African Americans in education and employment

Pendleton Act set up a Civil Service System for government jobs which required testing to make sure qualified individuals got jobs, not those who worked for the election winner

political machines powerful groups of people who controlled city government

Pure Food and Drug Act stopped manufacture, sale, or shipment of contaminated food and drugs in interstate trade; assured truth in labeling

progressives supporters of reform or change in the late 19th and early 20th century; worked for more government control, voting by secret ballot, limiting big business



- recall** process that allows citizens to vote a public official from office
- referendum** a particular proposal (or bill) decided by a popular vote of the people, not the legislature
- secret ballot** a private vote
- settlement house** a community center that provided assistance to residents and immigrants in a slum neighborhood
- Sherman Antitrust Act** law that gave government the right to break up trusts; outlawed monopolies and trusts that interfered with free trade
- spoils system** the practice by a winning political party of rewarding friends and supporters by appointing them to government jobs
- suffrage** the right to vote
- trustbuster** nickname of President Theodore Roosevelt, who broke up many trusts during his time in office
- Workmen's Compensation laws** paid workers who were hurt on the job



Who's Who in the Progressive Era

Jane Addams

William H. Taft

W. E. B. DuBois

Ida Tarbell

Theodore Roosevelt

Frances Willard

Lincoln Steffens

Woodrow Wilson

Upton Sinclair



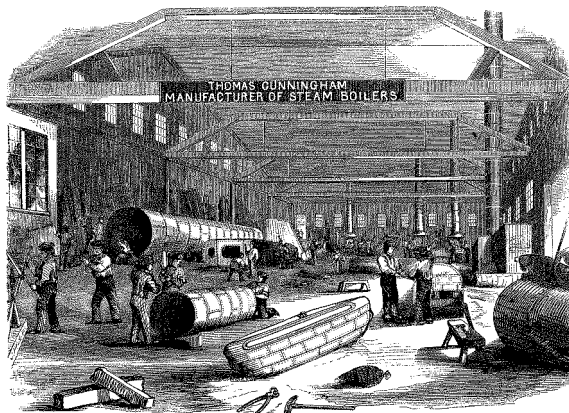
Introduction

The period in American history from about 1890 to 1917 is called the *Progressive Era*. The Progressive Era ended with America's entry into World War I. During this era, many people worked to improve, or make progress, in society. These people were called **progressives**, or reformers. They discovered abuses both in big business and government and pressured government to pass laws to end abuses and protect the rights of American citizens and immigrants.

Three United States Presidents led the progressive, or reform, movement. They were *Theodore Roosevelt*, *William Howard Taft*, and *Woodrow Wilson*. Under these men, important changes took place in government, big business, and urban life.

Problems with Big Business

The Industrial Revolution that followed the Civil War produced many affordable goods for Americans. It also produced many problems. Big business, the owners and controllers of industry, became more and more powerful. American businessmen used their growing wealth to control and manipulate the government. They had laws passed to benefit and protect business. Many laws that helped business and industry, however, hurt the American worker and consumer.



Large companies joined together and created monopolies and trusts to end competition and control the prices of their goods and services. Because these owners were so powerful, they paid workers very low wages and did little to create safe working conditions. They even produced some products such as drugs and food that were unsafe for

consumers. These problems were fairly new and had not been anticipated by the government. By using their influence, big business could keep government from interfering in their unfair practices.



The Progressive Movement

The people who tried to change laws and social practices, or make reforms, were called *progressives*. Some progressives were politicians such as mayors of cities or even Presidents of the United States. Some were union leaders who represented workers. And some were citizens exercising their rights to speak out and protest to help improve society.

Some progressives worked to reform government; others brought reform to housing and health. Still others worked to reform working conditions for women and to end child labor.

Some of the most influential progressives were writers and journalists. They wrote books and articles for newspapers and magazines about the problems of big business and the difficult conditions in cities. They also wrote about the corruption in government. President Roosevelt nicknamed them the **muckrakers** because they were “raking up muck” and bringing it out into the open for all to see. Muckrakers exposed crime and corruption wherever they found it.

One of the muckraker writers was *Ida Tarbell*. Her books and articles attacked big business, especially the Standard Oil Company. Journalist *Lincoln Steffens* wrote magazine articles about corruption in city governments. And *Upton Sinclair* wrote a novel called *The Jungle* exposing the unsanitary conditions of the meat-packing industry.

With improved printing presses, cheap newspapers, and low mail rates, the muckrakers’ message spread rapidly and helped to unite people against unfair practices.

Muckrakers

“Muckrakers” is a term coined by President Theodore Roosevelt in 1906. It was used to condemn journalism that specialized in sensational stories of political procedures and corrupt businesses. President Roosevelt said that they were so busy raking the muck at their feet that they ignored the glories of the heavens above. Although Roosevelt meant to insult the journalists by calling them muckrakers, they accepted the name proudly. The muckrakers included *Lincoln Steffens* who wrote about political corruption, *Ira Tarbell* who exposed the practices of the large Standard Oil company, and *Upton Sinclair* who uncovered deplorable conditions in the Chicago meat-packing industry. These writers pioneered the investigative journalism of today.



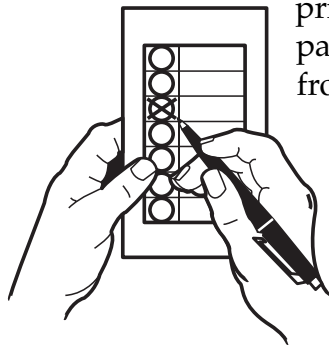
Reforms in City Government

Important reforms were made in city governments during the Progressive Era. Large cities were controlled by powerful groups called **political machines**. Political machines controlled political parties and decided on candidates for city government offices. They also often decided what actions their city government would take. Members of the “machine” received bribes from companies wanting to do business in their cities. The head of a machine was called the **city boss**. To keep themselves in power, members of the political machine often bribed voters with money or jobs.

Reformers developed new systems of government to help prevent corruption in city governments. Some city governments appointed managers who had no political connections and were free from the political machine’s control of elections. Others cities were run by a council, whose members were elected by voters from all political parties.

Reforms in State Government

State governments also underwent several reforms. The **secret ballot** system of voting was adopted by several states. This replaced ballots that allowed everyone to see the marks on a ballot when it was turned in. Some



The secret ballot was one of the reforms state government underwent.

states began to use the **direct primary**. A direct primary is an election in which voters select their party’s *candidate* for a state office. Then the winners from different parties run against each other in the general election. This helped break the power of political party bosses.

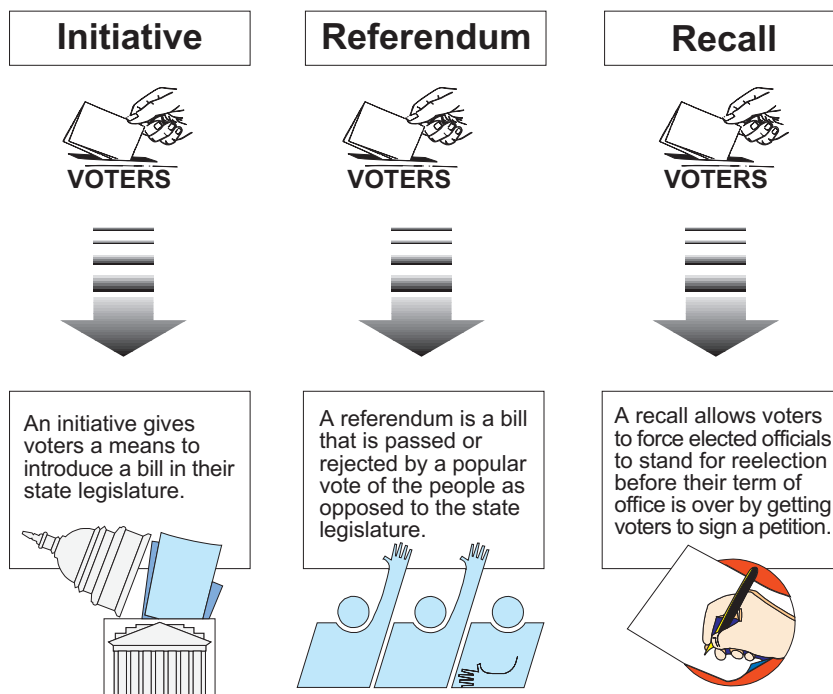
Another reform was the way United States senators were elected. The United States Constitution required that state legislatures select United States senators. Congress amended, or changed, the Constitution and the **17th Amendment** gave voters the right to vote directly for their senators in 1913.

Three other important reforms in state government were the **initiative**, **referendum**, and **recall**. The *initiative* gives voters a means to initiate, or introduce, a bill in their state legislature. A *referendum* is a bill that is passed or rejected by a popular vote of the people as opposed to the state legislature.



The *recall* allows voters to remove public officials from elected positions. It forces public officials to face another election before the end of their term if enough voters ask for a recall. Citizens do this by getting voters to sign a petition. The use of the recall helps remove corrupt politicians. These three methods increased the control and participation by citizens over state governments.

Reforms in State Government



The Spoils System

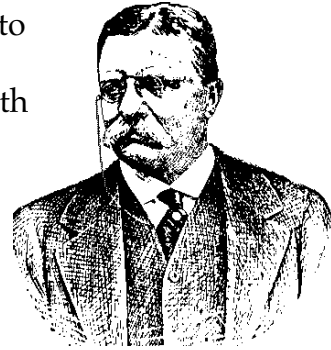
Under President Andrew Jackson, 1829–1833, a **spoils system** had developed. This meant that government jobs were given to people who had helped an official get elected. Many of the people who received jobs, however, were neither qualified nor honest. In 1883 Congress passed the **Pendleton Act**. This act required people to pass a test to determine whether they were qualified for a particular job. This act also said that a person could not be hired or fired because of his political beliefs.

City, state, and federal governments underwent many reforms during the Progressive Era. These reforms helped create a more democratic way of life for Americans.



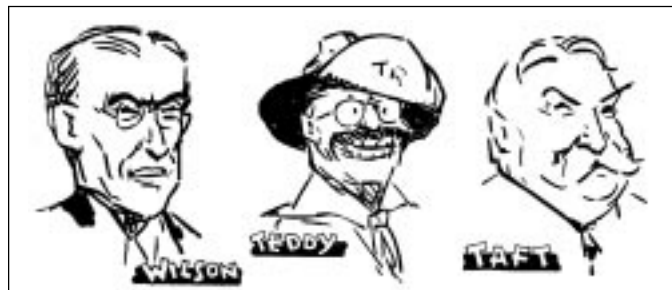
Reforms in Business

The muckrakers made people aware of the abuses and corruption in big business. Americans then began to pressure government to reform business practices. President *Theodore Roosevelt* (1900–1908) agreed with the muckrakers and their supporters. He believed that government had the right to regulate business. He supported strengthening the powers of the Interstate Commerce Commission to regulate railroads operating in more than one state. In 1906 the **Hepburn Act** gave the Interstate Commerce Commission the right to investigate complaints against railroads. The Hepburn Act helped reform the railroad business.



President Theodore Roosevelt

Business monopolies were hurting small companies and forcing many of them out of business. President Roosevelt used the **Sherman Antitrust Act** (1890) to break up some monopolies and trusts. This helped lower the prices of many goods and services and made competition between big and small businesses more fair. President Roosevelt's efforts earned him the nickname **trustbuster**. In 1914 the **Federal Trade Commission** was established, which gave the government the right to regulate business.



Candidates for President in 1912

Courtesy of the J. N. "Ding" Darling Foundation

Other Economic Reforms

Under President *William Howard Taft* (1908–1912), the **16th Amendment** to the Constitution established a federal **income tax**. The tax was needed to pay the expenses of the federal government. President *Woodrow Wilson*



took office in 1913 and worked to create a more stable money and banking system. Under President Wilson, Congress passed the **Federal Reserve Act**. This act achieved two goals: (1) it established a new national currency; and (2) it created a national system of banks under federal regulation.

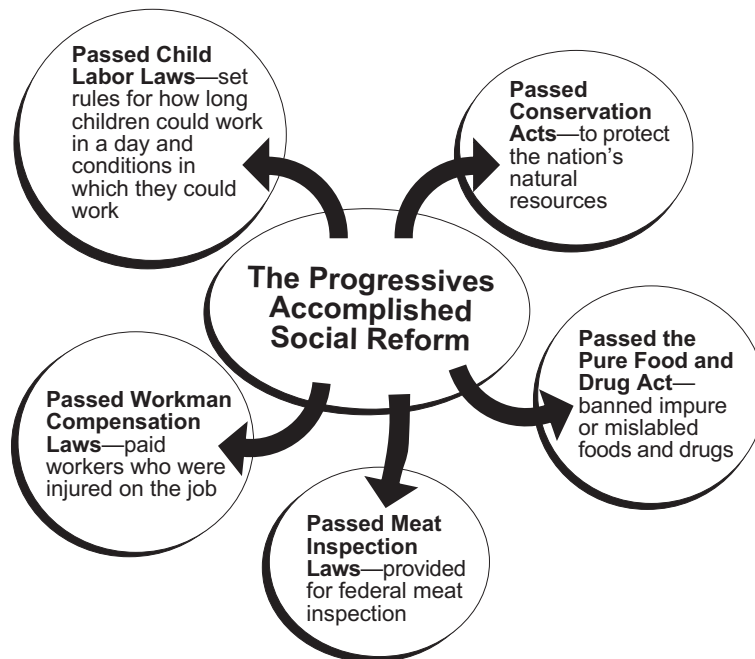


President William Howard Taft

Social Reforms

In addition to political and business reforms, the progressives also accomplished social reform. This means they improved the living and working conditions for Americans in many ways. For example, most states passed child labor laws that set rules for how long children could work in a day and what conditions in which they could work. Many states began to require children to attend school.

Congress passed laws that improved working conditions in factories for employees of all ages. By the end of the Progressive Era, most states had **Workmen's Compensation laws** that paid workers who were injured on the job.



Congress also passed laws to protect the consumer. During the early 1900s, food processing plants were extremely unsanitary. Impure drugs and liquors were being manufactured and sold. In response, Congress passed the **Meat Inspection Act** and the **Pure Food and Drug Act** in







1906. Both of these laws set standards for industries that improved goods sold to the public.

Another area of great concern during the Progressive Era was the destruction of the natural environment. The government took important steps to protect the nation's natural resources. Congress passed the first conservation acts in the 1890s. These acts regulated the use of public lands and set up the first national and state parks in the country.

Presidents Roosevelt, Taft, and Wilson worked for a wide variety of reforms, including those that limited the unfair practices of big business and created a more stable banking system. The reforms begun under these three men made life better for most Americans. In addition, many of the legislative acts adopted under these Presidents' administrations set up ways to protect the lives of future Americans.

Problems of African Americans

The Progressive Era did not focus on the problems of African Americans. Several groups, however, were working to improve their conditions. In 1909 African Americans established two important organizations. One was the **National Association for the Advancement of Colored People (NAACP)**. One of its founders was *W. E. B. DuBois*, a historian and sociologist. The NAACP worked to ensure that African Americans were treated fairly. This group included a number of white progressives sympathetic to the cause of racial equality.



NAACP **National Association for the Advancement of Colored People**

The NAACP is a civil rights organization that was founded in New York City in 1909 by 60 African American and white citizens. It was established to oppose racial segregation and discrimination against African Americans. It works for the enforcement of civil rights laws, works to reduce poverty and hunger, and conducts voter education programs. The NAACP achieves many of its goals through legal action and education.



A second major organization was the **National Urban League**. The Urban League was a biracial organization. That means it included black and white Americans. Its goal was to secure equal opportunity for African Americans in education and employment. Both the NAACP and the National Urban League continue to be active today.

National Urban League

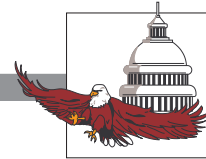
The National Urban League is an interracial organization that was founded in 1910 to aid southern African Americans migrating to northern cities. Its goal was to secure equal opportunity for African Americans in education and employment. After World War II, it became more directly involved in civil rights issues.

Role of American Women

American women had few rights before the Progressive Era. They had difficulty getting an education or entering professions. Their wages were lower than those paid to men for the same work; often they were paid half as much as men. They had no political power because they could not vote. Women became involved in the reform movements working to improve conditions for themselves and all Americans.

One important female reformer was *Jane Addams*. She created a **settlement house** called Hull House, a center where poor immigrants could get help and an education in the slums of Chicago. Addams also helped get child labor laws passed. *Ida Wells-Barnett*, a former slave, worked for African-Americans' rights and, in 1909, helped organize the NAACP. She also led the crusade against the lynching of African Americans by mobs.

Frances Willard was another important reformer who worked for women's **suffrage**, or the right to vote. Due to efforts like hers, women were granted suffrage when the **19th Amendment** was added to the Constitution in 1920.



The Grand Rush of the Reception Committee

Courtesy of the J. N. "Ding" Darling Foundation

Summary

Progressive reform was concerned mainly with problems created by industry and its control of government. The progressives helped persuade local, state, and federal governments to pass laws to regulate business and protect Americans against abuses of all kinds. In addition, they helped to take government control out of the hands of powerful political machines and restore it to the people. Many progressives were not satisfied with the gains made between 1890 and 1917. However, many of their reforms served as a basis for others that would come later.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------------|
| _____ 1. the right to vote | A. 16 th Amendment |
| _____ 2. voters elect candidates from their political parties to run for an office | B. 17 th Amendment |
| _____ 3. voters initiate, or introduce, a bill in their state legislatures | C. 19 th Amendment |
| _____ 4. payment to the government based on amount of money earned by an individual | D. direct primary |
| _____ 5. gave voters right to vote directly for their United States senators | E. income tax |
| _____ 6. powerful groups of people who controlled city government | F. initiative |
| _____ 7. established federal income tax | G. political machines |
| _____ 8. practice of giving jobs to political supporters | H. spoils system |
| _____ 9. gave women the right to vote in national elections | I. suffrage |



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|--|---------------------|
| _____ 1. | a community center that provided assistance to residents and immigrants in a slum neighborhood | A. city boss |
| _____ 2. | the head of a political machine or group of politicians running local government | B. muckrakers |
| _____ 3. | a private vote | C. progressives |
| _____ 4. | supporters of reform or change in the late 19 th and early 20 th century; worked for more government control, voting by secret ballot, limiting big business | D. recall |
| _____ 5. | process that allows citizens to vote a public official from office | E. referendum |
| _____ 6. | nickname of President Theodore Roosevelt, who broke up many trusts during his time in office | F. secret ballot |
| _____ 7. | a particular proposal, or bill, that is decided by a popular vote of the people, not the legislature | G. settlement house |
| _____ 8. | writers who wrote about corruption in government and big business to bring about changes | H. trustbuster |



Practice

Write a short description of the **contributions** of each **person** listed below.

1. Ida Tarbell: _____

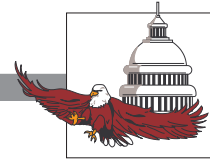
2. Lincoln Steffens: _____

3. Upton Sinclair: _____

4. W. E. B. DuBois: _____

5. Jane Addams: _____

6. Frances Willard: _____



Practice

Use each term below in a sentence.

1. corrupt: _____

2. city boss: _____

3. political machines: _____

4. progressive: _____

5. muckrakers: _____

6. spoils system: _____



Practice

Circle the letter of the correct answer.

1. Progressives were people who wanted to _____ .
 - a. make life harder for workers
 - b. improve living and working conditions
 - c. help big businesses make more money

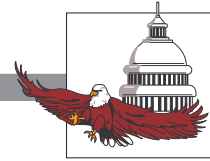
2. Big city politicians often won elections because they _____ .
 - a. were honest officials of government
 - b. kept cities clean and provided good housing
 - c. bribed people to vote for them

3. A group of journalists and writers were called *muckrakers* because they _____ .
 - a. took bribes in return for their votes
 - b. wrote about corruption in politics and businesses
 - c. tried to prevent people from hearing bad news

4. The purpose of the Federal Reserve Act was to _____ .
 - a. regulate railroads
 - b. end the spoils system
 - c. create a stable money and banking system

5. A referendum takes place when _____ .
 - a. a big business gains control of a small company
 - b. the Supreme Court makes a decision
 - c. voters decide on an issue or a bill

6. A major purpose of the National Urban League was to _____ .
 - a. clean up city streets and water
 - b. secure equal rights for African Americans
 - c. get the vote for women



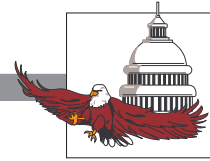
7. _____ was known as the *trustbuster*.
- Theodore Roosevelt
 - William Howard Taft
 - Woodrow Wilson
8. The Progressive Era ended when the United States entered _____ .
- the Spanish-American War
 - World War I
 - the Civil War



Practice

Decide whether the statement describes a society that is **more** or **less** democratic. Check the line in front of the correct choice.

1. Progressives worked to get government to clean up urban areas.
_____ a. more democratic
_____ b. less democratic
2. Government let big businesses control prices on consumer goods.
_____ a. more democratic
_____ b. less democratic
3. Voters were bribed to vote for political machines.
_____ a. more democratic
_____ b. less democratic
4. Americans adopted the secret ballot to protect their voting rights.
_____ a. more democratic
_____ b. less democratic
5. Government officials gave good jobs to the people who supported them in elections.
_____ a. more democratic
_____ b. less democratic
6. The people can demand a recall of dishonest officials.
_____ a. more democratic
_____ b. less democratic



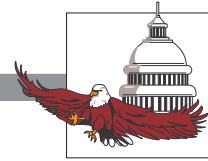
7. The Interstate Commerce Act regulates railroads for the public good.
- _____ a. more democratic
- _____ b. less democratic
8. Laws were passed that provided for sanitary meat packing plants.
- _____ a. more democratic
- _____ b. less democratic
9. American women were not allowed to vote in national elections.
- _____ a. more democratic
- _____ b. less democratic
10. Children were protected on the job by labor laws.
- _____ a. more democratic
- _____ b. less democratic



Practice

Write **F** beside the statements of **fact**. Write **O** beside the statements that express an **opinion**.

- _____ 1. Women do not need to vote in elections.
- _____ 2. The federal government should make more changes.
- _____ 3. Most city government officials are dishonest.
- _____ 4. The federal government can tax personal income.
- _____ 5. At one time, meat packing plants were not regulated by laws.
- _____ 6. Life in America used to be much better than now.
- _____ 7. Private banks can be supervised by the federal government.
- _____ 8. The muckrakers should not have been so hard on big business.
- _____ 9. Progressives worked to bring about social reforms.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. States required children to attend school.
- _____ 2. Impure drugs could not be manufactured and sold in the United States.
- _____ 3. Mr. Jones did not have to pay his income tax.
- _____ 4. Women were not allowed to vote before the Progressive Era.
- _____ 5. The voters elected their United States senators for the first time in 1913.
- _____ 6. The election officials checked who everyone voted for before the ballot could be counted.
- _____ 7. The A & M Railroad could be regulated.
- _____ 8. The 16th Amendment brought more money to the government.
- _____ 9. Theodore Roosevelt said the federal government had the right to regulate trusts.
- _____ 10. The NAACP was established during the Progressive Era.
- _____ 11. One concern of the progressive reform movement was child labor laws.
- _____ 12. *The Jungle* was a book about Busch Gardens.

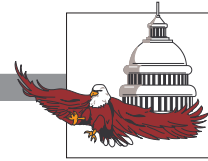


- _____ 13. The muckrakers had no influence over the ideas of American leaders.

- _____ 14. The Pendleton Act set up a Civil Service System for government jobs which required testing to determine whether people were qualified for a particular job.

- _____ 15. The 19th Amendment allowed people to elect their own senators.

- _____ 16. The Federal Trade Commission investigated business practices.



Practice

Use the list below to write the correct term for each definition on the line provided.

- | | |
|---|---|
| _____ 1. an organization that worked to end unfair practices against African Americans | A. Federal Reserve Act |
| _____ 2. federal agency that regulates business | B. Federal Trade Commission |
| _____ 3. gave Interstate Commerce Commission power to regulate railroads operating in more than one state | C. Hepburn Act |
| _____ 4. established national currency and created a national system of banks under federal regulation | D. Meat Inspection Act |
| _____ 5. required that all meat shipped from one state to another be approved by government inspectors | E. National Association for the Advancement of Colored People (NAACP) |



Practice

Use the list below to write the correct term for each definition on the line provided.

- | | |
|---|-------------------------------|
| _____ 1. set up a Civil Service System for government jobs which required testing to make sure qualified individuals got jobs, not those who worked for the election winner | A. National Urban League |
| _____ 2. paid workers who were hurt on the job | B. Pendleton Act |
| _____ 3. organization that worked to gain equal opportunities for African Americans in education and employment | C. Pure Food and Drug Act |
| _____ 4. stopped manufacture, sale, or shipment of contaminated food and drugs in interstate trade; assured truth in labeling | D. Sherman Antitrust Act |
| _____ 5. law that gave government the right to break up trusts; outlawed monopolies and trusts that interfered with free trade | E. Workmen's Compensation law |

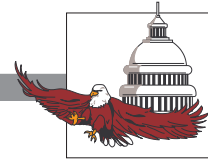
Unit 11: World War I in Europe (1914-1918)

This unit emphasizes how the growth of imperialism and militarism caused large European countries to distrust each other and how events in Europe led to the Great War, now known as World War I.

Unit Focus

- events in Europe resulting in the growth of imperialism and strong feelings of nationalism
- impact of military buildup and development of alliances in Europe
- reasons World War I (the Great War) began in Europe
- main causes of World War I (MAIN—**m**ilitarism, **a**lliances, **i**mperialism, **n**ationalism)





Vocabulary

Study the vocabulary words and definitions below.

- alliance** an agreement between two or more countries, groups, or people to work together
- Allies (Allied Powers)** countries (including Great Britain, France, and Russia) who supported each other during World War I
- assassinate** to murder by surprise attack (especially a politically important person)
- Associated Power** the status of the United States after April 1, 1917, during World War I
- Central Powers** countries (including Austria-Hungary and Germany) who supported each other during World War I
- colony** a region or country that is controlled by another country
- Great War** another name for World War I (the name for the war during the fighting)
- imperialism** the practice of establishing colonies; extending the rule of one country over other countries or colonies
- independent** free from control of another; self-ruling



militarism a country's desire to have a strong military

nationalism loyalty and devotion to one's country

neutral not taking sides in a quarrel or war

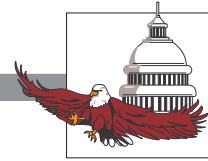
Sarajevo (sah-rah-yeh-vo) a Slavic city in the territory of Bosnia; the place where Archduke Francis Ferdinand was assassinated on June 28, 1914 (which started WWI)

treaty an agreement between two or more nations

Who's Who in World War I in Europe

Francis Joseph

Francis Ferdinand



Introduction

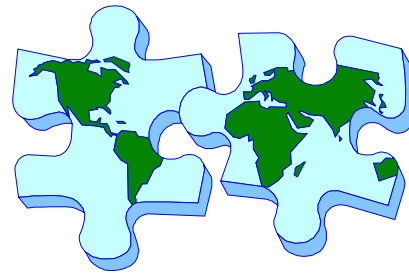
In the Progressive Era, the United States focused much attention on social improvement. Progressives led the fight to reform big business and eliminate corruption in government. During this period of American history (1890–1917), the United States became one of the most powerful nations in the world.

After the Spanish-American War in 1898, the United States took colonies in both the Pacific Ocean and the Caribbean Sea. In addition, the United States sold many of its products, such as coal, oil, steel, and iron, to other countries. When World War I broke out in Europe in 1914, the United States hoped to remain **neutral**, or not take sides. But the United States was too powerful and did too much trading with Europe to avoid the war.

Events in Europe

Growth of Imperialism

During the Progressive Era in the United States, problems were developing in Europe. Several European countries were competing for overseas **colonies** to increase their power. Colonies could provide countries with natural resources, markets in which to sell their products, and key military bases. The growth of **imperialism** caused European countries to distrust one another.



Strong Feelings of Nationalism

People in many European countries experienced strong feelings of **nationalism**. Nationalism is pride, loyalty, and devotion to one's country. Nationalism often encourages people to want their country to be a strong and wealthy nation. To increase their strength, some European countries had taken over smaller countries.

People in some of the small countries which were taken over also were experiencing strong feelings of nationalism. They wanted to be **independent**, or free, and run their countries for themselves. The large



powers tried to put down the unrest that was developing in the countries they had taken over.

The Buildup of Militaries



European countries were building large militaries to protect their own countries and their new colonies. Some European countries used their large militaries to prevent small countries from gaining their independence. The belief in building large militaries is known as **militarism**. The spread of militarism led to the breakdown of trust between leaders of the imperialist nations. It caused many people to fear a war was coming.

The Growth of Alliances

Some European countries did not have enough wealth to build powerful militaries. They asked stronger nations to help defend them should war break out. The nations began to sign **treaties**, or agreements, with each other and to form military **alliances**. These alliances were agreements between nations to work together to protect one another in time of war.

Great Britain, France, and Russia formed one alliance. They called themselves the **Allies**. Germany and Austria-Hungary formed another alliance called the **Central Powers**. The Allies and the Central Powers did not trust each other. If any one of these nations went to war, its allies were sworn to help fight the enemy. This system made it likely that the outbreak of a war would involve many nations. (See map of Europe on the following page.)

Desire for Independence

Many small countries ruled by major European powers began to take action to gain their freedom. One country, Bosnia, was a small territory inside Austria-Hungary. The Slavic people of Bosnia wanted independence from Austria-Hungary. They wanted to join with Serbia, another small Slavic country nearby.

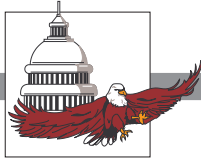


Europe, World War I

Key	
	Allied Powers
	Central Powers
	Neutral nations

The emperor of Austria-Hungary, *Francis Joseph*, was aware of the discontent in Bosnia. He did not want to lose the small territory. To show the people of Bosnia that the government cared about them, he sent the Archduke *Francis Ferdinand* and his wife on a goodwill visit to the area in June of 1914. Ferdinand was the man next in line to be ruler of Austria-Hungary.

The Archduke and his wife went to the city of **Sarajevo** (sah-rah-yeh-vo) in Bosnia. Serbian nationalists **assassinated**, or killed, the Archduke and his wife to protest Austria-Hungary's rule over the Slavic people of Bosnia. Austria-Hungary blamed the assassination on the Serbian government. Serbia's leaders denied they were involved, but within a month, Austria-Hungary declared war on Serbia.



Although this event marked the beginning of the war, it was not the real cause. World War I began because many European countries were greedy for land and seaports. The assassination of Ferdinand was used as an excuse to start a war.

World War I Begins in Europe

Austria-Hungary and Serbia belonged to rival alliances. When Austria-Hungary, who was backed by Germany, attacked Serbia, who was backed by Russia, many other countries belonging to one of the rival alliances entered the war. Soon the Central Powers, which included Austria-Hungary and Germany, were battling the Allied Powers, which included Russia, France, and England.

Some countries remained *neutral*—they did not side with any of the fighting countries and did not want to enter the war. At first Belgium was a neutral country. When Germany decided to attack France, Belgium refused to let Germany cross its territory to attack France. Germany declared war on Belgium, and marched through Belgium to the French border. World War I often involved countries wishing to remain neutral. Belgium, no longer a neutral country, became an ally.

Chronology of World War I

1914	June 28, 1914 —Archduke Ferdinand and wife assassinated by Serbian nationalists.
	July 28, 1914 —Austria-Hungary declares war on Serbia; Germany declares war on Russia; Britain declares war on Germany—the beginning of World War I.
	August 4, 1914 —President Wilson declares the United States neutral.
1915	May 7, 1915 —German submarine sinks passenger liner <i>Lusitania</i> ; 128 American civilians among the 1,198 casualties.
	January 17, 1917 —German and Mexican espionage uncovered; Germany promised Mexico some United States territory in return for Mexico's support.
1917	March, 1917 —Germans sink four unarmed American merchant ships with a loss of 36 lives; Zimmermann note proposing German-Mexican alliance to help Mexico regain Texas, New Mexico, and Arizona if United States enters the war.
	April 6, 1917 —United States joins the war after a meeting of Congress.
1918	June, 1917 —General John Pershing takes 14,500 soldiers to France; by November he has over 2 million troops.
	November 11, 1918 —World War I ends; Bulgaria gives up on September 30, Turkey on October 30, Austria-Hungary on November 4, and Germany on November 11, 1918.

Within one year, almost every country in Europe had gone to war. Portugal, Italy, Greece, and Romania joined the Allies. Bulgaria and the Ottoman Empire joined the Central Powers. Meanwhile, Americans feared the war would spread beyond Europe and cause the United States to



become involved. After German U-boats (from the German word *Unterseeboot* meaning undersea boat), or submarines, attacked United States merchant ships carrying goods to European countries, the United States was forced to enter the fight as an **Associated Power** in support of the Allies in 1917. The war lasted until 1918. At the time, this war was called the **Great War**.

Summary

M	militarism
A	alliances
I	imperialism
N	nationalism

The growth of imperialism and militarism caused large European countries to distrust each other. Their governments began to build strong militaries and make alliances with other countries to protect their interests. One way to remember the main causes of the Great War (World War I) is **militarism, alliances, imperialism, and nationalism—MAIN**. Finally, the violent murder of the Austria-Hungarian Archduke by a Serbian nationalist led to the outbreak of World War I in Europe. Although

the United States wanted to remain neutral, it was forced to enter the war as an Associated Power in support of the Allies.



Practice

Answer the following using short answers.

1. What are three reasons European nations wanted overseas colonies? _____

2. How did the military buildup in Europe affect relations between the countries? _____

3. Small nations could not build large militaries. How did they try to gain protection? _____

4. What happened to the Archduke Francis Ferdinand during his visit to Sarajevo? _____

5. In what year did the Great War, or World War I, begin in Europe? _____



Practice

Circle the letter of the correct answer.

1. The government believed it was necessary to build a large army and navy.
 - a. nationalism
 - b. militarism
 - c. colonialism
2. Everyone had strong feelings of loyalty and devotion to his country.
 - a. nationalism
 - b. militarism
 - c. imperialism
3. The two countries signed an agreement to help each other when necessary.
 - a. armistice
 - b. antagonist
 - c. alliance
4. The head of the government was killed by an angry gunman.
 - a. acclamation
 - b. assassination
 - c. assignation
5. A small country was ruled by a large country who wanted its natural resources.
 - a. calumny
 - b. corporate
 - c. colony



Practice

Circle the letter of the correct answer.

1. All of the following caused European countries to distrust each other **except** _____ .
 - a. the development of large armies
 - b. the desire to help each other make money
 - c. competition for colonies
 - d. extreme feelings of pride in their country

2. When countries sign military alliances, they promise _____ .
 - a. to assist each other in a war
 - b. to build large militaries
 - c. not to take any colonies
 - d. to stay out of war

3. The Archduke Ferdinand was sent to Sarajevo to _____ .
 - a. grant the Bosnians independence
 - b. declare war on Serbia
 - c. show his government's goodwill
 - d. arrest angry Bosnians

4. At first, Belgium was a neutral country. This meant that Belgium _____ .
 - a. had an alliance with all European countries
 - b. did not take sides in the war
 - c. had the largest military
 - d. was not concerned about the war

5. The United States entered World War I because _____ .
 - a. it wanted to support the Central Powers
 - b. it was drawn into the war after German U-boats attacked its ships
 - c. it had an alliance with Serbia
 - d. it wanted to establish colonies in Europe

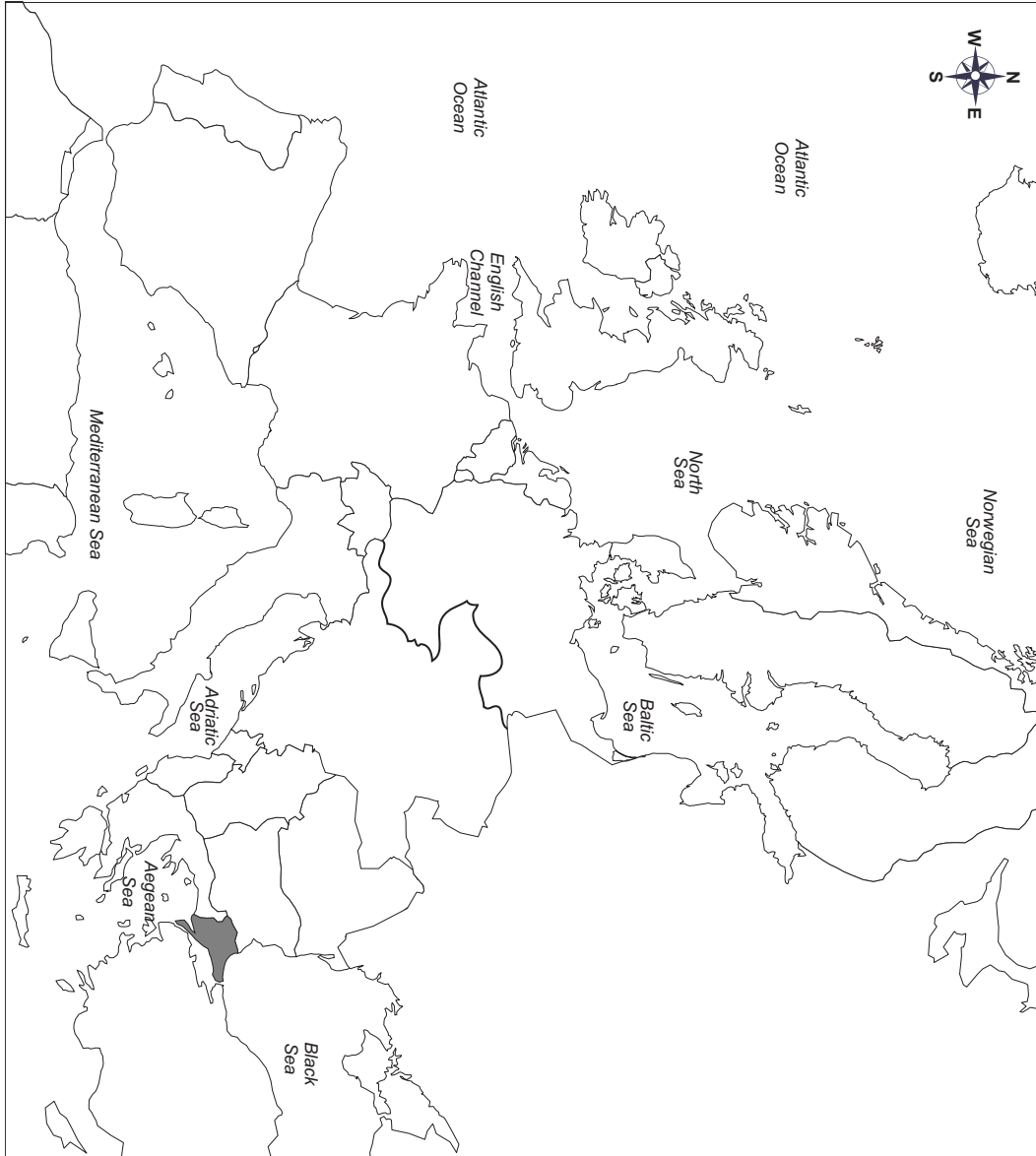
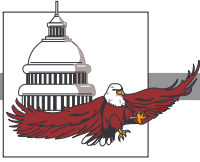


Practice

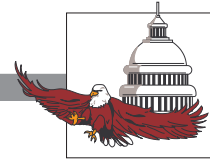
Use the **list and statements** below, and the **map** on the next page, to **color code** the **military alliances** among the countries.

Austria-Hungary	Germany	Montenegro	Romania
Belgium	Great Britain	Ottoman Empire	Russia
Bulgaria	Greece	Portugal	Serbia
France	Italy		

- a. Austria-Hungary declared war on Serbia. Color Austria-Hungary **red**; color Serbia **blue**.
- b. Russia had a treaty with Serbia and prepared for war. Color Russia **blue**.
- c. Germany was Austria-Hungary's ally and declared war on Russia. Color Germany **red**.
- d. France was Russia's ally and declared war on Germany. Color France **blue**.
- e. Germany attacked France by invading neutral Belgium. This caused Great Britain to declare war on Germany. Color Great Britain and Belgium **blue**.
- f. Portugal, Italy, Greece, Romania, and Montenegro joined the Allied side. Color these countries **blue**.
- g. Bulgaria and Ottoman Empire joined the Central Powers. Color these two countries **red**.



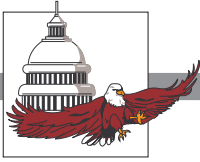
Europe, World War I



Practice

Use the **chart** below to separate the **color-coded nations** from the **map** on previous page into **two groups**. Write the **name** of each country beneath its **alliance**.

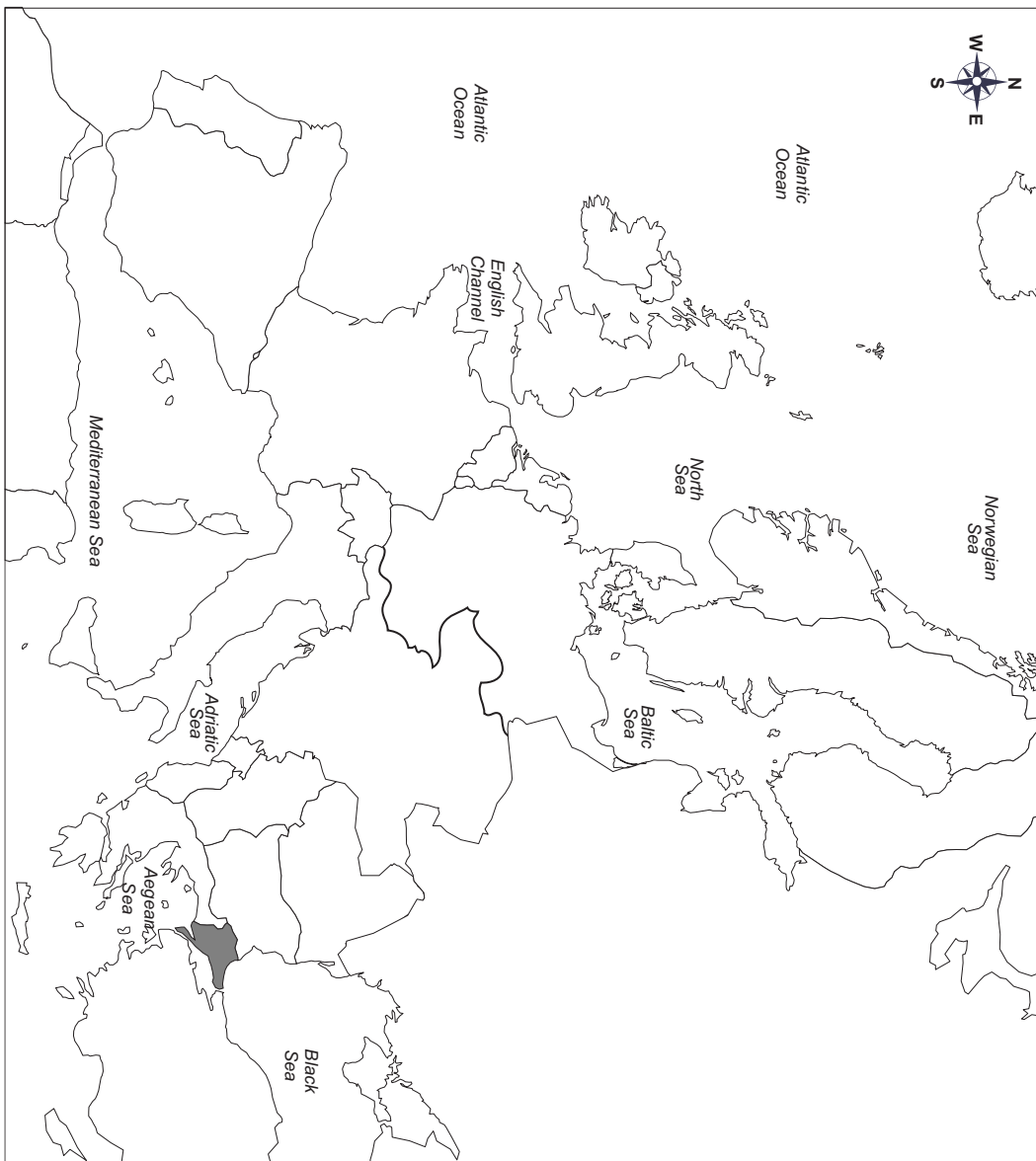
Allied Powers—Blue	Central Powers—Red



Practice

Use the **map** on page 297 to **label and color code the European nations that did not fight with either side in World War I. Color these countries gold.**

Albania	Spain
Denmark	Spanish Morocco
Netherlands	Sweden
Norway	Switzerland





Practice

Use the map on page 297 to answer the following using short answers.

1. Which country forms the eastern boundary of Germany? _____

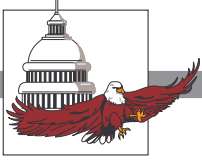
2. Which Allied nation is located on an island between the Atlantic Ocean and the North Sea? _____

3. Which small Allied nation is located on the western tip of Spain?

4. What large body of water forms the southern boundary of Europe?

5. Name four countries that border Switzerland. _____

6. Which Central Power nation is crossed by the outlet from the Black Sea? _____
7. Name three countries on the map that are landlocked (surrounded by land). _____
8. When Germany invaded Belgium and France, in which direction was its army moving? _____



9. Which Allied nation is shaped like a long boot? _____
10. Which body of water separates Russia from Sweden? _____



2. What branch of the military would Great Britain most need to fight the war? Explain. _____

3. What fact of geography might have helped Norway and Sweden stay neutral? Explain. _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---------------------------|
| _____ 1. free from control of another; self-ruling | A. Allies (Allied Powers) |
| _____ 2. a country's desire to have a strong military | B. Central Powers |
| _____ 3. a Slavic city in the territory of Bosnia; the place where Archduke Francis Ferdinand was assassinated on June 28, 1914 (which started World War I) | C. the Great War |
| _____ 4. an agreement between two or more nations | D. independent |
| _____ 5. another name for World War I (the name for the war during the fighting) | E. militarism |
| _____ 6. countries (including Austria-Hungary and Germany) who supported each other during World War I | F. Sarajevo |
| _____ 7. countries (including Great Britain, France, and Russia) who supported each other during World War I | G. treaty |



Practice

Match each definition with the correct term. Write the letter on the line provided.

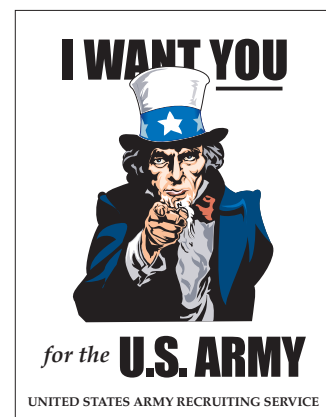
- | | | |
|----------|---|----------------|
| _____ 1. | not taking sides in a quarrel or war | A. alliance |
| _____ 2. | loyalty and devotion to one's country | B. assassinate |
| _____ 3. | to murder by surprise attack (especially a politically important person) | C. colony |
| _____ 4. | an agreement between two or more countries, groups, or people to work together | D. imperialism |
| _____ 5. | a region or country controlled by another country | E. nationalism |
| _____ 6. | the practice of establishing colonies; extending the rule of one country over other countries or colonies | F. neutral |

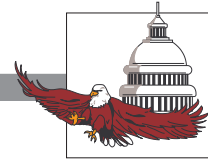
Unit 12: The United States Enters World War I (1915-1918)

This unit emphasizes the reasons the United States entered World War I and the role the United States played in the Allied victory.

Unit Focus

- reasons behind America's attitudes towards World War I
- early effects of World War I on American trade
- reasons the United States entered World War I during President Woodrow Wilson's administration
- ways war affected life in America
- reasons the United States assisted in Allied victory





Vocabulary

Study the vocabulary words and definitions below.

- armistice** a truce or agreement to stop fighting
- blockade** the act of using warships to surround an enemy's harbor and prevent persons or supplies from entering or leaving
- Bolshevik Revolution** the Communist overthrow of the Russian czar
- contraband** illegal goods; in time of war, usually ammunition and weapons
- enlisted**..... joined
- espionage** spying; the use of spies
- front** a zone where enemy armies battle
- Liberty bonds** government certificates that would be worth more in the future; money from their sale was used to finance the war
- ration** to limit the amount of goods a person may purchase
- sedition** being disloyal to one's government
- Selective Service Act** law that allows the federal government to call men to serve in the military



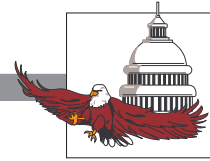
Who's Who as the United States Enters World War I

Czar Nicholas II

Woodrow Wilson

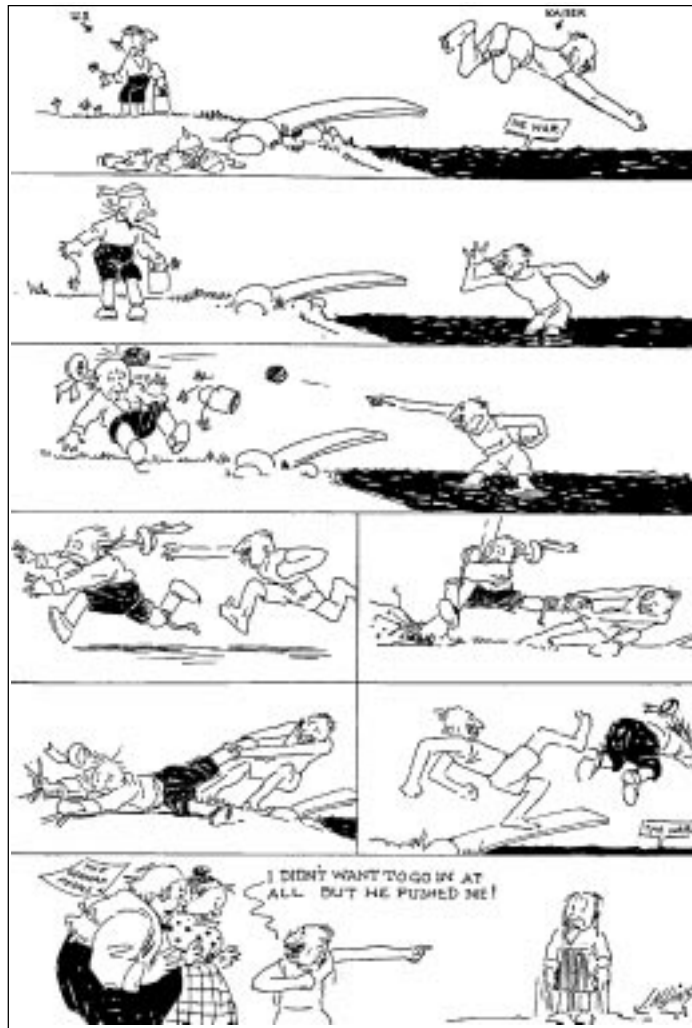
General John J. Pershing

Arthur Zimmermann



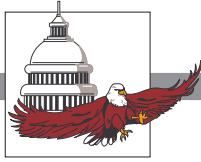
Introduction

When war broke out in Europe in 1914, the United States wanted to remain neutral. Most Americans believed that nations should not settle their disagreements through war. In addition, the war was far across the Atlantic Ocean and was not a direct threat to the United States. As the war progressed, however, the United States found itself unable to remain neutral. Once the United States entered the war, the lives of most Americans changed in some way.



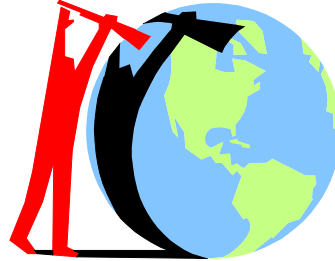
From 1914 until the United States entered into the hostilities in 1917, the United States had stayed neutral. When the United States eventually did enter the war, the kaiser (ruler) of Germany represented Americans to the German people as forcing the war upon the Germany.

Courtesy of the J. N. "Ding" Darling Foundation



American's Attitudes towards the War

Most Americans hoped their country would not become involved in the war. Many Americans, however, did sympathize, or side, with one side or the other. Some people favored the Allies—Great Britain, France, and Russia, and later, Italy and Japan. The United States had close trading ties with Great Britain and France. In addition, many Americans or their ancestors had lived in one of the Allied countries.



Some people in the United States sympathized with the Central Powers—Germany and Austria-Hungary—because many recent immigrants to the United States had come from that region of Europe. Some Irish-Americans hoped that Great Britain would lose the war because it had not granted Ireland independence.

Early Effects of the War on American Trade

Before the war, the United States had traded with most of the major European countries. Once the war started, however, none of the countries at war wanted the United States to supply goods to their enemies. The countries at war knew that if the United States did not sell food and military supplies to their enemies, then their enemies would become weak and be unable to continue the war.

By 1915 the British had placed a naval **blockade** around the ports of the Central Powers to prevent Americans from trading with the Central Powers. British warships forced American ships that were headed for Germany to sail to Great Britain instead. The British took the goods from the American ships and then sent the ships back unharmed to the United States.

The United States reminded Great Britain that the United States was a neutral country. Therefore, it had the right to trade with any country. The American protest did no good, and the British refused to let American ships near the seaports of the Central Powers. At the same time the United States was also selling goods to Great Britain and France.



Meanwhile, the Germans set up their own *blockade* around Great Britain. German ships patrolled the sea beneath the surface with their U-boats, or submarines. The area of the blockade was called the *war zone*. The Germans said they would sink all Allied and neutral ships that sailed into that zone.

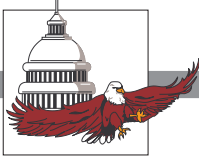
The United States Is Drawn into the War (1914-1916)

For the first two years of the war, the United States was able to remain neutral and not enter the war. But for several reasons, President *Woodrow Wilson* finally decided that the country had no choice but to enter the war on the side of the Allies.

Americans and American Ships at Sea Attacked by Germany

One of the reasons the United States entered the war was to protect its ships and citizens traveling by sea. On May 7, 1915, the British passenger ship *Lusitania* was on its way from New York to Great Britain. The *Lusitania* was carrying almost 1,200 passengers, 128 of them American citizens. The Germans believed the *Lusitania* was carrying **contraband**, or illegal military supplies such as explosives, ammunition, and guns. A German U-boat sank the *Lusitania*. Of the 1,198 persons killed, all 128 Americans aboard died. Americans were angry that civilians had been killed in the German submarine attack. This attack on civilians made many Americans sympathetic towards the Allies.

After the sinking of the *Lusitania*, President Wilson warned the Germans not to sink American ships or ships carrying American citizens. For a while, Germany stopped, but relations between the two countries continued to worsen. Then, in January of 1917, Germany announced that their submarines again would attack merchant ships that carried contraband. They kept their word. The Germans sank several trading ships in March of 1917.



The Zimmermann Note

Another reason the United States entered the war was the discovery of a secret telegram message sent by Germany to Mexico. The message, sent in January of 1917, became known as the *Zimmermann note*. *Arthur Zimmermann* was the German foreign minister. He asked Mexico to join the Central Powers if the United States joined the Allies. In return, Germany would see that Mexico regained land lost to the United States in the Mexican-American War of 1846. Those lands included California, Utah, Colorado, Arizona, and New Mexico. The Zimmermann note caused more Americans to favor the Allies because the Germans were threatening to steal states from the United States. Those Americans already in favor of the Allies grew more committed to an Allied victory.

Economic Concerns

Economic reasons also drew the United States into the war in Europe. American banks and weapon builders had loaned large amounts of money to help the Allies fight the war. In addition, farmers had sold the Allies farm goods on credit. The bankers, builders, and farmers feared that if the Allies lost, the Allies would not be able to pay off their debt to American investors and many Americans would suffer financially. To protect their investments, the bankers, builders, and farmers urged President Wilson to enter the war in support of the Allies.



Bankers, builders, and farmers feared that if the Allies lost, the Allies would not be able to pay off their debt to American investors.

Congress Declares War

President Wilson felt he had no choice but to enter the United States into the war in support of the Allies. The American President, however, cannot declare war; only the United States Congress has that power. So President Wilson called a special session of the Congress and asked them to declare war against the Central Powers. On April 6, 1917, Congress declared war on the Central Powers.



How the War Affected Life in America

Preparing to enter the war and then supporting soldiers fighting in Europe involved most Americans in some way. Men had to be trained to fight; factories and workers had to produce military supplies; more food had to be produced to feed the military; and money had to be raised to pay for the war.

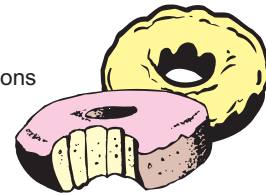
Preparing the United States Army

The United States took steps to prepare for war. First, the government increased the size of the army. Some men **enlisted**, or joined, the army, but many more were needed. In May of 1917, Congress passed the **Selective Service Act**. This act allowed the government to *draft* men, or require men to enter the military. American soldiers were nicknamed *doughboys*.

Doughboy

The expression “doughboy,” which was in wide circulation a century before the first World War in both Britain and America, referred to fried flour dumplings called doughboys, the predecessor of the modern doughnut. History is not completely clear on why our American soldiers were called doughboys, but there are several theories:

- American soldiers loved to eat the doughboys or doughnuts
- United States infantrymen wore coats with unique brass buttons that resembled the doughboy dumplings
- in cooking the doughnut, a flour-and-rice concoction was wrapped around a bayonet over the flames



More than two million men underwent the early army training. Then in 1918, they were sent to Europe. They were known as the American Expeditionary Force (AEF). The AEF served under the command of General *John J. “Black Jack” Pershing*. Eventually, almost five million American soldiers served in the military during World War I.

Producing Military Supplies and Food

The government ordered many factories to produce more war goods. This meant some factories had to change what they produced. For example, bicycles were not needed, but ball bearings for wheels were necessary. Therefore, bike factories produced ballbearings. Because so many men had gone off to war, there was a shortage of workers. Consequently, many women and African Americans entered the industrial work force for the first time.



To make sure that Americans at home and in Europe had enough to eat, the government set prices and limits on food sold at home. In addition, the government told farmers to grow as much food as possible. The government asked Americans to **ration** or limit the amount of wheat, meat, sugar, and gasoline they used. Advertising encouraged Americans to serve meatless meals one day a week. On other days they were asked to not use wheat or the wheat products of bread or cereal. Rationing food allowed the United States to send enough food to the soldiers and citizens in Europe.



During the war, as men joined the armed forces, there was a shortage of workers. Many women stepped in to take on their jobs and worked in factories for the first time. By working in jobs once thought to be for men only, women changed the view that they could do only certain kinds of jobs.

Courtesy of the J. N. "Ding" Darling Foundation

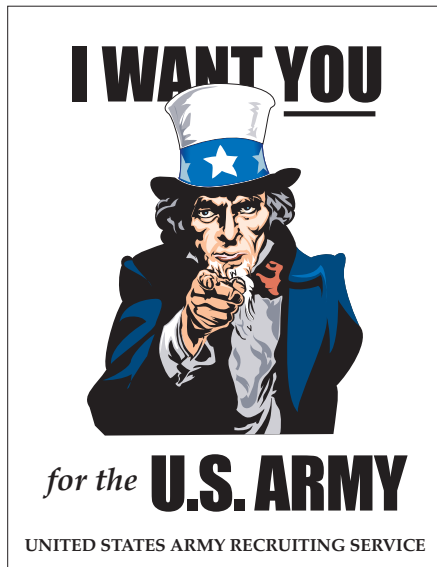


Raising Money for the War

The United States needed to raise money to pay for the war. First, the United States government increased taxes to help pay for the war. Taxes required everyone to help out.

A second way the government raised money was through the sale of **Liberty bonds**, certificates that were worth more several years later than at the time they were issued. When buyers purchased a bond, they were actually loaning money to the government. The government promised to repay the money with interest at a given time.

Government War Posters



A group of well known artists met in New York City on April 17, 1917 to determine how they could contribute to America's war effort. The director of the government's Committee on Public Information asked the artists to produce whatever artwork the government might need in connection with the war effort. Within a few weeks, the enthusiastic artists started working on government war posters. These war posters became a common sight throughout American cities. More than 2,000 different posters were created, and about 20 million copies of these posters were printed. The posters used strong, forceful images and simple slogans to get their messages across.

The Uncle Sam poster was very popular and has lived on in popularity long after World War I was over. The pointing Uncle Sam was created by an American illustrator, James Montgomery Flagg (1877-1960), and was a self-portrait. This image has come to represent patriotic duty and pride and continues to be used on government posters and pamphlets today.

Freedom of Speech

Not all Americans wanted the United States to enter the war. The government took steps to silence those Americans who spoke out against the war. In 1917 Congress passed laws that outlawed any disagreement with the government either in actions or words. These laws which limited freedom of speech were called the *Espionage and Sedition Acts*. **Espionage** means spying, and **sedition** refers being disloyal to the government. A government committee was formed to persuade all Americans to support the war effort. Several people were arrested and sent to jail because they spoke out against the war. Congress restored freedom of speech after the war.



The United States Military Joins Allied Forces in Europe

World War I was fought on two different **fronts**, or zones where enemy armies battle. Remember that the Central Powers, Germany and Austria-Hungary, were located *between* the Allied Powers—Great Britain and France on the west and Russia on the east. They had to fight Russia, on the east, or the Eastern Front. And they had to fight France and Great Britain—two more Allied Powers—on the Western Front. Fighting on two fronts was difficult for the Central Powers because it caused them to split their attention, money, men, and materials.

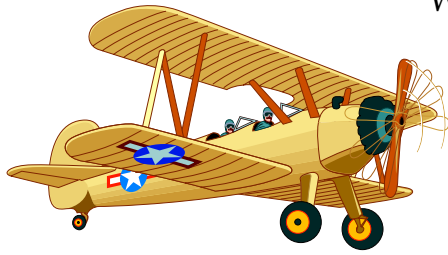
Then, in 1917, Russia's ruler, *Czar Nicholas II*, was overthrown in the **Bolshevik Revolution**. In 1918 the Bolsheviks signed a peace treaty with Germany and withdrew from the war. Germany quickly sent their soldiers which had been fighting Russia to fight on the Western Front. Germany now had a stronger force, and it appeared that it would win the war.

However, with the addition of American soldiers, the Allies became stronger. They were able to turn the tide of war in favor of the Allies. By October of 1918, the Allies and the United States pushed the Germans back into Germany, and the Central Powers collapsed from the long war. Germany, badly defeated, asked for a cease-fire.

On November 11, 1918, the United States, the Allies, and the Central Powers signed an **armistice**. An armistice is an agreement to stop fighting. While fighting was over, soldiers waited on the front for a treaty to end the war. Eight months later in the summer of 1919, a peace treaty was signed. The war was officially over! The United State and the Allies had won World War I, known at that time as the *Great War*.

A New Age in Weapons

The Industrial Revolution had changed the way nations fought wars. Modern weapons were mass-produced in factories. Many new weapons were introduced on the battlefield in World War I. The Germans used the U-boat, or submarine. The U-boat enabled them to carry out surprise attacks on ships from below the surface of the sea. The British invented and used the tank for the first time. In addition, the machine gun increased a single soldier's ability to wound and kill enemy soldiers at a great rate.



Warring nations also used the airplane as a military weapon. When war first broke out, warring nations used planes to observe movements on the ground. By the end of the war, those nations installed machine guns in the planes, and pilots had air battles known as *dogfights*. Chemical warfare also was practiced. Poisonous gases, such as mustard gas, were used to kill or hurt enemy soldiers. World War I brought the United States and the world into a new and dangerous period of warfare.

Summary

The United States entered World War I for several reasons. The warring powers did not honor the position of the United States as a neutral nation. Consequently, the United States did not have freedom of the seas for its ships. There was also the danger that the United States would lose land to Mexico if the Central Powers won the war. A victory by the Central Powers would have meant a great loss of money to American businesses.

Once the United States entered the war, many changes occurred at home. Industry and agriculture had to increase production to support the war effort. To ensure that no one spoke against the war, freedom of speech was temporarily limited.

The armistice was signed on November 11, 1918, ending the fighting of World War I. The United States played an important role in the Allied victory. Now, the world waited to see what role it would play in the period to come.

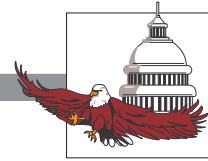


Practice

Use the list below to complete the following statements.

armistice	enlisted	Industrial Revolution
blockade	espionage	Liberty bonds
contraband		

1. The enemy was secretly receiving _____ to help fight the war.
2. When the Central Powers could no longer continue the war, they signed an _____ with the Allies.
3. The ships were unable to reach ports because a _____ had been placed around them.
4. People who tell government secrets to the enemy are accused of _____ .
5. Some men _____ in the army when the United States declared war.
6. The government raised money by selling _____ .
7. The _____ had changed the way nations fought wars since modern weapons could be mass-produced in factories.



Practice

Match each **effect** with the correct **cause**. Write the letter on each line provided.

- | effect | cause |
|---|---|
| _____ 1. American ships were sunk while trying to deliver goods to Great Britain. | A. Some Americans criticized the United States government for entering World War I. |
| _____ 2. Some people sided with the Central Powers during the war. | B. German U-boats sunk any ships trying to enter British ports. |
| _____ 3. The government passed laws limiting Americans' freedom of speech during World War I. | C. Large amounts of food were needed to feed the American soldiers in Europe. |
| _____ 4. The American people reduced the amount of food they ate during the war. | D. Many immigrants recently had come to the United States from countries in Central Europe such as Germany and Austria. |
| _____ 5. Germany asked the Allies for a cease-fire in 1918. | E. Germany had been badly destroyed after four years of fighting the Allies. |



Practice

Answer the following using short answers.

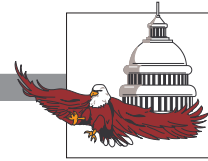
1. List the countries of the Central Powers. _____

2. List the countries of the Allied Powers. _____

3. What was the Zimmermann note? _____

4. What was the nickname for American soldiers in World War I?

5. What were battles fought in the air between airplanes called?



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, rewrite it on the lines provided to make it true.

_____ 1. The British ship *Lusitania* was sunk by a German U-boat.

_____ 2. Germany's foreign minister, Ambassador Zimmermann, sent a note to the United States to gain its support in the war.

_____ 3. President Woodrow Wilson asked Congress to declare war on the Allied Powers.

_____ 4. The commander of the American soldiers during World War I was General John J. "Black Jack" Pershing.

_____ 5. The troops of Germany and Austria-Hungary were nicknamed doughboys.



_____ 6. The Selective Service Act allowed the government to draft men.

_____ 7. At the end of World War I, Mexico was given the American states of Texas, Arizona, and New Mexico.

_____ 8. Russia signed a peace treaty with Germany and withdrew from the war before it ended.

_____ 9. Battles between U-boats were called dogfights.

_____ 10. The European Allied countries borrowed large amounts of money from American banks.



Practice

Circle the letter of the correct answer.

1. When World War I started in Europe, the United States _____ .
 - a. quickly sent troops to help the Allies
 - b. did not take sides
 - c. stopped all American ships from going to Europe
2. As a neutral nation, the United States _____ .
 - a. claimed the right to ship goods to both the Allies and the Central Powers
 - b. could not carry on trade and commerce with the two sides
 - c. was allowed to ship illegal war goods to Great Britain
3. The United States government raised money for the war by all of the following methods **except** _____ .
 - a. selling Liberty bonds
 - b. raising taxes
 - c. selling farm goods from victory gardens
4. The Russian government changed in 1917 because _____ .
 - a. elections were held and the ruler lost
 - b. Russia's ruler was overthrown in a revolution
 - c. the head of Russia's government quit his job
5. Russia's withdrawal from the war allowed Germany to _____ .
 - a. ask for a cease-fire
 - b. begin sinking American ships
 - c. send more troops to fight on the Western Front
6. The tide of the war began to turn against Germany when _____ .
 - a. the United States sent troops to help the Allies
 - b. Great Britain placed a naval blockade around German ports
 - c. the Allies began to use the U-boat to sink German ships



7. A labor shortage in the United States during World War I resulted in _____ .
 - a. the closing of large weapons factories
 - b. many women and African Americans entering the industrial work force
 - c. Congress passing the Selective Service Act

8. The purpose of the Espionage and Sedition Acts was to _____ .
 - a. recruit spies for the American government
 - b. prevent German spies from entering the United States
 - c. end American criticism of the United States entering World War I

9. Manufacturing methods used in the _____ Revolution resulted in the development of dangerous new weapons.
 - a. Bolshevik
 - b. Industrial
 - c. Communist

10. On November 11, 1918, the warring powers agreed to an armistice. This means that _____ .
 - a. they agreed to stop fighting
 - b. the Allies had been defeated by the Central Powers
 - c. the United States had won the war



2. Why did Germany ask for a cease-fire? _____

3. When and how did World War I end? _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|---|--------------------------|
| _____ 1. | being disloyal to one's government | A. Bolshevik Revolution |
| _____ 2. | to limit the amount of goods a person may purchase | B. front |
| _____ 3. | the Communist overthrow of the Russian czar | C. Liberty bonds |
| _____ 4. | law that allows the federal government to call men to serve in the military | D. ration |
| _____ 5. | government certificates that would be worth more in the future; money from their sale was used to finance the war | E. sedition |
| _____ 6. | a zone where enemy armies battle | F. Selective Service Act |

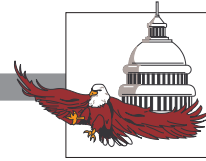
Unit 13: Looking for Peace after World War I (1918-1921)

This unit emphasizes how President Woodrow Wilson's Fourteen Points comprised a plan for building a lasting peace between nations and how the Senate wanted to return to its neutral position and avoid problems overseas.

Unit Focus

- explanation of President Woodrow Wilson's Fourteen Points program for peace
- description of Treaty of Versailles World War I peace treaty and League of Nations
- reasons United States did not sign Treaty of Versailles or join League of Nations





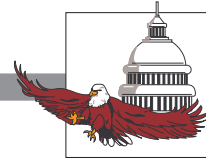
Vocabulary

Study the vocabulary words and definitions below.

- compromise** a settlement in which each side gives up some of its demands in order to reach an agreement
- covenant** a binding agreement between parties
- Fourteen Points** a peace program outlined by President Wilson in 1918
- League of Nations** the world organization of nations established in 1920 and based on Wilson's Fourteen Points
- liberated** freed
- self-determination** right of people to decide in which country they want to live
- tariff** tax or duty that a government charges on imports or goods coming into a country
- Treaty of Versailles** agreement signed to end World War I

Who's Who in Looking for Peace after World War I

Woodrow Wilson



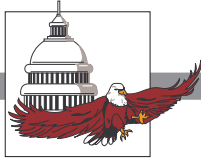
Introduction

President *Woodrow Wilson* began thinking about peace even before the end of World War I. He developed a program for peace called the **Fourteen Points**. He believed that if all the world's nations agreed to these points, then world peace could be maintained. The United States began dropping leaflets describing these points over Central Europe during the war. His ideas so interested Central European people that many of them stopped supporting their own leaders in Germany and Austria-Hungary. They believed that Wilson's plan offered the possibility of a lasting peace.



Ever Try It Yourself?

Courtesy of the J. N. "Ding" Darling Foundation



Fourteen Points

President Wilson intended five of the Fourteen Points to prevent the causes of any future wars. All fourteen points are on page 344. The five points that Wilson intended to end future wars were as follows:

- First, Wilson said that nations should not make secret treaties. He believed that all agreements between nations should be made public.
- Second, peace would be more likely if world powers reduced their militaries and arms. With smaller armies, nations would be less likely to declare war.
- Third, there should be freedom of the seas. No nation had the right to interfere with the shipping or trade of another nation. Wilson regretted that Germany's attacks on the American ships had contributed to the entry of the United States into World War I.
- Fourth, nations should remove or lower **tariffs**. A tariff is a tax on goods that one country or nation ships to another. Tariffs make it difficult for a nation to sell their goods to the people of another nation.
- Fifth, there would be international control over colonies in an effort to eliminate imperialism. The fight for colonies had been a major point of conflict between the nations involved in World War I.

Two other points were key to promoting peace in the world.

Wilson believed that people in Central Europe should have **self-determination**. That meant they should be free to decide in which country they wanted to live.

The new borders of countries would be drawn according to the people's wishes. In addition, nations would choose their own governments.

Although this was a peaceful proposal, it did not work. People living together often disagreed about which country they wanted their territory to join.



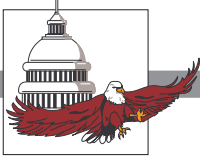


One of Wilson's most original and important ideas was to form an *association of nations*. He wanted the nations of the world to form a world congress. Problems between countries could then be taken to this congress. There they would be worked out by **compromise**, or agreement, and not by war. This congress was later named the **League of Nations**.



Wilson offers peace to the German emperor.

Courtesy of the J. N. "Ding" Darling Foundation



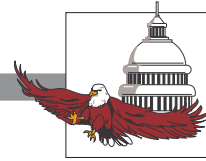
Wilson's Fourteen Points

1. An end to all secret diplomacy
2. Freedom of the seas in peace and war
3. The removal of trade barriers among nations
4. The general reduction of armaments
5. The adjustment of colonial claim is in the interest of the inhabitants as well as of the colonial power
6. The evacuation of Russian territory and the independent determination by Russia of its own national policies
7. The restoration of Belgium
8. The evacuation of all French territory and return of Alsace-Lorraine
9. The readjustment of Italian boundaries along clearly recognizable lines of nationality
10. Independence for various national groups in Austria-Hungary
11. The restoration of the Balkan nations and free access to the sea for Serbia
12. Protection for minorities in Turkey and the free passage of the ships of all nations through the Dardanelles
13. Independence for Poland, including access to the sea
14. A general association of nations to protect "mutual guarantees of political independence and territorial integrity to great and small states alike"

The Treaty of Versailles

In 1918 the Allies—France, Great Britain, and Italy, along with the United States—met to discuss the Fourteen Points and decide the fate of the Central Powers—Germany and Austria-Hungary—and the territories in Central Europe. A peace conference was held at the Palace of Versailles (ver-sigh) near Paris, France. The peace treaty was called the **Treaty of Versailles**. The Allied nations did not allow Germany to participate in the writing of the Treaty that was signed on June 28, 1919.

President Wilson did not want the Allies to punish Germany harshly. He felt that punishing Germany and the Central Powers could lead to a future war. The Central Powers might one day want to regain what they would



lose in the Treaty of Versailles. The other Allies disagreed. They wanted to teach Germany a lesson. The treaty punished Germany in the following ways:

1. Germany had to accept the blame for the war.
2. Germany lost its navy and air force, and its army was limited so they could not fight again.
3. Germany was forced to pay the Allies \$33 billion for war damages.
4. Germany lost all of its colonies in Africa and the Pacific; some of Germany's land was given to other countries.

The Allies made treaties with other nations, also. Austria-Hungary was divided into four new countries. They were named Austria, Hungary, Czechoslovakia, and Yugoslavia. Poland was **liberated**, or freed, from Austria-Hungary's rule. Each new country would select its own type of government.

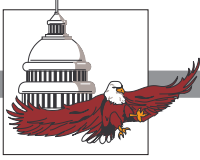
The League of Nations

The Treaty of Versailles formed the *League of Nations*. President Wilson was anxious for the United States to join this association of nations. He returned from France to urge the United States Senate to accept the Versailles treaty and join the League of Nations.

It is the constitutional duty of the United States Senate to accept or reject treaties with other nations. Some members of the Senate were against the League of Nations. The Treaty included a **covenant**, a binding agreement, between its members. They agreed to protect any member-nation's boundaries or borders. The United States Senate feared that such an agreement could one day involve the country in another European war.



President Woodrow Wilson

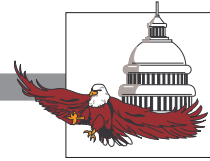


President Wilson tried to gain popular support for the Treaty and the League. He traveled around the United States appealing to the people. He wanted them to force the Senate to accept the treaty and join the League. The President became very ill during his travels and never regained his health.

The Senate did not sign the Treaty of Versailles. They voted against joining the League of Nations. Instead, in 1921, the United States signed separate treaties with Germany. Americans were afraid of becoming involved in Europe's problems. They were ready to return to life as they remembered it before World War I.

Summary

President Woodrow Wilson's Fourteen Points was a plan for building a lasting peace between nations. Some of Wilson's ideas were written into the Treaty of Versailles peace treaty at the end of World War I. However, Wilson was disappointed when the Allies punished Germany. He was also disappointed that the United States Senate would neither accept the treaty nor join the League of Nations. The Senate wanted to return to its neutral position and avoid problems overseas.



Practice

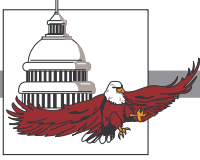
Answer the following using short answers.

1. List five important ideas of Wilson's Fourteen Points. _____

2. The Treaty of Versailles was signed near what city and in what country? _____

3. In what year was the treaty signed? _____

4. List four ways the treaty punished Germany. _____



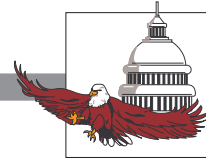
5. Why did the European Allies want to punish Germany? _____

6. Name the four important Allied countries. _____

7. Name the two important Central Powers countries. _____

Match each **description** with the correct **location**. Write the letter on the line provided.

- | | |
|--|-------------------|
| _____ 8. new country formed out of Austria-Hungary | A. Czechoslovakia |
| _____ 9. country that was liberated | B. Germany |
| _____ 10. city near the Palace of Versailles | C. Paris |
| _____ 11. country that lost its territories | D. Poland |



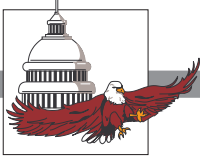
Practice

Circle the letter of the **facts** that do **not** belong in each group below.

1. Fourteen Points:
 - a. larger militaries and more arms
 - b. freedom of the seas
 - c. an end to secret treaties
2. Treaty of Versailles:
 - a. Germany accepts blame for World War I
 - b. Germany must pay for Allied war damage
 - c. Germany gains new lands from the Allies
3. League of Nations:
 - a. President Wilson's idea
 - b. accepted by the United States Senate
 - c. a congress to solve problems between nations
4. Allies:
 - a. Great Britain, France, and Italy
 - b. refused to punish Germany for World War I
 - c. defeated Germany in World War I

Number the **events** below in the **order** they occurred. Write the number on the line provided.

- _____ 5. World War I ends.
- _____ 6. President Wilson urges Americans to support the treaty.
- _____ 7. The United States enters World War I.
- _____ 8. The United States refused to join the League of Nations.
- _____ 9. The Versailles peace treaty is written.



Practice

Circle the letter of the correct answer.

1. President Wilson wanted countries to reduce their militaries _____ .
 - a. because they were too expensive
 - b. so that there would be less chance of war
 - c. because the Allies had been defeated in World War I

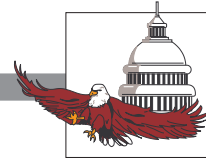
2. One issue discussed in the Fourteen Points which had caused the United States to enter World War I was _____ .
 - a. secret treaties
 - b. large militaries
 - c. freedom of the seas

3. After the war, Austria-Hungary _____ .
 - a. was divided into four new countries
 - b. was not allowed to create a new government
 - c. was forced to pay for war damages

4. President Wilson traveled through the United States trying to _____ .
 - a. persuade the American people not to accept the treaty
 - b. rest and get well from his illness
 - c. gain popular support for the League of Nations

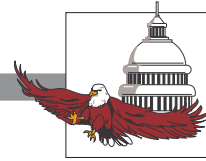
5. In the United States government, _____ accepts or rejects treaties with foreign countries.
 - a. the President
 - b. the United States Senate
 - c. the House of Representatives

6. _____ the League of Nations.
 - a. The United States did not join
 - b. The United States joined
 - c. The United States promised to join



7. After World War I, many Americans wanted the United States to _____ .
 - a. head the League of Nations
 - b. stay out of Europe's problems
 - c. pay for the war damages

8. President Wilson believed that punishing Germany might lead to another war because _____ .
 - a. Germany would be angry at Austria-Hungary
 - b. Austria-Hungary would be angry at Germany
 - c. Germany would want to regain its land taken under the Treaty of Versailles



Practice

Match each definition with the correct term. Write the letter on the line provided.

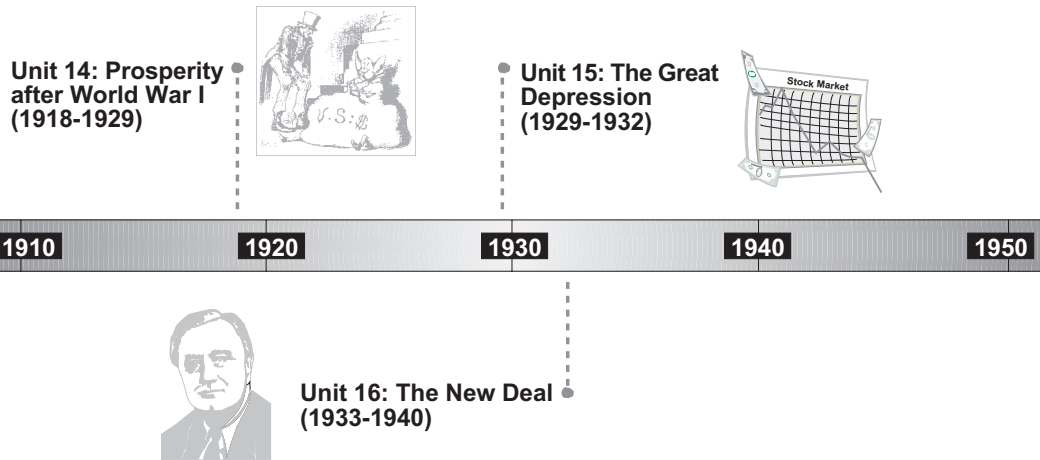
- | | |
|---|-------------------------|
| _____ 1. President Wilson's plan for keeping peace in 1918 | A. compromise |
| _____ 2. right of people to decide in which country they want to live | B. covenant |
| _____ 3. the world organization of nations established in 1920 and based on Wilson's Fourteen Points; a congress of nations | C. Fourteen Points |
| _____ 4. a settlement in which each side gives up some of its demands in order to reach an agreement | D. League of Nations |
| _____ 5. tax or duty that a government charges on imports or goods coming into a country | E. liberated |
| _____ 6. freed | F. self-determination |
| _____ 7. a binding agreement between two parties | G. tariff |
| _____ 8. agreement signed to end World War I | H. Treaty of Versailles |

Section 4: Between Two Wars (1918-1940)

Unit 14: Prosperity after World War I (1918-1929)

Unit 15: The Great Depression (1929-1932)

Unit 16: The New Deal (1933-1940)



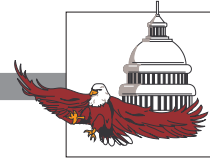
Unit 14: Prosperity after World War I (1918-1929)

The unit emphasizes how the nation's culture, industry, and technology grew and how, at the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

Unit Focus

- economy of 1920s
- reasons behind growth of intolerance
- examples of technological revolution and impact on American culture
- reasons post-war isolationism began and ended
- beginnings of economic collapse

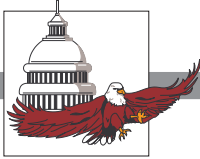




Vocabulary

Study the vocabulary words and definitions below.

- 18th Amendment** prohibited the manufacture, transportation, and sale of liquor in the United States
- 21st Amendment** ended Prohibition and made the manufacture, transportation, and sale of liquor legal
- anti-Semitic** prejudiced against or hostile toward Jews
- evolution** the theory that over millions of years various types of animals and plants changed into new types of animals and plants
- imported goods** goods made and brought in for sale from another country
- intolerance** an unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own
- isolationism** a policy that advocates freedom from foreign alliances
- Kellogg-Briand Pact** an agreement of more than 60 countries to solve all problems peacefully
- pact** an agreement between two or more countries or people



prosperity economic well-being

Red Scare fear of communism

Sacco-Vanzetti Affair Italian immigrants convicted of murder in a trial that some people did not think was fair

suburbs neighborhoods beyond the borders of large cities

tariff tax or duty that a government charges on imports or goods coming into a country

technological revolution a period of time in which great advances were made in science and industry

technology science put to practical use

transformed changed

Who's Who in Prosperity after World War I

Duke Ellington

Nicola Sacco

Langston Hughes

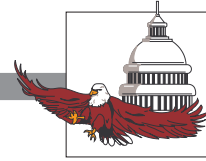
John Scopes

Zora Neale Hurston

Bessie Smith

Charles Lindbergh

Bartolomeo Vanzetti

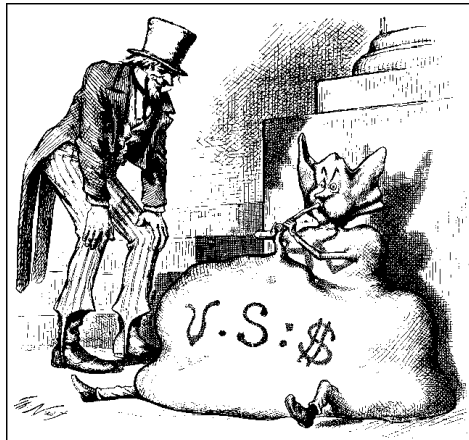


Introduction

Following World War I, Americans were eager to put the war behind them and enjoy what appeared to be a better way of life. Most people did not want to become involved again in world problems. New machines promised a more comfortable lifestyle for many Americans, and Americans were full of hope that the 1920s would be a time of great progress and prosperity.

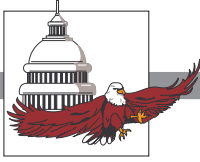
The 1920s have been called both the *Golden Twenties* and the *Age of Disillusionment*. The first expression describes the decade as one of wealth and comfortable living. The second expression tells of the many problems that plagued the country. Both terms are accurate. The 1920s was a time of increased wealth and comfortable living for those fortunate to be either businessmen or skilled workers. On the other hand, many of those who were farmers or unskilled workers had difficulty making a decent wage or finding any job at all.

The Economy in the 1920s



Americans had no money to enjoy the new products being manufactured in the United States.

After the end of World War I, American industry shifted its focus from producing war supplies to producing goods for Americans to use at home. Automobiles, refrigerators, radios, and chemicals were just a few of these goods. Many Americans made money either as businessmen or as skilled workers. A visitor to this country would have been impressed with all the products available. On the other hand, the end of World War I left some workers without jobs. Some



Many Americans Lived Well

Many Americans enjoyed **prosperity** during the 1920s. Prosperity means living well. Owners of businesses and factories were making more money than ever before. New jobs in industry were created by the **technological revolution**, a period in which science created many new machines and products. As companies grew they hired more workers, increased the wealth of businessmen, and enabled more workers to live comfortably.

The United States government saw business as its key to maintaining prosperity. Consequently, the government protected American-made products through high **tariffs**. A tariff is a tax on **imported goods**, or goods made in other countries. A tariff makes imported goods more expensive than American-made goods. Tariffs encouraged Americans to buy goods produced in American factories.

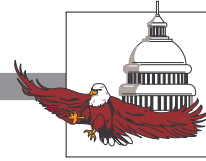
Some Americans Did Not Prosper

Some Americans did not share in the new wealth. After World War I, many soldiers came home to their old jobs, causing some workers to become unemployed. Some of the soldiers who returned home from the war could not find jobs. Unskilled workers were still paid low wages. And some factory workers were being replaced by machines.



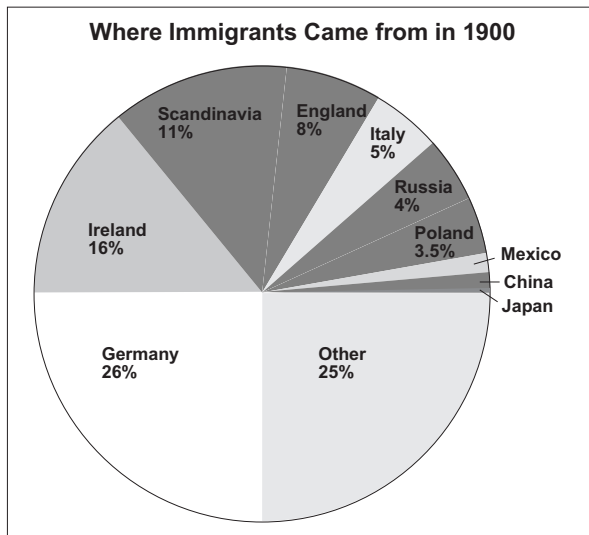
All Americans did not share in the new wealth.

Farmers, in particular, did poorly after the war. During the war, the government had asked farmers to increase their production to feed both Americans and the people of the Allied nations. After the war, farmers found themselves with too many crops and not enough markets. Crop prices fell, and some farmers could not make payments on their machines and land. As a result, they lost their farms and became unemployed.



The Growth of Intolerance

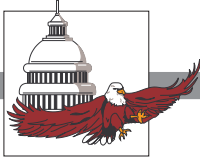
In the 1920s many Americans felt an **intolerance** toward immigrants. Intolerance is an unwillingness to accept people of different races, backgrounds, or different beliefs. Some Americans saw immigrants as a threat to their jobs. Immigrants were often willing to work at unskilled labor for extremely low wages. Some Americans saw immigrants as having different political beliefs and, therefore, as a threat to American democracy. To control the number of immigrants coming to the United States, the government passed immigration laws.



During World War I, the Bolshevik Revolution set up a Communist government in Russia. Americans were afraid Eastern European immigrants would bring foreign political ideas into the country or even try to create a Bolshevik Revolution in the United States. This fear was known as the **Red Scare** because the Russian flag was red. African Americans, Chinese Americans, and other

minority groups were also seen as a threat simply because they were different.

A more publicized example of intolerance towards immigrants became known as the **Sacco-Vanzetti Affair**. *Nicola Sacco* and *Bartolomeo Vanzetti* were two Italian immigrants who did not like any form of government, a belief called *anarchism*. Many Americans considered such ideas dangerous. The United States government accused Sacco and Vanzetti of murder and placed them on trial. The two Italians were convicted and sentenced to death based on little evidence. Some people believed they did not get a fair trial because of their political ideas.



The Ku Klux Klan (KKK) also demonstrated extreme intolerance. The KKK, a violent organization, had been started by a group of southern white men after the Civil War. The Klan was anti-African American, anti-Catholic, and anti-immigrant. They were also **anti-Semitic**, which means they were hostile to Jews.

During the 1920s, the Klan claimed to have over four million members. They tried to intimidate those they hated through violence and even murder. Their actions worked against them, however. The Klan lost members by the end of the decade because some of their members tired of the Klan's hatred and violence.

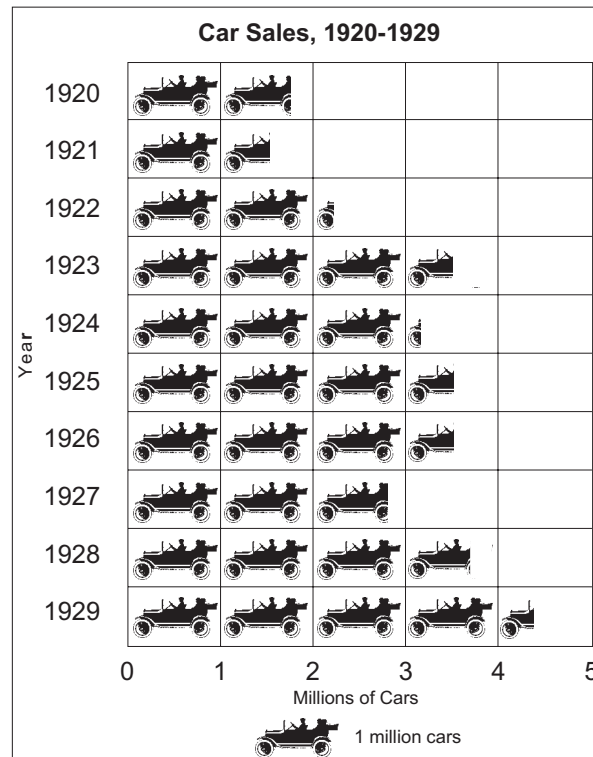
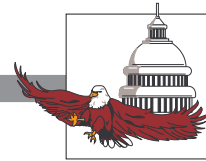
Americans also experienced intolerance toward new ideas. The teaching of **evolution** in public schools was one new idea many people reacted against. Evolution is the theory that over millions of years, animals and plants changed into new types of animals and plants. Some people said that teaching about evolution went against the teaching of the Bible.

As an example of this intolerance, one state, Tennessee, did not permit teachers to teach evolution in its schools. In 1925 *John Scopes*, a science teacher in Tennessee, taught evolution in his classroom. He was arrested, tried, and found guilty and fined \$100.00. The same topic is being debated today.

A Technological Revolution

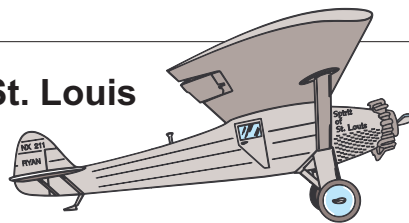
The Industrial Revolution that began after the Civil War continued to affect the United States as new inventions and machines became available. This new **technology** completely **transformed**, or changed, the way Americans lived. It brought the United States into the modern age.

One of the most important new machines was the automobile, which gave rise to many other new industries. One industry was automobile production factories. By 1930 one in every nine workers worked in a factory that produced some part of the automobile. Some workers made rubber and tires; some made glass for windows. Roads were paved as the automobile replaced the horse and buggy. As more people owned cars, automobile repair shops, gas stations, and tourist hotels began to appear.



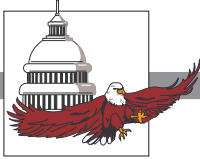
The automobile changed the way Americans lived socially and economically. By 1928 two out of every three families owned a car. This gave them the freedom to travel far from home on visits and vacations. Most importantly, however, they could travel longer distances between home and work. This changed the way cities looked as more people began to build homes in the **suburbs**, or in neighborhoods beyond the borders of a city.

Spirit of St. Louis



In 1927 pilot Charles Lindbergh flew alone in his plane named the *Spirit of St. Louis* from New York and landed near Paris about 33 hours later. He became an overnight hero for his solo Atlantic flight. One newspaper praised Lindbergh for performing "the greatest deed of a solitary man in the records of the human race."

The airplane became more important to American travel after World War I. In 1927 *Charles Lindbergh* became the first person to fly nonstop across the Atlantic Ocean from New York to Paris. He completed the trip in only 33½ hours. The



airplane was making the world “smaller.” It was faster than ships over water and quicker than railroads over land. Air travel was becoming widely used for both business and pleasure trips.

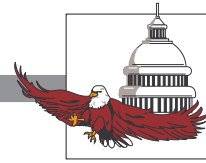


Cheering crowds welcomed Charles Lindbergh home after his solo Atlantic flight.

Courtesy of the J. N. “Ding” Darling Foundation

Another important new industry involved the production and use of electricity. Many American homes and businesses were equipped for electricity. With electricity, new, labor-saving products such as the refrigerator and washing machine became available.

As these new products came on the market, ways of selling them changed. The advertising industry boomed as businessmen looked for ways to encourage people to buy products. In addition, buyers no longer had to pay cash for an item. Companies began selling products on *credit*. That



means the customer could pay a little each month until the product was paid for. The new slogan was “Buy Now, Pay Later.” Many Americans began to go into debt to enjoy new lifestyles made possible by new products.

American Culture

New technology also changed entertainment. With electricity, broadcasting became possible and radios became popular. At first, some people made their own radios, called *crystal sets*. Soon, factories were producing radios, and broadcasting developed into a big, new industry. By 1929 two of every five families owned a radio. For the first time, people were able to listen to music, sports, and news broadcast to their own homes.

In the 1920s, the motion picture industry arose. Americans fell in love with the moving picture show, or the *movie*. The first films were silent, but new technology soon produced films with sound. The first talking movie, *The Jazz Singer*, was released in 1927. Hollywood, California, became the home of the movie industry.

The Flappers

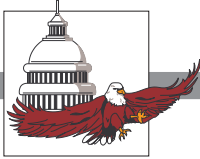
The main elements of American culture in the 1920s were freedom and spontaneity. Young Americans seemed determined to ignore all traditional rules of behavior, abandoning the waltz for the rhythms of jazz.

The symbol of this new culture was the *flapper*. She was a young woman who had abandoned all older views of a woman's role. Her hemlines rose above the knee and her long hair, previously known as her crowning glory, was now shortened in a *bobbed hair* style.

Flappers were by no means only young, white women. Young African-American and Chinese-American women also abandoned their long skirts and long hair. In the 1920s, this new ideal for women disturbed adults who had been raised in a more conservative culture.



African Americans played an important role in the culture of the 1920s. In New York City, African Americans were experiencing a cultural rebirth in literature, art, and music. Jazz music became popular in theaters and night clubs. Jazz musicians *Duke Ellington* and *Bessie Smith* were only two of many famous African-American musicians from this period. This



movement, called the *Harlem Renaissance*, had an important influence on all American ideas and culture.

Langston Hughes was one of the leaders of the movement. He wrote the following poem which captures part of the Harlem Renaissance which was also involved in challenging some of the racial attitudes of the day.

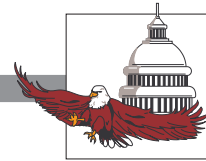


Teacher will provide copy of

I, Too

by Langston Hughes

Another one of the members of the Harlem Renaissance was *Zora Neale Hurston*. She was born right here in Florida, in a small town called Eatonville, just outside of Orlando. She was a trained anthropologist and was fascinated by folk culture. *Dust Tracks on a Road* is the name of her autobiography.



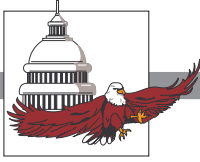
Prohibition

In 1919 the **18th Amendment** to the United States Constitution changed Americans' social life. The amendment prohibited, or made illegal, the production, sale, or transport of liquor in the United States. This did not end the availability of liquor; some people continued to produce and sell it illegally. The illegal production and sale of liquor became big business, and disobeying prohibition laws was very common. A subculture was created by the people and *speakeasies*, secret bars, became a focal point for social activities. Finally, in 1933, the **21st Amendment** cancelled the 18th Amendment and made liquor legal again.



During the 1920's, there were two schools of thought concerning prohibition. It depended on which side of the clouds you were.

Courtesy of the J. N. "Ding" Darling Foundation



Post-War Isolationism

After World War I the United States began a policy of **isolationism**. This means it was withdrawing from European affairs. To protect itself from being drawn into European affairs, the government decided not to join the League of Nations. The country continued to isolate itself until the end of the 1920s.

American tariffs—taxes on foreign-made goods—caused foreign countries to raise their tariffs on goods made in the United States. The high tariffs on foreign goods created an economic problem for both Europe and the United States. Some European countries owed the United States money they had borrowed to fight the war. They needed to sell their products to the United States so they could pay off their war debt. Because of the tariff, however, few foreign goods were bought in the United States. Only Finland ever paid its debt in full to the United States.

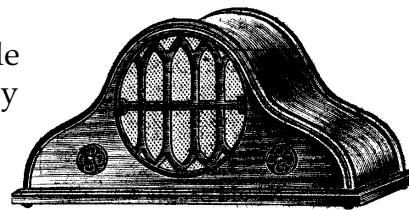
The End of the Twenties

The United States began to end its isolation at the close of the decade. In 1928 more than 60 nations, including the United States, signed the **Kellogg-Briand Pact**. This **pact**, or agreement, promised to reduce the number of military weapons each country had. It also said countries would solve all their disagreements peacefully.

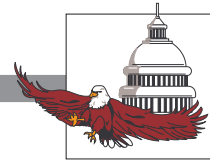
In 1929 the *Golden Age of the Twenties* came to an abrupt end. In that year, the Great Depression began. The Great Depression was a period of economic collapse in the United States (see Unit 15). The prosperity many Americans experienced in the 1920s suddenly turned to hard times.

Summary

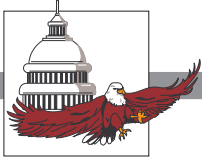
Many Americans prospered during the decade of the '20s. They made enough money to enjoy new goods such as automobiles and radios. Not everyone's life improved, however. Some Americans had trouble finding work. Americans responded to immigration with intolerance, and, for the first time, Congress passed immigration laws limiting the number of immigrants who could enter the United States.



Radios were called "crystal sets."



The nation's culture flourished. Radios, movies, and jazz became sources of entertainment. As the nation's culture, industry and technology grew, the country remained isolated from Europe. At the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

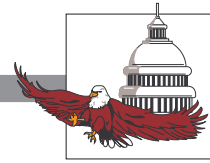


Practice

Decide how each of the **groups** identified below might have **interpreted events** in the **1920s**. Use the chart below to write **yes** or **no** under each heading.

America in the 1920s

Statement	Skilled Worker	Big Businessman	Farmer	Unskilled Worker
1. I am making a good living.				
2. I can pay all my debts.				
3. I am unable to pay my bills.				
4. I may lose my land or home.				
5. I can't find a job.				



Practice

Write a brief statement to describe how each of these **people** might have **viewed** the **1920s**.

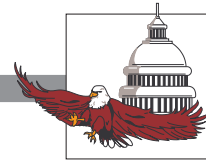
1. Skilled worker:

2. Big businessman:

3. Farmer:

4. Unskilled worker:

5. Immigrant:

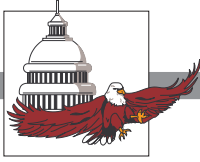


Practice

Use the list below to complete the following statements.

intolerance	suburbs	technology
isolate	tariffs	transformed

1. Work became easier because of new _____ .
2. The automobile _____ the way people traveled to work and on vacations.
3. Some people built homes in _____ at the edge of the city.
4. The government placed _____ on imports to try to get people to buy American goods.
5. Many people wanted to _____ the United States from the problems of Europe.
6. Some Americans acted with _____ towards immigrants or people from other cultures.



Practice

Circle the letters of two **facts** that fit the stated **generalization**.

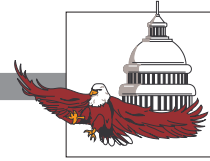
1. Transportation became faster and more comfortable in the 1920s.
 - a. People traveled by covered wagon.
 - b. Many automobiles were produced.
 - c. Airplanes carried passengers between cities.

2. Intolerance grew during the *Golden Twenties*.
 - a. Membership increased in the Ku Klux Klan.
 - b. Immigrants from all nations were welcomed in the United States.
 - c. The teaching of evolution was forbidden in Tennessee.

3. The United States joined other countries to try to keep peace.
 - a. The United States did not join the League of Nations.
 - b. Several nations signed the Kellogg-Briand Pact.
 - c. There was an effort by the United States and other countries to limit military weapons.

4. The amount of debt by American consumers increased.
 - a. Companies began to sell goods on credit.
 - b. Big businesses were making more money than ever.
 - c. People wanted many of the new products that became available.

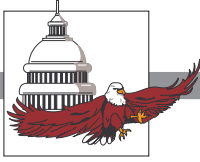
5. Many new industries developed in the 1920s.
 - a. Automobile use required gas stations and auto repair shops.
 - b. Business used advertising to sell goods.
 - c. The most important source of energy was steam.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

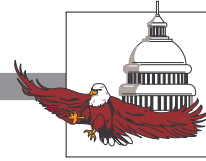
- _____ 1. Art, literature, and music were influenced by African Americans.
- _____ 2. There was no unemployment in the United States in the decade of the 1920s.
- _____ 3. Some European countries did not repay loans the United States had made during World War I.
- _____ 4. Americans became frightened of communism.
- _____ 5. Liquor was not available to people during Prohibition.
- _____ 6. The 19th Amendment to the United States Constitution prohibited the sale and production of liquor in the United States.
- _____ 7. Companies began to sell products on credit.
- _____ 8. The airplane became more important to American travel after World War I.
- _____ 9. The Great Depression was a time of economic prosperity for many Americans.
- _____ 10. The *Golden Age of the Twenties* came to an abrupt end in 1924.
- _____ 11. A period of growing intolerance was a result of the belief that new immigrants were taking many of the jobs.



Practice

Classify each statement by writing **P** for **political**, **E** for **economic**, or **C** for **cultural**.

- _____ 1. The 18th Amendment outlawed the production and sale of liquor.
- _____ 2. Jazz music and listening to the radio became popular.
- _____ 3. Unable to pay their bills, many farmers lost their land.
- _____ 4. High tariffs protected American businesses.
- _____ 5. Congress limited the number of immigrants to the United States.
- _____ 6. Sacco's and Vanzetti's ideas about government were considered dangerous.
- _____ 7. *The Jazz Singer* was the first talking motion picture.
- _____ 8. New industry and jobs brought prosperity to many Americans.



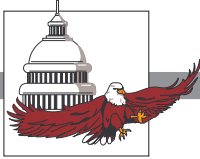
Practice

Use the list below to write the correct term for each definition on the line provided.

21st Amendment
anti-Semitic
evolution
intolerance
Kellogg-Briand Pact

prosperity
Sacco-Vanzetti Affair
tariff
technology

- _____ 1. tax or duty that a government charges on imports or goods coming into a country
- _____ 2. Italian immigrants convicted of murder in a trial that some people did not think was fair
- _____ 3. ended Prohibition and made the manufacture, transportation, and sale of liquor legal
- _____ 4. economic well-being
- _____ 5. science put to practical use
- _____ 6. prejudiced against or hostile toward Jews
- _____ 7. an agreement of more than 60 countries to solve all problems peacefully
- _____ 8. the theory that over millions of years various types of animals and plants changed into new types of animals and plants
- _____ 9. an unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|-------------------------------|
| _____ 1. changed | A. 18 th Amendment |
| _____ 2. a period of time in which great advances were made in science and industry | B. imported goods |
| _____ 3. neighborhoods beyond the borders of large cities | C. isolationism |
| _____ 4. prohibited the manufacture, transportation, and sale of liquor in the United States | D. pact |
| _____ 5. a policy that advocates freedom from foreign alliances | E. Red Scare |
| _____ 6. goods made and brought in for sale from another country | F. suburbs |
| _____ 7. a agreement between two or more countries or people | G. technological revolution |
| _____ 8. fear of communism | H. transformed |

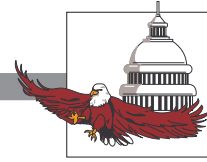
Unit 15: The Great Depression (1929-1932)

This unit emphasizes social transformations in the 1920s and 1930s and political and economic factors that led to the Great Depression.

Unit Focus

- description of Great Depression and 1929 Stock Market Crash
- causes of Great Depression
- reactions of government during administration of President Herbert C. Hoover
- reasons President Hoover lost election to Franklin D. Roosevelt

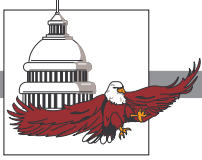




Vocabulary

Study the vocabulary words and definitions below.

- Black Tuesday** a name given to October 29, 1929, when stock prices fell sharply
- business cycle** the ups and downs of business that occur regularly over time
- drought** a long period of dry weather
- economic depression** occurs when a country has little economic or business activity
- economist** a person who studies the ways people make their living and the production and sales of goods and services
- Federal Farm Board** an agency that bought crops that farmers could not sell
- Federal Home Loan Bank Act** helped people pay their mortgages so they would not lose their homes
- Great Depression** the national economic crisis from 1929–1940
- hunger marches** an activity people organized to show their desperation
- public works projects** plan in which the federal government hired people to work on public (government) property or projects
- Reconstruction Finance Corporation** loaned money to businesses so they could hire workers



rugged individualism the idea that people should take care of themselves and that government help would make people weak

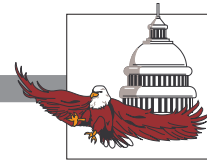
stock exchange a place where shares of stock in companies are bought and sold

surplus an amount greater than what is used or needed; an excess amount

Who's Who in the Great Depression

Herbert C. Hoover

Franklin D. Roosevelt



Introduction

During the 1920s, government leaders and bankers encouraged the growth of new businesses and industries. Owners and investors in industry and many skilled workers prospered. Others, however, did not fare as well. Farmers and unskilled workers had difficulty earning enough to support their families. Then, in 1929, even those who had prospered during the 1920s began to lose their wealth as the entire country experienced hard economic times.

The Great Depression

The **Great Depression** in the United States started in 1929. An **economic depression** is when a country has little business activity. Factories do not produce many goods, and unemployment is high. Because people have very little money to spend on goods, businesses further reduce their production. The Great Depression was the worst depression in the history of the United States. It began in October of 1929—known as **Black Tuesday**—when the stock market crashed.

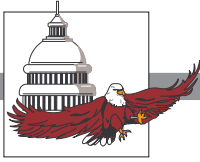
The Stock Market Crash

A **stock exchange** is a place where people buy and sell stock, or shares of ownership in a company. When a business is doing well, its stock prices usually go up because people want to own a share of the company.



When a business is doing poorly, its stock prices usually go down. People also buy stocks in order to earn a share of the profit earned by that company. Buying and selling stocks is commonly known as “playing the stock market” or “investing in the stock market.”

In the summer of 1929, many businesses began to lose money because they could not sell their goods. Stock prices continued to rise. Many Americans continued to borrow money from banks to buy stocks, which is known as *buying on margin*. People thought that businesses would recover and begin to make money.



Suddenly, in October of 1929, stock prices rapidly dropped. People realized that companies were not going to recover from their slumps. This caused a panic. Everyone wanted to sell his stock, but nobody wanted to buy, thus lowering stock prices. People said the stock market had *crashed*. The stock market crash triggered the beginning of the Great Depression.

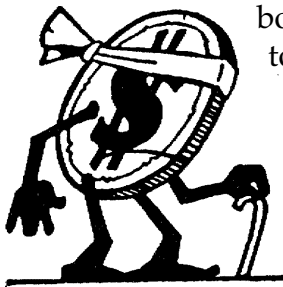
Causes of the Great Depression

What caused the Depression? **Economists** offered several explanations for the economic depression. Economists study the ways people make their living and the production and sales of goods and services. They are interested in workers' incomes and their ability to make purchases. Economists differed on the causes for the Depression, but most agreed there was no single reason or explanation for the Great Depression.

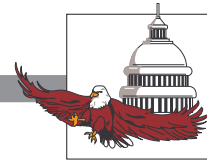
The Business Cycle

Some economists thought the Depression was part of a **business cycle**. A business cycle is a set of economic events that recur over time. Economists believed that, in industrial nations, business experienced good times followed by bad times, or depression. First, factories had a **surplus**, or produced too many goods, in the good times. Then, they stopped production until all the surplus goods were sold. When they stopped production, they had to fire workers, who then had no income to spend. Without any money, workers could not buy any goods and business would have to fire more workers. The business cycle would lead to a surplus of goods with few people able to buy them.

Excessive Borrowing



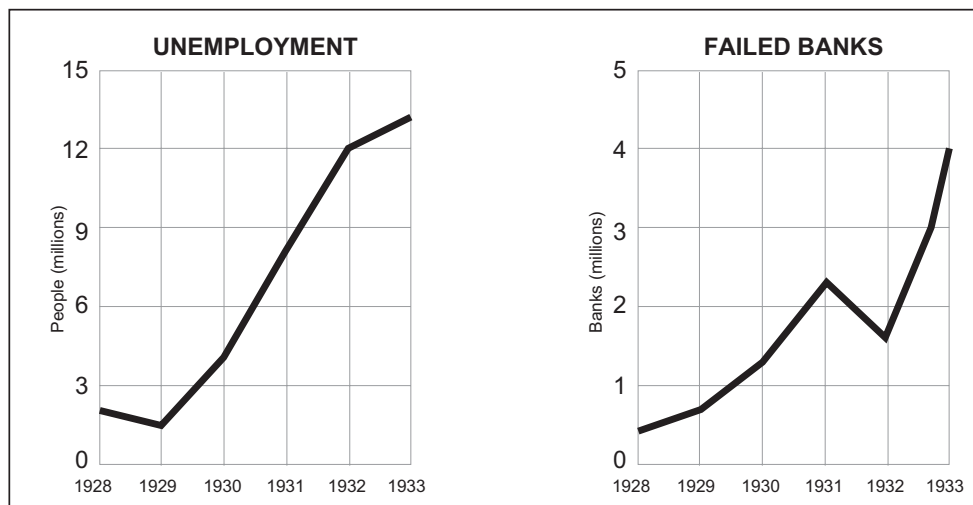
Some economists blamed the Depression on excessive borrowing. Many workers did not have enough money to buy factory goods, so they began buying on credit. Others, such as businessmen, borrowed money from banks to buy stocks on *margin*. During the 1920s, people had gone into serious debt. They did not have enough money to pay their debts or buy new items. Consequently, they simply stopped buying goods, and stopped paying off their loans.



The Banking Industry Fails

During the 1920s, American banks grew in size as workers began making more money and depositing their earnings in banks. Some banks used their clients' funds to make bad business investments. By 1932 many banks had gone out of business. People who had savings in those banks lost all their money. Other banks failed because people rushed to withdraw their money because they no longer trusted banks.

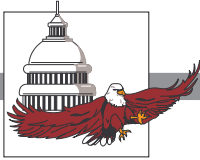
Depression—Financial Collapse in the United States, 1928-1933



Millions Unemployed

Whatever the reasons for the Great Depression, by 1930, four million people were out of work. A year later, eight million people were out of work. By 1932 the number had risen to 12 million. Many who had jobs only held part-time jobs. People were losing their homes and farms, and many were actually going hungry. Some organized **hunger marches** to show the government how desperate they were.

Homelessness was widespread and large shantytowns made of cardboard and scraps sprang up on the outskirts of cities. These shack villages were nicknamed *Hoovervilles* because many people blamed *President Herbert C. Hoover* for the Great Depression. Some people resorted to selling things they owned, or stealing. Some even committed suicide.



Reaction of Government



President Herbert Hoover

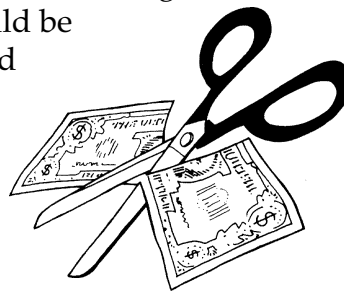
President Herbert C. Hoover took office in 1929, the year of the stock market crash. He thought the Depression would be over quickly, and so he did nothing to help those who were out of work and had no money. Some members of Congress, however, wanted the federal government to give food and clothing to the unemployed.

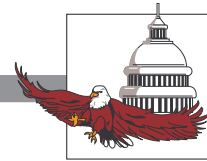
President Hoover was against the idea of direct government relief to the people. He argued that giving relief to the needy was the duty of state governments and charities. He feared people would become weak if they received help from the federal government. Hoover believed people were responsible for taking care of themselves. His way of thinking is known as **rugged individualism**.

During his term, however, President Hoover realized that the federal government would have to provide aid to those hurt by the Depression. So the President and Congress set up several programs to help the needy, although funds were not usually given directly to individuals.

The President and Congress developed the **Federal Farm Board**. The Board bought the crops farmers could not sell. Hoover also helped failing industries. Along with Congress, he started the **Reconstruction Finance Corporation**. It loaned money to businesses. Hoover thought if businesses had enough money, workers would be rehired. And if workers had money, they would buy goods and the Depression would end.

Hoover and Congress also set up the **Federal Home Loan Bank Act**. This act helped people pay their mortgages so they would not lose their homes. Finally, he started a program to hire people to work on **public works projects**. In the public works project, government paid people to work in jobs on property owned by the government. The government spent two billion dollars to pay people to work on roads, buildings, and other public jobs. By providing jobs, the government programs helped people earn money. People could then spend their earnings on goods. It was hoped that the increased demand for goods would help businesses expand and set the nation on the road to recovery.

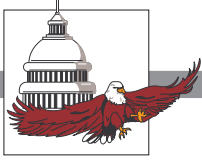




In 1929 the world's bad economic condition was getting worse. Some politicians blamed President Hoover for it. This resulted in a hindering or holding back of the work Hoover was trying to do.

Courtesy of the J. N. "Ding" Darling Foundation

Natural disaster caused additional problems. In 1930 the nation was hit by one of the worst **droughts** in history. A drought occurs when there is little rain over a long period. Across half of the United States, crops withered



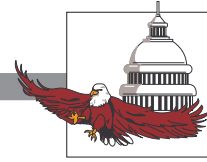
and farm animals died of thirst. Hoover first approved funds to help farmers feed their livestock. He finally allowed Congress to set aside money for direct loans to the farmers.



Farmers lost their farms due to the Depression and the droughts.

Courtesy of the J. N. "Ding" Darling Foundation

By the end of his four years in office, President Hoover had tried to help end the Depression. However, many people felt his actions were too little and too late. By that time, the Depression had spread to other countries who relied on the United States for trade and for loans. Unemployment grew as production continued to be cut back in one nation after the other. Trade between countries was almost at a standstill.



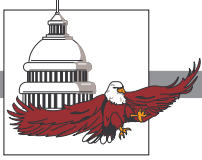
Many people thought President Hoover could have done more to help the people. He was blamed for the Great Depression. In 1932 President Hoover was defeated by *Franklin D. Roosevelt*. People in the United States waited to see if President Roosevelt could bring about much needed change.

Summary



President Franklin D. Roosevelt

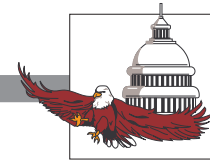
The prosperity of the 1920s ended in 1929. The Great Depression had several causes. Production declined and many workers lost their jobs. Without money to buy goods, business and industry further declined. Banks failed from poor investments and many people lost their money. People could not pay their debts and consequently they could not buy new goods. Finally, the stock market crash triggered the long economic depression. President Hoover took a few steps to stop the economic decline. However, many people believed he had not done enough. He lost the election of 1932 to Franklin D. Roosevelt. By that time, the Depression was worldwide. Everyone waited to see if Roosevelt could help end the Great Depression.



Practice

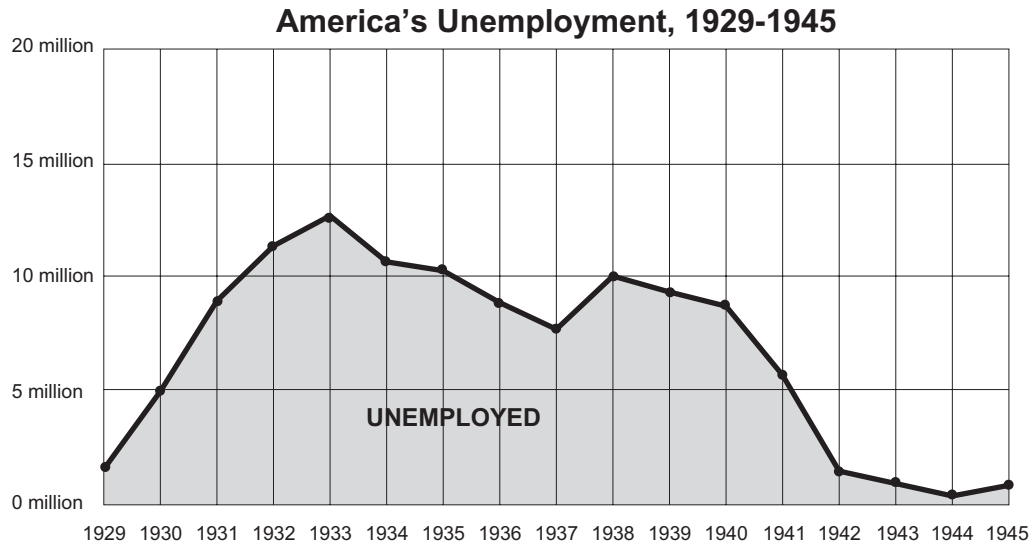
Match each **effect** with the correct **cause**. Write the letter on the line provided.

- | | |
|--|--|
| _____ 1. Many people lost their savings. | A. The price of stocks fell rapidly. |
| _____ 2. Workers were fired from their jobs. | B. A long drought occurred. |
| _____ 3. The stock market crashed. | C. Most banks went out of business. |
| _____ 4. People went on hunger marches. | D. Millions of people were unemployed. |
| _____ 5. Crops withered and animals died. | E. Factories stopped production. |

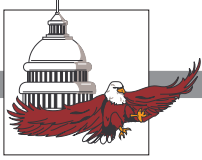


Practice

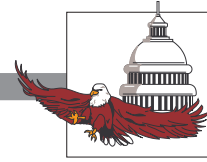
Use the **graph** below to circle the letter of the correct answer.



- Between 1929 and 1933 unemployment _____ .
 - decreased
 - stayed the same
 - increased
- About _____ people were unemployed in 1933.
 - 10 million
 - 13 million
 - 5 million
- Unemployment reached its greatest total in _____ .
 - 1929
 - 1933
 - 1942
- Unemployment in 1933 was _____ than in 1937.
 - lower
 - about the same
 - higher



5. Unemployment decreased every year after 1933 except for _____ .
- a. 1935
 - b. 1938
 - c. 1940
6. It took _____ years for unemployment to reach the 1929 level again.
- a. 5 years
 - b. 20 years
 - c. 13 years

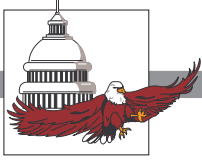


Practice

Answer the following using complete sentences.

1. Why do you think the Depression between 1929–1940 was called the Great Depression? _____

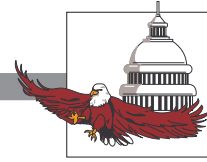
2. Give one important reason why some banks failed.



3. Explain why people had less money to buy goods.

4. What happened in October of 1929 that caused people to stop buying stocks? _____

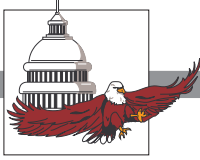
5. What is a business cycle? _____



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. The Great Depression started in 1929.
- _____ 2. Not many people lost money when the banks went out of business.
- _____ 3. People borrowed money to play the stock market.
- _____ 4. When business is bad, stock prices usually go down.
- _____ 5. Some economists blamed the Depression on the business cycle.
- _____ 6. Americans blamed Franklin Roosevelt for the Depression.
- _____ 7. President Hoover believed people were responsible for taking care of themselves.
- _____ 8. Trade between countries increased during the 1930s.
- _____ 9. The Great Depression lasted for over 10 years.
- _____ 10. The effect of the Federal Home Loan Bank Act was to end the Depression.



Practice

Match each definition with the correct term. Write the letter on the line provided.

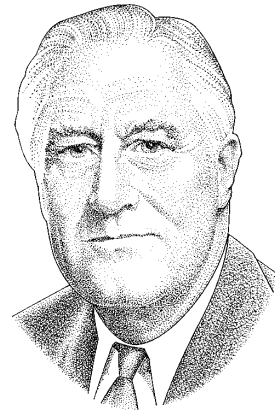
- | | | |
|-----------|---|---------------------------------------|
| _____ 1. | an agency that bought crops that farmers could not sell | A. Black Tuesday |
| _____ 2. | a name given to October 29, 1929, when stock prices fell sharply | B. business cycle |
| _____ 3. | helped people pay their mortgages so they would not lose their homes | C. drought |
| _____ 4. | loaned money to businesses so they could hire workers | D. economist |
| _____ 5. | the national economic crisis from 1929–1940 | E. Federal Farm Board |
| _____ 6. | the idea that people should take care of themselves and that government help would make people weak | F. Federal Home Loan Bank Act |
| _____ 7. | a long period of dry weather | G. Great Depression |
| _____ 8. | a person who studies the ways people make their living and the production and sales of goods and services | H. public works projects |
| _____ 9. | the ups and downs of business that occur regularly over time | I. Reconstruction Finance Corporation |
| _____ 10. | plan in which the federal government hired people to work on public (government) property or projects | J. rugged individualism |
| _____ 11. | a place where shares of stock in companies are bought and sold | K. stock exchange |

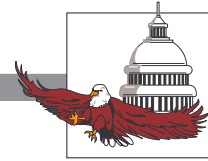
Unit 16: The New Deal (1933-1940)

This unit emphasizes how President Franklin D. Roosevelt tried to end the Depression by creating many new programs and how the federal government could play an active role in the economy.

Unit Focus

- economic conditions during Great Depression
- explanation of President Franklin D. Roosevelt's New Deal
- steps to improve economy
- criticism by businessmen of New Deal
- results of President Roosevelt's reelection
- effects of the Great Depression on social conditions





Vocabulary

Study the vocabulary words and definitions below.

Agricultural Adjustment

Act (AAA) law passed in 1933 to raise crop prices by paying farmers not to produce crops

Bank Holiday an order by Franklin Roosevelt closing all banks for several days in 1933 while a program was developed to protect the deposits of the public

Civilian Conservation

Corps (CCC) federal program that hired young men ages 18-25 to help conserve the nation's lakes, forests, and national parks

currency money

dust storms dry, dusty winds that blow away topsoil

Federal Emergency Relief

Act (FERA) federal program that provided direct relief to the unemployed

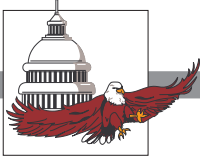
Federal Housing

Administration (FHA) federal program that helped people pay the mortgages on their homes

hoboes unemployed people who rode the railroads and walked the highways during the Great Depression

inaugurated the President formally takes office

New Deal Roosevelt's plan for ending the Depression



Public Works Administration

(PWA) federal program that hired people to build public works such as bridges, government buildings, and power plants

segregate to separate people on the basis of color

sharecroppers people who farmed other people’s land for a share of the crops

Social Security Act law passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with children

soup kitchens places where people could receive one free meal a day during the Depression

Tennessee Valley Authority

(TVA) federal project to build a system of dams on the Tennessee River and its tributaries

Wagner Act law passed in 1935 which made it legal for workers to join labor unions

Who’s Who in the New Deal

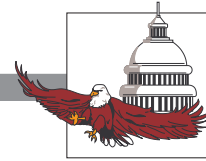
William W. Alexander

Eleanor Roosevelt

Mary McLeod Bethune

Franklin D. Roosevelt

Frances Perkins



Introduction

Americans blamed Republican President Herbert Hoover for not doing enough to help the needy during the Great Depression. In the 1932 election, they elected Democrat *Franklin D. Roosevelt* the 32nd President of the United States. He was **inaugurated**, or sworn into office, on March 4, 1933. President Roosevelt immediately began to set up federal programs to end the Depression. Never before had the federal government given itself the power to step in and help those in need.

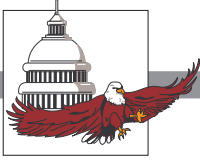


People could not see relief in sight; they were looking for work, but there was none.

Courtesy of the J. N. "Ding" Darling Foundation

Economic Conditions

More than 13 million people had lost their jobs by 1933. This number represented a fourth of the national work force. People were looking for work, but there was none. Across the country, thousands were homeless.

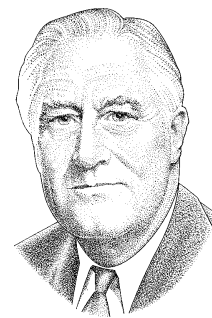


Hungry people filled the streets of the large cities. In some towns, **soup kitchens** were set up to feed the hungry. A soup kitchen was a place run by a charity where people could get a free meal.

Many farmers had lost their land. They joined the ranks of the homeless and unemployed. Other farmers refused to harvest their crops because prices for them were so low. The banking system was in a severe crisis because many people had withdrawn their money, and over 4,000 banks had simply closed their doors.

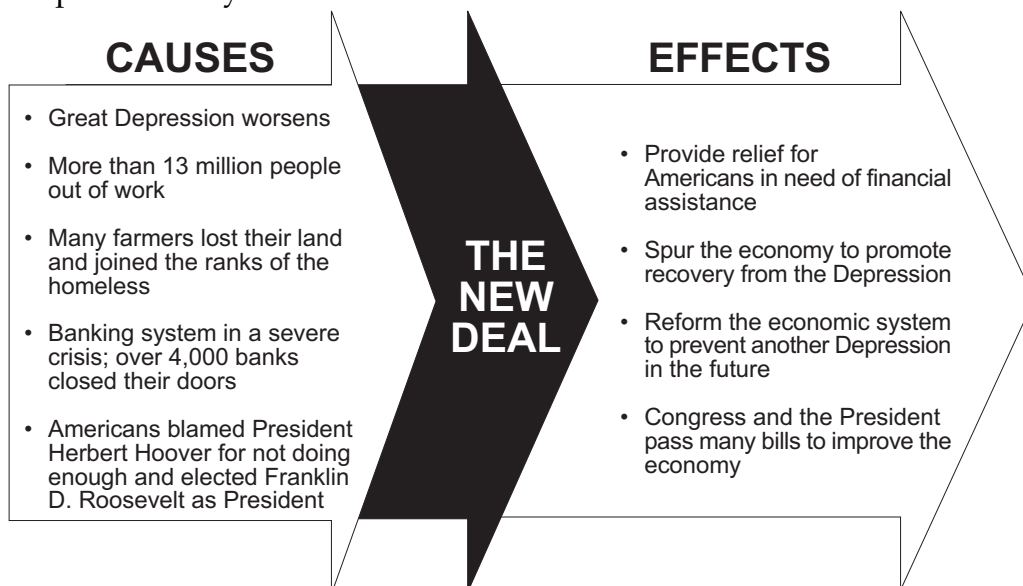
The First 100 Days

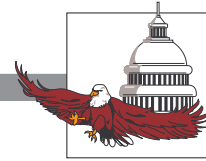
President Roosevelt came to office with new ideas about the role of the federal government. He quickly tried to fulfill his promise of a **New Deal** to the American people. The New Deal aimed to provide *relief, recovery, and reform*. First, it would provide relief for those Americans in need of financial assistance. Second, it would spur the economy to promote recovery from the Depression. And third, it would reform the economic system to prevent another Depression in the future.



President Franklin D. Roosevelt

Roosevelt gathered a group of advisors nicknamed the *Brain Trust*—businessmen, bankers, lawyers, and college professors—to help him find ways to end the Depression. He asked Congress to approve his plans quickly. By the end of his first 100 days in office, Roosevelt and Congress had passed many laws.



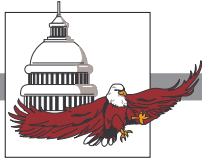


Banking Laws

Within his first hours in office, President Roosevelt declared a nationwide **Bank Holiday**. This meant that all banks were temporarily closed while investigators decided which banks were safe for Americans' deposits. To protect Americans from losing their deposits in the future, Congress created the Federal Deposit Insurance Corporation (FDIC). The FDIC insured each American's deposits up to a specific maximum. (Presently, the FDIC insures an individual's deposits up to \$100,000.) The FDIC also provided for greater regulation of the banks. Gradually, people began to deposit their money in the banks again.

The New Deal Programs

AAA	Agriculture Adjustment Administration	1933	paid farmers to grow fewer crops so prices could rise
CCC	Civilian Conservation Corps	1933	gave jobs planting trees and building dams
FDIC	Federal Deposit Insurance Corporation	1933	insured savings in banks
FERA	Federal Emergency Relief Administration	1933	gave states money to help the needy
NRA	National Recovery Administration	1933	set minimum wages and maximum work hours
PWA	Public Works Administration	1933	created jobs for building schools, bridges, dams, and courthouses
TVA	Tennessee Valley Authority	1933	created jobs building dams to control flooding in the Tennessee River Valley
FHA	Federal Housing Administration	1934	insured loans for building and repairing homes
SEC	Securities and Exchange Commission	1934	regulated stocks and provided stock information
REA	Rural Electrification Project	1935	loaned money to extend electricity to rural farmers
SSA	Social Security Act	1935	set up a system of pensions for persons who are unemployed or retired, people with disabilities, and dependent mothers with children
WPA	Works Project Administration	1935	created jobs for building roads, parks, bridges, and public buildings



The President and Congress Pass Other Bills to Improve the Economy

Congress passed other bills to improve economic conditions for Americans. One bill increased the amount of **currency**, or money, in circulation.

Before President Roosevelt, all paper money could be exchanged for an equal value in gold.

Roosevelt and Congress eliminated the *gold standard*. This decision enabled the government

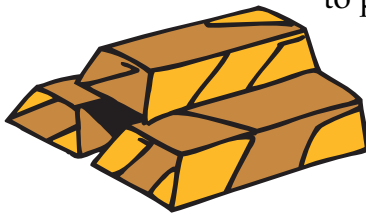
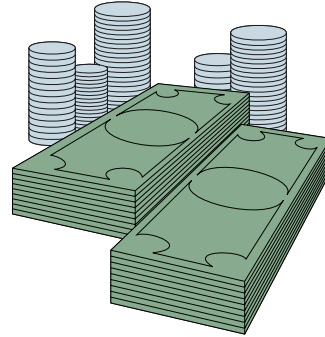
to print more money and distribute it for workers'

wages and business and farm

goods. Another bill regulated the stock market

to prevent future problems such as the stock

market crash of 1929.

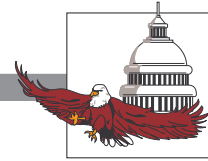


Farmers were assisted by the **Agricultural Adjustment Act (AAA)** in 1933. This bill encouraged farmers to produce less by paying them to set aside some of their land and grow fewer crops. With fewer crops on the market, the government believed that the price of crops would rise. The **Federal Housing Administration (FHA)** provided money to help people pay the mortgage on their homes. The Rural Electrification Administration (REA) loaned money to extend electric lines and provide cheap electricity to rural farms.

One of Roosevelt's favorite projects was the **Civilian Conservation Corps (CCC)**. The CCC employed young men between the ages of 18-25 to help conserve the nation's lakes, forests, and national parks. Another federal project was the **Tennessee Valley Authority (TVA)**, which built a system of dams on the Tennessee River and its tributaries. The dams helped bring electricity to Kentucky, Tennessee, and Alabama. They also helped prevent flooding of the lands in this region and employed many people.

Direct Relief

One way that the government aided the needy was through direct relief. The **Federal Emergency Relief Act (FERA)**, 1933, provided \$500 million to the unemployed. In addition, the government gave \$3 billion to the states to use in whatever ways they thought best.



Work Relief



The government established different work programs so unemployed Americans could earn wages. They put people to work under the **Public Works Administration (PWA)**.

Congress set aside \$3 billion dollars to hire workers to build roads, government buildings, and other public projects. They also began the Works Progress Administration (WPA). The WPA spent \$11 billion dollars and employed 8.5 million workers during its existence.

Other bills provided jobs for unemployed writers, artists, and musicians. Some people criticized these programs. They feared that direct relief and work relief programs would destroy people's self-respect. But Roosevelt believed that help should be given to needy American citizens. He hoped that government spending would help to end the Depression.

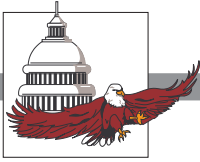
The Second New Deal

The speed with which President Roosevelt acted gave Americans new hope. His successes in the first 100 days in office were followed by more aid to needy Americans in his second New Deal.

Social Security Act of 1935

One of the most important new bills passed was the **Social Security Act** in 1935. It was designed to aid those who could not work or who had been laid off from their jobs. This act required working people to make a small monthly payment into a government retirement plan. When they were too old to work, the government would pay them a small monthly payment. The Social Security Act also provided support for children and people with disabilities who were in need, and unemployment insurance for people who lost their jobs.

The Social Security Act made the federal government responsible for the welfare of the people for the first time. This act made millions of Americans feel more secure about their future.



The Wagner Act

In previous chapters, you learned that labor unions were not popular in the United States. President Roosevelt believed labor had the right to organize and bargain for better working conditions. The **Wagner Act**, a law passed in 1935, ensured the workers' right to join unions. It also protected workers from unfair practices by their employers.

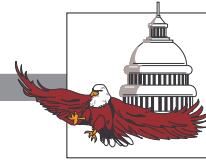
Criticism of the New Deal

There were people who did not like the New Deal, especially businessmen and people with money. The government raised the money to pay for the New Deal through taxes. People with the highest income had to pay the highest taxes. These people argued that the government was spending too much money on relief and public works jobs. In addition, some critics feared that the government was becoming too powerful through the many programs it had established. These critics claimed that a big government would destroy the "American way of life." Some business leaders felt the government provided too much competition in some areas. President Roosevelt agreed that the government was becoming powerful, but he believed that the power would be either in the hands of elected officials or in the hands of big business.

Election of 1936

By 1936 there were some signs that the economy was recovering. Industrial production was up and unemployment was down. Although the Depression had not ended, President Roosevelt was the most popular man in the United States. It was no surprise when he defeated his Republican opponent in the election of 1936.

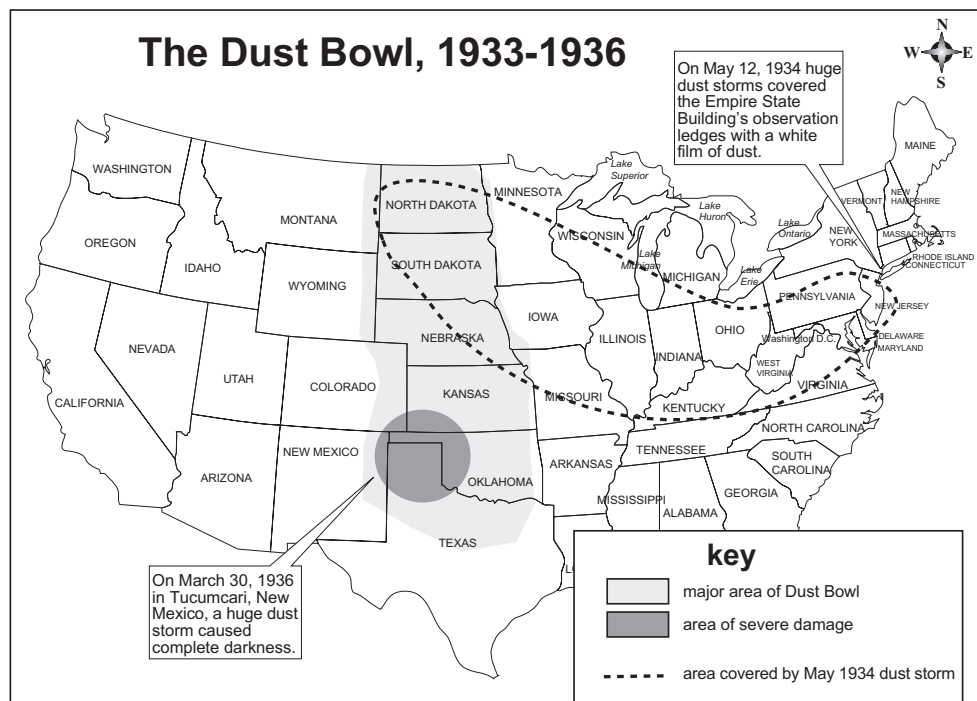
Unfortunately, he learned during his second administration that the Depression was far from over. Shortly after the election of 1936, business went into another slump and unemployment rose again. Several new programs were tried, but they were unsuccessful at ending the Depression. By 1938 Congress began to propose further spending and the New Deal came to an end. A year later, Roosevelt had new concerns when another major war broke out in Europe.



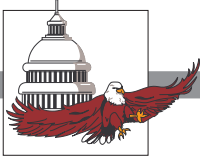
Social Conditions

The Great Depression was a sorrowful time for most Americans, and each group suffered in its own way. The marriage rate dropped steeply among all groups. Many young people who had left home to make a living had to return to live with their families. Often, several families were forced to share the same small living quarters.

Poor farmers living on the Great Plains watched their lands blow away in **dust storms** brought on by drought. A dust storm is composed of dry, dusty winds that blow away topsoil. Farmers could neither grow crops nor sell their farms. Instead, thousands loaded their families and belongings into broken-down vehicles and headed west. They hoped to find jobs and security in California. Instead, most found overcrowded markets and dreary living conditions. Californians called people from Oklahoma “Okies” and those from Arkansas “Arkies.”



Men of all ages became **hoboes**. Hoboes were unemployed people who rode the railroads and walked the highways. They slept on the ground and ate whatever they could find. Some hoboes were looking for work; others had given up.



Sharecroppers were people who farmed the land of others and received a share of the crops. Often, they were deep in debt to the landowner and could not leave. Crop production was reduced by the Agricultural Adjustment Act (AAA). Usually, it was the sharecropper whose land was taken out of production.

In the South, African Americans were **segregated**, or separated, from whites. African Americans were prevented from voting, and denied educational opportunities. President Roosevelt and his wife Eleanor worked to improve conditions for African Americans. African-American administrators such as Dr. *Will W. Alexander* and *Mary McLeod Bethune* were brought in to assist in government programs.



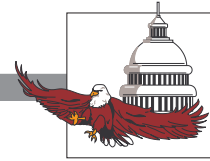
Mary McLeod Bethune

Mary McLeod Bethune (1875-1955) was the daughter of former slaves. After graduating from college, she set up the Daytona Normal and Industrial School in 1904 for African-American women in Florida. It is now called Bethune-Cookman College. Bethune went on to be a well-respected educator and later became adviser to President Coolidge and adviser to President Roosevelt on minority problems. She was the first African American to head a government agency.

Eleanor Roosevelt also worked to improve political and economic conditions for American women. The Roosevelt administration appointed several women to important positions. One of the most important was *Frances Perkins*, who was the first woman Secretary of Labor.

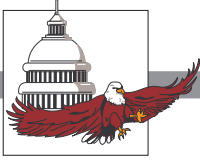
Summary

Before President Franklin D. Roosevelt's term of office, Presidents were hesitant to involve the government in the economic affairs of the country. President Roosevelt, however, believed that the government should do whatever was necessary to aid those in financial distress. In his first two administrations, from 1932-1940, Roosevelt experimented with many new programs to end the Depression. They were intended to pump money into the American economy and get business moving again. He enacted bills to



assist farmers, workers, needy people, and elderly people. His programs received both support and criticism, but they did not end the Great Depression.

For most people, however, Roosevelt's New Deal had helped restore confidence and belief in the United States. His government programs had helped save the American system of private enterprise. They showed that in bad times the federal government could play an active role in the economy. By the end of the decade, President Roosevelt's attention was turned to a new war in Europe.

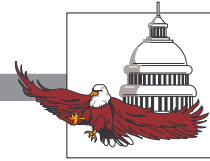


Practice

Use the list below to complete the following statements.

Arkies	hoboes	Okies
Bank Holiday	inaugurated	sharecroppers
currency	New Deal	soup kitchens
dust storms		

1. President Roosevelt called the temporary closure of all banks a _____ .
2. In the cities, hungry people went to _____ for a free meal.
3. When the President is _____ , he or she is sworn into office.
4. President Roosevelt promised to give the American people a _____ .
5. Another name for money is _____ .
6. Unemployed people who rode the rails during the Great Depression were called _____ .
7. Dry, dusty winds that blow away topsoil are _____ .
8. _____ farm other people's land for a share of the crops.
9. Californians called people from Oklahoma _____ and those from Arkansas _____ .



Practice

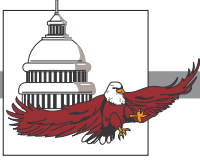
Describe what each of these provided.

1. Federal Deposit Insurance Corporation: _____

2. Social Security Act: _____

3. Agricultural Adjustment Act: _____

4. Tennessee Valley Authority: _____



Practice

Circle the letter of the correct answer.

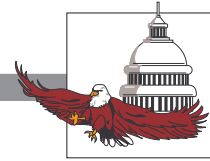
1. The 32nd President of the United States was _____ .
 - a. Theodore Roosevelt
 - b. Franklin Roosevelt
 - c. Herbert Hoover

2. _____ percent of the American people had lost jobs by 1933.
 - a. 5
 - b. 15
 - c. 25

3. Many farmers refused to harvest their crops because _____ .
 - a. they couldn't get enough money for the crops
 - b. they couldn't find farm workers to help harvest the crops
 - c. they didn't need the money for the crops

4. A Bank Holiday was declared _____ .
 - a. because too many people had money to deposit
 - b. because the bankers were tired and needed a vacation
 - c. to protect the deposits of the public

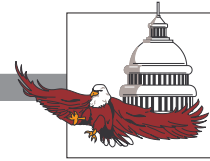
5. An important reason for increasing the currency supply was to make more money available for people to _____ .
 - a. play the stock market
 - b. receive wages and buy goods
 - c. pay for soup kitchens



Practice

Match each **program description** with the correct set of **initials**. Write the letter on the line provided.

- | | | |
|----------|---|---------|
| _____ 1. | provided money to help people pay their mortgages | A. AAA |
| _____ 2. | helped bring electricity into Southern states | B. CCC |
| _____ 3. | employed young men to work in the nation's forest | C. FERA |
| _____ 4. | encouraged farmers to produce fewer crops | D. FHA |
| _____ 5. | gave money directly to the unemployed | E. PWA |
| _____ 6. | started a program to build roads and government buildings | F. TVA |



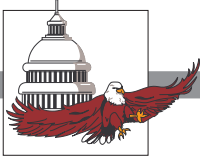
Practice

Answer the following using complete sentences.

1. How did the CCC help the problem of unemployment? _____

2. What might have happened to people's homes if there had been no FHA? _____

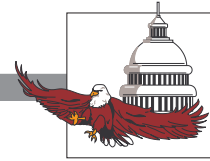
3. Why did the AAA encourage farmers to grow fewer crops? _____



4. Describe some ways the TVA probably changed the way people lived in the South. _____

5. If your father had been in construction, which program might have helped him most? _____

6. Give one reason some people criticized Roosevelt's programs.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, rewrite it to make it true on the lines provided.

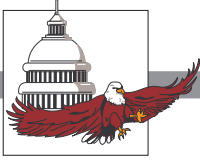
- _____ 1. The purpose of the Social Security Act was to employ artists and writers.

- _____ 2. Social Security required workers to set aside money in a government retirement program.

- _____ 3. The Civilian Conservation Corps built highways.

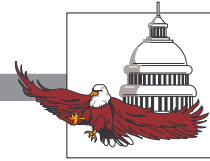
- _____ 4. Under Social Security, the government became responsible for the welfare of Americans for the first time.

- _____ 5. The Wagner Act made it illegal for labor to organize.



_____ 6. The government got money to pay for the New Deal programs from other countries.

_____ 7. Some Americans believed the government spent too much money on relief and public works jobs.



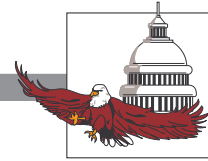
Practice

The **New Deal** cost the government a lot of money. Pretend you were a Senator or Representative who **voted** during the **Great Depression**. Which programs would you have **avored** (voted for) or **opposed** (voted against)? On the chart below, place a check under **Favor** or **Oppose**. Write a brief **explanation** for your vote.

How Would You Vote?

Voting during the Depression

Program	Favor	Oppose	Why?
AAA			
FHA			
CCC			
TVA			
PWA			
Social Security			



Practice

Read this generalization:

During the Great Depression, many people suffered.

*Write **Yes** by each statement that **supports** or agrees with this generalization.*

*Write **No** by each statement that does **not support** this generalization.*

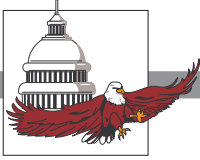
Remember: A generalization is a broad statement about something.

- _____ 1. Many young people could not find jobs and returned home.
- _____ 2. The marriage rate increased during the Depression.
- _____ 3. Farmers on the Great Plains lost their soil in dust storms.
- _____ 4. People, called hoboes, rode the rails.
- _____ 5. The AAA often caused sharecroppers to lose their land.

*Write the name of the **person** each description identifies.*

6. Wife of President Roosevelt: _____
7. African-American woman who assisted in government programs:

8. First woman Secretary of Labor: _____



Practice

Circle the letter of the correct answer.

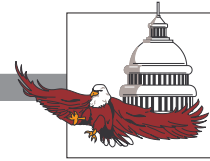
1. More than 13 million people lost their jobs as a result of _____ .
 - a. President Roosevelt's decision to close the banks
 - b. the government regulation of the stock market
 - c. severe economic conditions during the 1930s
 - d. a law which allowed workers to organize and bargain

2. As a result of the Social Security Act, _____ .
 - a. American women got the right to vote
 - b. making and selling alcoholic beverages became legal
 - c. segregation came to an end in the United States
 - d. people were required to make small monthly payments into a government retirement plan

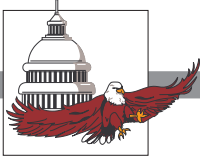
3. Young men were employed to conserve lakes, forests, and national parks by the _____ .
 - a. CCC
 - b. FERA
 - c. AAA
 - d. FHA

4. The Tennessee Valley Authority provided the South with _____ .
 - a. millions of dollars in direct relief
 - b. money to pay for rent and mortgages on homes
 - c. a system of dams that created electricity
 - d. land for sharecroppers

5. Shortly after President Roosevelt was reelected to a second term, the American economy _____ .
 - a. was out of the Depression
 - b. went into a slump and unemployment increased
 - c. was beginning to improve
 - d. was richer than ever before



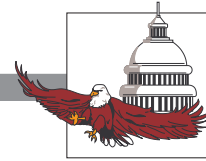
6. During the Depression, the marriage rate in the United States _____ .
- dropped very low
 - almost doubled
 - remained the same as before the Depression
 - increased slightly
7. The Agricultural Adjustment Act caused farmers to _____ .
- get higher prices for their crops
 - produce more crops than ever before
 - grow fewer crops in order to raise prices
 - leave their farms on the Great Plains
8. President Roosevelt's wife was named _____ .
- Frances
 - Mary
 - Arkie
 - Eleanor
9. All of the following were criticisms of the New Deal **except** _____ .
- the government programs cost too much
 - very few poor people received any benefits
 - direct relief destroyed people's self-respect
 - people with money had to pay the highest taxes
10. By 1939 Franklin D. Roosevelt was very concerned about _____ .
- trade with countries in Asia
 - relations between the United States and Latin America
 - fighting between nations in Europe
 - revolution in the United States



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-----------------------------------|
| _____ 1. federal program that helped people pay the mortgages on their homes | A. Agricultural Adjustment Act |
| _____ 2. law passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with children | B. Civilian Conservation Corps |
| _____ 3. federal program that hired people to build public works such as bridges, government buildings, and power plants | C. Federal Emergency Relief Act |
| _____ 4. law passed in 1935 which made it legal for workers to join labor unions | D. Federal Housing Administration |
| _____ 5. federal project to build a system of dams on the Tennessee River and its tributaries | E. Public Works Administration |
| _____ 6. federal program that hired young men ages 28-25 to help conserve the nation's lakes, forests, and national parks | F. Social Security Act |
| _____ 7. federal program that provided direct relief to the unemployed | G. Tennessee Valley Authority |
| _____ 8. law passed in 1933 to raise crop prices by paying farmers not to produce crops | H. Wagner Act |



Practice

Use the list below to write the correct term for each definition on the line provided.

Bank Holiday
currency
dust storms
hoboes
inaugurated

New Deal
Okies
segregate
sharecroppers
soup kitchens

- _____ 1. people who farmed other people's land for a share of the crops
- _____ 2. places where people could receive one free meal a day during the Depression
- _____ 3. dry, dusty winds that blow away topsoil
- _____ 4. unemployed people who rode the railroads and walked the highways during the Great Depression
- _____ 5. an order by Franklin Roosevelt closing all banks for several days in 1933 while a program was developed to protect the deposits of the public
- _____ 6. money
- _____ 7. Roosevelt's plan for ending the Depression
- _____ 8. the President formally takes office
- _____ 9. to separate people on the basis of color
- _____ 10. farmers from the Great Plains who went to California

Appendices

Mayflower Compact 1620

Agreement Between the Settlers at New Plymouth: 1620

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

Mr. John Carver
Mr. William Bradford
Mr. Edward Winslow
Mr. William Brewster
Isaac Allerton
Myles Standish
John Alden
John Turner
Francis Eaton
James Chilton
John Craxton
John Billington
Joses Fletcher
John Goodman
Mr. Samuel Fuller
Mr. Christopher Martin
Mr. William Mullins
Mr. William White
Mr. Richard Warren
John Howland
Mr. Steven Hopkins

Digery Priest
Thomas Williams
Gilbert Winslow
Edmund Margesson
Peter Brown
Richard Britteridge
George Soule
Edward Tilly
John Tilly
Francis Cooke
Thomas Rogers
Thomas Tinker
John Ridgdale
Edward Fuller
Richard Clark
Richard Gardiner
Mr. John Allerton
Thomas English
Edward Doten
Edward Liester

The United States Constitution

The titles of articles, sections, and clauses are not part of the original document. They have been added to help you find information. *Some words or lines are crossed out because they have been changed by amendments or no longer apply.*

Preamble. *Purpose of the Constitution*

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article 1. *The Legislature*

Section 1. Congress

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives

Clause 1. Elections: The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Clause 2. Qualifications: No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Clause 3. Number of Representatives: Representatives ~~and direct Taxes~~ shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, ~~which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.~~ The actual Enumeration shall be

made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; ~~and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.~~

Clause 4. Vacancies: When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

Clause 5. Officers and Impeachment: The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate

Clause 1. Numbers: The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Clause 2. Classifying Terms: ~~Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.~~

Clause 3. Qualifications: No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

Clause 4. Role of Vice-President: The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

Clause 5. Officers: The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

Clause 6. Impeachment Trials: The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Clause 7. Punishment for Impeachment: Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. Congressional Elections

Clause 1. Regulations: The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, ~~except as to the Places of choosing Senators.~~

Clause 2. Sessions: The Congress shall assemble at least once in every Year, ~~and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.~~

Section 5. Rules and Procedures

Clause 1. Quorum: Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Clause 2. Rules and Conduct: Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Clause 3. Congressional Records: Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Clause 4. Adjournment: Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. Payment and Privileges

Clause 1. Salary: The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

Clause 2. Restrictions: No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. How a Bill Becomes a Law

Clause 1. Tax Bills: All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Clause 2. Law-Making Process: Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined

by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Clause 3. Role of the President: Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. Powers Granted to Congress

Clause 1. Taxation: The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 2. Credit: To borrow Money on the credit of the United States;

Clause 3. Commerce: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

Clause 4. Naturalization, Bankruptcy: To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

Clause 5. Money: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Clause 6. Counterfeiting: To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

Clause 7. Post Office: To establish Post Offices and post Roads;

Clause 8. Patents, Copyrights: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Clause 9. Federal Courts: To constitute Tribunals inferior to the supreme Court;

Clause 10. International Law: To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Clause 11. War: To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

Clause 12. Army: To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

Clause 13. Navy: To provide and maintain a Navy;

Clause 14. Regulation of Armed Forces: To make Rules for the Government and Regulation of the land and naval Forces;

Clause 15. Militia: To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

Clause 16. Regulations for Militia: To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Clause 17. District of Columbia: To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

Clause 18. Elastic Clause: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. Power Denied Congress

Clause 1. Slave Trade: ~~The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.~~

Clause 2. Habeas Corpus: The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Clause 3. Illegal Punishment: No Bill of Attainder or ex post facto Law shall be passed.

Clause 4. Direct Taxes: No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

Clause 5. Export Taxes: No Tax or Duty shall be laid on Articles exported from any State.

Clause 6. No Favorites: No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

Clause 7. Public Money: No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Clause 8. Titles of Nobility: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. Powers Denied the States

Clause 1. Restrictions: No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

Clause 2. Import and Export Taxes: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

Clause 3. Peacetime and War Restraints: No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article 2. *The Executive*

Section 1. The Presidency

Clause 1. Terms of Office: The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Clause 2. Electoral College: Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Clause 3. Former Method of Electing President: ~~The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the~~

~~greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.~~

Clause 4. Election Day: The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

Clause 5. Qualification: No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

Clause 6. Succession: In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

Clause 7. Salary: The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Clause 8. Oath of Office: Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2. Powers of the President

Clause 1. Military Powers: The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may

require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

Clause 2. Treaties, Appointments: He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

Clause 3. Vacancies: The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. Presidential Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. Impeachment

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article 3. *The Judiciary*

Section 1. Federal Courts and Judges

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The Courts' Authority

Clause 1. General Authority: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State;—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

Clause 2. Supreme Court: In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Clause 3. Trial by Jury: The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason

Clause 1. Definition: Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the

Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Clause 2. Punishment: The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article 4. *Relations among States*

Section 1. State Acts and Records

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. Rights of Citizens

Clause 1. Citizenship: The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

Clause 2. Extradition: A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

~~**Clause 3. Fugitive States:** No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.~~

Section 3. New States

Clause 1. Admission: New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

Clause 2. Congressional Authority: The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. Guarantees to the States

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article 5. *Amending the Constitution*

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; ~~Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its~~ Consent, shall be deprived of its equal Suffrage in the Senate.

Article 6. *Supremacy of the National Government*

Section 1. Valid Debts

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Section 2. Supreme Law

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

Section 3. Loyalty to Constitution

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article 7. Ratification

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

George Washington—President and deputy from Virginia

[Signed also by the deputies of twelve States.]

Delaware:

George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland:

James McHenry
Dan of Saint Thomas Jenifer
Daniel Carroll

Virginia:

John Blair
James Madison Jr.

North Carolina:

William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina:

John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia:

William Few
Abraham Baldwin

New Hampshire:

John Langdon
Nicholas Gilman

Massachusetts:

Nathaniel Gorham
Rufus King

Connecticut:

William Samuel Johnson
Roger Sherman

New York:

Alexander Hamilton

New Jersey:

William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania:

Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris

Attest William Jackson, Secretary

Amendments to the Constitution

Amendments to the Constitution 1-10

(see Appendix E: The Bill of Rights)

The first 10 amendments were added to the Constitution in 1791 and are called the *Bill of Rights*.

Amendments 11-27 of the Constitution

Amendment 11: Lawsuits against States (1798)

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment 12: Election of Executives (1804)

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person

voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment 13: Slavery Abolished (1865)

Section 1. 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.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 14: Civil Rights (1868)

Section 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.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment 15: Right to Vote (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 16: Income Tax (1913)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment 17: Direct Election of Senators (1913)

Clause 1. The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

Clause 2. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

Clause 3. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment 18: Prohibition (1919)

Repealed by Amendment 21.

Section 1. ~~After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.~~

Section 2. ~~The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.~~

Section 3. ~~This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.~~

Amendment 19: Women Suffrage (1920)

Clause 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Clause 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 20: "Lame Duck" Sessions (1933)

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them,

and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment 21: Repeal of Prohibition (1933)

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment 22: Limit on Presidential Terms (1951)

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Amendment 23: Voting in District of Columbia (1961)

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 24: Abolition of Poll Taxes (1964)

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 25: Presidential Disability, Succession (1967)

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment 26: 18-Year-Old Vote (1971)

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 27: Congressional Pay (1992)

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

The Declaration of Independence

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the

most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a

firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The 56 signatures on the Declaration appear in the positions indicated:

[Column 1]

Georgia:

Button Gwinnett
Lyman Hall
George Walton

[Column 2]

North Carolina:

William Hooper
Joseph Hewes
John Penn

South Carolina:

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

[Column 3]

Massachusetts:

John Hancock

Maryland:

Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia:

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

[Column 4]

Pennsylvania:

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware:

Caesar Rodney
George Read
Thomas McKean

[Column 5]

New York:

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey:

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

[Column 6]

New Hampshire:

Josiah Bartlett
William Whipple

Massachusetts:

Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island:

Stephen Hopkins
William Ellery

Connecticut:

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire:

Matthew Thornton

The Articles of Confederation and Perpetual Union

Between The States Of

New Hampshire, Massachusetts bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

ARTICLE I. The Style of this Confederacy shall be “The United States of America”.

ARTICLE II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

ARTICLE III. The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

ARTICLE IV. The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

ARTICLE V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument of any kind.

Each State shall maintain its own delegates in a meeting of the States, and while they act as members of the committee of the States.

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendance on Congress, except for treason, felony, or breach of the peace.

ARTICLE VI. No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in

Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defense of such State, or its trade; nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgement of the United States in Congress assembled, shall be deemed requisite to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of filed pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; nor shall any State grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the United States in Congress assembled, and then only against the Kingdom or State and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the United States in Congress assembled, unless such State be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

ARTICLE VII. When land forces are raised by any State for the common defense, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively, by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made the appointment.

ARTICLE VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

ARTICLE IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article—of sending and receiving ambassadors—entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever—of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated—of granting letters of marque and reprisal in times of peace—appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more States concerning boundary, jurisdiction or any other causes whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any State in controversy with another shall present a petition to Congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of Congress to the legislative or executive authority of the other State in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges

to constitute a court for hearing and determining the matter in question: but if they cannot agree, Congress shall name three persons out of each of the United States, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as Congress shall direct, shall in the presence of Congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three persons out of each State, and the secretary of Congress shall strike in behalf of such party absent or refusing; and the judgement and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgement, which shall in like manner be final and decisive, the judgement or sentence and other proceedings being in either case transmitted to Congress, and lodged among the acts of Congress for the security of the parties concerned: provided that every commissioner, before he sits in judgement, shall take an oath to be administered by one of the judges of the supreme or superior court of the State, where the cause shall be tried, 'well and truly to hear and determine the matter in question, according to the best of his judgement, without favor, affection or hope of reward': provided also, that no State shall be deprived of territory for the benefit of the United States.

All controversies concerning the private right of soil claimed under different grants of two or more States, whose jurisdictions as they may respect such lands, and the States which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the Congress of the United States, be finally determined as near as may be in the same manner as is before prescribed for deciding disputes respecting territorial jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States—fixing the standards of weights and measures throughout the United States—regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated—establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office—appointing all officers of the land forces, in the service of the United States, excepting regimental officers—appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States—making rules for the government and regulation of the said land and naval forces, and directing their operations.

The United States in Congress assembled shall have authority to appoint a committee, to sit in the recess of Congress, to be denominated ‘A Committee of the States’, and to consist of one delegate from each State; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their direction—to appoint one of their members to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the United States, and to appropriate and apply the same for defraying the public expenses—to borrow money, or emit bills on the credit of the United States, transmitting every half-year to the respective States an account of the sums of money so borrowed or emitted—to build and equip a navy—to agree upon the number of land forces, and to make requisitions from each State for its quota, in proportion to the number of white inhabitants in such State; which requisition shall be binding, and thereupon the legislature of each State shall appoint the regimental officers, raise the men and cloath, arm and equip them in a solid-like manner, at the expense of the United States; and the officers and men so cloathed, armed and equipped shall march to the place appointed, and within the time agreed on by the United States in Congress assembled. But if the United States in Congress assembled shall, on consideration of circumstances judge proper that any State should not raise men, or should raise a smaller number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and

equipped in the same manner as the quota of each State, unless the legislature of such State shall judge that such extra number cannot be safely spread out in the same, in which case they shall raise, officer, cloath, arm and equip as many of such extra number as they judge can be safely spared. And the officers and men so cloathed, armed, and equipped, shall march to the place appointed, and within the time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the United States in Congress assembled.

The Congress of the United States shall have power to adjourn to any time within the year, and to any place within the United States, so that no period of adjournment be for a longer duration than the space of six months, and shall publish the journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgement require secrecy; and the yeas and nays of the delegates of each State on any question shall be entered on the journal, when it is desired by any delegates of a State, or any of them, at his or their request shall be furnished with a transcript of the said journal, except such parts as are above excepted, to lay before the legislatures of the several States.

ARTICLE X. The Committee of the States, or any nine of them, shall be authorized to execute, in the recess of Congress, such of the powers of Congress as the United States in Congress assembled, by the consent of the nine States, shall from time to time think expedient to vest them with; provided that no power be delegated to the said Committee, for the exercise of which, by the Articles of Confederation, the voice of nine States in the Congress of the United States assembled be requisite.

ARTICLE XI. Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all

the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

ARTICLE XII. All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pledged.

ARTICLE XIII. Every State shall abide by the determination of the United States in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.

And Whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures we respectively represent in Congress, to approve of, and to authorize us to ratify the said Articles of Confederation and perpetual Union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the United States in Congress assembled, on all questions, which by the said Confederation are submitted to them. And that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual. In Witness whereof, we have hereunto set our hands in Congress. Done at Philadelphia, in the State of Pennsylvania, the 9th day of July, in the Year of our Lord 1778, and in the third year of the independence of America.

New Hampshire:

Josiah Bartlett
John Wentworth, Jr.

Massachusetts Bay:

John Hancock
Samuel Adams
Elbridge Gerry
Francis Dana
James Lovell
Samuel Holten

Rhode Island and Providence

Plantations:

William Ellery
Henry Marchant
John Collins

Connecticut:

Roger Sherman
Samuel Huntington
Oliver Wolcott
Titus Hosmer
Andrew Adams

New York:

James Duane
Francis Lewis
William Duer
Gouverneur Morris

New Jersey:

John Witherspoon
Nathaniel Scudder

Pennsylvania:

Robert Morris
Daniel Roberdeau
John Bayard Smith
William Clingan
Joseph Reed

Delaware:

Thomas M'Kean
John Dickinson
Nicholas Van Dyke

Maryland:

John Hanson
Daniel Carroll

Virginia:

Richard Henry Lee
John Banister
Thomas Adams
John Harvie
Francis Lightfoot Lee

North Carolina:

John Penn
Cornelius Harnett
John Williams

South Carolina:

Henry Laurens
Will Henry Drayton
John Mathews
Richard Hutson
Thomas Hayward, Jr.

Georgia:

John Walton
Edward Telfair
Edward Longworthy

The Bill of Rights

Amendments 1-10 of the Constitution

The Conventions of a number of the States having, at the time of adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added, and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution;

Resolved, by the Senate and House of Representatives of the United States of America, in Congress assembled, two-thirds of both Houses concurring, that the following articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all or any of which articles, when ratified by three-fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution, namely:

Amendment 1: Religious and Political Freedom (1791)

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2: Right to Bear Arms (1791)

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment 3: Quartering Troops (1791)

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4: Search and Seizure (1791)

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5: Rights of Accused Person (1791)

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6: Right to a Speedy, Public Trial (1791)

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7: Trial by Jury in Civil Cases (1791)

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment 8: Limits of Fines and Punishments (1791)

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9: Rights of People (1791)

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10: Powers of States and People (1791)

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

The Presidents of the United States

1. George Washington (1789-1797)
2. John Adams (1797-1801)
3. Thomas Jefferson (1801-1809)
4. James Madison (1809-1817)
5. James Monroe (1817-1825)
6. John Quincy Adams (1825-1829)
7. Andrew Jackson (1829-1837)
8. Martin Van Buren (1837-1841)
9. William Henry Harrison (1841)
10. John Tyler (1841-1845)
11. James K. Polk (1845-1849)
12. Zachary Taylor (1849-1850)
13. Millard Fillmore (1850-1853)
14. Franklin Pierce (1853-1857)
15. James Buchanan (1857-1861)
16. Abraham Lincoln (1861-1865)
17. Andrew Johnson (1865-1869)
18. Ulysses S. Grant (1869-1877)
19. Rutherford B. Hayes (1877-1881)
20. James Garfield (1881)
21. Chester Arthur (1881-1885)
22. Grover Cleveland (1885-1889)
23. Benjamin Harrison (1889-1893)
24. Grover Cleveland (1893-1897)
25. William McKinley (1897-1901)
26. Theodore Roosevelt (1901-1909)
27. William Howard Taft (1909-1913)
28. Woodrow Wilson (1913-1921)
29. Warren G. Harding (1921-1923)
30. Calvin Coolidge (1923-1929)
31. Herbert C. Hoover (1929-1933)
32. Franklin D. Roosevelt (1933-1945)
33. Harry S Truman (1945-1953)
34. Dwight D. Eisenhower (1953-1961)
35. John F. Kennedy (1961-1963)
36. Lyndon B. Johnson (1963-1969)
37. Richard M. Nixon (1969-1974)
38. Gerald R. Ford (1974-1977)
39. James Earl "Jimmy" Carter (1977-1981)
40. Ronald Reagan (1981-1989)
41. George H. Bush (1989-1993)
42. William Jefferson "Bill" Clinton (1993-2001)
43. George W. Bush (2001-)

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