

The American Republic To 1877

Active Reading Note-Taking Guide

Student Workbook

Douglas Fisher, Ph.D.
San Diego State University



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California

About the Author

Douglas Fisher, Ph.D., is a Professor in the Department of Teacher Education at San Diego State University. He is the recipient of an International Reading Association Celebrate Literacy Award as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *Improving Adolescent Literacy: Strategies at Work* and *Responsive Curriculum Design in Secondary Schools: Meeting the Diverse Needs of Students*. He has taught a variety of courses in SDSU's teacher-credentialing program as well as graduate-level courses on English language development and literacy. He has also taught classes in English, writing, and literacy development to secondary school students.



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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, Ohio 43240-4027

ISBN-13: 978-0-07-875166-0
ISBN-10: 0-07-875166-7

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10 024 10 09 08 07 06 05

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A Note from the Author

Dear Social Studies Student,

Can you believe it? The start of another school year is upon you. How exciting to be learning about different cultures, historical events, and unique places in your social studies class! I believe that this Active Reading Note-Taking Guide will help you as you learn about your community, nation, and world.

Note-Taking and Student Success

Did you know that the ability to take notes helps you become a better student? Research suggests that good notes help you become more successful on tests because the act of taking notes helps you remember and understand content. This *Active Reading Note-Taking Guide* is a tool that you can use to achieve this goal. I'd like to share some of the features of this *Active Reading Note-Taking Guide* with you before you begin your studies.

The Cornell Note-Taking System

First, you will notice that the pages in the *Active Reading Note-Taking Guide* are arranged in two columns, which will help you organize your thinking. This two-column design is based on the **Cornell Note-Taking System**, developed at Cornell University. The column on the left side of the page highlights the main ideas and vocabulary of the lesson. This column will help you find information and locate the references in your textbook quickly. You can also use this column to sketch drawings that further help you visually remember the lesson's information. In the column on the right side of the page, you will write detailed notes about the main ideas and vocabulary. The notes you take in this column

will help you focus on the important information in the lesson. As you become more comfortable using the **Cornell Note-Taking System**, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

Second, there are many graphic organizers in this *Active Reading Note-Taking Guide*. Graphic organizers allow you to see the lesson's important information in a visual format. In addition, graphic organizers help you understand and summarize information, as well as remember the content.

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the *Active Reading Note-Taking Guide*. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The *Active Reading Note-Taking Guide* focuses

on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

Writing Prompts and Note-Taking

Finally, there are a number of writing exercises included in this *Active Reading Note-Taking Guide*. Did you know that writing helps you to think more clearly? It's true. Writing is a useful tool that helps you know if you understand the information in your textbook. It helps you assess what you have learned.

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers *make connections*

between their lives and the text and *predict* what will happen next in the reading. They *question* the information and the author of the text, *clarify* information and ideas, and *visualize* what the text is saying. Good readers also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas.

I wish you well as you begin another school year. This *Active Reading Note-Taking Guide* is designed to help you understand the information in your social studies class. The guide will be a valuable tool that will also provide you with skills you can use throughout your life.

I hope you have a successful school year.

Sincerely,

Douglas Fisher

Chapter 1, Section 1

Early Peoples

(Pages 16–19)

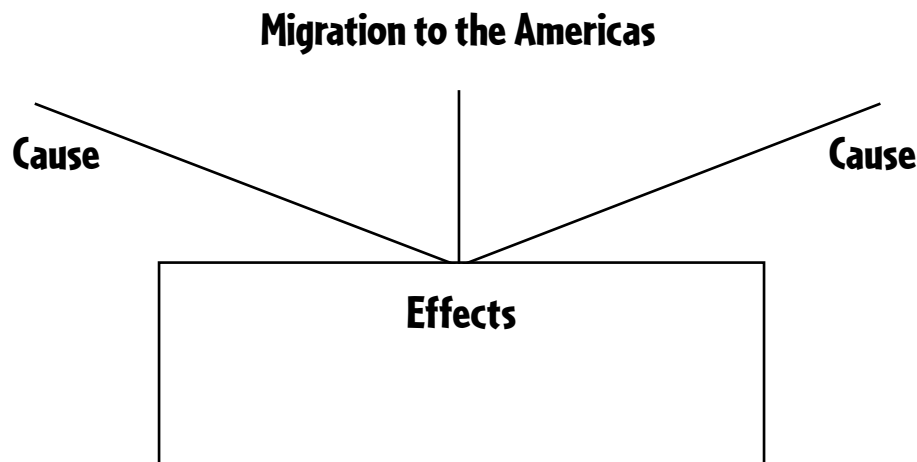
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the first people arrive in the Americas?
- What discovery changed the lives of early Native Americans?

Main Idea

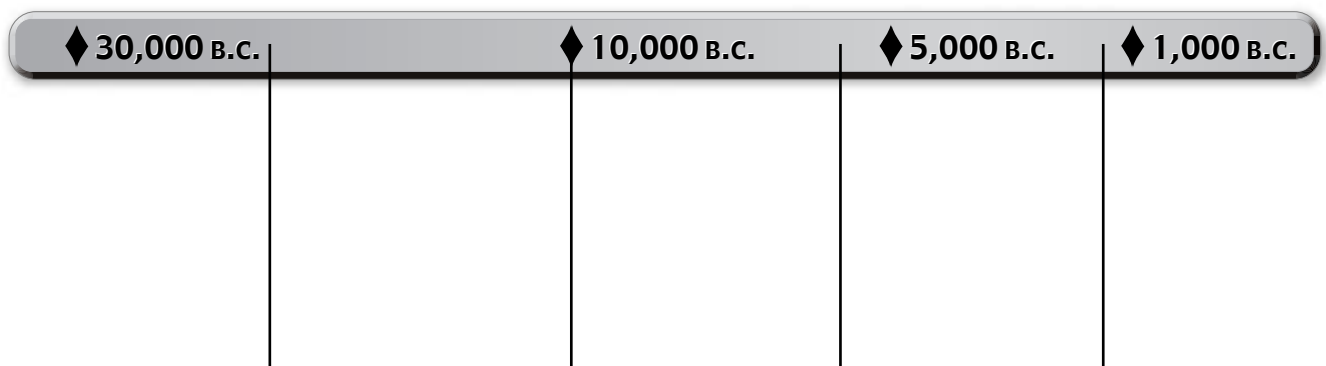
As you read pages 16–19 in your textbook, complete this graphic organizer by filling in the causes and effects of migration to the Americas.



Sequencing Events

As you read, place the following events on the time line:

- Farming develops in Mexico
- Last Ice Age ends
- Early villages established in Mexico
- Asian hunters enter North America



The Journey From Asia (pages 16–18)

Scanning

Scan the lesson quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

Crossing the Land Bridge

In Search of Hunting Grounds

Hunting for Food

Terms To Know

Define or describe the following key terms.

archaeology

artifacts

Ice Ages

migration

nomads

Academic Vocabulary

Define these academic vocabulary words from the lesson.

expose

environment

Settling Down (pages 18–19)

Summarizing

Write a summary of each subsection. Make sure that the key point of the section is included in your summary.

Planting Seeds

Early Communities

The Growth of Cultures

Terms To Know

Choose a term from the list below to complete each sentence by writing the term in the correct space.

carbon dating culture maize nomadic

1. The _____ of Native Americans underwent changes when they moved to farming.
2. One of those changes was to abandon their _____ way of life and to live in settled communities instead.
3. _____, an early form of corn, was an important crop for Native Americans.
4. One technique scientists use for determine the age of artifacts is _____.

Academic Vocabulary

Define these academic vocabulary words from the lesson.

community

complex

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the first people arrive in the Americas?

What discovery changed the lives of early Native Americans?

Chapter 1, Section 2

Cities and Empires

(Pages 22–26)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did powerful empires arise in the Americas?
- How did the people of each empire of North America adapt to their environment?

Main Idea

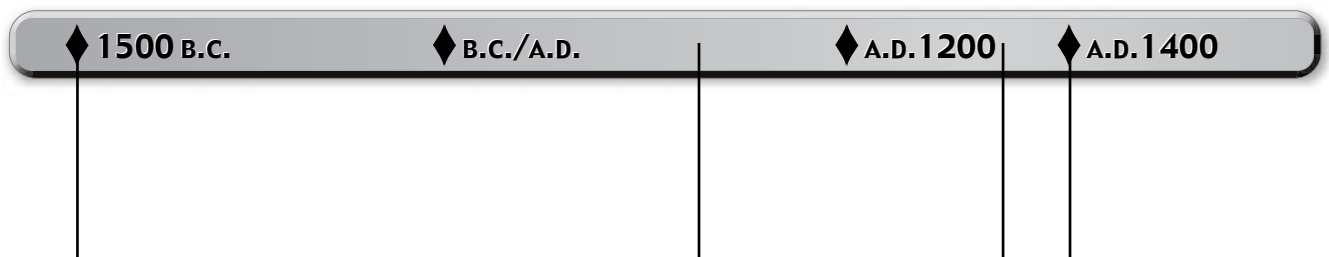
As you read pages 22–26 in your textbook, complete this graphic organizer by filling in facts about the religions of these civilizations.

Civilization	Religion
Maya	
Aztec	
Inca	

Sequencing Events

As you read, place the following events on the time line:

- Aztec establish Tenochtitlán in Mexico
- Rise of the Olmec in Mexico
- Inca Empire begins to expand
- Maya civilization at its height in Central America



Early American Civilizations (pages 22–23)

Determining the Main Idea

Use the spaces below to write the main idea of this subsection.

Main Idea

Terms To Know

Use the spaces below to write a sentence that explains the meaning of civilization.

civilization

Academic Vocabulary

Choose an academic vocabulary word from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space.

enormous

structures

contributions

1. The buildings _____ at Macchu Picchu were carved from the gray granite of the mountaintop.
2. The civilizations of the Americans built huge _____ cities even though they lived in thick jungles and on high mountaintops.

The Maya (pages 23–24)

Questioning

As you read, ask yourself: what is an important detail? Write one of those details about Mayan cities in the spaces below.

Mayan Cities

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|------------------------|--|
| _____ 1. hieroglyphics | a. society ruled by religious leaders |
| _____ 2. theocracy | b. study of the stars and planets |
| | c. a system of writing that uses symbols or pictures to represent things, ideas, and sounds |

Academic Vocabulary

In the spaces below, write three modern examples of each academic vocabulary word.

network

symbol

The Aztec (pages 24–25)

Summarizing

Under each heading below, compare the Aztec civilization to the Maya civilization by stating how they were similar and how they differed.

War and Religion

Terms To Know

Look up the following terms in a dictionary and write definitions of them.

causeway

maize

sacrifice

The Inca (page 26)

Visualizing

Make a mental picture of the different features of Inca civilization listed below. Draw a sketch of your mental image in the box below each feature.

rope bridges

terrace farming

Terms To Know

Define or describe the following terms.

quipus

terraces

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word.

1. Some Inca cities were devoted to religious ceremonies.
 - a. forbidden from
 - b. incapable of
 - c. set aside for
2. The Inca used quipus to keep track of important resources.
 - a. people
 - b. property
 - c. messages

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did powerful empires arise in the Americas?

How did the people of each empire adapt to their environment?

Chapter 1, Section 3

North American Peoples

(Pages 28–33)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What early people lived in North America?
- How did different Native American groups of North America adapt to their environments?

Main Idea

As you read pages 28–33 in your textbook, complete this graphic organizer by filling in information about these cultures.

Culture	Where they lived	How they lived
Anasazi		
Mount Builders		
Inuit		

Sequencing Events

As you read, place the following events on the time line:

- Hohokam civilizations begins to decline
- Cahokia is built
- Anasazi build pueblos in North America
- First ceremonial mounds built



Early Native Americans (pages 28–31)

Summarizing

Review pages 28–31 and list two key facts about the Mound Builders.

The Mound Builders

Terms To Know

Define or describe the following key terms.

pueblos

droughts

Academic Vocabulary

Use the following academic vocabulary word in a sentence.

available

dominate

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term's meaning.

culture

(Chapter 1, Section 1)

Other Native Americans (pages 31–33)

Inferring

Write a sentence about how Native Americans in the East and the Southeast used the resources available to them. Then, write an inference you can make about the way Native Americans lived.

Peoples of the East and Southeast

Inference

Terms To Know

Write a sentence linking each of the following key terms with the Native American peoples of at least one region.

adobe

nomadic

federations

Academic Vocabulary

Write two words that are related to each academic vocabulary word.

region

temporary

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

civilization
(Chapter 1, Section 2)

nomad
(Chapter 1, Section 1)

maize
(Chapter 1, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What early people lived in North America?

How did different Native American groups adapt to their environments?

Chapter 2, Section 1

A Changing World

(Pages 38–42)

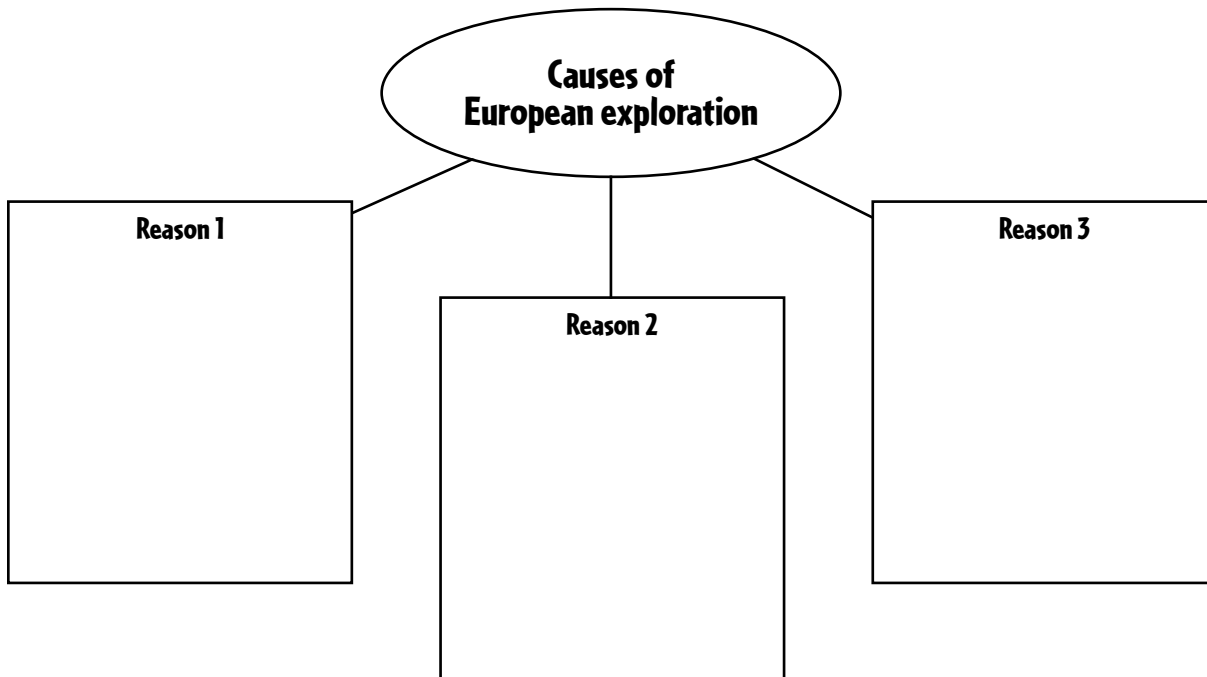
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did technology make long sea voyages possible?
- What caused great civilizations to flourish in Africa?

Main Idea

As you read pages 38–42 in your textbook, complete this graphic organizer by writing three reasons that Europeans increased overseas exploration.



Sequencing Events

As you read, write the correct dates for each of these events:

_____ Marco Polo travels to China from Italy

_____ Mansa Musa makes a pilgrimage to Makkah

_____ Renaissance spreads throughout Europe

Expanding Horizons (pages 38–39)

Connecting

Describe two important effects about the growth of trade.

The Growth of Trade

Terms To Know

Choosing from the list below, write the correct term in the space.

civilizations

classical

Renaissance

1. The _____ spread from Italy to other European countries.
2. In the 1300s, Italians became interested in the _____ of ancient Greece and Rome.
3. Scholars and artists became interested in the books and artworks of the _____ world.

Academic Vocabulary

Choose an academic vocabulary word from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You may have to change the form of the academic vocabulary word.

invest

emerge

isolate

1. The Renaissance first appeared _____ in Italy.
2. For many centuries, Europe was separated _____ from other parts of the world.

Powerful Nations Emerge (pages 39–40)

Predicting

Based on what you have read in the lesson so far, predict where you expect that powerful nations emerged.

Academic Vocabulary

Write two words that are related to each academic vocabulary word.

alternative

expand

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term's meaning.

region

(Chapter 1, Section 3)

Technology's Impact (pages 40–41)

Monitoring Comprehension

Check how well you have understood what you have read so far by explaining how change in technology contributed to the growth of exploration.

Terms To Know

Define or describe the following key terms.

astrolabe

caravel

technology

Academic Vocabulary

Read the passage below. In the spaces that follow, write a definition of each underlined academic vocabulary word.

The printing press led to the publication of more books, which increased people's access to knowledge and information.

African Kingdoms (pages 41–42)

Connecting

Explain how the growth of wealth and power in Africa was similar to the growth of wealth in Italian cities in the 1300s.

Terms To Know

Choose a term from the list below to complete each sentence by writing the correct form of the term in the correct space.

culture mosque architecture pilgrimage

1. Elements of Islamic _____ like art, learning, and law were adopted by the rulers of Mali and Songhai.
2. Mansa Musa took a long _____ to Makkah, which is a holy city to Muslims.
3. Mansa Musa had an Arab architect build several great _____ at Timbuktu.

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the phrase that best explains what the underlined academic vocabulary words means in the sentence.

1. The Ghana empire declined when new paths for trade developed outside of the area it controlled.

_____ lost power _____ gained power

2. West Africans followed overland routes to trade with people in North Africa and the Middle East.

_____ empires _____ paths people followed

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term's meaning.

emerge

(Chapter 2, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did technology make long sea voyages possible?

What caused great civilizations to flourish in Africa?

Chapter 2, Section 2

Early Exploration

(Pages 43–49)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did Portugal lead the way in overseas exploration?
- What was Columbus's plan for sailing to Asia?

Main Idea

As you read pages 43–49 in your textbook, complete the diagram below.

Explorer(s)	Date(s)	Region
The Vikings		
	1492	
Balboa		
		around the world

Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the place.

_____ 1. c. 1000

_____ 2. 1492

_____ 3. 1498

_____ 4. 1519

a. Columbus lands in the Americas

b. Dias reaches the Indian Ocean

c. Magellan begins to circumnavigate the world

d. Vikings reach the Americas

e. da Gama reaches India

Seeking New Trade Routes (pages 43–45)

Sequencing

Place the following developments in the correct order by writing a number from 1 through 5 in the space to the left. Give the number 1 to the earliest development.

- _____ **a.** Brazil claimed Portugal
- _____ **b.** Center for learning about navigation formed in southern Portugal
- _____ **c.** Cape of Good Hope passed
- _____ **d.** First Portuguese ships reach India
- _____ **e.** Trade established with Gold Coast

Academic Vocabulary

Use each of the following academic vocabulary words in a sentence.

annual

establish

Columbus Crosses the Atlantic (pages 45–49)

Clarifying

As you read this lesson, answer the questions to clarify the story of Columbus's voyage.

- 1.** Why did the queen of Spain decide to pay for Columbus's voyages?

- 2.** Where did Columbus think he had landed? What area did he actually reach?

Terms To Know

Define or describe the following terms.

circumnavigate

line of demarcation

strait

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word.

1. Before leaving Spain, Columbus incorrectly estimated the distance from Europe to Asia.
 a. drew b. measured c. predicted
2. Columbus needed the help of rulers to finance his expedition.
 a. provide money for b. explain c. justify

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did Portugal lead the way in overseas exploration?

What was Columbus's plan for sailing to Asia?

Chapter 2, Section 3

Spain in America

(Pages 51–55)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the great Aztec and Inca empires come to an end?
- How did Spain govern its empire in the Americas?

Main Idea

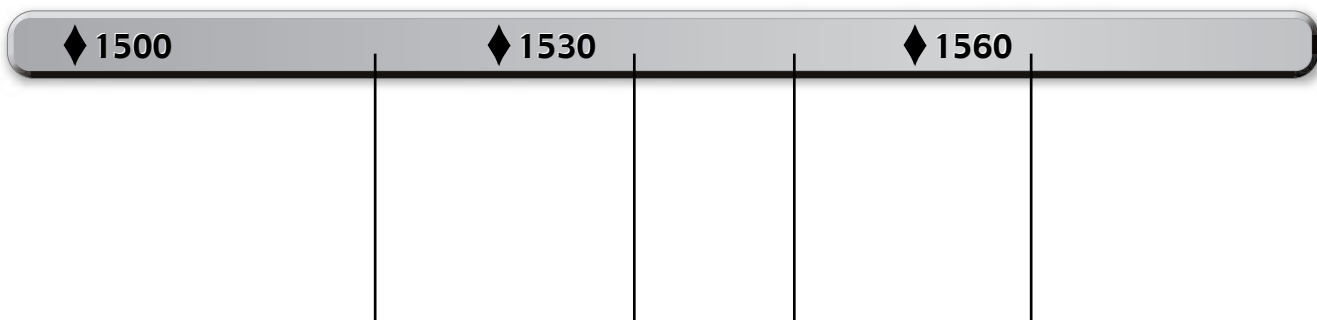
As you read pages 51–55 in your textbook, complete this graphic organizer by filling in the names of four conquistadors and the regions they explored.

Conquistador	Region Explored

Sequencing Events

As you read, place the following events on the time line:

- De Soto crosses the Mississippi River
- Cortés lands in Mexico
- Spain establishes fort at St. Augustine
- Pizarro captures Atahualpa



Spanish Conquistadors (pages 51–53)

Analyzing

Analyze the information in this lesson by answering the following question.

How did Spanish rulers benefit from the arrangement they had with conquistadors?

Terms To Know

Write a sentence using the following terms based on the content in this section.

conquistador

tribute

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word in the blank space to complete the sentence. You may have to use another form of the word.

assist

1. The _____ of some Native American groups helped Cortés defeat the Aztec.

grant

2. By _____ conquistadors the right to keep most of the treasure that they found, Spanish rulers encouraged explorers to seek new sources of wealth.

Spain in North America (pages 53–54)

Determining the Main Idea

Write down an important idea about Spanish exploration.

Academic Vocabulary

Use each of the following academic vocabulary words in a sentence that conveys the meaning of the term in the text.

achieve

encounter

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

establish

(Chapter 2, Section 2)

conquistador

(Chapter 2, Section 3)

Spanish Rule (pages 54–55)

Summarizing

Write a one-sentence summary of each topic.

Types of Settlements

Social Classes

The Plantation System

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the place.

- | | |
|----------------------------|--|
| _____ 1. <i>encomienda</i> | a. town in the Spanish colonies |
| _____ 2. <i>mission</i> | b. people with Spanish and Native American parents |
| _____ 3. <i>plantation</i> | c. religious settlement in the Spanish colonies |
| _____ 4. <i>presidio</i> | d. large estate where crops were grown |
| _____ 5. <i>pueblo</i> | e. fort built by the Spanish, usually near a mission |
| | f. right of conquistadors to demand taxes and labor of Native Americans |

Academic Vocabulary

In the space available, define the following academic vocabulary words.

convert

export

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the great Aztec and Inca empires come to an end?

How did Spain govern its empire in the Americas?

Chapter 2, Section 4

Exploring North America

(Pages 58–62)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Protestant Reformation affect North America?
- Why did the activities of early traders encourage exploration?

Main Idea

As you read pages 58–62 in your textbook, complete this graphic organizer by describing the effects.

Exploration of North America

Causes	Effects
Protestant Reformation	
Search for NW passage	
Early trading activities	

Sequencing Events

As you read, write the correct date for each of these events:

- _____ Cabot lands in Newfoundland
- _____ Luther starts Protestant Reformation
- _____ Cartier sails up the St. Lawrence River
- _____ Hudson sails the Hudson River

A Divided Church (pages 58–59)

Skimming

Review “A Divided Church” and write a one-sentence summary about the topic that follows.

Religious Rivalries in the Americas

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word in the blank space to complete the sentence.

establish

1. The _____ of rival colonies by Catholics and Protestants brought Europe’s religious differences to the Americas.

reject

2. When he _____ Catholic practices, Luther launched the Protestant Reformation.

Economic Rivalry (pages 59–62)

Analyzing

Review “Economic Rivalry” and write a description about the effects of the Columbian Exchange.

The Columbian Exchange

Terms To Know

Define or describe each of the following terms.

Columbian Exchange

coureurs de bois

mercantilism

Northwest Passage

Academic Vocabulary

In the space available, define the following concepts.

economy

region

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

resource

(Chapter 1, Section 2)

route

(Chapter 2, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Protestant Reformation affect North America?

Why did the activities of early traders encourage exploration?

Chapter 3, Section 1

Early English Settlements

(Pages 70–73)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What crop saved the people of Jamestown? How?
- How did the colonists receive political rights?

Main Idea

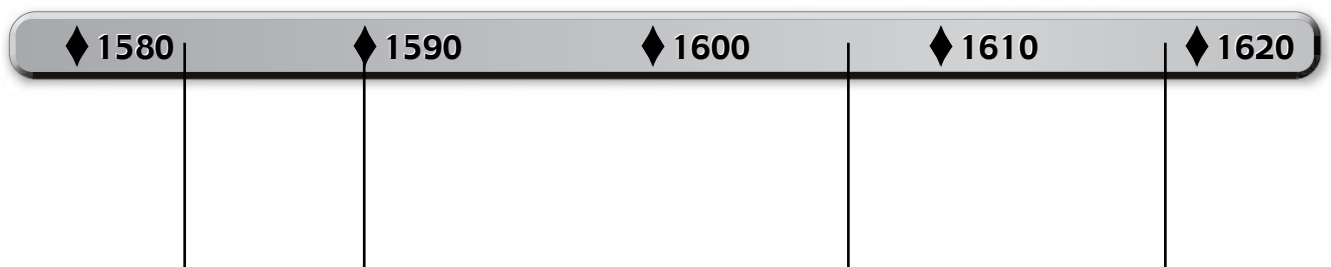
As you read pages 70–73 in your textbook, complete this graphic organizer by describing the economy and government of Jamestown.

Jamestown	Description
Economy	
Government	

Sequencing Events

As you read, place the following events on the time line:

- **Settlers of Roanoke Island vanish**
- **House of Burgesses meets in Jamestown**
- **Colonists settle at Jamestown**
- **Gilbert claims Newfoundland for England**



England in America (pages 70–71)

Sequencing

Place the following developments in the correct order by writing a number from 1 through 4 in the space to the left. Give the number 1 to the earliest development.

- _____ a. Raleigh sends first attempt to settle Roanoke.
- _____ b. White makes return to Roanoke.
- _____ c. Spanish Armada defeated.
- _____ d. Newfoundland claimed for Queen Elizabeth.

Jamestown Settlement (pages 71–73)

Drawing Conclusions

Answer the following questions about the colony at Jamestown.

1. Did the first settlers choose a good location for their colony? Why or why not?

2. Were the settlers well prepared to start a colony? Why or why not?

3. Was it a good idea to allow people to farm their own land? Why or why not?

4. Was it a good idea to allow people to try to promote families in the colony? Why or why not?

Terms To Know

Define or describe the following terms.

charter

joint-stock company

burgesses

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word in the blank space to complete the sentence.

invest

- Each _____ in a joint-stock company bought shares of ownership in the company in the hope of getting a share of profits.

survive

- Only 60 Jamestown settlers were _____ of the “starving time,” when food ran out and there was fighting with Native Americans.

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term’s meaning.

grant

(Chapter 2, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What crop saved the people of Jamestown? How?

How did the colonists receive political rights?

Chapter 3, Section 2

New England Colonies

(Pages 76–80)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did the Pilgrims and Puritans come to America?
- How did the Connecticut, Rhode Island, and New Hampshire colonies begin?

Main Idea

As you read pages 76–80 in your textbook, complete this graphic organizer by explaining why different colonies in New England were settled.

Colony	Reasons the colony was settled
Massachusetts	
Connecticut	
Rhode Island	

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- ____ **A. Hooker founds Hartford.**
- ____ **B. Puritans settle Massachusetts Bay Colony.**
- ____ **C. Pilgrims land at Plymouth.**
- ____ **D. John Wheelwright founds Exeter in New Hampshire.**

Religious Freedom (pages 76–78)

Responding

After reading each subsection, answer the following questions.

- 1.** What is religious freedom? Why did the Separatists want it?

- 2.** Why did the Separatists who came to America call themselves “Pilgrims”?

- 3.** Why did the Pilgrims draw up the Mayflower Compact?

- 4.** How did Native Americans help the Pilgrims?

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

____ **1.** dissented

a. people who wanted to leave the Anglican Church to set up their own churches

____ **2.** persecuted

b. people who wanted to reform the Anglican Church

____ **3.** Mayflower Compact

c. agreement signed by the people who settled at Plymouth

____ **4.** Pilgrims

d. disagreed with beliefs or practices of the Anglican Church

____ **5.** Puritans

e. name given the first settlers at Plymouth

____ **6.** Separatists

f. punished others for their beliefs

g. treated harshly by others for their beliefs

Academic Vocabulary

Read the sentences below. Put a checkmark in the space before the phrase that best explains what the boldfaced academic vocabulary word means in this passage.

1. Though they were far from their original goal, the Pilgrims settled at Plymouth because winter was **approaching**.
 _____ bitter cold
 _____ snowy
 _____ coming soon

2. The Pilgrims came to Massachusetts, not Virginia, putting them far north of their **target**.
 _____ place they left from
 _____ place they were going to
 _____ bull's-eye

New Settlements (pages 78–80)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details in the spaces below.

Founding Massachusetts Bay

Growth and Government

Connecticut and Rhode Island

Conflict With Native Americans

Terms To Know

Define or describe each of the following terms.

migration

toleration

Academic Vocabulary

Write two synonyms for each academic vocabulary word. A synonym is a word that means the same or about the same as another word.

conflict

founded

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term's meaning.

charter

(Chapter 3, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Pilgrims and Puritans come to America?

How did the Connecticut, Rhode Island, and New Hampshire colonies begin?

Chapter 3, Section 3

Middle Colonies

(Pages 82–85)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did the Middle Colonies have the most diverse populations in colonial America?
- Who was America's first town planner?

Main Idea

As you read pages 82–85 in your textbook, complete this graphic organizer by identifying who founded each of these Middle Colonies and identifying the reasons for settlement.

Colony	Founder	Why settlers came
New York		
New Jersey		
Pennsylvania		

Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the place.

____ 1. 1626

____ 2. 1664

____ 3. 1642

____ 4. 1702

a. New Amsterdam is renamed New York

b. William Penn buys land from Native Americans.

c. Dutch buy Manhattan Island

d. Civil war begins in England

e. New Jersey becomes a royal colony

England and the Colonies (pages 82–84)

Interpreting

Interpret the information you read about New York and New Jersey by answering the following questions.

1. How did the fight between Puritans and royalists affect the North American colonies?

2. Why did the English view New Netherland as a threat?

3. Why did Dutch settlers stay in the colony after the English took control of it?

4. How did Berkeley and Carteret try to attract settlers to New Jersey?

Terms To Know

Write a sentence using each of the following terms.

patroons

proprietary colony

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word.

1. The people of New Netherland were very diverse.
 - a. Dutch
 - b. religious
 - c. different from one another

2. Wealthy patroons have large estates.
 - a. tracts of land
 - b. houses
 - c. numbers of servants

Pennsylvania (pages 84–85)

Analyzing

Answer the following questions.

1. Why was King Charles happy to give Penn so much land?

2. Why did Penn want the land?

3. How did Penn try to attract settlers?

4. How much self-government did the colonists of Delaware have?

Terms To Know

Write sentences using each of these terms. Your sentences should use these terms in the context of this lesson.

pacifists

toleration

Academic Vocabulary

Choose the correct form of the academic vocabulary word and write it in the space to complete the sentence.

function

functional

functioned

functioning

1. Delaware _____ as a separate colony from Pennsylvania, although it was supervised by Pennsylvania's governor.

legislate

legislating

legislative

legislature

2. Pennsylvania had a _____ assembly that made laws for the people in the colony.

tradition

tradition

traditional

traditions

3. Quakers did not follow some customs, or _____, which led other people in England to dislike them.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Middle Colonies have the most diverse populations in colonial America?

Who was America's first town planner?

Chapter 3, Section 4

Southern Colonies

(Pages 86–93)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How were the Southern Colonies established?
- How did the French and Spanish colonies differ from the English colonies?

Main Idea

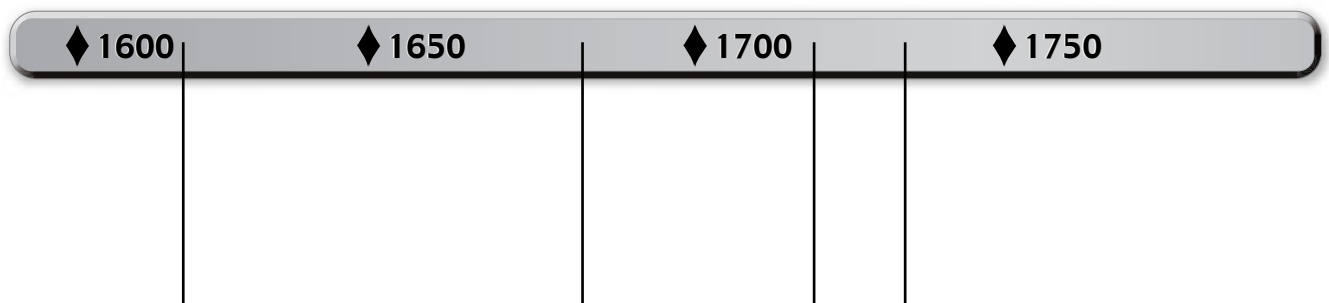
As you read pages 86–93 in your textbook, complete this graphic organizer by identifying the main crops of three Southern Colonies.

Colony	Main crop
Maryland	
North Carolina	
South Carolina	

Sequencing Events

As you read, place the following events on the time line:

- **The French found the port of New Orleans**
- **The Spanish found Santa Fe**
- **English settlement of Georgia begins**
- **Bacon's Rebellion starts**



Coming to America (pages 86–88)

Previewing

Review the subsection called “Coming to America.”

1. Look at the map on page 87. What colonies will you read about in this section?

2. According to the map, what crops were important in these colonies?

3. Look at the Read to Learn questions on page 86. What other colonies will you read about in this section?

Terms To Know

Define or describe the following key terms.

indentured servants

persecuted

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word.

1. To succeed, Maryland needed capable workers.
 a. skilled b. educated c. wealthy
2. One problem that plagued Maryland was conflict between Protestants and Catholics.
 a. cooperation b. disagreements c. an alliance

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

expand
(Chapter 2, Section 1)

persecuted
(Chapter 3, Section 2)

Virginia Expands (pages 88–89)

Reviewing

Reread each subsection and list two key facts.

Virginia Expands

Bacon's Rebellion

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the word or phrase that best explains what each boldfaced academic vocabulary word means.

1. Settlers in western Virginia resented the fact that wealthy planters in the east **dominated** the government.

_____ stayed away from
_____ mostly controlled
_____ avoided paying taxes for

2. Virginia was **founded** before the other Southern Colonies.

_____ established _____ made a royal colony _____ financed

Settling the Carolinas (pages 89–90)

Analyzing

Under each heading below, compare the two Carolina colonies by stating how they were similar and how they differed.

Type of colony

Economy

Terms To Know

Write a sentence using each of the following terms.

constitution

proprietary colony

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word in the blank space to complete the sentence.

conduct

1. Lacking a good harbor, settlers in northern Carolina had to send their goods to Virginia in order to _____ trade.

process

2. By _____ indigo in certain ways, Carolina plants turned the blue flower into a dye used to color textiles.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

proprietary colony

(Chapter 3, Section 3)

estate

(Chapter 3, Section 3)

Georgia (pages 92–93)

Monitoring Comprehension

Check how well you have understood what you have read so far by answering the following questions.

1. Why was Georgia originally founded?

2. How did Georgia actually develop?

3. What rules of Oglethorpe's did Georgia settlers dislike? What did Oglethorpe do?

Terms To Know

Choose a term from the list below to complete each sentence by writing the term in the correct space.

charter

debtor

proprietor

1. A _____ is someone who owes money to another person.
2. The English king gave a _____ to a group of people to create the colony of Georgia.

Academic Vocabulary

In the space available, define the following academic vocabulary words.

military

regulate

Terms To Review

Use this term, which you studied earlier, in a sentence that reflects the term's meaning.

conflict
(Chapter 3, Section 2)

New France (page 92)

Outlining

Complete this outline as you read. The first section of the outline is given.

I. About New France

- A. Economy based on fishing and trapping
- B. Became a royal colony in 1663

II. Down the Mississippi River

- A. _____
- B. _____

III. Growth of New France

- A. _____
- B. _____
- C. _____

Terms To Know

Use the following key term in a sentence.

tenant farmer

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word.

1. French tenant farmers had to pay an **annual** rent to the landholders whose land they farmed.

2. French missionaries tried to **convert** Native Americans to Christianity but they did not try to change their ways of life.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

region
(Chapter 1, Section 3)

convert
(Chapter 2, Section 3)

New Spain (pages 92–93)

Synthesizing

Read the lesson on New Spain and then write at least two sentences describing this colony.

Terms To Know

Describe or define missions.

missions

Academic Vocabulary

Write a synonym for each academic vocabulary word. A synonym is a word that means the same or almost the same as another word.

enable

expand

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How were the Southern Colonies established?

How did the French and Spanish colonies differ from the English colonies?

Chapter 4, Section 1

Life in the Colonies

(Pages 100–106)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What was the triangular trade, and how did it affect American society?
- How did the regions in the colonies differ from one another?
- Why did the use of enslaved workers increase in the colonies?

Main Idea

As you read pages 100–106 in your textbook, complete this graphic organizer by describing the differences in the economies of the New England, Middle, and Southern Colonies.

Economic Development		
New England	Middle Colonies	Southern Colonies

Sequencing Events

As you read, write the correct dates for each of these events:

- _____ Thousands of enslaved Africans are brought to America
- _____ South Carolina and Georgia have the fastest-growing economies
- _____ New York City's population reaches 18,000

New England Colonies (pages 100–103)

Scanning

Scan the lesson by reading each subsection quickly to get a general idea of what it is about. Use one or two sentences to write an important idea about colonial trade.

Colonial Trade

Terms To Know

Define or describe the following key terms.

subsistence farming

triangular trade

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word in the blank space to complete the sentence.

immigrate

1. _____ —people coming to North America from other lands—helped the colonial population grow.

transport

2. Workers cut down trees and _____ them down rivers to shipyards in coastal towns.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

economy

(Chapter 2, Section 4)

region

(Chapter 1, Section 3)

The Middle Colonies (pages 103–104)

Connecting

Write down one similarity and one difference between the economies of the Middle Colonies and the New England Colonies.

Similarity

Difference

Terms To Know

Choose a term from the list below to complete each sentence by writing the term in the correct space.

cash crops diversity fertile soil toleration

1. Farmers in the Middle Colonies prospered by growing _____.
2. The mix of immigrants from many countries gave the Middle Colonies great _____.
3. The need to work and get along together led to _____ of other people's differences.

Academic Vocabulary

Write two words that are related to each academic vocabulary word.

culture

method

The Southern Colonies (pages 104–105)

Determining the Main Idea

Review pages 104–105 and write down the main idea.

Main Idea

Terms To Know

Write a sentence using each of the following key terms.

indentured servants

plantation

Academic Vocabulary

Choose an academic vocabulary word from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You may need to change the spelling of the academic vocabulary word.

convince

involve

rely

1. Working in rice paddies consisted of _____ difficult labor under unpleasant conditions.

2. Many plantation owners in the Southern Colonies depended _____ on enslaved Africans to do the farm work.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

cash crop

(Chapter 4, Section 1)

community

(Chapter 1, Section 1)

Slavery (page 106)

Inferring

Write two facts about the lives of enslaved Africans and then write an inference you can make from those facts. An inference is a conclusion you make from the facts.

Terms To Know

Define or describe the following key terms.

overseers

slave code

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word.

1. **Eventually**, the North and South came to war over the issue of slavery.

2. Slaves could be whipped even when they only committed **minor** offenses.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What was the triangular trade, and how did it affect American society?

How did the regions in the colonies differ from one another?

Why did the use of enslaved workers increase in the colonies?

Chapter 4, Section 2

Government, Religion, and Culture

(Pages 108–113)

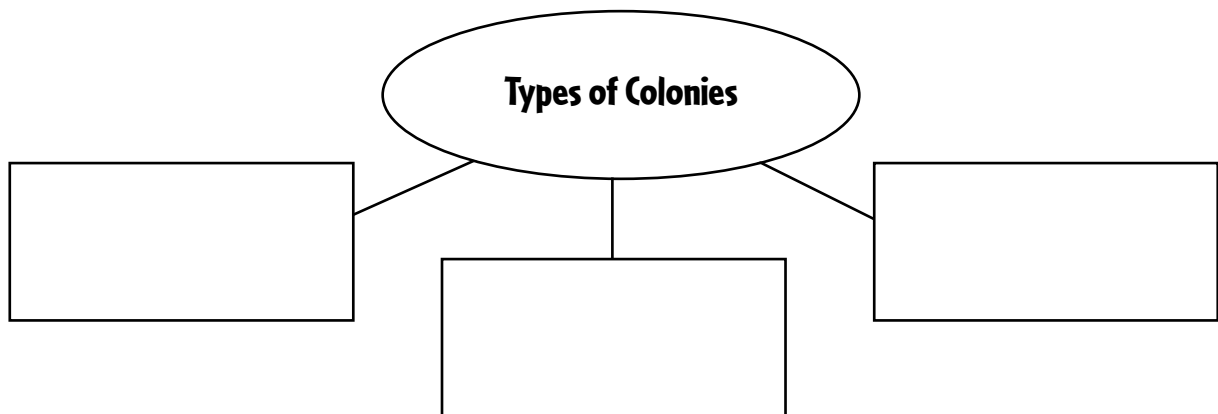
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did the Navigation Acts anger the colonists?
- Who had the right to vote in colonial legislatures?

Main Idea

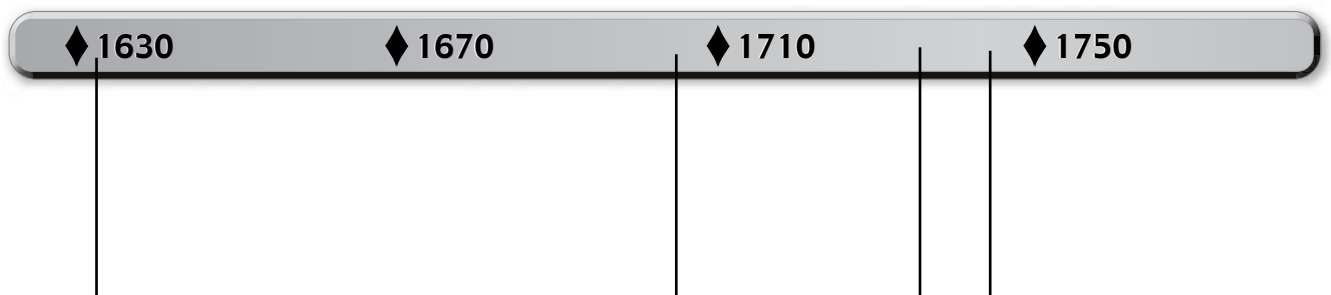
As you read pages 108–113 in your textbook, complete this graphic organizer by identifying the three types of English colonies.



Sequencing Events

As you read, place the following events on the time line:

- **Harvard College is established**
- **Benjamin Franklin publishes *Poor Richard's Almanack***
- **Great Awakening sweeps through the colonies**
- **College of William and Mary is founded**



English Colonial Rule (pages 108–109)

Identifying Cause and Effect

Answer the following questions to identify the causes and effects of changes in the English government in the late 1600s.

Cause	Action	Effect
_____	Parliament forced out James and gave the throne to William and Mary.	_____
_____		_____
_____		_____
England viewed the colonies as an economic resource.	_____	_____
	_____	_____
	_____	_____

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|---------------------------------|--|
| _____ 1. English Bill of Rights | a. economic theory |
| _____ 2. export | b. law that guaranteed basic rights |
| _____ 3. import | c. to send goods to another country |
| _____ 4. mercantilism | d. buy goods that were made in another country |
| _____ 5. Navigation Acts | e. law that guaranteed colonists' rights to trade with any nation |
| _____ 6. smuggling | f. trading illegally |
| | g. guaranteed right |
| | h. law that limited colonists' right to trade |

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word.

- Charles II restored royal rule when he took the English throne.

a. ended	b. returned to	c. rejected
-----------------	-----------------------	--------------------
- The English Bill of Rights was an important document for all citizens.

a. bill	b. essay	c. legal paper
----------------	-----------------	-----------------------

Colonial Government (pages 110–111)

Skimming

Skim each subsection to identify the colonies that belonged to each of the three types.

Terms To Know

Choose a term from the list below to complete each sentence by writing the term in the correct space.

charter colonies proprietary colonies royal colonies buffer colonies

1. In _____, individuals or groups owned the colony and controlled the government.
2. In _____, the English government ruled directly by naming a governor and council.
3. In _____, settlers elected their own governors and members of the legislature.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

establish
(Chapter 2, Section 4)

charter
(Chapter 3, Section 4)

An Emerging Culture (pages 112–113)

Analyzing

Analyze the information in this section by answering the following question.

How did the Great Awakening affect people?

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|----------------------------|---|
| ___ 1. apprentices | a. people who worked without wages for a set period of time in exchange for having their passage to America paid for |
| ___ 2. indentured servants | b. the ability to read and write |
| ___ 3. literacy | c. the strict definition of a term |
| | d. learning assistants |

Academic Vocabulary

Answer the following questions to interpret the boldfaced academic vocabulary words.

1. What does it mean to say that “The family formed the **foundation** of colonial society”?

2. What does the statement “Married women were considered under their husbands’ **authority** and had few rights” mean?

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Navigation Acts anger the colonists?

Who had the right to vote in colonial legislatures?

Chapter 4, Section 3

France and Britain Clash

(Pages 116–119)

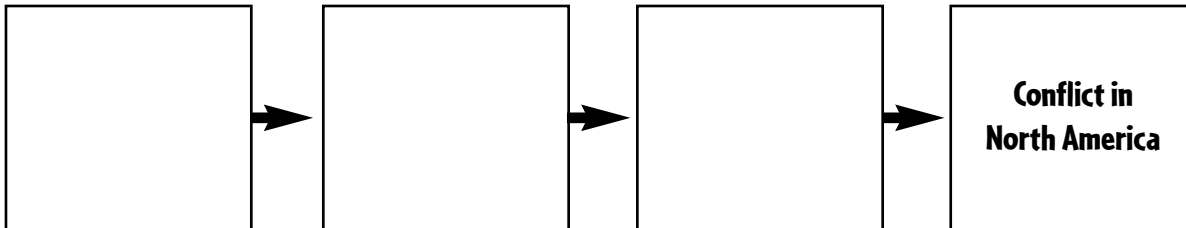
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did wars in Europe spread to the American colonies?
- What was the purpose of the Albany Plan of Union?

Main Idea

As you read pages 116–119 in your textbook, complete this graphic organizer by describing the events that led to conflict in North America.



Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 3 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. New England troops seize Fort Louisbourg from France.**
- _____ **B. George Washington sent to Ohio country to protest French actions.**
- _____ **C. Benjamin Franklin proposed Albany Plan of Union.**

British-French Rivalry (pages 116–118)

Clarifying

Answer the following questions about the conflict between the British and French.

1. What river valley did both British colonists and French traders want to control?

2. Why did the French have better relations with many Native Americans than the British did?

Academic Vocabulary

Write the academic vocabulary word in the blank space that best completes the sentence.

dominated

organized

advanced

The Iroquois, the strongest power, _____ the area around the Great Lakes.

American Colonists Take Action (pages 118–119)

Predicting

Read the title of the lesson and the first two paragraphs under the title. Predict what you think will happen, explaining why. Then read the rest of the lesson and decide whether your prediction was correct or not.

Terms To Know

Write a sentence using the term militia that explains what the term means.

Academic Vocabulary

Circle the letter of the word or words that has the closest meaning to the underlined academic vocabulary word.

1. "The French told me that it was their design to take possession of the Ohio."
a. drawing **b.** pattern **c.** plan

2. Washington gained fame when his account of the fight in Ohio was published.
a. broadcast **b.** made public **c.** written

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did wars in Europe spread to the American colonies?

What was the purpose of the Albany Plan of Union?

Chapter 4, Section 4

The French and Indian War

(Pages 121–125)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did British fortunes improve after William Pitt took over direction of the war?
- How did Chief Pontiac unite his people to fight for their land?

Main Idea

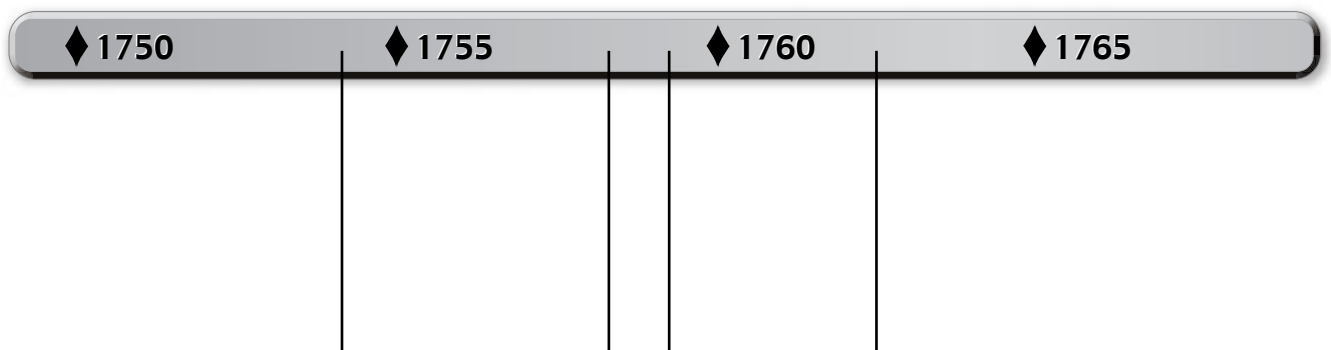
As you read pages 121–125 in your textbook, complete this graphic organizer by describing the effects these events had on the conflict between France and Britain.

Turning point	Effect
Pitt takes charge	
Quebec falls	

Sequencing Events

As you read, place the following events on the time line:

- **French forces driven out of Fort Duquesne**
- **French and Indian War begins**
- **Proclamation of 1763 established**
- **British forces capture Quebec**



The British Take Action (pages 121–124)

Outlining

Complete this outline about the early stages of the conflict as you read.

Early Stages

- A. _____
- B. _____
- C. _____

Terms To Know

Write a sentence that explains the meaning of these key terms.

alliances

militia

Academic Vocabulary

Choose an academic vocabulary word from the list below to complete each sentence by replacing the underlined word or words. Write the correct term in the space. You may have to change the form of the word to fit the sentence.

abandon

intervene

survive

1. Washington led those of Braddock's soldiers who did not die _____ the attack back to Virginia.
2. When Fort Duquesne was surrounded, the French had to leave _____ it.
3. When the British thought that the French threat had grown too strong, they decided to take an active part _____ and send troops to North America.

The Fall of New France (page 124)

Reviewing

Review the subsection entitled “The Treaty of Paris” and list two key facts about the treaty.

Academic Vocabulary

Choose one of the academic vocabulary words from the list below to complete each sentence by replacing the underlined word or words. Write the correct term in the space. You may have to change the form of the word to fit the sentence.

assemble reinforce grant

1. The British army gathered _____ on the Plains of Abraham, ready to fight.
2. The French tried to strengthen _____ its army in Canada by sending more troops.

Trouble on the Frontier (page 125)

Monitoring Comprehension

Check how well you have understood what you have read so far by explaining what happened after the French and Indian War.

Terms To Know

Find these words in the section. Write a definition of each of these terms based on your reading.

alliance

speculators

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did British fortunes improved after William Pitt took over direction of the war?

How did Chief Pontiac unite his people to fight for their land?

Chapter 5, Section 1

Taxation Without Representation

(pages 132–135)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did the British face problems in North America after the French and Indian War?
- Why did the American colonists object to new British laws?

Main Idea

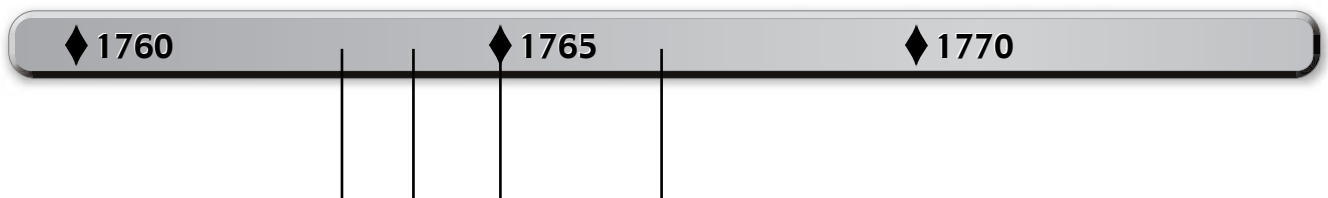
As you read pages 132–135 in your textbook, complete this graphic organizer by describing why the colonists disliked these policies.

British action	Colonists' view
Proclamation of 1763	
Sugar Act	
Stamp Act	
Quartering Act	

Sequencing Events

As you read, place the following events on the time line:

- **Townshend Acts tax colonial imports**
- **George Grenville becomes prime minister**
- **Parliament enacts Stamp Act**
- **Parliament passes Sugar Act**



Relations with Britain (pages 132–134)

Identifying Cause and Effect

As you read the lesson, answer the following questions to identify the causes and effects of changes in the English government in the late 1600s.

Cause	Action	Effect
British government is concerned about conflict between colonists and Native Americans in lands beyond the Appalachian Mountains.	_____	_____
_____	_____	_____
_____	_____	_____
_____	Parliament passes Sugar Act and authorizes writs of assistance.	_____
_____	_____	_____
_____	_____	_____

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The British government used the (Proclamation of 1763, writs of assistance) to try to crack down on smuggling.
2. To raise money from colonists, Parliament passed the (Income Act, Sugar Act) in 1764.
3. The British government wanted to raise (debts, revenues) in the colonies.

Academic Vocabulary

Choose an academic vocabulary word used in this lesson from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You might need to change the form of the word.

finance

prohibit

violate

1. The Proclamation of 1763 banned _____ the colonists from moving west of the Appalachian Mountains.
2. The colonists felt that this rule and other actions of the British government went against _____ their rights.

Terms To Review

Read each sentence below. In the spaces that follow, explain the meaning of the word you studied earlier.

documents
(Chapter 4, Section 2)

1. Writs of assistance were legal documents that allowed British officials to search for illegal goods.

smuggling
(Chapter 4, Section 2)

2. The British wanted to crack down on the amount of smuggling in the colonies.

The Stamp Act (page 134)

Summarizing

As you read page 134, write a one-sentence summary about protesting the Stamp Act.

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|---------------------------|---|
| ___ 1. boycott | a. British law placing a tax on the colonies |
| ___ 2. Declaratory Act | b. formal expression of opinion by an organized group of people |
| ___ 3. effigy | c. protest a law by demonstrating |
| ___ 4. nonimportation | d. rag figure burned to protest actions |
| ___ 5. repeal | e. British law that stated Parliament's right to tax the colonies |
| ___ 6. resolution | f. meeting of colonial leaders in New York |
| ___ 7. Sons of Liberty | g. formally cancel an earlier law |
| ___ 8. Stamp Act | h. referring to agreement to not ship goods to other countries |
| ___ 9. Stamp Act Congress | i. referring to agreements to not buy goods from other countries |
| | j. refuse to buy |
| | k. Virginia group that protested the Stamp Act |
| | l. group formed in Boston to protest British tax law |

Academic Vocabulary

Write two synonyms for the following academic vocabulary word from this lesson.

consent

Terms To Review

Write the correct form of the word you studied earlier in the blank space to complete the sentence.

burgesses

(Chapter 3, Section 1)

1. The members of the colonial assembly in Virginia were called

_____.

legislate

(Chapter 3, Section 3)

2. Colonists said that the only fair tax was one passed by their own assemblies or _____.

tradition

(Chapter 3, Section 3)

3. The colonists said that the Stamp Act broke the long _____ that they enjoyed of self-government.

New Taxes (page 135)

Predicting

Read the lesson "New Taxes." Then use the spaces below to predict how you think the British government will react to the protests over the Townshend Acts.

Terms To Know

Define or describe the following key terms from this lesson.

Daughters of Liberty

Townshend Acts

Academic Vocabulary

In the space available, define the following academic vocabulary word from this lesson.

levy

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the British face problems in North America after the French and Indian War?

Why did the American colonists object to new British laws?

Chapter 5, Section 2

Building Colonial Unity

(pages 136–139)

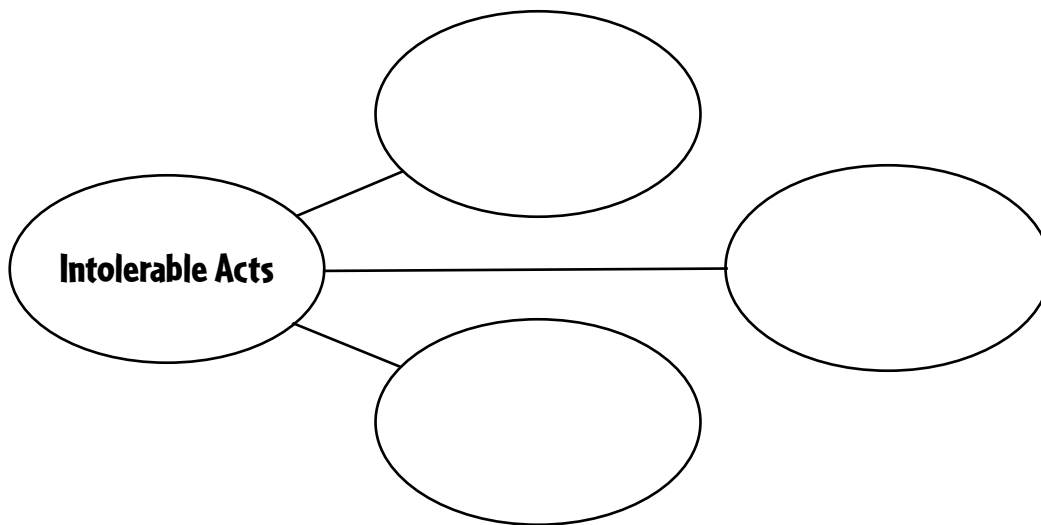
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Boston colonists and British soldiers clash, resulting in the Boston Massacre?
- How did the British government try to maintain its control over the colonies?

Main Idea

As you read pages 136–139 in your textbook, complete this graphic organizer by describing how the Intolerable Acts change life for colonists.



Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ A. Boston Tea Party occurs.
- _____ B. Samuel Adams sets up a committee of correspondence.
- _____ C. Boston Massacre takes place.
- _____ D. Parliament passes the Intolerable Acts.
- _____ E. Hancock's ship *Liberty* seized.

Trouble in Boston (pages 136–137)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following question.

1. What happened at the Boston Massacre?

2. How did the colonists respond to the Boston Massacre?

Terms To Know

Use the spaces that follow to write sentences using the terms in this lesson.

Boston Massacre

committee of correspondence

propaganda

Academic Vocabulary

*Explain what the means academic vocabulary word **occupy** means in the following sentence about colonists' views towards the British:*

“Now they had sent an army to occupy colonial cities.”

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You will not use all the terms.

boycott (Chapter 5, Section 1)	encounter (Chapter 2, Section 3)
repeal (Chapter 5, Section 1)	dissent (Chapter 3, Section 2)

1. After the Boston Massacre, Parliament decided to cancel _____ most of the Townshend Act taxes to try to calm the colonies.
2. Each meeting _____ between the colonists living in Boston and the British soldiers stationed there caused tension.
3. When the tea tax was left in place, the colonists continued to refuse to buy _____ that product.

A Crisis Over Tea (pages 138–139)

Questioning

As you read these pages, ask yourself: what is an important detail? Write one of those details in the spaces below.

A Crisis Over Tea

Terms To Know

Choose a term from the list below to complete each sentence by writing the term from this lesson in the correct space. You will not use all the terms.

Boston Tea Party	Boston Massacre	Coercive Acts
Stamp Act Congress	Sugar Act	Tea Act

1. The _____ let the East India Company sell goods at prices much lower than colonial merchants could.
2. The _____ made the British realize they were losing control of the colonies.
3. To punish Boston, Parliament passed the _____.

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The colonists maintained that the Coercive Acts took away their rights as British citizens.
 a. argued b. denied c. wrote
2. The Coercive Acts marked a new approach to British policy in the colonies.
 a. official action b. insurance matters c. political debate

Terms To Review

Use the following term you studied earlier in a sentence.

isolate
(Chapter 2, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did Boston colonists and British soldiers clash, resulting in the Boston Massacre?

How did the British government try to maintain its control over the colonies?

Chapter 5, Section 3

A Call to Arms

(pages 141–145)

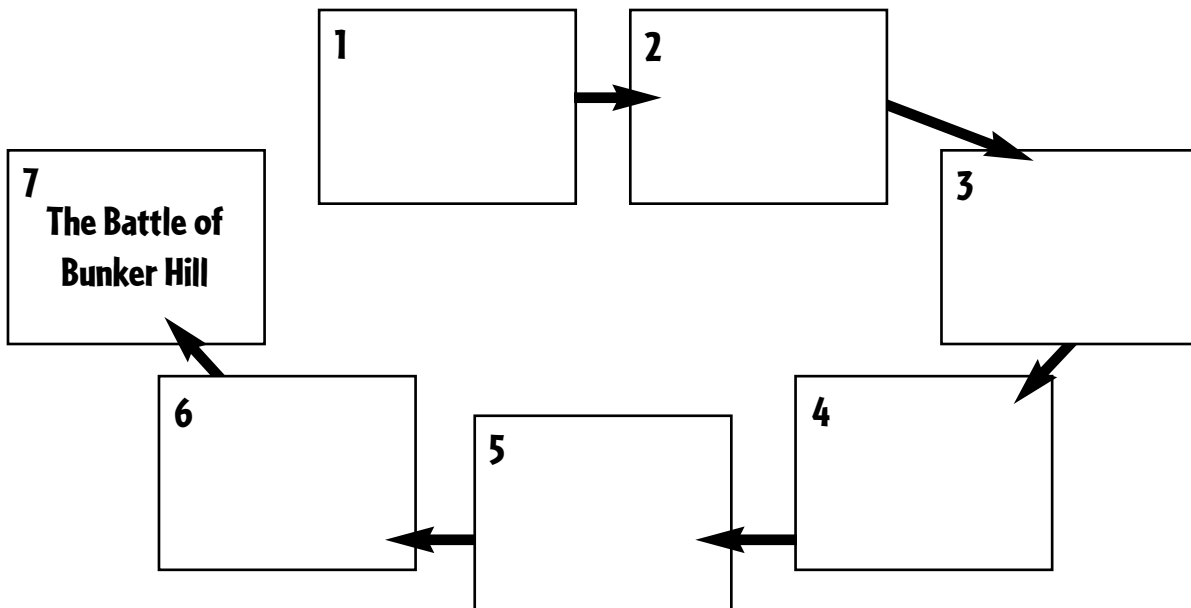
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What happened at the Continental Congress in Philadelphia?
- How did the colonists meet British soldiers in the first battle?

Main Idea

As you read pages 141–145 in your textbook, complete this graphic organizer by listing six events leading to the Battle of Bunker Hill.



Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the date.

_____ 1. September 1774

_____ 2. April 1775

_____ 3. May 10, 1775

_____ 4. June 17, 1775

a. Ethan Allen captures Fort Ticonderoga

b. Parliament passes Coercive Acts

c. Gage has several thousand British soldiers in and around Boston

d. First Continental Congress meets

e. Battle of Bunker Hill is fought

f. Boston Tea Party

The Continental Congress (pages 141–142)

Responding

Check your understanding of this lesson by answering the following questions.

What were the Suffolk Resolves? What did the Congress do about them?

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the phrase that best explains what the boldfaced academic vocabulary word from this lesson means in this passage.

1. Some of the delegates who came to the Continental Congress wanted to **challenge** British control of the colonies.

_____ dispute _____ end _____ strengthen

2. The delegates **drafted** a statement of grievances.

_____ agreed to _____ talked about _____ wrote

Terms To Review

Use each of the following terms you studied earlier in a sentence.

establish

(Chapter 2, Section 2)

militia

(Chapter 4, Section 3)

The First Battles (pages 142–144)

Visualizing

Read the material on Lexington and Concord and try to picture one scene from the battles in your mind. Then write three sentences describing what you think took place.

More Military Action (pages 144–145)

Visualizing

Imagine that you were a Patriot soldier who took part in the Battle of Bunker Hill. Write a diary entry describing the end of the battle.

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|--------------------------|---|
| ____ 1. Bunker Hill | a. colonist who wanted American independence |
| ____ 2. Fort Ticonderoga | b. battle near Boston that produced heavy British casualties |
| ____ 3. Loyalist | c. battle near Lake Champlain that was an American victory |
| ____ 4. Patriot | d. colonist who wanted to avoid fighting |
| | e. colonist who wanted the British to stay in control |

Academic Vocabulary

Define or describe the academic vocabulary word *revolution* used in this lesson.

revolution

Terms To Review

Use the spaces provided to explain the meaning of the academic vocabulary word *assemble*, which you studied in Chapter 4, Section 4, in the following sentence:

"The next day the redcoats crossed the harbor and assembled at the bottom of Breed's Hil."

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in *Setting a Purpose for Reading* at the beginning of the section.

What happened at the Continental Congress in Philadelphia?

How did the colonists meet British soldiers in the first battle?

Chapter 5, Section 4

Moving Toward Independence

(pages 147–151)

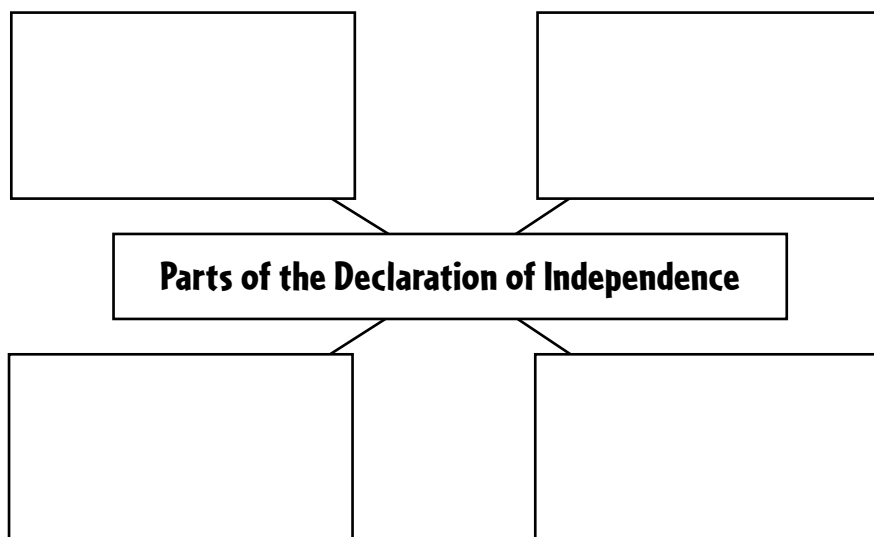
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What happened at the Second Continental Congress?
- Why did the colonists draft the Declaration of Independence?

Main Idea

As you read pages 147–151 in your textbook, complete this graphic organizer by describing the parts of the Declaration of Independence.



Sequencing Events

As you read, write the correct date for each of these events:

_____ Second Continental Congress begins meeting

_____ Paine publishes *Common Sense*

_____ The British leave Boston to Washington

_____ The Second Continental Congress accepts the Declaration of Independence

Colonial Leaders Emerge (pages 147–150)

Determining the Main Idea

Write down the main idea of this lesson and at least three details that support that idea.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (Independence Committee, Second Continental Congress) began meeting in Philadelphia in May 1775.
2. This group created the (American Army, Continental Army) to fight against the British.
3. It also issued an appeal to the British for peace called the (Olive Branch Petition, Plea for Peace).
4. A (document, petition) is a formal request that someone take an action.
5. Thomas Paine wrote a pamphlet called (*Common Sense*, *Independence Now*) that inspired many Americans.

Academic Vocabulary

Write two synonyms for each of these academic vocabulary words from this lesson.

acquire

communicate

The Colonies Declare Independence (pages 150–151)

Evaluating

Read the Declaration of Natural Rights in the Declaration of Independence (second, third, and fourth paragraph on page 154 of your textbook). Select what you think is the single most important idea and explain how that idea affects your life today.

Terms To Know

Define or describe the following key terms from this lesson.

Declaration of Independence

preamble

Academic Vocabulary

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You might have to change the form of the word.

debate	instruct	portion
principle	revolution	emerge

- Jefferson based his arguments in the Declaration of Independence on what he thought were some universal standards _____.
- In the spring, colonists in North Carolina directed _____ their delegates to vote in favor of independence.
- The American war for independence is called a(n) rebellion _____ because it changed the government in the British colonies.

4. The delegates to the Congress argued over _____ whether or not to declare independence.
5. Some delegates pointed out that a large share _____ of colonists did not want independence.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What happened at the Second Continental Congress?

Why did the colonists draft the Declaration of Independence?

Chapter 6, Section 1

The Early Years

(pages 162–168)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did some Americans support the British?
- How did the Battle of Saratoga affect the British plan for New England.

Main Idea

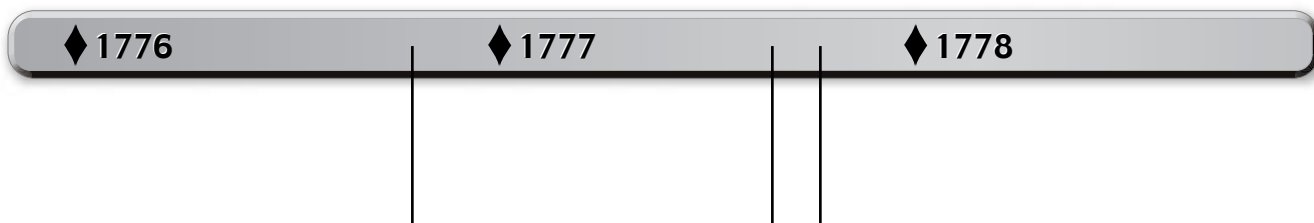
As you read pages 162–168 in your textbook, complete this graphic organizer by describing British and American advantages and disadvantages in the spaces provided.

	Advantages	Disadvantages
British		
American		

Sequencing Events

As you read, place the following events on the time line:

- **Burgoyne surrenders at Saratoga**
- **Patriots capture Hessians at Trenton**
- **British win victories at Brandywine and Paoli**



The Opposing Sides (pages 162–165)

Scanning

Scan the section by reading the headings and looking at the map on page 165. Then write down three topics you think will be covered in this subsection.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The British used hired soldiers, or (mercenaries, regulars), to strengthen their forces.
2. Many of these hired soldiers were called (Germans, Hessians), after their homeland.
3. The Congress relied on (drafted, recruited) soldiers.
4. Some colonists remained (hostile, neutral), unwilling to take a side in the fight.

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. Many colonists did not want to transfer much power to the Congress.
 a. change b. give c. withhold
2. Some women accompanied their husbands who entered the army.
 a. came along with b. criticized c. rejected

Terms To Review

Match the term you studied earlier, in the left column, with the correct definition or description, in the right column, by writing the letter in the space to the left of the term.

- | | |
|---|--|
| _____ 1. conflict
(Chapter 3, Section 2) | a. area or section of a country |
| _____ 2. Patriot
(Chapter 5, Section 3) | b. colonist who wished to stay part of Britain |
| _____ 3. region
(Chapter 1, Section 3) | c. disagreement or fight |
| | d. settlement of a dispute |
| | e. colonist who wanted independence |

Fighting in New York (pages 166–167)

Synthesizing

Read the lesson and then write two sentences describing the fighting in New York and the result of the fighting.

People To Meet

Read the following sentences. Choose the correct person from this lesson to complete the sentence by circling the name of the person.

1. The Patriot (Nathan Hale, Thomas Paine) was captured by the British and hanged for spying.
2. General (Thomas Gage, William Howe) led the British in their victory in the Battle of Long Island.

Patriot Gains (page 167)

Analyzing

Analyze the information in this section by answering the following question.

Why did Washington's attack at Trenton surprise the British?

Terms To Review

In the space available, define the following academic vocabulary word that you studied earlier.

estimate
(Chapter 2, Section 2)

A British Plan for Victory (pages 167–168)

Clarifying

As you read this lesson, answer the following question to clarify the information about the British plan for victory in 1777.

What was the British plan?

Places To Locate

From the list below of sites of battles discussed in this lesson, choose the one where the British were forced to surrender nearly 6,000 soldiers. Circle the correct battle site.

Bennington

Brandywine

Fort Stanwix

Saratoga

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did some Americans support the British?

How did the Battle of Saratoga mark a turning point in the war?

Chapter 6, Section 2

The War Continues

(pages 172–176)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did other nations help the Patriots?
- How did Washington's troops survive the winter at Valley Forge?
- What challenges did Americans face at home as a result of the war?

Main Idea

As you read pages 172–176 in your textbook, complete this graphic organizer by describing how each person helped the Americans fight for independence.

Person	Contribution
Lafayette	
Pulaski	
Von Steuben	
De Miralles	

Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the date.

_____ 1. Winter 1777–1778

_____ 2. February 1778

_____ 3. 1779

_____ 4. 1780

_____ 5. 1781

a. Spain declares war on Britain

b. France and U.S. form an alliance

c. Spanish capture British fort at Pensacola

d. Americans gain victory at Trenton

e. Americans gain victory at Saratoga

f. Patriot troops suffer at Valley Forge

g. Spanish capture British fort at Mobile

Gaining Allies (pages 172–175)

Determining the Main Idea

Write down the main idea of this lesson.

Main Idea

Terms To Know

Look up the following terms from this lesson in a dictionary and write definitions of them.

desert

inflation

Academic Vocabulary

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space.

commit

survive

contribute

1. Before Saratoga, the French secretly gave money to the Americans, but they would not obligate _____ themselves to an alliance.
2. Some useful people came from Europe to America to give _____ their effort—and in some cases their lives—to the Patriot cause.

Terms To Review

Use each of the following terms you studied earlier in a sentence.

challenge

(Chapter 5, Section 3)

policy

(Chapter 5, Section 2)

Life on the Home Front (pages 175–176)

Connecting

As you read the lesson, fill in some details about each group to describe how the war affected women, Loyalists, and African Americans.

Women	Loyalists	African Americans

Academic Vocabulary

Write two synonyms for each academic vocabulary word from this lesson.

radical

similar

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did other nations help the Patriots?

How did Washington's troops survive the winter at Valley Forge?

What challenges did Americans face at home as a result of the war?

Chapter 6, Section 3

The War Moves West and South

(pages 177–182)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the war involve Native Americans?
- How did a new kind of fighting develop in the South?

Main Idea

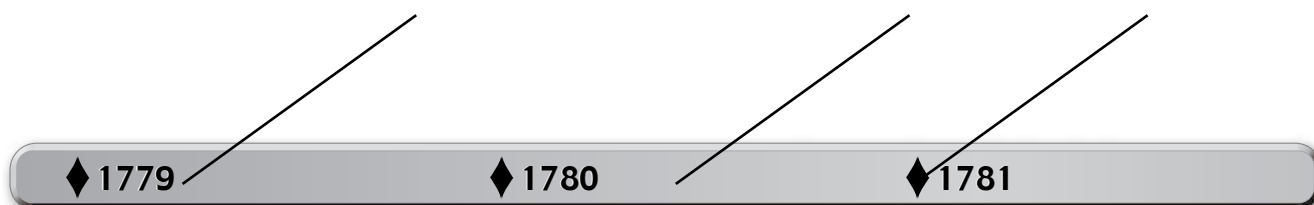
As you read pages 177–182 in your textbook, complete this graphic organizer by describing the significance of key battles in the West and South.

Key Battle	Significance
Vincennes	
Camden	
Kings Mountain	
Guilford Courthouse	

Sequencing Events

As you read, place the following events on the time line:

- **George Rogers Clark captures Vincennes second time**
- **British troops take Charles Town**
- **Patriots defeat British at Cowpens**



War in the West (pages 177–178)

People To Meet

Match the person from this lesson in the left column with the correct description in the right column by writing the letter in the space to the left of the person.

- | | |
|------------------------------|---|
| _____ 1. Joseph Brant | a. British commander at Detroit |
| _____ 2. George Rogers Clark | b. Virginia militia commander |
| _____ 3. Henry Hamilton | c. officer in the Continental Army |
| | d. Native American chief |

Terms To Review

Put a check mark in the box next to the word or words that have the closest meaning to **militia**, a term that you studied in Chapter 4, Section 3.

- _____ people who promised to be ready to fight in a minute
- _____ Continental Army
- _____ force made of citizen soldiers

Glory at Sea (pages 178–179)

Inferring

Read the lesson and then answer the question to make an inference about what you read.

How would you describe John Paul Jones's character? Why?

Terms To Know

Define or describe the following terms from this lesson.

blockade

privateers

Academic Vocabulary

Write the correct form of the academic vocabulary word from this lesson in the blank space to complete the sentence.

approximate

1. Congress hoped to have roughly _____ 2,000 privateers to help in the fight against the British.

equip

2. Each of these ships had to be fitted _____ with guns so they could fight at sea.

Terms To Review

Read the passage below. Put a checkmark in the space before the phrase that best explains the meaning of the term maintain, which you studied in Chapter 5, Section 2.

Several states decided to maintain their own small fleets of warships during the Revolutionary War.

_____ bouy _____ keep in service _____ seize

Struggles in the South (pages 179–182)

Evaluating

As you read the lesson, find the information to answer the following question and write your answer in the space provided.

Why did the Patriots gain support in the South after Kings Mountain?

Terms To Know

Define or describe the following key terms from this lesson.

guerrilla warfare

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. In 1778, the British decided to **concentrate** their efforts in the South.

2. The British **sustained** heavy losses in some battles in the Carolinas.

3. When Cornwallis moved his troops to Virginia, the war in the South entered a new **phase**.

Terms To Review

Use the following term you studied earlier in a sentence.

neutral

(Chapter 6, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the war involve Native Americans?

What new kind of warfare developed in the South?

Chapter 6, Section 4

The War Is Won

(pages 183–187)

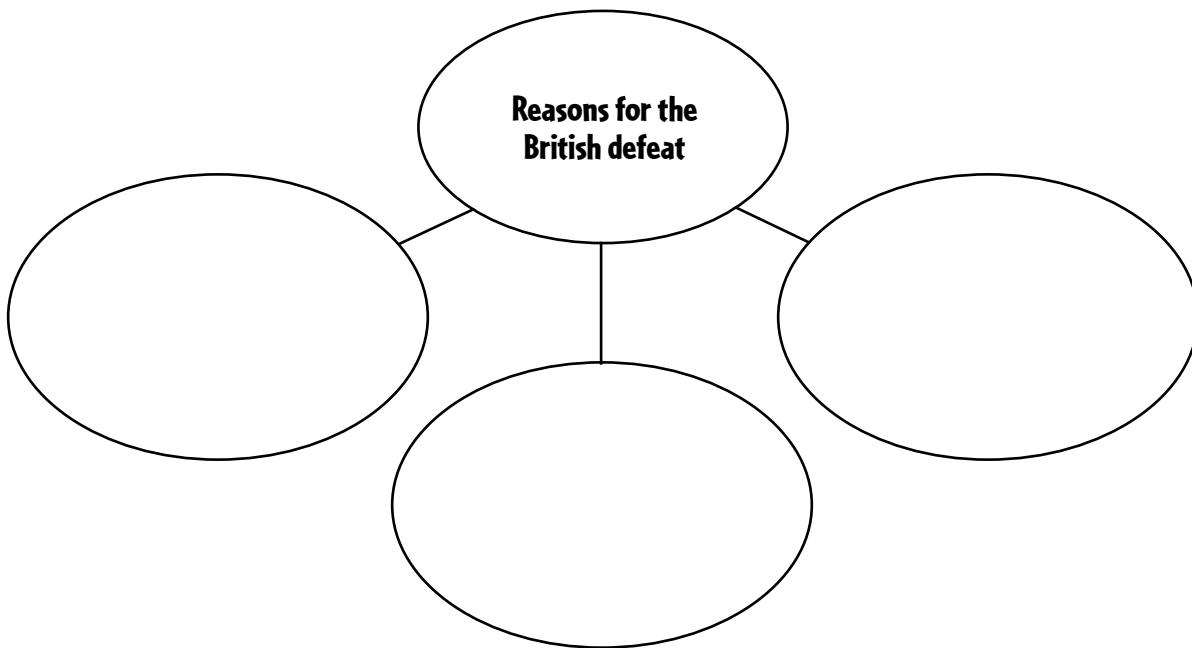
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did George Washington change his military strategy?
- Why did the Americans win the Revolutionary War despite many disadvantages?

Main Idea

As you read pages 183–187 in your textbook, complete this graphic organizer by listing the reasons why the Americans were able to defeat the British in the Revolutionary War.



Sequencing Events

As you read, write the month and year each of these events took place:

- _____ French troops arrive in colonies
- _____ Washington advances toward British at Yorktown
- _____ Cornwallis surrenders at Yorktown
- _____ Congress approves preliminary peace treaty
- _____ Treaty of Paris is signed

Victory at Yorktown (pages 183–185)

Outlining

Complete this outline about the siege of Yorktown.

The Siege of Yorktown

A. _____

B. _____

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

Likewise, the soldiers in different areas of Cornwallis's lines around Yorktown suffered many wounds from the fearful fire.

a. in the opposite way **b.** in the same way **c.** later

Independence (pages 185–187)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details in the spaces provided about the topics.

Why the Americans Won

The Influence of the American Revolution

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. American fighters took advantage of fighting on their own land to stage (ambushes, barrages) that surprised the British.
2. In April 1783, Congress voted to (decline, ratify) the peace treaty.
3. The (Treaty of London, Treaty of Paris) was signed in September 1783, officially ending the Revolutionary War.

Academic Vocabulary

Use each of the following academic vocabulary words from this lesson in a sentence.

assign

preliminary

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did George Washington change his military strategy?

Why did the Americans win the Revolutionary War despite many disadvantages?

Chapter 7, Section 1

The Articles of Confederation

(pages 192–198)

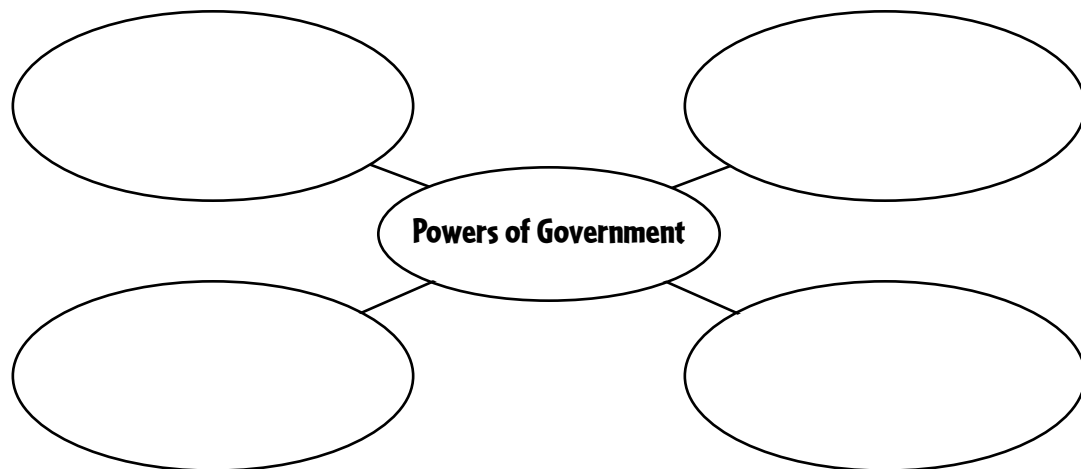
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the weakness of the Articles of Confederation lead to instability?
- How did Congress deal with the western lands?

Main Idea

As you read pages 192–198 in your textbook, complete this graphic organizer by listing the powers you think a national government should have.



Sequencing Events

As you read, write the correct dates for each of these events:

- _____ All states approve Confederation government
- _____ Spain closes Mississippi River to American shipping
- _____ Congress passes ordinance organizing western lands
- _____ Congress sends John Adams to London to negotiate settlement
- _____ Northwest Ordinance is passed

Thirteen Independent States (pages 192–193)

Drawing Conclusions

Draw conclusions about the thirteen state governments by answering the following questions.

1. What led the people writing state constitutions to limit the powers of governors?

2. Why did they have frequent elections for the state legislatures?

Terms To Know

Define or describe the following key terms from this lesson.

bicameral

constitution

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The leaders who wrote the state constitutions wanted to restrict the powers of the state governments.

a. eliminate **b.** expand **c.** limit

2. Connecticut and Rhode Island retained their original charters as state constitutions.

a. avoided using **b.** kept **c.** replaced

Forming a Republic (pages 193–195)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following questions.

1. What powers did the Congress have under the Articles of Confederation?

2. What weaknesses did the Confederation government have?

Terms To Know

Look up the following terms from this lesson in your text and write definitions for them.

Articles of Confederation

republic

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the word or phrase that best explains what the boldfaced academic vocabulary word from this lesson means in this passage.

1. Most people **assumed** that the new central government would not be very powerful.

_____ believed as a basic idea _____ protested _____ urged

2. Still, a central government was needed to **coordinate** all the activities needed to carry out the war effort.

_____ bring together _____ locate _____ make less expensive

New Land Policies (pages 195–196)

Summarizing

As you read pages 195–196, write a one-sentence summary about the Ordinance of 1785.

Terms To Know

Write a sentence that explains the meaning of ordinance, a term from this lesson, in the spaces below.

Trouble on Two Fronts (pages 197–198)

Skimming

Skim the section by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below:

Terms To Know

Explain what depreciate, a term from this lesson, means.

depreciate

Terms To Review

Match the term you studied earlier, in the left column, with the correct definition or description, in the right column, by writing the letter in the space to the left of the term.

- | | |
|--|---|
| _____ 1. contribute
(Chapter 6, Section 2) | a. to provide money for |
| _____ 2. finance
(Chapter 2, Section 2) | b. to tax |
| _____ 3. portion
(Chapter 5, Section 4) | c. geographical area with similar features |
| _____ 4. region
(Chapter 1, Section 3) | d. to give to |
| | e. part of something |
| | f. take away from |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the weaknesses of the Articles of Confederation lead to instability?

How did Congress deal with the western lands?

Chapter 7, Section 2

Convention and Compromise

(pages 199–205)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Constitutional Convention break the deadlock over the form the new government would take?
- How did the delegates answer the question of representation?

Main Idea

As you read pages 199–205 in your textbook, complete this graphic organizer by describing how each individual played a role in creating the new plan of government.

Individual	Role
Edmund Randolph	
James Madison	
Roger Sherman	

Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the date.

_____ 1. January 1787

_____ 2. May 1787

_____ 3. June 1787

_____ 4. September 1787

a. Paterson presents the New Jersey Plan for changing the Articles of Confederation

b. Delegates meet to revise Articles of Confederation

c. Delegates sign draft of Constitution

d. Delegates approve Three-Fifths Compromise

e. Shays's Rebellion ended

Economic Depression (pages 199–201)

Skimming

Skim the section by reading the text under each heading quickly to get a general idea of what the section is about. Use one or two sentences to write that general idea in the spaces below:

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Virginia passed a law that made (enslavement, manumission) of African Americans easier.
2. Shays's (Convention, Rebellion) showed the deep worries of farmers.
3. The number of unemployed workers rose during the (depression, economic growth) that followed the Revolutionary War.

A Call for Change (page 201)

Predicting

Quickly read through the lesson. Then predict what you think will happen as a result of the call for change. Write your prediction in the spaces below.

People To Meet

Put a checkmark next to the name of the people from this lesson who were active in the movement to fix the Articles of Confederation.

- | | |
|-------------------------|--------------------------|
| _____ John Adams | _____ Alexander Hamilton |
| _____ Thomas Jefferson | _____ James Madison |
| _____ George Washington | |

The Constitutional Convention (pages 202–203)

Interpreting

Interpret the information you read about the early stages of the Constitutional Convention by answering the following questions.

1. How did the government under the Virginia Plan differ from the government under the Articles of Confederation?

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

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space provided.

- | | |
|------------------------------------|---|
| ____ 1. Father of the Constitution | a. equal regardless of size |
| ____ 2. New Jersey Plan | b. corresponding to size |
| ____ 3. proportional | c. name given to James Madison |
| ____ 4. Virginia Plan | d. name given to George Washington |
| | e. proposal to change the government in a major way |
| | f. proposal to only revise the Articles of Confederation |

Compromise Wins Out (pages 203–205)

Connecting

Define the word compromise in your own words, then answer the questions that follow.

Compromise is _____

Think of a time when you compromised. What did you give up? What did you gain? _____

How did the agreement you finally reached differ from the initial idea?

Terms To Know

Use the spaces below to restate your definition of the term compromise, a term in this lesson. Then answer the question below those spaces.

Draw lines to link the important compromise to the issue it settled.

Great Compromise	representation of enslaved persons
Three-Fifths Compromise	representation of states

Academic Vocabulary

Write the academic vocabulary word from this lesson in the blank space that best completes the sentence the sentence.

defined assembled revised varied

1. The delegates _____ at the Constitutional Convention debated basic issues about the form of the new government.
2. The Constitution carefully _____ the powers of the new national government.
3. In the final plan, the number of seats each state had in the lower house _____ according to population.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Constitutional Convention break the deadlock over the form the new government would take?

How did the delegates answer the question of representation?

Chapter 7, Section 3

A New Plan of Government

(pages 207–213)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What are the roots of the Constitution?
- How did the Constitution limit the power of government?

Main Idea

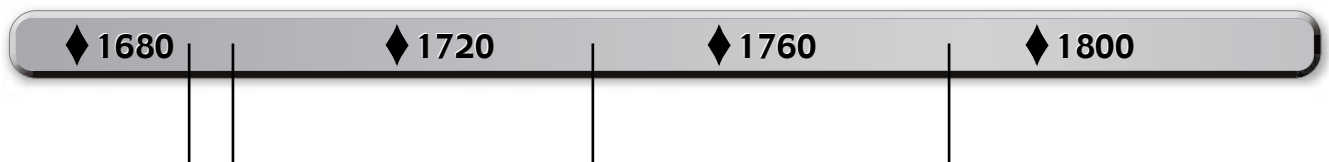
As you read pages 207–213 in your textbook, complete this graphic organizer by explaining how the system of checks and balances works.

	Has check over which branches of government:	Example
President		
Congress		
Supreme Court		

Sequencing Events

As you read, place the following events on the time line:

- **Locke's *Two Treatises on Civil Government* is published**
- **Montesquieu writes *The Spirit of Laws***
- **English Bill of Rights protects the people's rights**
- **Constitutional Convention assembles in Philadelphia**



Roots of the Constitution (pages 207–208)

Outlining

Complete this outline as you read the lesson. The first subsection has been done for you.

I. Careful Study

- A. European political development
- B. Attitudes toward British traditions

II. British System of Government

- A. _____
- B. _____
- C. _____
- D. _____

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (Magna Carta, Bill of Rights) placed limits on the power of English kings back in 1215.
2. The Constitution was based on many political ideas that came from the movement called the (Enlightenment, Reformation).
3. One idea that became part of the Constitution was that all people had certain (human rights, natural rights).

The Federal System (pages 208–209)

Reviewing

Reread each subsection and list two key facts from each.

Terms To Know

Define or describe federalism, a term from this lesson.

federalism

The Organization of Government (pages 209–211)

Clarifying

As you read the lesson, give examples of the powers of the three branches of the federal government.

Terms To Know

Match the term from this lesson in the left column with the correct definition or description in the right column by writing the letter in the space to the left of the term.

- | | |
|----------------------------|---|
| ___ 1. articles | a. group that chooses the president and vice president |
| ___ 2. checks and balances | b. Congress |
| ___ 3. Electoral College | c. led by president |
| ___ 4. executive branch | d. Supreme Court and other courts set up by Congress |
| ___ 5. judicial branch | e. parts of the Constitution |
| ___ 6. legislative branch | f. state governments |
| | g. system that balances power within the government |
| | h. system that protects rights of individuals |

The Constitutional Debate (pages 211–212)

Connecting

Answer the following questions to compare the Federalists and the Antifederalists.

1. How well organized were the two groups?

2. What were the chief fears of each side? What did each side want as a way of preventing those fears from coming true?

Terms To Know

Define or describe the following key terms from this lesson.

Federalists

Antifederalists

Adopting the Constitution (page 213)

Connecting

Answer the following questions to link the material in this lesson to the previous one.

1. Which group did Patrick Henry belong to, Federalists or Antifederalists?

2. What weakness in the Constitution had to be fixed before Virginia agreed to approve it?

Terms To Know

Define or describe the following key term from this lesson.

amendment

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What are the roots of the Constitution?

How did the Constitution limit the power of government?

Chapter 8, Section 1

The First President

(pages 258–262)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What actions were taken to launch the new government?
- How did Hamilton propose to strengthen the economy?

Main Idea

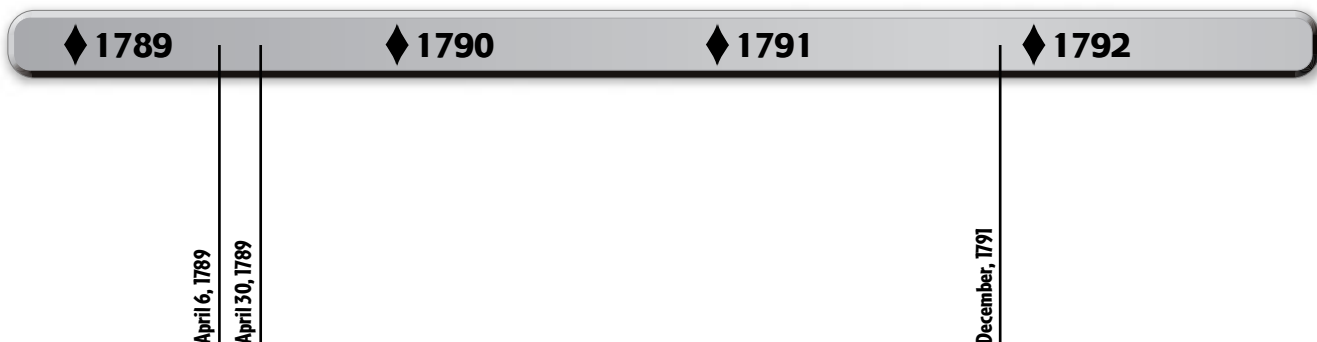
As you read pages 252–258 in your textbook, complete this graphic organizer by listing the actions taken by Congress and Washington’s first administration.

Actions	
Washington	Congress

Sequencing Events

As you read, place the following events on the time line.

- Bill of Rights added to the Constitution
- Washington takes the oath of office
- George Washington is elected president



President Washington (pages 258–260)

Reviewing

Review pages 258–260 and list a key fact about the Bill of Rights.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The first ten amendments to the Constitution are known as the (Bill of Rights, First Articles).
2. Congress passed the (Courts Act, Judiciary Act) to create the first national court system.
3. One of Washington's concerns was that everything he did set new (precedents, traditions).

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. During Washington's term, people decided that the most appropriate way of addressing the president was as "Mr. President."
 - a. honorable
 - b. praising
 - c. suitable
2. Some people wanted a uniform national legal system. Others wanted state courts to have power as well.
 - a. inconsistent
 - b. special; unique
 - c. standardized

Financial Problems (pages 260–261)

Outlining

Complete this outline as you read the lesson. The first subsection has been completed.

I. A Major Problem

A. Washington has Hamilton deal with economic policies.

B. Hamilton's major problem is increasing national debt.

II. Hamilton's Plan

A. _____

B. _____

III. Opposition to the Plan

A. _____

B. _____

IV. Compromise Results in a Capital

A. _____

B. _____

Terms To Know

Define or describe the following key terms from this lesson.

bond

national debt

Building the Economy (page 262)

Summarizing

As you read each subsection, write a one-sentence summary.

The Fight Over the Bank

Tariffs and Taxes

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Hamilton wanted to place a (tariff, limit) on imported goods to help American manufacturing industries grow.
2. Jefferson and Madison both thought the creation of a national bank was (constitutional, unconstitutional).

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word vision, from this lesson, means in this passage.

Jefferson and Hamilton had different visions of the kind of society America should have.

vision

_____ objects seen _____ sights _____ views about

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What actions were taken to launch the new government?

How did Hamilton propose to strengthen the economy?

Chapter 8, Section 2

Early Challenges

(pages 263–266)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the federal government assert its power in the West?
- How did the United States try to stay out of European conflicts?

Main Idea

As you read pages 263–266 in your textbook, complete this graphic organizer by listing results of these government actions during the early Republic.

Government action	Result
Treaty of Greenville	
Proclamation of Neutrality	
Jay's Treaty	
Pinckney's Treaty	

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. Proclamation of Neutrality declared**
- _____ **B. Pinckney Treaty allows American shipping on the Mississippi River**
- _____ **C. Battle of Fallen Timbers takes place**
- _____ **D. French Revolution starts**
- _____ **E. Tax on whiskey results in Whiskey Rebellion**

The Whiskey Rebellion (pages 263–264)

Questioning

As you read the lesson, ask yourself: what are two important details? Write those details in the spaces below.

Terms To Know

Use the spaces below to define the Whiskey Rebellion, a term in this lesson.

Struggle Over the West (page 264)

Identifying Cause and Effect

As you read the lesson, answer the following questions to identify the causes and effects of conflicts in the Northwest during this period.

Cause	Action	Effect
	Washington sends an army under St. Clair to the Northwest Territory.	
The British join with Native Americans to try to win control of the Northwest Territories.		

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|---|--|
| <p>____ 1. Battle of Fallen Timbers</p> <p>____ 2. Treaty of Greenville</p> | <p>a. fight that Arthur St. Clair lost</p> <p>b. fight that Anthony Wayne won</p> <p>c. agreement in which Native Americans gave up most of present-day Ohio</p> <p>d. agreement in which British give up their claims to present-day Ohio</p> |
|---|--|

Problems With Europe (pages 264–266)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. How did the British respond to raids on their ships?

2. Why did people oppose Jay's Treaty?

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the place.

- | | |
|---|--|
| <p>____ 1. impressment</p> <p>____ 2. Jay's Treaty</p> <p>____ 3. neutrality</p> <p>____ 4. Proclamation of Neutrality</p> <p>____ 5. Pinckney's Treaty</p> | <p>a. agreement with the British that got British troops off American soil</p> <p>b. agreement with the Spanish that let Americans use the Mississippi River</p> <p>c. Washington's announcement that the U.S. would not take sides in the war between France and Britain</p> <p>d. policy of staying out of a fight</p> <p>e. seizing Americans and forcing them into the British navy</p> |
|---|--|

Washington's Farewell (page 264)

Inferring

Answer the question to make an inference about what you read.

How many terms in office did many presidents after Washington limit themselves to? Why?

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space using the correct form of the word.

precedent (Chapter 8, Section 1)

charter (Chapter 3, Section 1)

publish (Chapter 4, Section 3)

petition (Chapter 5, Section 4)

1. Washington created many examples _____ for later presidents, including the tradition of only serving two terms.
2. His Farewell Address was printed _____ in a newspaper for all Americans to read.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the federal government assert its power in the West?

How did the United States try to stay out of European conflicts?

Chapter 8, Section 3

The First Political Parties

(pages 267–272)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did political parties get started and what positions did they support?
- How did John Adams and Thomas Jefferson become candidates of opposing parties in the election of 1796?

Main Idea

As you read pages 267–272 in your textbook, complete this graphic organizer by listing the differences between the Federalists and the Democratic-Republicans.

Issue	Federalists	Democratic-Republicans
Role of federal government		
Interpretation of the Constitution		

Sequencing Events

Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the date.

- | | |
|---------------|--|
| _____ 1. 1796 | a. U.S. and France agree to a treaty |
| _____ 2. 1797 | b. United States and Britain sign the Jay Treat. |
| _____ 3. 1798 | c. John Adams becomes president |
| _____ 4. 1800 | d. Adams and Jefferson nominated for president by different parties |
| | e. The threat of war led Congress to pass the Alien and Sedition Acts |

Opposing Views (pages 267–270)

Determining the Main Idea

Write down the main idea of this lesson and at least three details that support that idea.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (Federalists, Republicans) believed in a strong central government.
2. In the election of 1796, the parties gathered in meetings called (caucuses, conventions) to choose their nominees.
3. The (Federalists, Republicans) had their strength mostly in the South.
4. Another name for the Democratic-Republicans was the (Democrats, Republicans).
5. During the 1790s, leaders became more (even-handed, partisan).

President John Adams (pages 270–272)

Clarifying

As you read this lesson, answer the following questions to clarify the information about the Adams administration.

1. Why did Congress pass the Aliens and Sedition Acts?

2. Why did the Federalists turn against Adams?

Terms To Know

Define or describe the following terms from this lesson.

nullify

sedition

states' rights

Virginia and Kentucky Resolutions

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space using the correct form of the word.

principle (Chapter 5, Section 4)

violate (Chapter 5, Section 1)

resolution (Chapter 5, Section 4)

repeal (Chapter 5, Section 1)

1. The legislatures of Virginia and Kentucky both passed a declaration

_____ stating that the Alien and Sedition Acts could not be legally enforced.

2. These declarations said that the laws went against _____ the Constitution.

3. The states claimed the authority to take these steps based on the idea _____ of states' rights.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did political parties get started and what positions did they support?

How did John Adams and Thomas Jefferson become candidates of opposing parties in the election of 1796?

Chapter 9, Section 1

The Republicans Take Power

(pages 278–281)

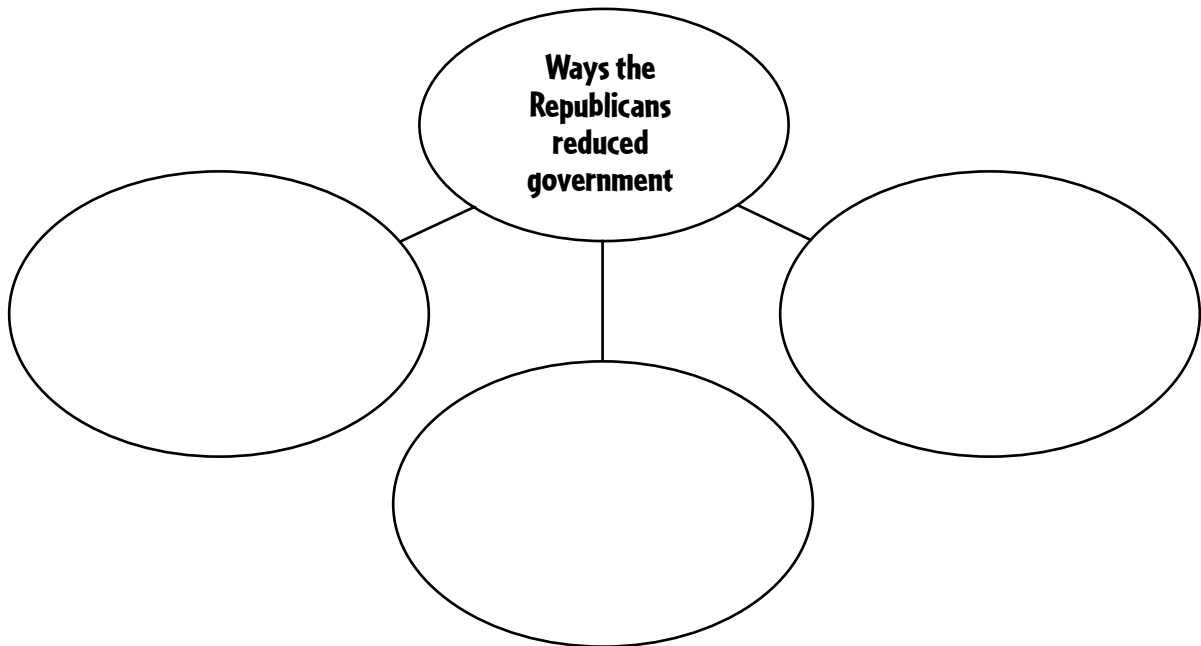
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How was the election deadlock of 1800 resolved?
- How did John Marshall strengthen the Supreme Court?

Main Idea

As you read pages 278–281 in your textbook, complete this graphic organizer by identifying ways Republicans tried to reduce the role of government.



Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

_____ A. Jefferson inaugurated

_____ B. Congress passes Judiciary Act of 1801

_____ C. Twelfth Amendment is ratified

_____ D. Jefferson and Adams run against each other for president

The Election of 1800 (pages 278–279)

Scanning

Scan pages 278–279 by reading the headings. Then write down two topics you think will be covered in this lesson.

Terms To Know

Define or describe the following key term from this section.

laissez-faire

Jefferson's Policies (page 280)

Interpreting

Interpret the information you read about Jefferson's policies by answering the following questions.

1. Why did Jefferson put an end to the Alien and Sedition Acts and the Naturalization Act?

2. What role did Jefferson think the national government should play?

Terms To Know

Define or describe customs duties, a term from this lesson.

Jefferson and the Courts (pages 280–281)

Sequencing

As you read, put the following events in the correct order by writing the number 1 through 6 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ a. Jefferson is inaugurated.
- _____ b. Marshall rules in *Marbury v. Madison*.
- _____ c. Jefferson tells Madison not to deliver judicial commissions.
- _____ d. Adams appoints judges.
- _____ e. Congress passes Judiciary Act of 1801.
- _____ f. Marbury tries to get the Court to get his commission.

Terms To Know

Define or describe judicial review, a term from this lesson.

judicial review

Academic Vocabulary

Circle the academic vocabulary word that best completes the sentence.

presidents precedence presumption

In *Gibbons v. Ogden*, Marshall argued that federal law takes _____ over state law in matters related to transportation between states.

Terms To Review

Read each sentence that follows. In the spaces, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

judicial branch

(Chapter 7, Section 3)

1. Jefferson came into conflict with the Federalists over control of the **judicial branch**.

nullify

(Chapter 8, Section 3)

2. Marshall said that only the federal courts could **nullify** a law.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How was the election deadlock of 1800 resolved?

How did John Marshall strengthen the Supreme Court?

Chapter 9, Section 2

The Louisiana Purchase

(pages 282–285)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the United States expand in the early 1800s?
- How did Lewis and Clark lead an expedition to explore the Louisiana Territory?

Main Idea

As you read pages 282–285 in your textbook, complete this graphic organizer by describing the areas that Lewis and Clark and Zebulon Pike explored.

Explorer	Region explored
Meriwether Lewis and William Clark	
Zebulon Pike	

Sequencing Events

Match the date in the left column with the correct event in the right column by writing the letter in the space to the left of the date.

_____ 1. 1802

_____ 2. October 1803

_____ 3. July 1804

_____ 4. 1804–1806

_____ 5. 1805–1807

a. The Spanish release Pike

b. Lewis and Clark explore Louisiana Territory

c. Pike explores upper Mississippi River and present-day Colorado

d. Napoleon tries to retake Santo Domingo

e. U.S. Senate approves Louisiana Purchase

f. Burr kills Hamilton in duel

g. French expelled from Santo Domingo

Western Territory (pages 282–283)

Visualizing

Imagine you are a member of the Lewis and Clark or Zebulon Pike expedition exploring unknown territory in the Far West. Write a journal entry describing a day's activities and sights.

Terms To Know

Write a sentence explaining what is meant by Conestoga wagons, a term in this lesson.

**Conestoga
wagons**

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The Louisiana Territory was a huge area.
 a. amount of land b. valley c. wasteland
2. Jefferson confirmed that the French had gotten control of the Louisiana Territory from Spain.
 a. believed b. learned the truth c. pretended
3. The Conestoga wagon was a useful vehicle for many pioneers.
 a. boat b. carriage c. means of transportation

The Nation Expands (pages 283–285)

Previewing

As you read pages 283–285, answer the following questions.

1. Read the main heading of this section. What will it be about?

- Look at the map on page 284. What areas were explored by Lewis and Clark? by Pike?

- Read the last heading in the section. What two political leaders will be discussed?

Terms To Know

Find the following terms from this lesson and write descriptions or definitions of them.

Louisiana Purchase

secede

Places To Locate

Write the correct place from this lesson in the space to complete the sentences below.

- Lewis and Clark and Pike started their expeditions from (New Orleans, St. Louis), a city on the Mississippi River.
- Lewis and Clark explored along the (Missouri River, Red River).

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the United States expand in the early 1800s?

What route did the Lewis and Clark expedition follow?

Chapter 9, Section 3

A Time of Conflict

(pages 288–294)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Tecumseh build a confederacy among Native American nations?
- Why did the War Hawks want to go to war?

Main Idea

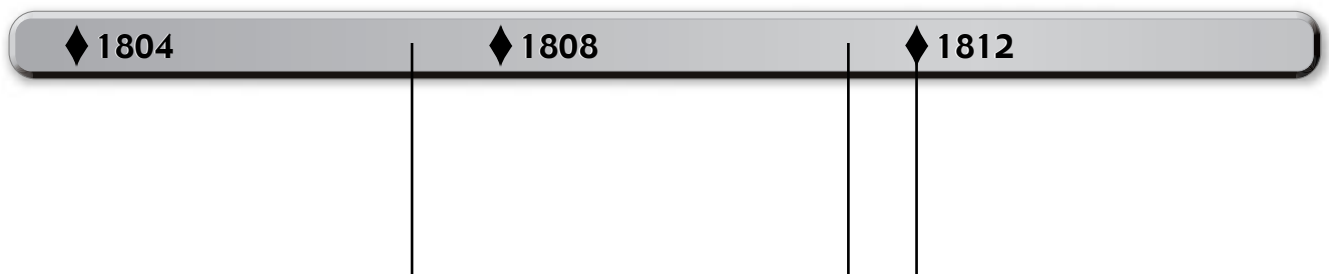
As you read pages 288–294 in your textbook, complete this graphic organizer by describing in the box the actions the United States took in each of these situations.

	Demand for tribute
	Attack on <i>Chesapeake</i>
	Tecumseh's confederation

Sequencing Events

As you read, place the following events on the time line:

- **Madison asks for declaration of war against Britain**
- **Congress passes Embargo Act**
- **Battle of Tippecanoe**



Americans in Foreign Seas (pages 288–289)

Reviewing

Reread pages 288–289 each subsection and identify a key fact about each of the following topics.

Merchant Ships

War With Tripoli

Terms To Know

Define or describe this key term from this lesson.

tribute

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or words that best explain(s) what the boldfaced academic vocabulary word from this lesson means in this passage.

Despite the dangers of sea travel in the early 1800s, many Americans depended on trade over the seas to earn a living.

_____ because _____ even though _____ as a result of

Freedom of the Seas (pages 290–291)

Connecting

Answer the following questions to connect events described in this lesson with earlier events.

1. What British action towards American seamen outraged many Americans in both the Washington and Jefferson presidencies?

2. How did Washington try to solve the problem? What did Jefferson do?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Jefferson tried to use a(n) (blockade, embargo) to hurt Britain by cutting off its trade.
2. Jefferson's (Embargo Act, Nonintercourse Act) cut off trade between the United States and all countries.
3. The later (Embargo Act, Nonintercourse Act) cut off trade with Britain and France and their colonial possessions.
4. Americans wanted to maintain their (natural rights, neutral rights) to trade without getting involved in the war between Britain and France.

War Fever (pages 291–294)

Responding

As you read the lesson, answer the following questions.

1. What lands did the War Hawks want?

2. Why did the British decision to stop seizing American sailors not prevent war between Britain and the United States?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|-------------------------------|---|
| _____ 1. Battle of Tippecanoe | a. people strongly in favor of a war |
| _____ 2. nationalism | b. people strongly opposed to a war |
| _____ 3. War Hawks | c. fight that killed Tecumseh |
| | d. fight that weakened Tecumseh's forces |
| | e. feeling of intense loyalty to the country |
| | f. favoring one state or region over the central government |

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this section.

1. As more American settlers poured into the Northwest Territories, some Native Americans renewed their **contacts** with the British.

2. In 1812, Madison decided that war with Britain was **inevitable**.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was Tecumseh's goal in building a Native American confederacy?

Why did the War Hawks want war with Great Britain?

Chapter 9, Section 4

The War of 1812

(pages 296–300)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the British seize and set fire to Washington, D.C.?
- Why did Andrew Jackson fight a battle after the war was over?

Main Idea

As you read pages 296–300 in your textbook, complete this graphic organizer by describing each battle's outcome.

Battle	Outcome
Lake Erie	
Washington, D.C.	
New Orleans	

Sequencing Events

As you read, write the correct dates for each of these events:

- _____ British put the torch to Washington, D.C.
- _____ Francis Scott Key is inspired to write “The Star-Spangled Banner”
- _____ Battle of the Thames
- _____ United States declares war on Britain
- _____ Battle of Lake Erie
- _____ Treaty of Ghent ends war

War Begins (pages 297–298)

Outlining

Complete this outline as you read page 297.

Naval Battles

- A. _____
- B. _____
- C. _____

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space. You will not use all the terms.

battleships Horseshoe Bend frigates the Thames

1. Tecumseh was killed and his confederacy shattered at the Battle of _____ .
2. The U.S. Navy had three of the fastest _____ of the time, including the *Constitution*.
3. The Creeks, Native Americans of the South, were defeated at the Battle of _____ .

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word consist, from this lesson, means in this passage.

After reductions made to cut government spending, the American army consisted of fewer than 7,000 troops.

_____ controlled _____ included _____ were commanded by

The British Offensive (pages 298–299)

Questioning

As you read “The British Offensive” ask yourself: what is an important detail? Write one of those details about the attack on Washington, D.C.

Terms To Know

Match the term from this lesson in the left column with the correct description in the right column by writing the letter in the space to the left of the term.

- | | |
|--------------------------------|---|
| _____ 1. Battle of New Orleans | a. secured northern border |
| _____ 2. Battle of Plattsburgh | b. document that ended the War of 1812 |
| _____ 3. Hartford Convention | c. document that urged Madison to end the war |
| _____ 4. Treaty of Ghent | d. meeting that produced list of suggested changes to the Constitution |
| | e. meeting that called for end to the war |
| | f. fought after the war had ended |
| | g. allowed British to capture Washington, D.C. |

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word *proceed*, from this lesson, means in this passage.

“They proceeded, without a moment’s delay, to burn and destroy everything in the most distant degree connected with the government.”

_____ advanced _____ retreated _____ denied

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the British seize and set fire to Washington, D.C.?

Why did Andrew Jackson fight a battle after the war was over?

Chapter 10, Section 1

Economic Growth

(pages 306–311)

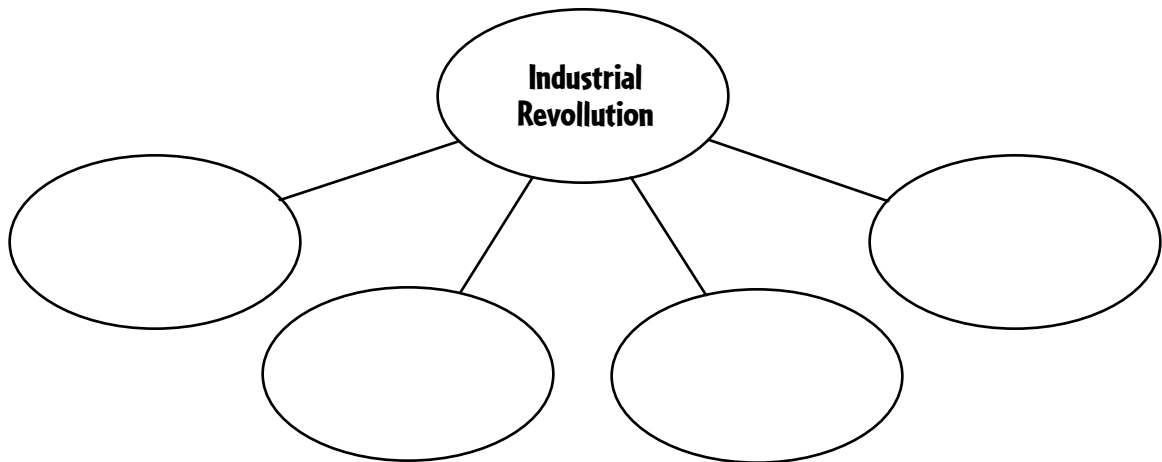
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Industrial Revolution begin in the United States?
- How did the United States change as it became more economically independent?

Main Idea

As you read pages 306–311 in your textbook, complete this graphic organizer by describing in the ovals changes brought about by the Industrial Revolution.



Sequencing Events

As you read, place the following events on the time line:

- Lowell sets up first textile plant in Massachusetts
- Eli Whitney invents the cotton gin
- Congress enacts patent law
- Congress establishes Second National Bank is chartered



The Growth of Industry (pages 306–308)

Outlining

Complete this outline as you read pages 306–308.

The Industrial Revolution in New England

A. _____

1. _____

2. _____

3. _____

4. _____

B. _____

1. _____

2. _____

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

____ **1.** capital

a. protection of legal rights of an inventor

____ **2.** capitalism

b. period of worker and owner conflict in industry

____ **3.** cotton gin

c. money invested in a business

____ **4.** free enterprise

d. machine used to make textiles

____ **5.** Industrial Revolution

e. system based on business owner's opportunity to earn profit

____ **6.** patent

f. machine used to clean seeds out of cotton

g. period of changes in how goods were made

h. system based on competition, profit, private property, and economic freedom

i. right of competitors to make a product following another person's design

Analyzing

Complete the following sentence.

For the North the **Industrial Revolution** was revolutionary because it

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. A good labor supply and the availability of water power were two elements that made New England the region where the Industrial Revolution came to the United States.
 - a. technologies
 - b. factors
 - c. inclusions
2. Inventors wanted to have the sole right to profit from their inventions for a period of time.
 - a. only
 - b. shared
 - c. temporary

New England Factories (pages 308–309)

Inferring

Answer the following questions to make inferences about this lesson.

1. Why would the British want to keep the workings of industrial machinery secret?

2. What effect would the factory system have on transportation costs? Why?

3. How were goods probably made before interchangeable parts came into use?

Terms To Know

Use the spaces below to explain how each of these ideas improved manufacturing.

factory system

interchangeable parts

Agriculture Expands (page 309)

Summarizing

As you read the lesson, write a one-sentence summary about agriculture expanding.

Economic Independence (pages 310–311)

Predicting

Read the lesson and then answer the questions to make some predictions about what you read.

- 1.** What do you think will happen when the charter of the Second Bank of the United States nears its end? Why?

- 2.** As industrial growth increases, what do you think will happen to cities? Why?

Terms To Know

Define or describe the following key terms from this lesson.

corporation

Second Bank
of the
United States

stock

Terms To Review

Choose the term from the list below that best completes each sentence by writing the correct term in the space. You may have to change the form of some of the terms.

charter (Chapter 3, Section 1)

recruit (Chapter 6, Section 1)

bond (Chapter 8, Section 1)

1. The government can raise money by selling _____.
2. Congress _____ the Second National Bank so it could loan money to businesses to help them grow.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Industrial Revolution begin in the United States?

How did the United States change as it became more economically independent?

Chapter 10, Section 2

Westward Bound

(pages 314–319)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did land and water transportation improve in the early 1800s?
- How did settlements in the West affect the nation's economy and politics?

Main Idea

As you read pages 314–319 in your textbook, complete this graphic organizer by describing why each was important to the nation's growth.

	Significance
National Road	
Robert Fulton	
Erie Canal	

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. First section of National Road opens.**
- _____ **B. Erie Canal opens.**
- _____ **C. Congress approves funding for National Road.**
- _____ **D. Fulton's *Clermont* steams to Albany.**

Moving West (pages 314–317)

Questioning

As you read pages 314–317, write one detail about each of the listed topics.

Population Growth

Roads and Turnpikes

River Travel

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The first steamboat, the (*Albany Special*, *Clermont*) traveled up the Hudson River from New York City to Albany.
2. Private companies built (paved roads, turnpikes), which they paid for by charging travelers tolls.
3. Every ten years, the government carries out a (census, poll) to count all the people in the country.
4. Congress paid to build the (National Road, National Turnpike) from Maryland to Illinois.

Canals (pages 317–318)

Determining the Main Idea

Write down the main idea of this subsection and at least three details that support that idea.

Terms To Know

Use the following key terms from this lesson in a sentence.

canal

Erie Canal

locks

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word link, from this lesson, means in this passage.

De Witt Clinton wanted to link New York City to the Great Lakes.

_____ add

_____ chain

_____ connect

Western Settlement (page 319)

Connecting

As you read the lesson, complete the following chart to compare and contrast two waves of westward migration.

	First Wave	Second Wave
When did it occur?		
What states were formed?		

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did land and water transportation improve in the early 1800s?

How did settlements in the West affect the nation's economy?

Chapter 10, Section 3

Unity and Sectionalism

(pages 321–327)

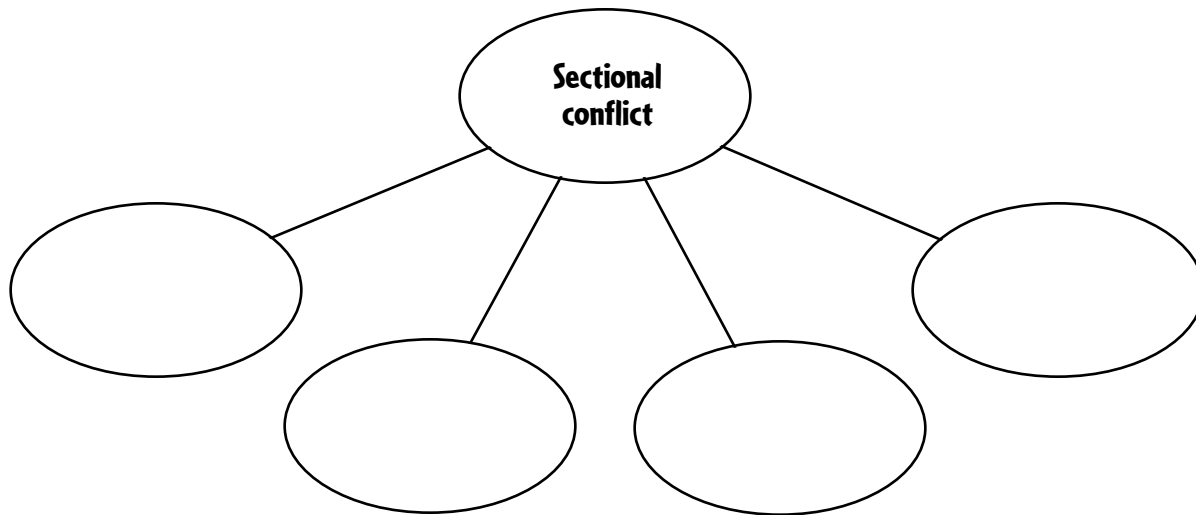
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did sectional differences grow in the 1820s?
- What effect did the Monroe Doctrine have on foreign policy?

Main Idea

As you read pages 321–327 in your textbook, complete this graphic organizer by naming issues that divided the nation.



Sequencing Events

Match the date in the left column with the correct description in the right column by writing the letter in the space to the left of the date.

_____ 1. 1816

_____ 2. 1817

_____ 3. 1819

_____ 4. 1820

_____ 5. 1823

_____ 6. 1824

a. Monroe Doctrine issued

b. Missouri Compromise passed

c. Clay explains the “American System”

d. Monroe elected president for first term

e. Mexico wins its independence from Spain.

f. Adams-Onís Treaty gains Florida for United States

g. Jackson invades Florida

h. Rush-Bagot Treaty provides for disarmament on Great Lakes

The Era of Good Feelings (pages 321–322)

Inferring

Read this lesson and then write an explanation of why this period was called the Era of Good Feelings.

Terms To Review

Use each of the following terms, which you studied earlier, in a sentence.

Federalist
(Chapter 8, Section 3)

margin
(Chapter 7, Section 3)

Sectionalism Grows (pages 322–324)

Analyzing

Answer the following questions to analyze the growing trend toward sectionalism.

1. What role did slavery play in the growth of sectional feeling?

2. What role did sectionalism play in the question of Missouri statehood?

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space. Note that you will not use all the terms.

state sovereignty

Missouri Compromise

nationalism

sectionalism

1. The _____ of 1820 settled the issue of which states would be allowed to enter that Union that year.
2. Calhoun supported the idea of _____.
3. Growing _____ was an important factor in the politics of Monroe's presidency.

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The Era of Good Feelings seemed to be a period of harmony, but there were problems beneath the surface.
 - a. area
 - b. presidency
 - c. time
2. Disagreements over slavery produced intense discussions.
 - a. long
 - b. strong
 - c. wrong-headed

Terms To Review

Write two words or phrases that are related to tariff.

tariff

(Chapter 8, Section 1)

The American System (pages 324–325)

Drawing Conclusions

Answer the following questions to draw conclusions about this lesson.

1. Why would Clay expect that people from every section would support his “American System”?

2. Why did many people in the South not support the American System?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. In (*McCulloch v. Maryland*, *Marbury v. Madison*), the Supreme Court ruled that states could not tax the national bank because it had been set up by the federal government.
2. In (*Gibbons v. Ogden*, *Calhoun v. Clay*), the Supreme Court ruled that states could not pass laws that got in the way of Congress’s right to regulate interstate commerce.
3. The (American System, Clay System) had three parts: a protective tariff, funding for internal improvements, and a national bank that could help businesses grow.

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word controversy, from this lesson, means in this passage.

The Second National Bank remained an object of controversy.

_____ agreement _____ argument _____ improvement

Foreign Affairs (pages 325–326)

Clarifying

As you read this lesson, answer the following questions to clarify the information about American foreign policy.

1. Why did the United States want better relations with Britain?

2. Why did Secretary of State John Quincy Adams not want to reprimand Andrew Jackson for taking the Spanish forts in Florida?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|----------------------------|--|
| ____ 1. Adams-Onís Treaty | a. treaty with Britain over fishing rights |
| ____ 2. Convention of 1818 | b. agreement with Britain about Great Lakes |
| ____ 3. court martial | c. trial by a military court |
| ____ 4. demilitarized | d. removal of weapons |
| ____ 5. disarmament | e. agreement with Spain over Florida and Spanish territorial boundaries |
| ____ 6. Rush-Bagot Treaty | f. trial by a civilian court |
| | g. agreement with Spain about navigation rights on Mississippi River |
| | h. without armed forces |
| | i. agreement with Britain about northern boundary of Louisiana Territory |

Academic Vocabulary

Write the correct form of the academic vocabulary word from this lesson in the blank space to complete the sentence.

remove

In 1817, the United States and Britain agreed to the _____ of weapons from the Great Lakes.

Latin American Republics (pages 326–327)

Sequencing

As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **a.** Mexico wins its independence.
- _____ **b.** Most of South America has gained independence from Spain.
- _____ **c.** Brazil gains its independence from Portugal.
- _____ **d.** Rebellion begins against Spain in Mexico.
- _____ **e.** Monroe Doctrine issued.

Terms To Know

Write a sentence describing the Monroe Doctrine, a term in this lesson.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did sectional differences grow in the 1820's?

What effect did the Monroe Doctrine have on foreign policy?

Chapter 11, Section 1

Jacksonian Democracy

(pages 334–349)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why was the nation's sixth president chosen by the House?
- What political changes came under President Jackson?

Main Idea

As you read pages 334–339 in your textbook, complete this graphic organizer by describing the political parties in 1828.

	Candidate	Views
Democratic Republicans		
National Republicans		

Sequencing Events

As you read, write the correct dates for each of these events:

- _____ No candidate wins electoral majority in four-candidate race for president
- _____ Congress passes “Tariff of Abominations”
- _____ Jackson wins presidency
- _____ Democrats hold first nominating convention
- _____ Congress passes Force Bill

The Election of 1824 (pages 334–335)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following questions.

1. Why was Crawford a weak candidate even though he had received the party's nomination?

2. Why was the 1824 election decided by the House of Representatives?

3. Why was Adams unpopular as president?

Terms To Know

Choose a term from this lesson from the list below to complete each sentence. Write the term in the correct space. You might not use all the terms.

"corrupt bargain"	"criminal pact"	dark horse
favorite son	majority	plurality

1. Having a _____ means winning more than half the votes in an election.

2. Adams was charged with making a _____
_____ to gain the presidency.

3. Three of the candidates in 1824 represented local interests, making them _____ candidates.

4. Jackson won a _____ of electoral votes.

The Election of 1828 (pages 335–336)

Interpreting

Interpret the information you read about the election of 1828 by answering the following questions.

1. What groups supported the Democrats? What groups supported the National Republicans?

2. What features of this campaign became permanent parts of elections?

Terms To Know

Define or describe the following terms from this lesson.

landslide

mudslinging

Terms To Review

Define or describe the following terms, which you studied earlier.

desert

(Chapter 6, Section 2)

states' rights

(Chapter 8, Section 3)

Jackson as President (pages 336–337)

Determining the Main Idea

Write down the main idea of this lesson and at least three details that support that idea.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Jackson used an approach called the (favorite son, spoils) system to fill jobs in the federal government.
2. Before 1832, candidates were chosen by party officials, who got together in meetings called (associations, caucuses).
3. In the 1830s and 1840s, more people gained (balloting, suffrage), or the right to vote.
4. Jackson worried that the government had become a (bureaucracy, tyranny), in which unelected officials make decisions.
5. In 1832, the Democrats held the first (nominating convention, presidential primary) to choose their candidate for president.

The Tariff Debate (pages 338–339)

Summarizing

As you read pages 338–339, write a one-sentence summary about these topics.

The Webster-Hayne Debate

The Nullification Crisis

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space. You will not use all the answers.

Anti-Tariff Act

Force Bill

Nullification Act

1. The South Carolina law saying it would not pay the tariffs it disliked was called the _____.
2. Jackson ended the crisis by getting a lower tariff passed and also by getting Congress to pass the _____, which said that he could use military power to make states obey the law.

Academic Vocabulary

Write the correct form of the academic vocabulary word from this lesson in the blank space to complete the sentence.

consumed

consumers

consumption

1. The tariff helped protect American manufacturers from foreign competition but meant that _____ had to pay higher prices.

revise

revision

2. A _____ to the tariff bill helped end the Nullification Crisis.

**Terms
To Review**

Choose a term you studied earlier by circling the correct term from the pair in parentheses.

1. Some Southerners thought the South should (secede, unite) because they were unhappy with some federal laws.
2. The high (tariff, debt) on imported goods was popular with manufacturers, who mostly lived in the Northeast.
3. Calhoun and others argued that states could (nullify, approve) federal laws that they felt were unconstitutional.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why was the nation's sixth president chosen by the House of Representatives?

What political changes came under President Jackson?

Chapter 11, Section 2

Conflicts Over Land

(pages 341–345)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How were Native American peoples forced off their lands in the Southeast?
- How did President Jackson defy the Supreme Court?

Main Idea

As you read pages 341–345 in your textbook, complete this graphic organizer by describing what happened to each group of Native Americans as the United States expanded.

	Description
Cherokee	
Sauk/Fox	
Seminole	

Sequencing Events

As you read, place the following events on the time line:

- Congress creates Indian Territory
- Cherokee driven from their homes
- Congress passes Indian Removal Act



Moving Native Americans (pages 341–344)

Connecting

As you read the lesson, answer the following questions to identify the causes and effects of the removal of the Cherokee.

Cause	Action	Effect
_____	Congress passes Indian Removal Act.	_____
_____		_____
_____		_____
The Cherokee sue the government and take their case to the Supreme Court.	_____	_____
	_____	_____
	_____	_____

Terms To Know

Define or describe the following terms from this lesson.

Indian Removal Act

relocate

Trail of Tears

Terms To Review

Read the passage below. Put a checkmark in the space before the phrase that best explains the meaning of the term authority, which you studied in Chapter 4, Section 2.

The Supreme Court ruled that only the federal government, not the states, had the authority to deal with Native Americans.

_____ desire _____ power _____ skill

Native American Resistance (pages 344–345)

Responding

Read the lesson and then answer the questions.

1. Why does the text say that the Seminole were more successful than the Sauk and Fox in resisting removal to the West?

2. How did the Five Civilized Tribes live in Oklahoma?

Terms To Know

Define or describe the term guerrilla tactics from this lesson.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How were Native American peoples forced off their lands in the Southeast?

How did President Jackson defy the Supreme Court?

Chapter 11, Section 3

Jackson and the Bank

(pages 348–351)

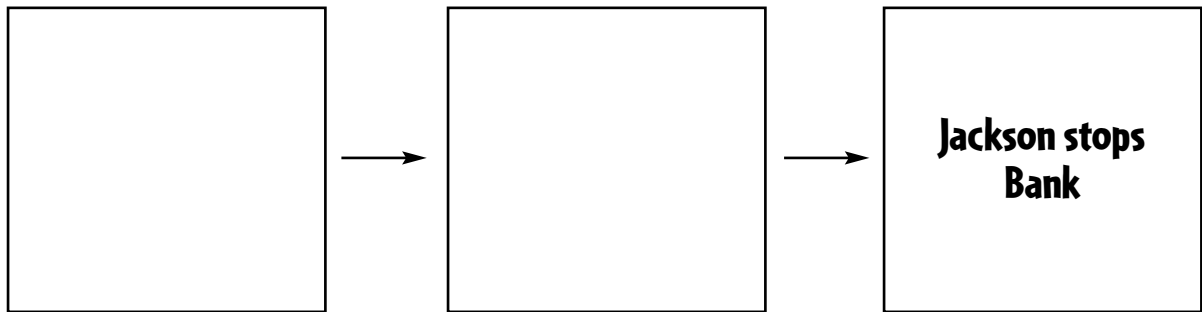
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Jackson want to destroy the Bank of the United States?
- How did the Whigs come to power in 1840?

Main Idea

As you read pages 348–351 in your textbook, complete this graphic organizer by describing the steps that Andrew Jackson took that put the Bank of the United States out of business.



Sequencing Events

As you read, place the following events on the time line:

- **Economic depression strikes**
- **Jackson refuses to sign charter renewing Bank**
- **Jackson challenges renewal of Bank charter**
- **Polk elected president**



War Against the Bank (pages 348–349)

Reviewing

Review pages 348–349 and list two key facts about the war against the National Bank.

Terms To Know

Define or describe the following key terms.

Panic of 1837

veto

The Whigs Come to Power (page 349)

Responding

As you read the lesson, answer the following questions.

1. Why did the Whigs show Harrison in front of a log cabin?

2. How did the Whigs portray Van Buren?

Terms To Know

Define or describe the following term from this lesson.

log cabin campaign

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did Jackson want to destroy the Bank of the United States?

How did the Whigs come to power in 1840?

Chapter 12, Section 1

The Oregon Country

(pages 356–360)

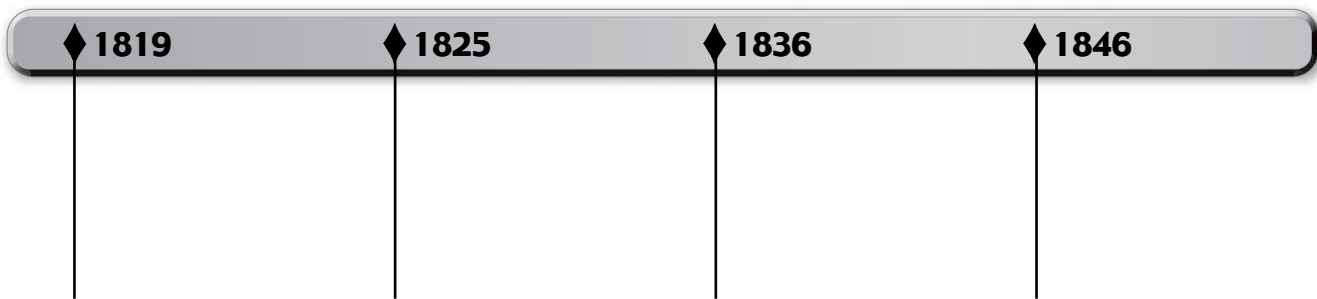
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did large numbers of settlers head for the Oregon country?
- How did the idea of Manifest Destiny contribute to the nation's growth?

Main Idea

As you read pages 356–360 in your textbook, complete the time line by listing key events that occurred.



Sequencing Events

As you read, identify the year in which each of these events occurred:

- _____ John Jacob Astor organizes American Fur Company
- _____ Spain sets northern border of California in Adams-Onís Treaty
- _____ Russia gives up its claim to land south of Alaska
- _____ Whitmans build mission in Oregon
- _____ Population of Americans in Oregon reaches 5,000
- _____ Treaty with Britain divides Oregon with United States and fixes northern border

Rivalry in the Northwest (pages 356–358)

Clarifying

As you read this lesson, answer the following questions to organize information about the Northwest.

1. What countries claimed the Oregon country in the early 1800s?

2. Why did the United States and Britain need an agreement for joint occupation of Oregon?

Terms To Know

Define or describe the following key terms.

**joint
occupation**

mountain men

rendezvous

Settling Oregon (page 358)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details in the spaces below.

**The Whitman
Mission**

The Oregon Trail

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The vehicles people used to carry their goods to the Pacific Northwest were called (Pullman cars, prairie schooners).
2. Those who left the United States for the Pacific Northwest were called (emigrants, aliens).
3. The route settlers took to the Pacific Northwest was called the (Oregon Trail, Pacific Trail).

The Division of Oregon (pages 359–360)

Outlining

Complete this outline as you read the lesson. The first section has been completed.

I. Population Growth

- A. Destination of most settlers: Willamette Valley
- B. Population growth there from 1840 to 1845

II. Expansion of Freedom

- A. _____
- B. _____

III. Manifest Destiny

- A. _____

IV. "Fifty-four Forty or Fight"

- A. _____
- B. _____
- C. _____

V. Reaching a Settlement

A. _____

Academic Vocabulary

Choose a term from the list below to complete each sentence by writing the correct term in the space.

inevitable (Chapter 9, Section 3) significant (Chapter 7, Section 2)
specific (Chapter 7, Section 3)

1. Many Americans believed that it was _____ that the United States would spread to the Pacific Ocean.
2. Oregon became a(n) _____ issue in the 1844 Presidential campaign.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did large numbers of settlers head for the Oregon country?

How did the idea of Manifest Destiny contribute to the nation's growth?

Chapter 12, Section 2

Independence for Texas

(pages 362–368)

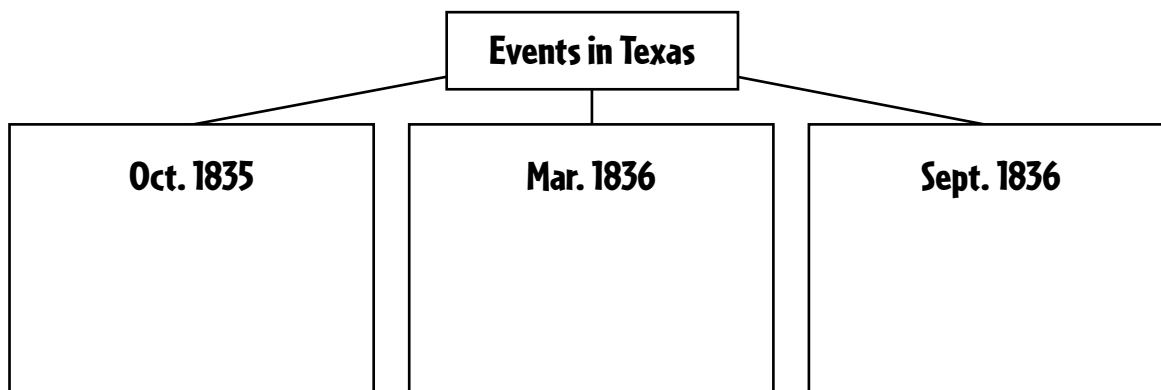
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did problems arise between the Mexican government and the American settlers in Texas?
- How did Texas achieve independence and later become a state?

Main Idea

As you read pages 362–368 in your textbook, complete this graphic organizer by listing key events that occurred in Texas in the boxes.



Sequencing Events

Match the date in the left column with the correct event in the right column by writing the letter in the space to the left of the date.

_____ 1. 1819

_____ 2. 1821

_____ 3. 1823

_____ 4. 1830

a. Moses Austin receives land grant from Spain to settle in Texas

b. Mexico passes law allowing slavery in Texas

c. Spain drops any claim to Texas

d. Mexico passes first of three colonization laws affecting Texas

e. United States drops any claim to Texas

f. Mexico passes last colonization law affecting Texas

g. Mexican order bans all immigration to Texas from United States

A Clash of Cultures (pages 362–365)

Analyzing

Analyze the information in this section by answering the following questions.

1. Why did the Spanish grant large tracts of land to people willing to settle Texas?

2. Why was Mexico's 1830 decree about settling in Texas a problem?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|---------------------------|---|
| ____ 1. decree | a. person given a land grant to promote settlers |
| ____ 2. empresario | b. Mexicans who lived in Texas |
| ____ 3. Old Three Hundred | c. first settlers of Texas |
| ____ 4. Tejanos | d. official order |
| | e. first settlers in Austin's colony |
| | f. proclamation |
| | g. Mexican name for Americans who came to Texas |

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the phrase or words that best explains what the boldfaced academic vocabulary word from this lesson means in this passage.

1. Davy Crockett of Tennessee won notice for his frontier skills, his sense of humor, and the shrewd common sense he often **displayed** in politics.

_____ showed through actions _____ signaled in code
 _____ urged in others

- The Spanish wanted to give **grants** of land to people who would bring more settlers to Texas.

_____ gifts _____ large expanses _____ rental agreements

The Struggle for Independence (pages 365–367)

Skimming

Skim the lesson by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below. The first section has been completed.

Early Fighting

In 1835 fighting between Texans and Mexico broke out. The Texans seized the city of San Antonio but then did little to prepare for further fighting.

The Battle of the Alamo

Texas Declares Its Independence

The Battle of San Jacinto

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word constitute, from this lesson, means in this sentence.

The people of Texas do now constitute a free, sovereign, and independent republic.

_____ approve a plan of government

_____ make up

_____ write a document

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

constitution (Chapter 7, Section 1)

petitioned (Chapter 5, Section 4)

republic (Chapter 7, Section 1)

violated (Chapter 5, Section 1)

1. The Texans claimed that the government of Mexico had _____ their rights.
2. They declared that they were forming a new _____.
3. A written _____ laid out the plan of government.

The Lone Star Republic (pages 367–368)

Drawing Conclusions

Read the lesson and then answer the questions to draw conclusions about what you read.

1. Why did Andrew Jackson not agree to bring Texas into the United States?

2. How had attitudes towards annexation changed by 1844?

3. What was the result of those changes?

Terms To Know

Define or describe the following term from this lesson.

annex

Terms To Review

Use each of the following terms you studied earlier in a sentence.

**Manifest
Destiny**

(Chapter 12, Section 1)

ratify

(Chapter 6, Section 4)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did problems arise between the Mexican government and the American settlers in Texas?

How did Texas achieve independence and later become a state?

Chapter 12, Section 3

War with Mexico

(pages 369–374)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Americans begin to settle in the Southwest?
- How did the United States acquire New Mexico and California?

Main Idea

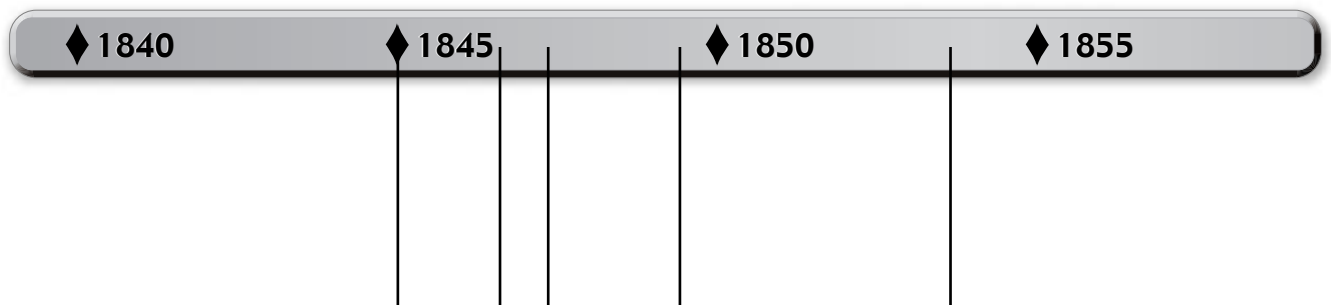
As you read pages 369–374 in your textbook, complete this graphic organizer by describing the actions and achievements of each individual in the table.

	Actions taken
William Becknell	
Jedediah Smith	
John C. Frémont	

Sequencing Events

As you read, place the following events on the time line:

- **Treaty of Guadalupe Hidalgo ends the war with Mexico**
- **Congress declares war on Mexico**
- **Scott captures Veracruz and Mexico City**
- **U.S. and Mexico complete Gadsden Purchase**
- **U.S. annexes Texas**



The New Mexico Territory (pages 369–370)

Reviewing

Review pages 369–370 and list two key facts about this topic.

The New Mexico Territory

Terms To Know

Define or describe the following key term.

Santa Fe Trail

California's Spanish Culture (pages 370–371)

Drawing Conclusions

Read the lesson and then answer the questions to draw conclusions about what you read.

1. How strong was the Spanish effort to put missions in California? Why do you say that?

2. Why did Americans begin to talk about adding California to the nation?

Terms To Know

Write a sentence using each of the following key terms.

ranchos

rancheros

Terms To Review

Read the sentence below. In the spaces that follow, explain the meaning of each boldfaced term or academic vocabulary word you studied earlier.

The Spanish set up several **missions** in California in the hopes of **converting** Native Americans to Catholicism.

mission

(Chapter 2, Section 3)

converting

(Chapter 2, Section 3)

War with Mexico (pages 371–374)

Sequencing

As you read, put the following events in the correct order by writing a number from 1 to 10 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- ___ **a.** United States annexes Texas.
- ___ **b.** Bear Flag Republic declared in California.
- ___ **c.** Polk sends Slidell to offer to buy California and New Mexico.
- ___ **d.** Americans capture Veracruz.
- ___ **e.** Americans capture Santa Fe.
- ___ **f.** Mexican soldiers attack some of Taylor's forces in Texas.
- ___ **g.** Americans gain control of California.
- ___ **h.** Congress passes a declaration of war against Mexico.
- ___ **i.** Mexican government surrenders.
- ___ **j.** Americans capture Monterrey.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The Mexicans who lived in California were called (Californios, rancheros).
2. After the war, Mexico agreed to (cede, secede) California and New Mexico to the United States in return for \$15 million.
3. Soon after war broke out, Americans in California proclaimed the independent (Bear Flag Republic, Golden State Republic).
4. The land grant that ended the war with Mexico was called the (Manifest Destiny Acquisition, Mexican Cession).
5. The land purchase completed between Mexico and the United States in 1853 was called the (Gadsden Purchase, Southwest Purchase).
6. The Treaty of (Guadalupe Hidalgo, Mexico City) ended the war with Mexico.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did Americans begin to settle in the Southwest?

How did the United States acquire New Mexico and California?

Chapter 12, Section 4

New Settlers in California and Utah

(pages 375–378)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the hopes of getting rich draw thousands of people to California?
- How did the search for religious freedom lead to the settlement of Utah?

Main Idea

As you read pages 375–378 in your textbook, complete this graphic organizer by describing who these groups and individuals were and what their role was in the settlement of California and Utah.

	What was their role?
Forty-niners	
Mormons	
Brigham Young	

Sequencing Events

As you read, put the following events in the correct order by writing a number from 1 to 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. Land Law passed to review land rights of Californios.**
- _____ **B. Mormon migration to Utah begins.**
- _____ **C. Thousands begin rushing to California to find their fortune.**
- _____ **D. California applies for statehood.**
- _____ **E. Utah becomes part of the United States.**

California Gold Rush (pages 375–377)

Scanning

Scan the lesson by reading the heading and subheadings. Then write down three topics you think will be covered in this lesson. As you read, write down a fact about each topic.

Topic 1

Fact

Topic 2

Fact

Topic 3

Fact

Terms To Know

Write a sentence that explains each of the terms listed below.

boomtowns

forty-niners

vigilantes

Academic Vocabulary

Write the correct form of the academic vocabulary word from this lesson in the blank space to complete the sentence.

occur

Crimes like robbery and murder were a common _____ in the boomtowns of California.

A Religious Refuge in Utah (pages 377–378)

Summarizing

Write three things you learned about Mormon life.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (forty-niners, Mormons) carried out the largest single migration in American history.
2. The Mormons called their community (Deseret, Mormonia).

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or phrase that best explains what the boldfaced academic vocabulary word from this lesson means in this lesson.

Utah was not easily **incorporated** into the United States.

_____ added to the territory of

_____ included in the government and society of

_____ made a company

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the hopes of getting rich draw thousands of people to California?

How did the search for religious freedom lead to the settlement of Utah?

Chapter 13, Section 1

The North's Economy

(pages 386–390)

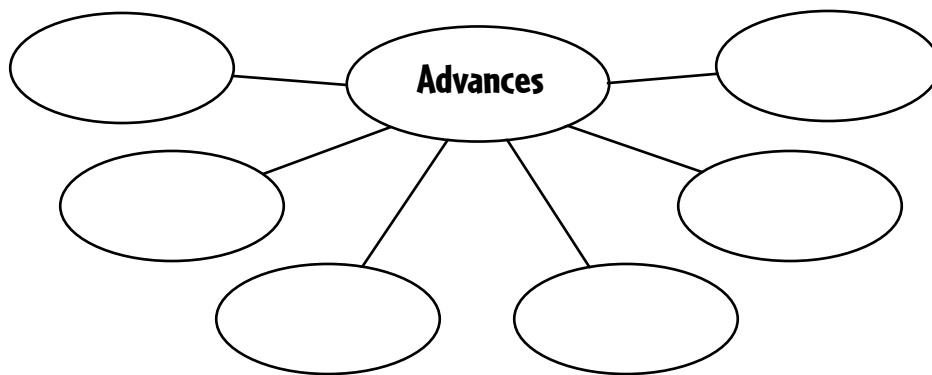
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did advances in technology shape the economy of the North?
- How did new kinds of transportation and communication spur economic growth?

Main Idea

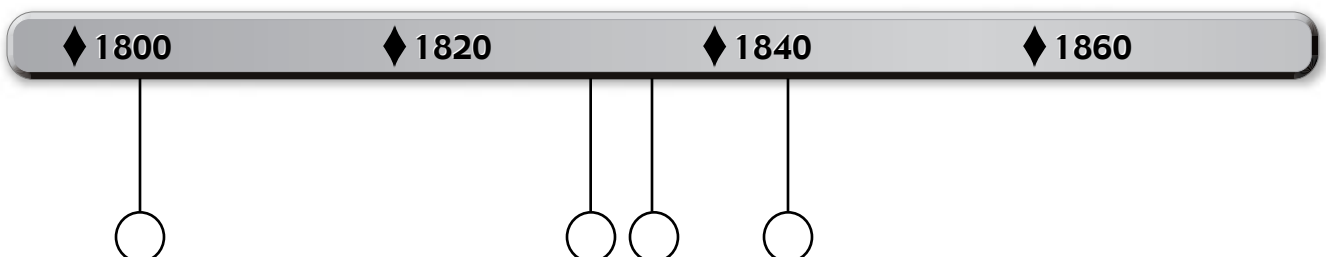
As you read pages 386–390 in your textbook, complete this graphic organizer by listing examples of advances in transportation and technology.



Sequencing Events

As you read, write the number of each event in the appropriate circle on the time line:

1. Morse sends first telegraph message
2. Cooper builds first American steam locomotive
3. Fulton demonstrates reliable steamboat
4. McCormick patents reaper



Technology and Industry (pages 386–389)

Previewing

As you read the subsection, answer the following questions.

1. Look at the Read to Learn questions on page 386. What kinds of technological changes will you read about in this lesson?

2. Look at the picture on page 387. What kind of transportation is shown there?

3. Look at the map on page 388. What kind of transportation network is shown there?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. (Clipper ships, Sailing ships) made ocean travel much faster by using sleek hulls and tall sails.
2. The new communication system used a special language called the (Morse code, Speed code).

Academic Vocabulary

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by writing the correct term in the space. You may need to use a different form of the word.

accommodate transform transmit

1. New inventions allowed people to _____ messages instantly over long distances.
2. Workers made canals wider and deeper so these waterways could _____ steamboats.

Agriculture (page 390)

Synthesizing

Read the information on agriculture in the North and then write three sentences explaining the key changes that took place in this time.

Academic Vocabulary

In the space available, define the following academic vocabulary word.

labor

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did advances in technology shape the economy of the North?

How did new kinds of transportation and communication spur economic growth?

Chapter 13, Section 2

The North's People

(pages 391–395)

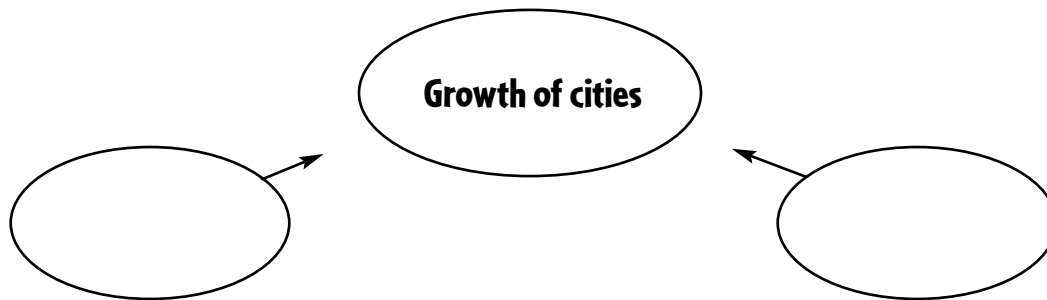
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did working conditions in industries change?
- How did immigration affect American economic, political, and cultural life?

Main Idea

As you read pages 391–395 in your textbook, complete this graphic organizer by listing two reasons for the growth of cities.



Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ A. Female mill workers petition Massachusetts for 10-hour workday
- _____ B. *Freedom's Journal*, African American newspaper, founded
- _____ C. Democratic revolution in Germany fails, prompting more immigration
- _____ D. Beginning of boom in Irish immigration
- _____ E. Average factory workday reaches 11.4 hours

Northern Factories (pages 391–393)

Inferring

Read the subsection and then answer the questions to make inferences about what you read.

1. Why would factory owners want workers to produce more goods?

2. Why would women workers want to organize?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|------------------------|---|
| ____ 1. discrimination | a. factory owners' tool blocking workers from organizing |
| ____ 2. prejudice | b. unfair schooling given to a particular group |
| ____ 3. strike | c. organized group of unskilled workers with many different skills |
| ____ 4. trade union | d. workers' refusal to work in the hopes of winning better working conditions |
| | e. unfair treatment of a group |
| | f. organized group of skilled workers with the same skills |
| | g. unfair attitudes toward a group not based on fact |

Academic Vocabulary

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You may have to use another form of the word.

eliminate series shift task

1. Changes in technology moved _____ manufacturing to factories.
2. In the new factories, machines did many jobs _____ instead of having workers do them.

3. New York removed _____ the requirement that white males own property to be able to vote, but still did not give the vote to free African Americans.

The Rise of Cities (pages 393–395)

Giving Examples

Read the following general statements. As you read the lesson, write down examples of each statement.

The cities that were centers of transportation grew larger.

Example

Immigrants were no longer mainly from Britain, as before the early 1800s.

Example

Immigrants faced prejudice and discrimination.

Example

Terms To Know

Write a sentence using each of the following terms from this lesson.

famine

Know-Nothing Party

nativists

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. Most of the nation's factories were **located** in the growing cities of the North and Midwest.

2. Many Irish immigrants did **manual** labor, such as working on railroads.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did working conditions in industries change?

How did immigration affect American economic, political, and cultural life?

Chapter 13, Section 3

Southern Cotton Kingdom

(pages 397–400)

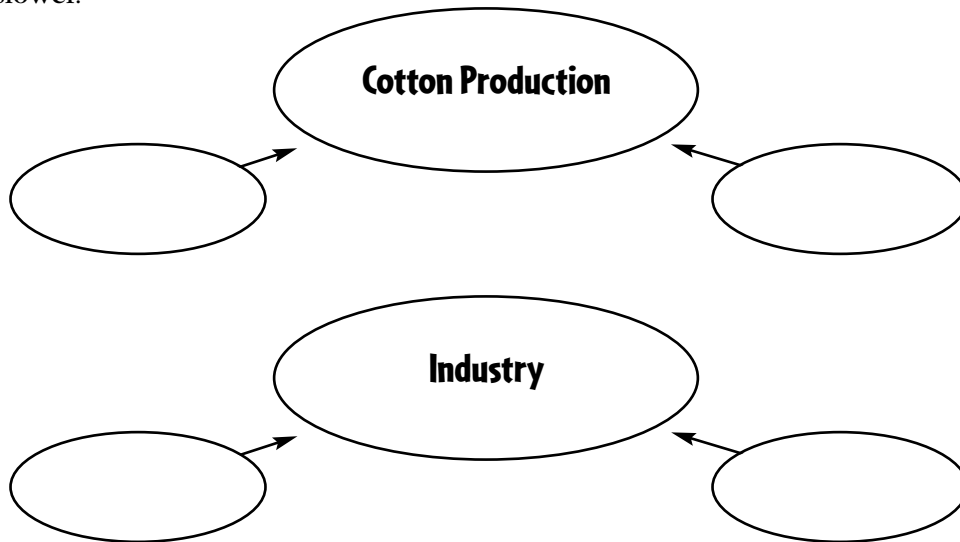
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did settlement expand in the South?
- Why did the economy of the South rely on agriculture?

Main Idea

As you read pages 397–400 in your textbook, complete this graphic organizer by giving reasons why cotton production grew in the South while industrial growth grew slower.



Sequencing Events

Match the date in the left column with the correct event in the right column by writing the letter in the space to the left of the date.

- | | |
|----------------|--|
| _____ 1. 1793 | a. cotton first cultivated in Mississippi |
| _____ 2. 1840s | b. Gregg opens textile factory in South Carolina |
| _____ 3. 1844 | c. first railroad built in South |
| | d. invention of cotton gin |
| | e. Anderson takes over Tredegar Iron Works |

Rise of the Cotton Kingdom (pages 397–399)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following questions.

1. Identify one geographic change that occurred in the South between 1790 and 1850.

2. Why did this change take place?

3. Which part of the South had a more varied economy?

Terms To Review

Read each sentence below. In the spaces that follow, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

cotton gin
(Chapter 10, Section 1)

1. The cotton gin dramatically changed the economy of the South.

transport
(Chapter 4, Section 1)

2. The Upper South became a center for the transport of enslaved African Americans to the Deep South.

Industry in the South (pages 399–400)

Summarizing

As you read each subsection, write a one-sentence summary.

Southern Factories

Southern Transportation

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

A Texas politician summed up the Southerners' belief that having industry was not important to the South's economy.

- a.** expressed forcefully **b.** gave a brief version **c.** spoke emotionally

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did settlement expand in the South?

Why did the economy of the South rely on agriculture?

Chapter 13, Section 4

The South's People

(pages 401–407)

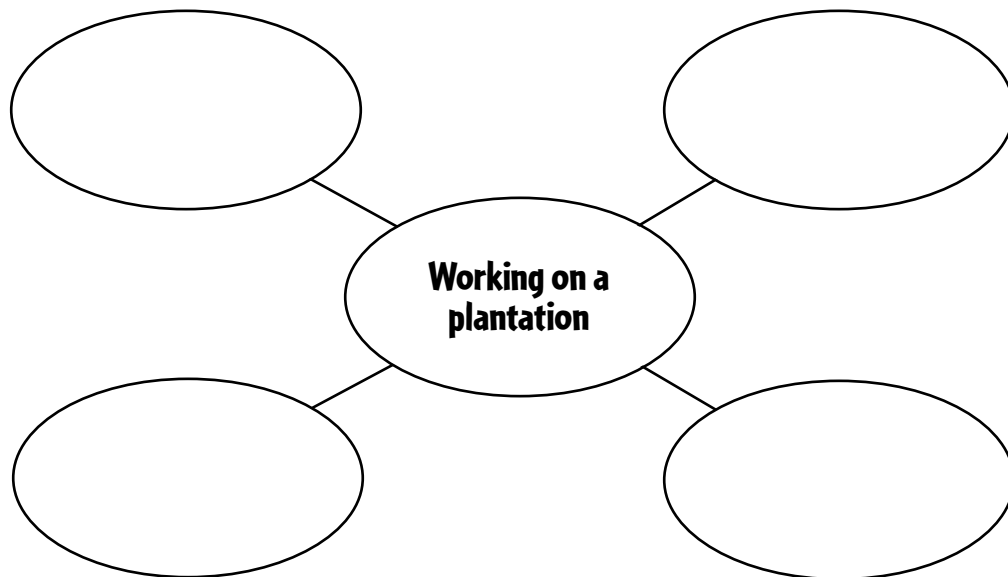
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What was life like on Southern plantations?
- How did enslaved workers maintain strong family and cultural ties?

Main Idea

As you read pages 401–407 in your textbook, complete this graphic organizer by describing the work that was done on Southern plantations.



Sequencing Events

Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. Congress banned the slave trade in (1800, 1808), which meant no new slaves could be brought into the United States.
2. Nat Turner led a revolt of enslaved African Americans in (1820, 1831) that frightened white Southerners.
3. By (1850, 1860), Baltimore had more than 200,000 people and New Orleans had nearly 170,000.

Small Farms (pages 401–402)

Visualizing

Read the material on small farms in the South and try to picture a scene of daily life from one of these farms. Describe what you see.

Terms To Know

Define or describe the term yeomen from this lesson.

yeomen

Terms To Review

Read each sentence below. In the spaces that follow, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

estate

(Chapter 3, Section 3)

- 1.** Some plantation owners were so wealthy they had vast estates.

tenant farmers

(Chapter 3, Section 4)

- 2.** One group of Southern whites were the tenant farmers.

Plantations (pages 402–403)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details about work on the plantation in the spaces below.

Work on the Plantation

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Planters often had to buy goods on (credit, debt) because they had to wait for their agents to sell their cotton before they received any cash.
2. The (overseer, supervisor) was the person who managed the work of the field hands.
3. Planters had many (fixed costs, variable costs) such as the expense of housing and feeding workers and maintaining equipment.

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. Only about 4 **percent** of all white Southerners owned large plantations with 20 or more slaves.

2. Some enslaved African Americans worked on household chores. They were called **domestic** slaves.

Life Under Slavery (pages 403–406)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. Why did African Americans develop extended families as a part of family life?

2. What role did Christianity play in the lives of enslaved African Americans?

Terms To Know

Define or describe the following key terms from this lesson.

spiritual

Underground Railroad

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word constant, from this lesson, means in this passage.

Enslaved people who were married had the constant worry that either the husband or wife might be sold to another plantation and separated from the rest of the family.

___ fearful

___ intense

___ steady

City Life and Education (page 407–408)

Responding

As you read the lesson, respond to these questions.

1. What important role did Southern cities play?

2. How would you describe the lives of free African Americans?

3. How did education change in the middle 1800s in the South?

4. What was the effect of the lack of strong public education in the South?

Terms To Review

In the space available, define the term literacy, which you studied earlier.

literacy

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What was life like on Southern plantations?

How did enslaved workers maintain strong family and cultural ties?

Chapter 14, Section 1

Social Reform

(pages 412–415)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did religious and philosophical ideas inspire various reform movements?
- Why did educational reformers think all citizens should go to school?

Main Idea

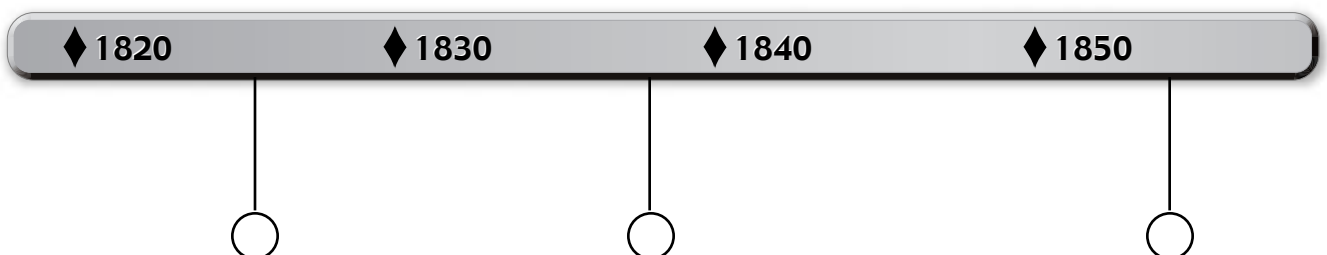
As you read pages 412–415 in your textbook, complete this chart organizer by identifying these reformers' contributions.

	Contributions
Lyman Beecher	
Horace Mann	
Thomas Gallaudet	
Dorothea Dix	

Sequencing Events

As you read, write the number in the appropriate circle on the time line:

1. First college for African Americans founded
2. Owen establishes New Harmony, Indiana
3. Lyon founds first women's college in America



The Reforming Spirit (pages 412–413)

Outlining

Complete this outline as you read the lesson.

I. The Reforming Spirit

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

II. The Religious Influence

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

III. War Against Alcohol

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

4. _____

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|-------------------------------|--|
| ___ 1. revival | a. community based on vision of ideal society |
| ___ 2. Second Great Awakening | b. deep religious feeling |
| ___ 3. temperance | c. campaign against alcohol use |
| ___ 4. temperance movement | d. religious camp meeting |
| ___ 5. utopia | e. group composed of reformers |
| | f. wave of religious fervor |
| | g. drinking little or no alcohol |
| | h. fierce anger against reformers |

Reforming Education (pages 413–415)

Summarizing

As you read pages 413–415, write a one-sentence summary for each of these topics.

Higher Education

People With Special Needs

Terms To Know

Define or describe the following term from this lesson.

normal school

Academic Vocabulary

Select the academic vocabulary word from this lesson that best completes the sentence. Write your answer in the space provided.

founded focused accepted

1. Some reformers _____ on improving the education of people with special needs.

hearing

visually

2. The Perkins School provided education to students who were _____ impaired.

Cultural Trends (page 415)

Synthesizing

Read the information on cultural trends and then write three sentences stating the main trends in the age of reform.

Terms To Know

Define or describe the following key terms from this lesson.

civil disobedience

transcendentalist

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did religious and philosophical ideas inspire various reform movements?

Why did educational reformers think all citizens should go to school?

Chapter 14, Section 2

The Abolitionists

(pages 418–424)

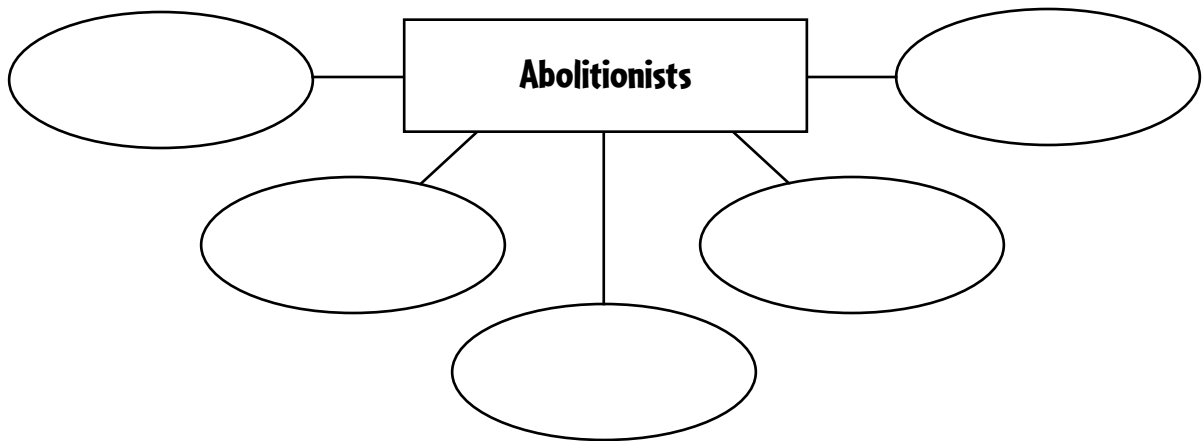
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did some Americans work to eliminate slavery?
- Why did many Americans fear the end of slavery?

Main Idea

As you read pages 418–424 in your textbook, complete this graphic organizer by identifying five abolitionists and writing a sentence describing his or her role in the movement.



Sequencing Events

Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. White Virginians formed the American Colonization Society in (1816, 1836) to free enslaved people by buying their freedom and sending them abroad to start new lives.
2. The first African American newspaper, *Freedom's Journal*, was first published in (1822, 1827).
3. William Lloyd Garrison founded his newspaper *The Liberator* in (1831, 1851).
4. Angelina Grimké and Theodore Weld published the *influential* book *American Slavery As It Is* in (1833, 1839).
5. Frederick Douglass gained his freedom by escaping from slavery in (1833, 1838).

Early Efforts to End Slavery (pages 418–419)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details for each of these topics in the spaces below.

**The
Foundation of
Abolitionism**

**American
Colonization
Society**

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The people who fought to end slavery were called (abolitionists, emancipationists).
2. The (American Anti-slavery Society, American Colonization Society) was formed by a group of white Southerners.

Terms To Review

Write two words that are related to the term compromise, which you studied earlier.

compromise
(Chapter 7, Section 2)

The Movement Changes (pages 419–421)

Analyzing

Answer the following questions to explore how the abolitionist movement changed starting around 1830.

1. What did Garrison call for, and how was this different?

2. What was distinctive about Sarah and Angelina Grimké?

3. How did the roles of white and African American abolitionists compare?

Terms To Know

Define or describe abolitionist movement, a term in this lesson.

abolitionist movement

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The Grimké sisters lectured many audiences in their campaign against slavery.

a. entertained b. met c. spoke to

2. Douglass said that, to the African American slave, the fourth of July reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.

a. highlights b. intensifies c. obscures

3. African Americans in the North were free. Still, laws excluded them from many rights.

a. barred

b. guaranteed

c. helped

The Underground Railroad (pages 422–424)

Determining the Main Idea

Write down the main idea of this subsection and at least three details that support that idea.

Main Idea

Terms To Know

Define or describe the following term from this lesson.

Underground Railroad

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word intense, from this lesson, means in this passage.

The abolitionist movement met with intense opposition, not only in the South but also in the North.

_____ forceful

_____ well-planned

_____ well-argued

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did some Americans work to eliminate slavery?

Why did many Americans fear the end of slavery?

Chapter 14, Section 3

The Women's Movement

(pages 425–428)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How were the antislavery and women's rights movements related?
- What progress did women make toward equality during the 1800s?

Main Idea

As you read pages 425–428 in your textbook, complete this graphic organizer by identifying the contributions these individuals made to women's rights.

	Contributions
Lucretia Mott	
Elizabeth Cady Stanton	
Susan B. Anthony	
Elizabeth Blackwell	

Sequencing Events

Match the date in the left column with the correct event in the right column by writing the letter in the space to the left of the date.

- | | |
|---------------|---|
| _____ 1. 1848 | a. women granted right to vote for first time but only in Wyoming Territory |
| _____ 2. 1850 | b. first woman elected to Congress |
| _____ 3. 1866 | c. Seneca Falls Convention |
| _____ 4. 1869 | d. women granted right to vote for first time but only in New York State |
| _____ 5. 1920 | e. first national women's rights convention |
| | f. women granted right to vote nationwide |
| | g. formation of Equal Rights Association |

Women and Reform (pages 425–427)

Interpreting

Interpret the information you read about women reformers by answering the following questions.

1. How were Quaker women different from women in society at large?

2. Why did the people at the Seneca Falls Convention not support the idea of woman suffrage at first?

3. Who led the women's rights movement in the late 1800s?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Anthony worked for (coeducation, free education) and equal pay for women.
2. Many reformers joined the (feminist, women's rights) movement of the 1800s.

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

discrimination
(Chapter 13, Section 2)

suffrage
(Chapter 11, Section 1)

Progress by American Women (pages 427–428)

Giving Examples

As you read the lesson, give examples of the general statements written below.

1. Women made some progress in education reform.

2. During the 1800s, some marriage and family laws were changed to be more fair to women.

3. A handful of women in the 1800s broke professional barriers.

Academic Vocabulary

*Look up the academic vocabulary word **ministry**, from this lesson, and define it in the space below.*

Section Wrap-up

*Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the section.*

How were the antislavery and women's rights movements related?

What progress did women make toward equality during the 1800s?

Chapter 15, Section 1

Slavery and the West

(pages 436–439)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How was the debate over slavery related to the admission of new states?
- What did the Compromise of 1850 accomplish?

Main Idea

As you read pages 436–439 in your textbook, complete this graphic organizer by describing how these compromises answered the question of admitting new states.

Admission of new states	
The Missouri Compromise	The Compromise of 1850

Sequencing Events

Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. The Fugitive Slave Act was passed in (1820, 1850), as part of the compromise Congress worked out that year.
2. Congress reopened the question of slavery when it passed the Kansas-Nebraska Act in (1852, 1854).
3. By January (1855, 1856), groups in Kansas had formed two rival governments, one free and one slave.

The Missouri Compromise (pages 436–437)

Clarifying

As you read this lesson, answer the following questions to clarify the information about the Missouri Compromise.

1. Why was Missouri's request to be admitted as a state in 1819 a problem?

2. How did the Missouri Compromise settle that problem?

3. How did the Missouri Compromise try to resolve the issue of slavery in the territories in the future?

Terms To Know

Write a sentence in which you use the following key terms in a sentence.

Missouri Compromise

sectionalism

Academic Vocabulary

Read the sentence below. Explain in your own words what is meant by the academic vocabulary word volume from this lesson.

John Quincy Adams called the debate over Missouri's admission to the Union a "title-page to a great and tragic volume."

New Western Lands (pages 437–438)

Responding

As you read this lesson, respond to the following questions.

1. Why did slavery become an important issue again in the 1840s?

2. What happened when California applied for statehood in 1849?

Terms To Know

Define or describe each of the following key terms.

Free-Soil Party

fugitive

Wilmot Proviso

Terms To Review

Choose a term from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You may have to use a different form of the word.

annex (Chapter 13, Section 2) involve (Chapter 4, Section 1)
regulate (Chapter 3, Section 1) secede (Chapter 9, Section 2)

1. Some Southerners backed a bill that would prevent Congress or territorial governments from trying to _____ slavery.
2. Some Southerners began to argue that their states should _____ from the Union.

3. In the late 1840s, the debate over slavery _____ areas that had once belonged to Mexico.

A New Compromise (pages 438–439)

Evaluating

Read the lesson and then answer the questions to evaluate what you read.

1. What did those opposed to slavery gain from Clay's compromise proposal?

2. What did those who favored slavery gain from Clay's compromise proposal?

Terms To Know

Define or describe the following key terms.

abstain

Compromise of 1850

Terms To Review

Read the sentence below. In the spaces that follow, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

plantation

(Chapter 2, Section 3)

Webster believed that because of climate, the new territories in the West would not be useful for **plantation** agriculture.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How was the debate over slavery related to the admission of new states?

What did the Compromise of 1850 accomplish?

Chapter 15, Section 2

A Nation Dividing

(pages 441–444)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Fugitive Slave Act and the Kansas-Nebraska Act further divide the North and South?
- How did popular sovereignty lead to violence?

Main Idea

As you read pages 441–444 in your textbook, complete this graphic organizer by describing how Southerners and Northerners reacted to the Kansas-Nebraska Act.

Kansas-Nebraska Act	
Southern reaction	Northern reaction

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

_____ **A. Franklin Pierce becomes president.**

_____ **B. Fugitive Slave Act is passed.**

_____ **C. *Uncle Tom's Cabin* is published.**

_____ **D. Elections take place in Kansas.**

The Fugitive Slave Act (pages 441–442)

Connecting

Answer the following questions to describe the Northern and Southern responses to the Fugitive Slave Act.

1. Once the Act was passed, what did Southerners do?

2. How did Northerners react to those actions?

Terms To Know

Define or describe the Fugitive Slave Act.

Fugitive Slave Act

The Kansas-Nebraska Act (pages 442–443)

Analyzing

As you read the lesson, identify the cause and two effects of the Kansas-Nebraska Act.

Cause

Effect 1

Effect 2

Terms To Know

Define or describe the following key terms.

Kansas-Nebraska Act

popular sovereignty

Conflict in Kansas (pages 443–444)

Outlining

Complete an outline of “Bleeding Kansas” as you read the section.

I. “Bleeding Kansas”

A. _____

1. _____

2. _____

B. _____

Terms To Know

Use each of the following key terms from this lesson in a sentence.

border ruffians

civil war

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Fugitive Slave Act and the Kansas-Nebraska Act further divide the North and South?

How did popular sovereignty lead to violence?

Chapter 15, Section 3

Challenges to Slavery

(pages 445–448)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why was the Republican Party formed?
- How did the *Dred Scott* decision, the Lincoln-Douglas debates, and John Brown's raid affect Americans?

Main Idea

As you read pages 445–448 in your textbook, complete this graphic organizer by listing major events for each year.

1846	1854	1856	1858

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ A. Lincoln and Douglas debate slavery.
- _____ B. Supreme Court issues *Dred Scott* decision.
- _____ C. John Brown carries out raid on Harpers Ferry.
- _____ D. Northern Democrats suffer heavy losses in elections.

A New Political Party (pages 445–446)

Interpreting

Interpret the information you read about the Republican Party by answering the following questions.

1. What groups formed the Republican Party?

2. Why did the Republican Party have almost no support in the South?

3. What issues did the three parties support in the 1856 presidential election?

Terms To Know

Define or describe the following key term from this lesson.

Republican Party

The Dred Scott Decision (pages 446–448)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following questions.

1. Why did Dred Scott believe that he should be freed?

2. What did the Supreme Court rule in Dred Scott's case?

3. How did Northerners and Southerners respond to the decision?

4. What were the results of the Illinois election for senator in 1858?

5. What were the results of John Brown's raid?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|--------------------------|---|
| ___ 1. arsenal | a. person who dies for a cause |
| ___ 2. Freeport Doctrine | b. person who leads a revolt |
| ___ 3. martyr | c. place where weapons and ammunition are kept |
| | d. Douglas's plan for handling slavery in territories |
| | e. Lincoln's plan for handling slavery in territories |

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word status, from this lesson, means in this passage.

The Supreme Court decided not only Dred Scott's **status**, but also the whole question of slavery in the territories.

- ___ condition as free or enslaved
- ___ level of society
- ___ occupation or job

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why was the Republican Party formed?

How did the Dred Scott decision, the Lincoln-Douglas debates, and John Brown's raid affect Americans?

Chapter 15, Section 4

Secession and War

(pages 449–453)

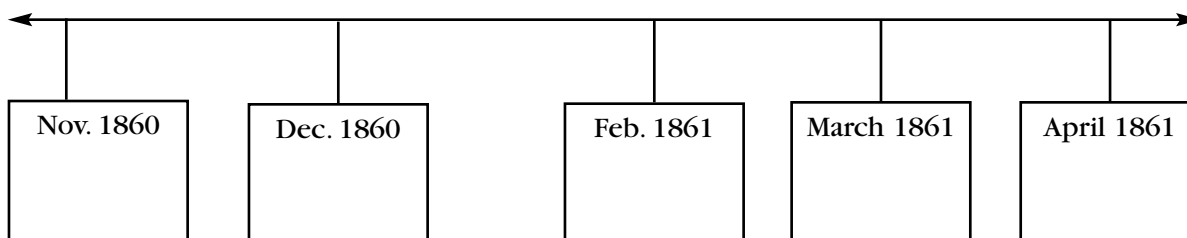
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the 1860 election lead to the breakup of the Union?
- Why did secession lead to the Civil War?

Main Idea

As you read pages 449–453 in your textbook, complete this graphic organizer by listing the major events at each time.



Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. Crittenden proposes constitutional amendments to end secession crisis.**
- _____ **B. Fort Sumter attacked.**
- _____ **C. Confederate States of America formed.**
- _____ **D. South Carolina secedes from Union.**
- _____ **E. Lincoln elected president.**

The Election of 1860 (pages 449–450)

Analyzing

Analyze the information on pages 449–450 by answering the following questions.

1. What chance the Democrats have to win the 1860 election once they had both a Northern and Southern nominee? Why?

2. Why did Southerners fear a Republican victory?

3. Why is it accurate to say that the 1860 election was decided strictly on sectional grounds?

The South Secedes (pages 451–452)

Previewing

Before reading the lesson, answer the following questions.

1. Based on the main heading for this section, what do you think happened after the 1860 election?

2. Look at the map on page 453. How many states seceded? Did they all do it at the same time, or in groups?

Terms To Know

Define or describe the following key terms.

Confederate States of America

secession

Terms To Review

Match the term you studied earlier, in the left column, with the correct definition or description, in the right column, by writing the letter in the space to the left of the term.

- | | |
|---|---|
| _____ 1. amendment
(Chapter 7, Section 3) | a. formal legal agreement |
| _____ 2. contract
(Chapter 7, Section 3) | b. belief that the power of the national government exceeds that of the states |
| _____ 3. states' rights
(Chapter 8, Section 3) | c. belief that the state power exceeds power of the national government |
| _____ 4. theory
(Chapter 7, Section 3) | d. belief or idea |
| | e. official change to a formal body of laws |
| | f. basic part of a written constitution |

Fort Sumter (page 453)

Determining the Main Idea

Write down the main idea of this lesson and at least three details that support that idea.

Main Idea

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the 1860 election lead to the breakup of the Union?

Why did secession lead to the Civil War?

Chapter 16, Section 1

The Two Sides

(pages 460–464)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did the border states play an important part in the war?
- How did the North and South compare in terms of population, industry, resources, and war aims?

Main Idea

As you read pages 460–464 in your textbook, complete this graphic organizer by listing the strengths and weaknesses of the Union and Confederacy.

Union Strengths:	Confederacy Strengths:
Comparing the Union and the Confederacy	
Union Weaknesses:	Confederacy Weaknesses:

Sequencing Events

As you read, write the significant event that took place on each of the following dates:

February 1861 _____

April 1861 _____

Summer 1861 _____

June 1863 _____

Choosing Sides (pages 460–462)

Reviewing

Reread “Choosing Sides” on pages 460–462 and list two key facts.

Terms To Know

Write a sentence that explains the meaning of border state in the spaces below.

border state

Academic Vocabulary

Write the correct form of the boldfaced academic vocabulary word from this section in the blank space to complete the sentence.

strategy
ADJECTIVE

With its _____ location, Missouri controlled parts of the Mississippi River.

Terms To Review

Write two words or phrases that are related to each of the terms you studied earlier.

isolate

(Chapter 1, Section 1)

secede

(Chapter 15, Section 1)

Comparing North and South (pages 462–463)

Connecting

Under each heading below, compare the North and the South by stating how they were similar and how they were different.

Material Resources

Leadership

War Aims

Terms To Know

Define or describe the following key terms from this lesson.

blockade

offensive

Academic Vocabulary

In the space available, write opposites of these academic vocabulary words.

obvious

primary

American People at War (pages 463–464)

Inferring

Answer the question in the spaces provided to make an inference about the Civil War.

Were the Confederates likely to have more soldiers in their armies than the Union? Why or why not?

Who Were the Soldiers?

Academic Vocabulary

Read the following sentence from the lesson. Then use the spaces below to explain the meaning of the two underlined academic vocabulary words used in this section.

The first spring of the war proved that Sherman's prediction was accurate.

prediction

accurate

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the border states play an important part in the war?

How did the North and South compare in terms of population, industry, resources, and war aims?

Chapter 16, Section 2

Early Years of the War

(pages 466–472)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What successes and failures did the North and the South have in the early years of the war?
- How did the North's naval blockade hurt the South?

Main Idea

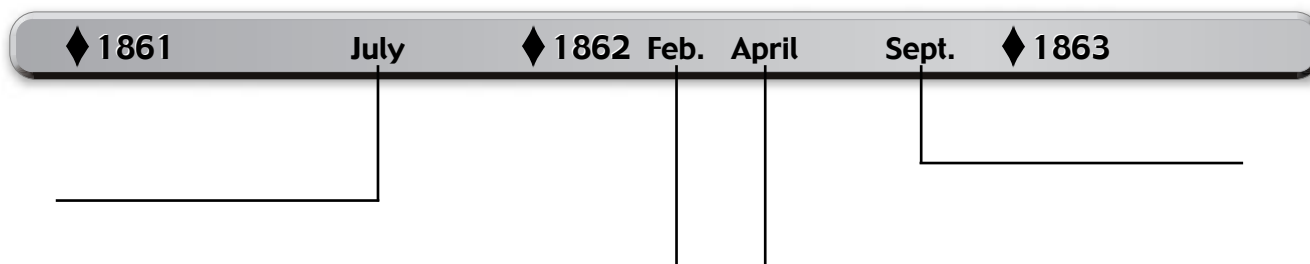
As you read pages 466–472 in your textbook, complete this graphic organizer by describing the outcome of each of these battles.

Battle	Outcome
First Battle of Bull Run (Manassas)	
<i>Monitor v. Merrimack</i>	
Antietam	

Sequencing Events

As you read, place the following events on the time line:

- Grant captures Fort Henry and Fort Donelson
- Battle of Antietam
- First Battle of Bull Run (Manassas)
- Battle of Shiloh



First Battle of Bull Run (pages 466–467)

Analyzing

Answer the following questions to analyze the First Battle of Bull Run (Manassas).

1. Why did the Union troops retreat?

2. What effect did the battle have on people in the North?

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the phrase that best explains what the boldfaced academic vocabulary word from this lesson means in this passage.

outcome

1. Northerners were shocked by the **outcome** of the First Battle of Bull Run.

_____ defeat _____ result _____ retreat

pursue

2. The Confederate forces were too tired and disorganized to **pursue** the retreating Union soldiers at First Bull Run.

_____ go after _____ fight further _____ make suffer

War at Sea (pages 467–468)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one detail about the naval blockade in the spaces below.

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space provided.

- | | |
|------------------------|--|
| ___ 1. blockade runner | a. armored naval vessel |
| ___ 2. ironclad | b. Union ironclad |
| ___ 3. Merrimack | c. Confederate ship that carried goods into and out of Southern ports |
| ___ 4. Monitor | d. Confederate ironclad |
| | e. Union tank |

Academic Vocabulary

Choose a term from the list below to complete each sentence by replacing the underlined words. Write the correct term in the space. You might have to change the form of the word to fit the sentence.

abandon

enforce

export

- Lincoln ordered the navy to put into effect _____ the blockade of Southern ports.
- Union troops left behind _____ a ship, which the Confederates turned into the *Merrimack*.

War in the West (pages 468–469)

Scanning

Scan the lesson by reading each subsection quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

Terms To Know

Define or describe the following key terms from this lesson.

Battle of Shiloh

casualties

War in the East (pages 469–472)

Determining the Main Idea

Reread pages 469–472 and list two key facts about each of these events.

Union Defeat at Richmond

1. _____
2. _____

Gloom in the North

1. _____
2. _____

The Battle of Antietam

1. _____
2. _____

Academic Vocabulary

Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

When faced with the prospect of battle, McClellan was cautious and worried that his troops were not ready.

- a. outcome b. possibility c. view

“The slain lay in rows precisely as they had stood in their ranks a few minutes before.”

- a. exactly b. opposite to c. similar to

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What successes and failures did the North and the South have in the early years of the war?

How did the North's naval blockade hurt the South?

Chapter 16, Section 3

A Call for Freedom

(pages 473–477)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did Lincoln issue the Emancipation Proclamation?
- What role did African Americans play in the Civil War?

Main Idea

As you read pages 473–477 in your textbook, complete this graphic organizer by describing what the Emancipation Proclamation and the Thirteenth Amendment to the Constitution were meant to accomplish.

	Goal
Emancipation Proclamation	
Thirteenth Amendment	

Sequencing Events

As you read, put the following events in the correct order by writing a number 1 to 4 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. Nearly half of the 54th Massachusetts regiment is wiped out**
- _____ **B. Lincoln signs the Emancipation Proclamation**
- _____ **C. African Americans are allowed to serve in the Union army**
- _____ **D. Thirteenth Amendment is ratified**

Emancipation (pages 473–476)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. Why did Lincoln hesitate to move against slavery?

2. What are the three reasons that Lincoln decided to end slavery?

3. After deciding to end slavery, why did Lincoln wait to announce his decision?

4. What effects did the Emancipation Proclamation have?

Terms To Know

Choose a term from this lesson from the list to complete each sentence by writing the term in the correct space.

emancipate

Emancipation Proclamation

ratify

Thirteenth Amendment

1. The _____ had little actual impact on slavery, but it caused many changes to the war effort.

2. The _____ actually ended slavery throughout the United States.

3. In 1862, Lincoln decided to _____ the slaves.

Academic Vocabulary

Write two words that are related to each academic vocabulary word from this lesson.

attitude

respond

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning.

border states
(Chapter 16, Section 1)

ratify
(Chapter 6, Section 4)

African Americans in the War (pages 476–477)

Determining the Main Idea

Write down the main idea of this subsection and at least three details that support that idea.

Main Idea: _____

1. _____

2. _____

3. _____

Academic Vocabulary

In the space provided, write a definition of the following term.

civil rights

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did Lincoln issue the Emancipation Proclamation?

What role did African Americans play in the Civil War?

Chapter 16, Section 4

Life During the Civil War

(pages 478–483)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What was life like for the soldiers?
- What role did women play in the war?
- How did the war affect the economies of the North and South?

Main Idea

As you read pages 478–483 in your textbook, complete this graphic organizer by describing the roles of these individuals during the Civil War

	Role
Loretta Janeta Velázquez	
Dorothea Dix	
Clara Barton	

Sequencing Events

As you read, write the correct dates for each of these events:

- _____ Union Congress passes income tax
- _____ Confederate Congress passes draft law
- _____ Union passes draft law
- _____ Angry mobs oppose the draft in New York City

The Lives of Soldiers (pages 478–479)

Summarizing

Write a one-sentence summary of the subsection “The Reality of War.”

The Reality of War

Academic Vocabulary

Write two words or phrases that are related to the academic vocabulary word from this section.

medical

Terms To Review

In the space available, define the following words you studied earlier.

casualties

(Chapter 16, Section 2)

desert

(Chapter 6, Section 2)

Women and the War (pages 479–481)

Synthesizing

Read the section on women and the war, and then write three sentences describing the contributions that women made to the war effort.

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or words that best explain what the word distributed means in this sentence.

distributed

Women on both sides worked to make bandages, ammunition, clothing, and medicine that could be distributed to the troops.

_____ handed out _____ manufactured _____ sold

Opposition to the War (pages 481–482)

Monitoring Comprehension

Check how well you have understood this subsection by answering the following questions.

1. Why did the governments of the North and South pass laws creating the draft?

2. How did people in the North and South respond to the draft?

Terms To Know

Choose a term from this lesson from the list to complete each sentence by writing the term in the correct space. You will not use all the terms.

bounty draft free speech
enlistment habeas corpus

1. The South was the first to enact a _____ law, but the North later passed one also.
2. Lincoln and Davis both temporarily suspended _____, which allowed the government to jail opponents without a trial.
3. The drop-off in the number of volunteers led the North to pass a law giving a(n) _____ to any civilian who joined the army.

War and the Economy (pages 482–483)

Predicting

After reading the subsection, which section—North or South—do you think would have the better economy after the war? Why?

Terms To Know

Define or describe the following terms.

greenbacks

inflation

Academic Vocabulary

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space.

impact

impose

income

1. The governments of the North and South both had to borrow money and enact _____ taxes to get the sums needed to pay for the war.
2. The Civil War had a deep effect _____ on the economies of the North and South.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What was life like for the soldiers?

What role did women play in the war?

How did the war affect the economies of the North and South?

Chapter 16, Section 5

The Way to Victory

(pages 485–491)

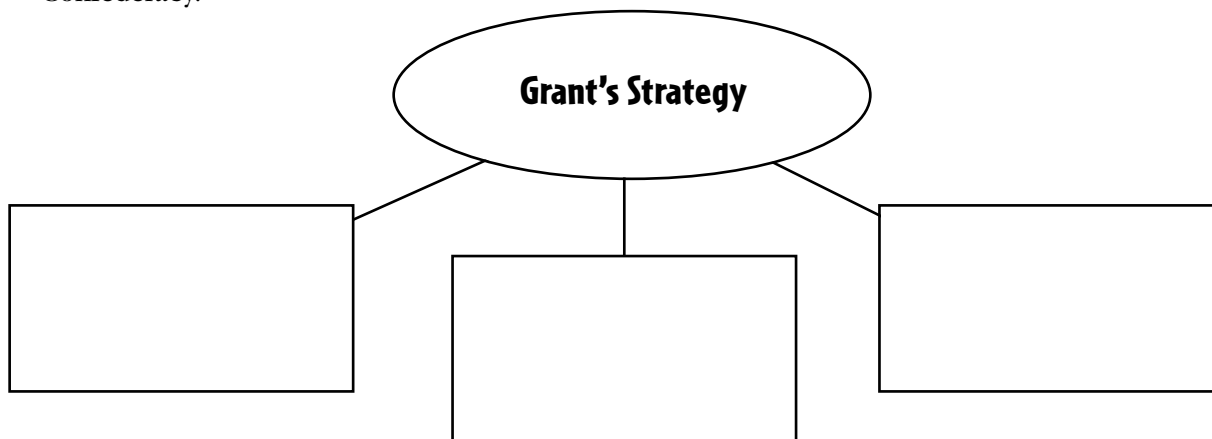
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What battle turned the tide of the war in 1863?
- What events led the South to surrender in 1865?

Main Idea

As you read pages 485–491 in your textbook, complete this graphic organizer by describing the strategy Grant adopted to defeat the Confederacy.

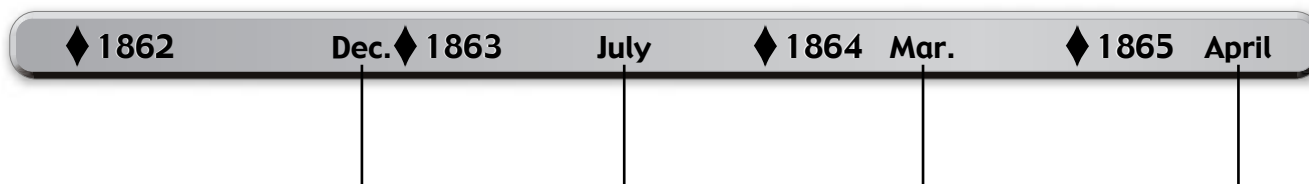


Sequencing Events

As you read, place the following events on the time line:

- Battle of Gettysburg
- Grant takes over Union command
- Lee surrenders to Grant
- Lee wins Battle of Fredericksburg

Events of the Civil War



Southern Victories (pages 485–486)

Questioning

As you read the subsection “Fredericksburg and Chancellorsville,” ask yourself: *what is an important detail? Write one of those details in the spaces below.*

Terms To Know

Identify the battle in which the Union army suffered heavy losses because it attacked Confederate forces that were entrenched. Then, in the space provided, explain what entrenched means.

The Tide of War Turns (pages 486–488)

Drawing Conclusions

Use the spaces provided to write a conclusion about the Union victory at Vicksburg.

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space provided.

- | | |
|----------------------------|--|
| ____ 1. Gettysburg | a. attack by about 14,000 Confederate soldiers |
| ____ 2. Gettysburg Address | b. Confederate city on the Mississippi River |
| ____ 3. Pickett’s Charge | c. speech by Lincoln |
| ____ 4. Vicksburg | d. Pennsylvania town that was the site of an important battle |
| | e. Confederate defense of Richmond |

Final Phases of War (pages 488–490)

Sequencing

As you read the subsection, put the following events in the correct order by writing a number from 1 to 6 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- ___ **A.** Sherman reaches Savannah.
- ___ **B.** Lincoln wins reelection.
- ___ **C.** Farragut captures Mobile Bay.
- ___ **D.** Grant loses thousands at the Wilderness, Spotsylvania Courthouse, and Cold Harbor.
- ___ **E.** Grant is bogged down at Petersburg.
- ___ **F.** Sherman takes Atlanta.

Terms To Know

Define or describe the following key term from this lesson.

total war

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or words that best explain what the bold-faced academic vocabulary word from this lesson means in this passage.

convinced

Sherman **convinced** Grant to allow him to carry out the “march to the sea.”

___ ordered ___ persuaded ___ urged

Victory for the North (pages 490–491)

Responding

Use the spaces provided to respond to the questions.

1. Why did Lee withdraw from Petersburg?

2. How did Grant treat Confederate soldiers when Lee surrendered?

Academic Vocabulary

In the space available, define the following academic vocabulary words from this lesson.

generation

resident

Terms To Review

Read the sentence below. Put a checkmark in the space before the word or words that best explain the meaning of the boldfaced academic vocabulary word that you studied earlier.

The **federal** government was strengthened and was now clearly more powerful than the states.

federal
(Chapter 7, Section 3)

___ local ___ municipal ___ national

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What battle turned the tide of the war in 1863?

What events led the South to surrender in 1865?

Chapter 17, Section 1

Reconstruction Plans

(pages 500–503)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Reconstruction plans of Lincoln and the Radical Republicans differ?
- What were President Johnson's Reconstruction plans?

Main Idea

As you read pages 500–503 in your textbook, complete this graphic organizer by describing each of the Reconstruction plans.

Plan	Description
Ten Percent Plan	
Wade-Davis Plan	
Restoration	

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- _____ **A. Congress passes Wade-Davis Bill.**
- _____ **B. Johnson announces his own Reconstruction plan.**
- _____ **C. Lincoln assassinated.**
- _____ **D. Lincoln announces Ten Percent Plan.**
- _____ **E. Freedmen's Bureau formed.**

Reconstruction Debate (pages 500–502)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one of those details about the Freedmen's Bureau in the spaces below.

**The
Freedmen's
Bureau**

Terms To Know

Write a sentence that uses both of the terms in the following pairs of terms from this lesson.

**Wade-Davis
Bill;
Reconstruction**

**Ten-Percent
Plan; amnesty**

**radical;
Radical
Republicans**

**freedmen;
Freedmen's
Bureau**

Lincoln Assassinated! (pages 502–503)

Predicting

After you read the subsection, use the spaces below to answer the questions.

1. How do you think the Radical Republicans will view Johnson's plan? Why?

2. What do you think will happen as a result?

Terms To Know

Use the spaces below to describe the Thirteenth Amendment, a term in this lesson.

Thirteenth Amendment

Terms To Review

Read the passage below. In the spaces that follow, explain in your own words the meaning of the terms you studied earlier.

Johnson's plan required Southern state conventions to denounce secession and ratify the Thirteenth Amendment. To punish the wealthy slaveholders who had dominated the South before the war—and who he thought had tricked the Southern states into leaving the Union—he forced them to apply to him for a pardon.

secession

(Chapter 15, Section 4)

ratify

(Chapter 6, Section 4)

dominate

(Chapter 1, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Reconstruction plans of Lincoln and the Radical Republicans differ?

What were President Johnson's Reconstruction plans?

Chapter 17 Section 2

Radicals in Control

(pages 504–508)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What did some Southerners do to deprive freed people of their rights, and how did Congress respond?
- What were the main features of Radical Reconstruction?

Main Idea

As you read pages 504–508 in your textbook, complete this graphic organizer by providing information about impeachment.

Impeachment	
What is it?	
Who was impeached?	
Outcome of the trial?	

Sequencing Events

Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. Congress passed the first Civil Rights Act in (1865, 1866) to challenge the black codes passed in the South.
2. Congress passed the Fourteenth Amendment in 1866; it became official when it was ratified by Tennessee in (1868, 1878).
3. Congress passed the First Reconstruction Act in (1867, 1869).
4. Johnson was impeached in March (1867, 1868), but the Senate did not convict him.

African Americans' Rights (pages 504–506)

Reviewing

Reread pages 504–506 and list a key fact about these topics.

black codes

The
Fourteenth
Amendment

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. After the Civil War, new Southern state governments enacted (black codes, freedmen's codes) to limit the rights of African Americans.
2. Johnson vetoed the Freedmen's Bureau Act, but Congress voted to (override, uphold) that veto, making the Act a law.
3. The (Civil Rights Act of 1866, Freedmen's Bureau Act) gave full citizenship to African Americans.
4. Congress passed the (Fourteenth, Thirteenth) Amendment to make sure that African Americans were guaranteed their civil rights.

Academic Vocabulary

In the space available, define this academic vocabulary word from this lesson.

exploit

Radical Reconstruction (pages 506–508)

Identifying Cause and Effect

As you read the lesson, answer the following questions to identify the causes and effects of Radical Reconstruction.

Cause	Action	Effect
_____	Many white Southerners do not vote for constitutional conventions	_____
_____		_____
_____		_____
_____	Congress impeaches Johnson.	_____
_____		_____
_____		_____

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|------------------------------------|--|
| _____ 1. Fifteenth Amendment | a. law that put Southern states under military rule |
| _____ 2. First Reconstruction Act | b. remove a president from office |
| _____ 3. impeach | c. constitutional change banning slavery |
| _____ 4. Second Reconstruction Act | d. formally charge a president with wrongdoing |
| _____ 5. Tenure of Office Act | e. law that accepted newly formed Southern governments |
| | f. constitutional change saying that African Americans were citizens |
| | g. law that called for registration of new voters in the South |
| | h. law barring presidents from firing top officials without Senate approval |
| | i. constitutional change protecting African Americans' right to vote |

Academic Vocabulary

Use each of the following academic vocabulary words in a sentence.

confer

register

Terms To Review

Write a definition of these words, which you studied earlier.

cabinet

(Chapter 8, Section 1)

guarantee

(Chapter 16, Section 4)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What did some Southerners do to deprive freed people of their rights, and how did Congress respond?

What were the main features of Radical Reconstruction?

Chapter 17 Section 3

The South During Reconstruction

(pages 509–512)

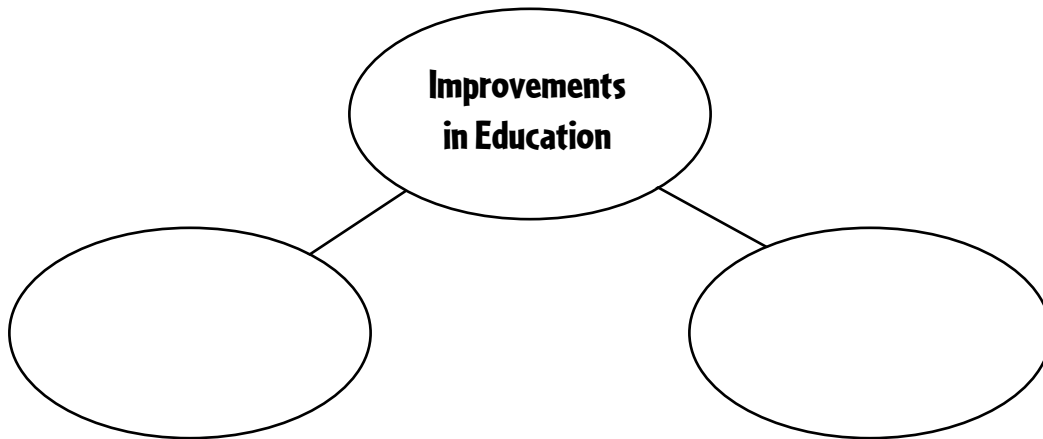
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What groups participated in Reconstruction in the South?
- How did Southern life change during Reconstruction?

Main Idea

As you read pages 509–512 in your textbook, complete this graphic organizer by listing the improvement in education that took place in the South during Reconstruction.



Sequencing Events

Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. Hiram Revels was elected to the Senate from Mississippi in (1868, 1870).
2. Congress passed the first of several laws aimed at breaking the power of the Ku Klux Klan in (1871, 1872).
3. In (1865, 1875), the Freedmen's Bank was established.

New Groups Take Charge (pages 509–511)

Clarifying

As you read this lesson, answer the following questions to clarify the information about the South during Reconstruction.

1. What three groups formed the Republican Party in the Reconstruction South? What were they called?

2. What kind of representation did African Americans have in the new governments?

3. What did the Ku Klux Klan do?

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. White Southerners who joined the Republicans were called (scalawags, scoundrels) by former Confederates.
2. Northern Republicans who came South during Reconstruction were given the name (carpetbaggers, invaders).
3. The (Knights of the South, Ku Klux Klan) used terror tactics to try to intimidate African Americans, especially near elections.
4. White Southerners accused the Republican state governments of (corruption, injustice), but those charges were mostly exaggerations.

Some Improvements (pages 511–512)

Outlining

Complete an outline that identifies improvements in education as you read the lesson.

Improvements in Education

- A. _____
- B. _____
- C. _____

Terms To Know

Define or describe each of the following key terms from this lesson.

integrated

sharecropping

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What groups participated in Reconstruction in the South?

How did Southern life change during Reconstruction?

Chapter 17 Section 4

Change in the South

(pages 513–520)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What changes occurred in the South during the last years of Reconstruction?
- How were African Americans denied their rights?

Main Idea

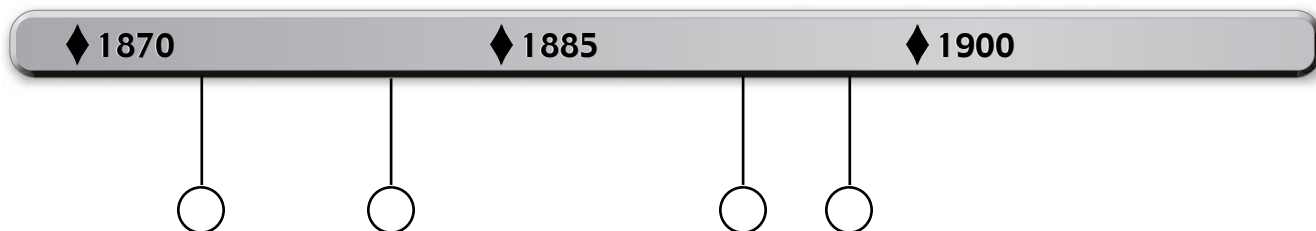
As you read pages 513–520 in your textbook, complete this graphic organizer by listing the advantages and disadvantages of an agricultural economy.

Agricultural Economy	
Advantages	Disadvantages

Sequencing Events

As you read, write the number of the event in the appropriate circle on the time line:

1. Poll taxes and literacy tests begin in Mississippi
2. Hayes wins presidency; Reconstruction ends
3. Supreme Court, in *Plessy v. Ferguson*, says segregation is constitutional
4. Congress passes Amnesty Act



Reconstruction Declines (pages 513–515)

Interpreting

Interpret the information you read about the decline of Reconstruction by answering the following questions.

1. What factors led to the decline of Reconstruction?

2. What two issues caused Republicans to split from their party in 1872?

3. How did Democrats regain control of state governments in the South?

Terms To Know

Define or describe the following terms from this lesson.

Amnesty Act

reconciliation

Academic Vocabulary

Identify the academic vocabulary word from the list that best completes the sentence. Write your answer in the space provided.

principal

editor

professional

Horace Greeley, a newspaper _____, ran for president in 1872.

The End of Reconstruction (pages 515–517)

Skimming

Skim the lesson by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

The Election of 1876

The Compromise of 1877

Terms To Know

Define or describe the following key term from this lesson.

commission

Change in the South (pages 517–518)

Synthesizing

As you read the lesson, synthesize the information by answering the following questions.

1. How did the South change politically after the election of 1876?

2. How did the South change economically?

3. What happened in the rural South?

Terms To Know

Define or describe each of the following terms from this lesson.

Bessemer process

cash crops

Redeemers

A Divided Society (pages 519–520)

Summarizing

As you read each subsection, write a one-sentence summary about each of these topics.

Jim Crow Laws

Reconstruction's Impact

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|----------------------------------|--|
| ___ 1. grandfather clauses | a. law requiring voters to prove they could read |
| ___ 2. Jim Crow laws | b. Supreme Court decision that allowed unequal facilities for African Americans and whites |
| ___ 3. literacy test | c. policy of providing the same facilities for African Americans and whites |
| ___ 4. lynching | d. law allowing people to vote if ancestors had voted before Reconstruction |
| ___ 5. <i>Plessy v. Ferguson</i> | e. Supreme Court decision that struck down voting limits on African Americans |
| ___ 6. poll tax | f. law that gave voting rights to females whose grandfathers had voted |
| ___ 7. segregation | g. having separate facilities for African Americans and whites |
| | h. law that forced voters to pay money before voting |
| | i. general name for laws that limited the rights of African Americans |
| | j. killing by hanging |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What changes did the Redeemers and economic leaders play in the South?

How were African Americans denied their rights?

Chapter 18, Section 1

The Western Frontier

(pages 528–533)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why did settlers move west?
- Why did conflict develop between settlers and Native Americans?

Main Idea

As you read pages 528–533 in your textbook, complete this graphic organizer by describing the significance of each of the following.

Place, Law, or Group	Significance
Promontory Point	
Homestead Act	
Farmers' Alliance	

Sequencing Events

Match the date in the left column with the correct event in the right column by writing the letter in the space to the left of the date.

- | | |
|---------------|---|
| _____ 1. 1858 | a. Oklahoma opens to settlers |
| _____ 2. 1862 | b. transcontinental railroad is completed |
| _____ 3. 1869 | c. first cattle drive takes place |
| _____ 4. 1889 | d. Congress passes Homestead Act |
| | e. gold is found in Colorado and Nevada |

Settling the West (pages 528–530)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. What effect did the spread of railroads to the west having on mining?

2. What led to the development of cattle drives?

3. Why did the open-range cattle industry end?

4. What three factors led to the spread of farming on the Plains?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|-------------------------------|---|
| ___ 1. boomtowns | a. path for cattle that stretched through New Mexico and then north |
| ___ 2. vaqueros | b. law that gave vast quantities of land to railroads |
| ___ 3. Goodnight-Loving Trail | c. name given to movement of huge herds of cattle |
| ___ 4. Homestead Act | d. crossing the land from one ocean to another |
| ___ 5. Long Drive | e. communities that grew up almost overnight near mining sites |
| ___ 6. longhorns | f. nickname for farmers on the Plains |
| ___ 7. sodbusters | g. ranch hands |
| ___ 8. transcontinental | h. path for cattle from San Antonio, Texas, to Abilene, Kansas |
| | i. type of cattle that roamed free in Texas |
| | j. law that made western lands cheap for settlers |
| | k. stretching from North America to Europe |

Academic Vocabulary

Read the following sentences. In the space below each sentence, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. Large numbers of people seeking riches flocked to the **sites** of gold strikes in Colorado and Nevada.

2. The open-range cattle industry **collapsed** in the 1880s after two severe winter storms killed thousands of animals.

Terms To Review

Use each of the following terms, which you studied earlier, in a sentence that reflects the meaning of the term.

acquire

(Chapter 5, Section 4)

grant

(Chapter 2, Section 3)

tradition

(Chapter 3, Section 3)

Native American Struggles (pages 531–533)

Questioning

As you read about each of the following topics, ask yourself: what is an important detail? Write one of those details in the spaces below.

Growing Problems

Little Bighorn

**The Nez Perce
and
the Apache**

Wounded Knee

New Policies

**Terms
To Know**

Define or describe the following key term from this lesson using the spaces below.

reservations

**Academic
Vocabulary**

Read each sentence below. Put a checkmark in the space before the word or phrase that best explains what the boldfaced academic vocabulary word from this lesson means in this passage.

1. With the defeat of the Apache in 1886, all Native American groups were **confined** to reservations.
 - ☐ given the opportunity to live on
 - ☐ enjoyed living on
 - ☐ restricted to living on

2. In 1890, government officials said they could not longer **identify** a line marking the frontier.

_____ define

_____ name

_____ see themselves as part of

Terms To Review

Use the following term you studied earlier in a sentence.

policy
(Chapter 5, Section 2)

Farmers in Protest (page 533)

Summarizing

As you read, write a one-sentence summary for each of the following topics.

Organizing

Election of 1896

Terms To Know

Choose the correct term from this lesson from the list below to complete each sentence by writing the term in the correct space.

Farmers' Alliance

Knights of Labor

Populist Party

1. Farmers joined together into self-help groups like the _____
_____ to try to improve their situation.

2. In 1890, farmers formed the _____ to try to gain political influence.

Academic Vocabulary

In the space available, define the following academic vocabulary word from this lesson.

issue

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

establish (Chapter 2, Section 2)

expand (Chapter 2, Section 1)

maintain (Chapter 5, Section 2)

transport (Chapter 4, Section 1)

1. Farmers objected to the high cost of _____ their goods.
2. They did not like the government's policy of _____ the gold standard.
3. They wanted the government to _____ the money supply by using silver, as well as gold, as the basis for money.
4. Farmers _____ a new political party to fight for these goals.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did settlers move west?

Why did conflict develop between settlers and Native Americans?

Chapter 18, Section 2

Invention and Industry

(pages 534–539)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How had American cities and industry changed at the turn of the century?
- What challenges did immigrants to the United States face?

Main Idea

As you read pages 534–539 in your textbook, complete this graphic organizer by explaining the importance of these individuals.

	Importance
Thomas Edison	
Samuel Gompers	
Jane Addams	

Sequencing Events

As you read, write the correct dates for each of these events:

- _____ Standard Oil Company organized
- _____ Communication between U.S. and Europe by telegraph made possible
- _____ Telephone invented
- _____ American Federation of Labor formed
- _____ Knights of Labor organized
- _____ First radio messages sent
- _____ First airplane flight

The Growth of Industry (pages 535–537)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. What resources led to the rise of industry in the United States?

2. What were the effects of the spread of the railroads?

3. What were some important inventions of the late 1800s and early 1900s?

4. How did industrial growth affect how businesses were organized?

5. How did workers respond to the growth of business power?

Terms To Know

Match the term from this lesson in the left column with the correct description in the right column by writing the letter in the space to the left of the term.

- | | |
|-------------------------------------|---|
| ___ 1. American Federation of Labor | a. license protecting an inventor's right to make money from an invention |
| ___ 2. capital | b. America's first large industrial union |
| ___ 3. collective bargaining | c. groups of companies managed by the same board of directors |
| ___ 4. corporation | d. control of an industry by a few companies |
| ___ 5. horizontal integration | e. money used to buy equipment and hire workers |
| ___ 6. Knights of Labor | f. a company that sells shares to the general public to raise money |
| ___ 7. monopoly | g. union of skilled workers |
| ___ 8. patent | h. almost total control of an industry by one company |
| ___ 9. trust | i. combining competing companies into one corporation |
| ___ 10. vertical integration | j. process by which unions represent workers in dealing with management |
| | k. combining companies that provide different materials needed by an industrial firm |
| | l. union of textile workers formed in 1870s |

People To Meet

Write an I in the space next to the name of an inventor; a B next to the name of a businessman; and an L next to the name of a labor leader.

- ___ 1. Alexander Graham Bell
- ___ 2. Cyrus Field
- ___ 3. Samuel Gompers
- ___ 4. John D. Rockefeller
- ___ 5. Wilbur Wright
- ___ 6. Andrew Carnegie
- ___ 7. Henry Ford
- ___ 8. Guglielmo Marconi
- ___ 9. Orville Wright

Academic Vocabulary

Use the following academic vocabulary word from this lesson in a sentence.

create

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space.

achieve (Chapter 2, Section 3) transform (Chapter 13, Section 1)
transmit (Chapter 13, Section 1)

1. New inventions changed _____ American industry and society.
2. Among the new inventions were the telephone and radio, which let people send _____ messages over long distances.
3. Workers tried to organize and use strikes to gain _____ their goals.

The Growing Cities (pages 537–539)

Determining the Main Idea

Write down the main idea of this lesson and three details that support that idea.

Terms To Know

Match the term in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|---------------------------|--|
| _____ 1. Hull House | a. huge apartment buildings in which the urban poor lived |
| _____ 2. "Gilded Age" | b. people with the same language and customs |
| _____ 3. ethnic group | c. place that offered services to the urban poor |
| _____ 4. settlement house | d. name given urban life in the late 1800s |
| _____ 5. tenement | e. institution set up in Chicago to help immigrant poor |
| | f. term for American society of the late 1800s |

Places To Locate

Choose the correct place from the list below by writing the place name in the spaces to complete the sentence.

Angel Island

Ellis Island

Hull House

- Immigrants coming to New York City went to _____ to be processed.
- Immigrants who came to San Francisco went to a similar facility at _____.

Academic Vocabulary

Define or describe the following academic vocabulary words from this lesson.

professional

Terms To Review

Read the sentences below. In the spaces that follow, explain the meaning of the boldface academic vocabulary word you studied earlier.

The cities had many problems, including immigrants who suffered **discrimination**. Children desperate from poverty **committed** crimes. The work of Jacob Riis and other reformers sent out a **challenge** to people to try to make some changes. Afterwards, some steps were taken to try to solve the problems.

discrimination
(Chapter 13, Section 2)

committed
(Chapter 6, Section 2)

challenge
(Chapter 5, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How had American cities and industry changed at the turn of the century?

What challenges did immigrants to the United States face?

Chapter 18, Section 3

Reform at Home, Expansion Abroad

(pages 540–545)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Progressive movement change America?
- Why did the United States seek to expand overseas?

Main Idea

As you read pages 540–545 in your textbook, complete this graphic organizer by describing these amendments and laws.

	Provisions
Seventeenth Amendment	
Nineteenth Amendment	
Sherman Antitrust Act	

Sequencing Events

As you read, place the following events on the time line:

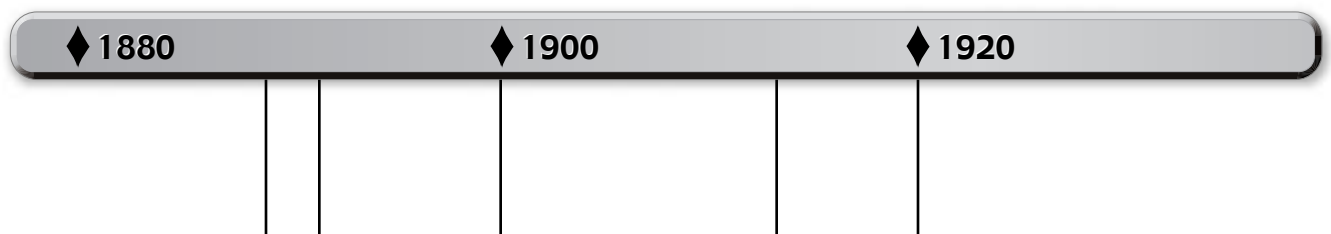
Destruction of Galveston, leading to city government reform

Nineteenth Amendment ratified

Congress passes Sherman Antitrust Act

Seventeenth Amendment ratified

Congress passes Interstate Commerce Act



The Progressive Movement (page 541)

Reviewing

Review each subsection and list two key facts about these topics:

Political Corruption

Controlling Business

The New Reformers

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space.

Interstate Commerce Commission

muckrakers

political machine

progressives

Sherman Antitrust Act

urban boss

1. Writers who were given the nickname _____ exposed corporations' abuses of power and wealth.
2. With the _____, Congress made it illegal for companies to limit competition.
3. Congress created the _____ to oversee the railroad industry.
4. The _____ in cities were networks that linked political leaders to voters, but the system led to corruption.

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

- | | |
|--------------------------------|-------------------------------|
| affect (Chapter 16, Section 4) | expose (Chapter 1, Section 1) |
| founded (Chapter 3, Section 2) | link (Chapter 10, Section 2) |

1. Journalists wrote books and articles that _____ corruption in government and unfair practices by businesses.
2. Some revealed how political bosses were _____ to dishonest deals with local businessmen.
3. As a result, many reformers _____ groups to push for changes in government.

Expanding Democracy (pages 541–544)

Evaluating

Read the lesson and then answer the questions to evaluate what you read.

1. Which group from this lesson do you think advanced the most in this period? Why?

2. What groups suffered discrimination?

3. What steps did discriminated groups take to help themselves?

Terms To Know

Use each of these terms in a sentence that reflects the meaning of the term.

conservation

referendum

Academic Vocabulary

Write two words related to the academic vocabulary word from this lesson.

participate

Terms To Review

Use each of the following terms you studied earlier in a sentence.

convince

(Chapter 16, Section 5)

encounter

(Chapter 2, Section 3)

reject

(Chapter 2, Section 4)

rely

(Chapter 4, Section 1)

Overseas Expansion (pages 544–545)

Summarizing

Write a one-sentence summary of these topics as you read the lesson.

Spanish Rule in Cuba

The Spanish-American War

Terms To Know

Define or describe the following key terms from this lesson.

imperialism

The Maine

yellow journalism

Academic Vocabulary

Use the following academic vocabulary word from this lesson in a sentence.

overseas

Terms To Review

Use the following academic vocabulary word you studied earlier in a sentence.

annex
(Chapter 12, Section 2)

tariff
(Chapter 8, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Progressive movement change America?

Why did the United States seek to expand overseas?

Chapter 18, Section 4

World War I and Its Aftermath

(pages 546–550)

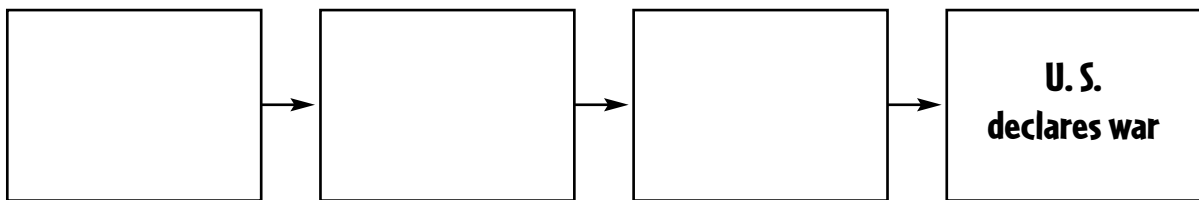
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What role did the United States play in World War I?
- How did the nation change during the 1920s?

Main Idea

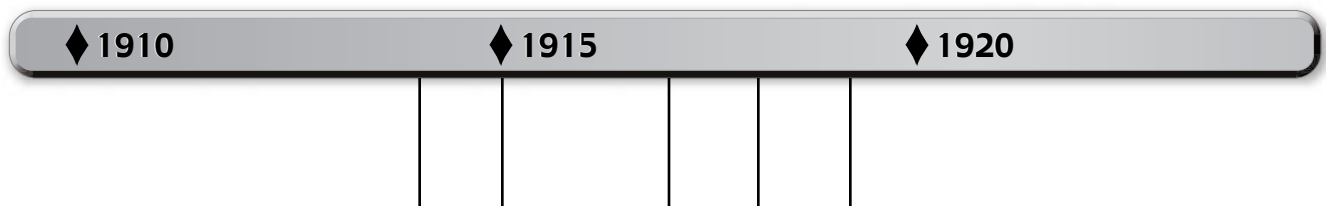
As you read pages 546–550 in your textbook, complete this graphic organizer by listing events that prompted the United States to enter the war.



Sequencing Events

As you read, write the events on the proper place on the time line.

- American soldiers begin fighting
- U.S. declares war
- German U-boat sinks *Lusitania*
- Peace treaty signed
- World War I begins



World War (pages 547–549)

Monitoring Comprehension

Check how well you understood what you read in this lesson by answering the following questions.

1. What factors led to the outbreak of World War I?

2. Why did German U-boats attack American ships before the United States entered the war?

3. What led to the German offensive of early 1918, and what was the immediate effect of that series of attacks?

4. What led were the chief terms of the Treaty of Versailles?

Terms To Know

As you read the lesson, describe or define the following:

alliances

Allied Powers

armistice

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

In June 1918, U.S. marines were given the **objective** of recapturing Belleau Wood.

Terms To Review

In the space available, define the following words you studied earlier.

network
(Chapter 1, Section 2)

pursue
(Chapter 16, Section 2)

The 1920s (pages 549–550)

Responding

As you read the lesson, respond to the following questions.

1. What caused conflict between labor and management after the war?

2. What examples of fearful movements arose after the war ended?

3. What products were so popular that they helped the economy boom in the 1920s?

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space.

communism	nativism	Nineteenth Amendment
Prohibition	Red Scare	Twenty-first Amendment

1. Reform efforts led to passage of an amendment that led to _____, which banned the manufacture and sale of alcohol.
2. Fear of radicals led to the _____.
3. The _____ ended the experiment of banning alcohol.
4. Some Americans were part of a movement called _____, which rejected immigrants.
5. _____ is a theory that calls for the elimination of private property.

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word **minimum**, from this lesson, means in this passage.

Wartime laws and patriotic feeling had kept conflict between labor and management to a minimum during the late 1910s.

- ___ nonexistent amount
- ___ not very intense feeling
- ___ small amount

Terms To Review

Use each of the following terms you studied earlier in a sentence.

contribute
(Chapter 6, Section 2)

cooperate
(Chapter 14, Section 1)

revolution
(Chapter 5, Section 4)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What role did the United States play in World War I?

How did the nation change during the 1920s?

Chapter 19, Section 1

Depression and a Second World War

(pages 556–563)

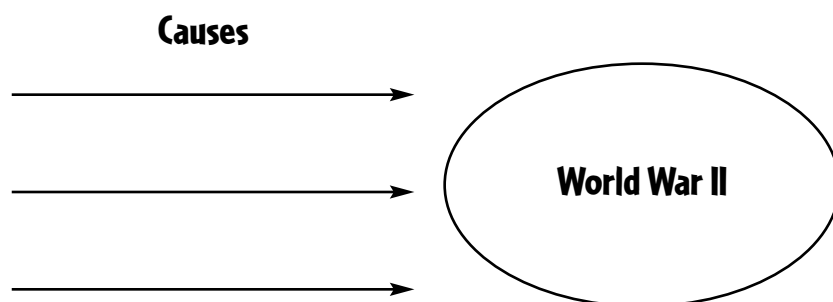
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did President Roosevelt respond to the Great Depression?
- What actions led to the outbreak of World War II?

Main Idea

As you read pages 556–563 in your textbook, complete this graphic organizer by identifying three causes of World War II.



Sequencing Events

As you read, write one important event that occurred in each of the years listed below.

- 1929 _____
- 1932 _____
- 1933 _____
- 1939 _____
- 1941 _____
- 1945 _____

The Great Depression (pages 556–558)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. What factors led to the Great Depression?

2. Why did many Americans blame President Hoover for the Depression?

3. What changes were part of the New Deal?

4. What were the lasting effects of the New Deal?

Terms To Know

Use each of these terms in a sentence that reflects the meaning of the term.

Dust Bowl

New Deal

Academic Vocabulary

Use each of the following academic vocabulary words from this lesson in a sentence.

create

fund

Terms To Review

Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

credit (Chapter 13, Section 4) decline (Chapter 17, Section 4)
recover (Chapter 16, Section 2)

1. The banking system suffered greatly in the Depression because consumers who had bought goods on _____ were unable to repay the loans.
2. Industries _____ because workers who had lost their jobs did not have the money to buy goods.
3. By the late 1930s, the economy had mostly _____.

World War II (pages 558–563)

Clarifying

As you read this lesson, answer the following questions to clarify the information about World War II.

1. Where did dictators and military leaders take power?

2. What led to the Japanese attack on the United States?

3. How did the war affect people at home?

4. How would you summarize the war in Europe?

5. How would you summarize the war in the Pacific?

Terms To Know

As you read, define or describe each of these terms.

Allies

D-Day

Holocaust

People To Meet

Choose the correct person from the list below by writing the person's name in the spaces to complete the sentence.

Dwight Eisenhower

Adolf Hitler

Douglas MacArthur

Benito Mussolini

Harry Truman

George Patton

1. _____ became president when Roosevelt died.

2. General _____ led the Filipino and American troops in the Philippines.

3. Dictator _____ took actions that launched World War II.

4. _____ became the dictator of Italy but was overthrown in 1943.

5. General _____ was the overall commander of Allied forces in Europe.

Terms To Review

Read the passage below. In the spaces that follow, explain the meaning of the boldface academic vocabulary word you studied earlier.

Nearly all Americans became **involved** in World War II. More women than ever before entered the **military**. Millions more worked in war industries. African Americans made many advances, but Japanese Americans who lived on the West Coast suffered severe **discrimination**.

involved

(Chapter 4, Section 1)

military

(Chapter 3, Section 4)

discrimination

(Chapter 13, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did President Roosevelt respond to the Great Depression?

What actions led to the outbreak of World War II?

Chapter 19, Section 2

Turning Points

(pages 564–570)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the United States attempt to stop the spread of communism?
- What actions did African Americans take to secure their rights?

Main Idea

As you read pages 564–570 in your textbook, complete this graphic organizer by identifying key events in the postwar world for each given year.

1948 _____

1953 _____

1954 _____

1964 _____

1973 _____

Sequencing Events

As you read, write the correct dates for each of these events:

_____ NATO formed

_____ Congress passes Federal Highway Act

_____ Cuban missile crisis

_____ President Kennedy assassinated

_____ Dr. Martin Luther King, Jr., assassinated

_____ South Vietnam falls

The Cold War Era (pages 564–566)

Outlining

Complete this outline as you read the lesson.

I. Stopping Communism

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

II. The Korean War

A. _____

B. _____

1. _____

2. _____

III. Eisenhower's Administration

A. _____

B. _____

1. _____

2. _____

IV. The Nation Expands

A. _____

B. _____

V. 1950s Prosperity

A. _____

B. _____

Terms To Know

Define or describe the following key term from this lesson.

affluence

Cold War

**North Atlantic
Treaty
Organization**

stalemate

**Truman
Doctrine**

Academic Vocabulary

Use the following academic vocabulary word in a sentence.

mutual

Terms To Review

Define or describe the following academic vocabulary words you studied earlier.

intervene
(Chapter 4, Section 4)

locate
(Chapter 13, Section 2)

respond
(Chapter 16, Section 3)

The Civil Rights Era (pages 566–568)

Drawing Conclusions

Read the lesson and then answer the questions to draw conclusions about what you read.

1. What role did the courts play in the early years of the civil rights movement?

2. What was the purpose of the 1963 March on Washington?

3. How did Malcolm X's views change?

4. What broader impact did the civil rights movement have?

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space.

American Indian Movement	<i>Brown v. Board of Education</i>
civil disobedience	Civil Rights Act
Equal Rights Amendment	feminists
"Great Society"	Medicaid
Medicare	"New Frontier"
sit-ins	Voting Rights Act
<i>Walker v. Board of Education</i>	

1. The _____ program funded health care for poor people.
2. Some civil rights leaders gained success by using _____.

3. Lyndon Johnson called his program of reform the _____.
4. The _____ tried to win equal rights for Native Americans.
5. The _____ program helped pay for health care for senior citizens.
6. A new generation of women's rights workers were called _____.

Terms To Review

In the space available, define the following words you studied earlier.

benefit
(Chapter 8, Section 3)

boycott
(Chapter 5, Section 1)

emerge
(Chapter 2, Section 1)

guarantee
(Chapter 16, Section 4)

The Vietnam Era (pages 568–570)

Interpreting

Interpret the information you read about the Vietnam War by answering the following questions.

1. What setbacks did Kennedy suffer in terms of U.S.-Soviet relations? What victory did he win?

2. Why did the U.S. have to increase the number of soldiers serving in Vietnam between 1964 and 1968 so dramatically?

3. In 1968, why did Americans support candidates who promised to restore order?

4. What policy did Nixon follow in Vietnam?

Terms To Know

Define or describe the following key terms from this lesson.

Berlin Wall

MIAs

Vietcong

Terms To Review

Define the following terms you studied earlier.

blockade

(Chapter 6, Section 3)

draft

(Chapter 16, Section 4)

equip
(Chapter 6, Section 3)

restore
(Chapter 4, Section 2)

symbol
(Chapter 1, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the United States attempt to stop the spread of communism?

What actions did African Americans take to secure their rights?

Chapter 19, Section 3

Modern America

(pages 572–578)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did the Watergate scandal affect the nation?
- How did the Cold War end?

Main Idea

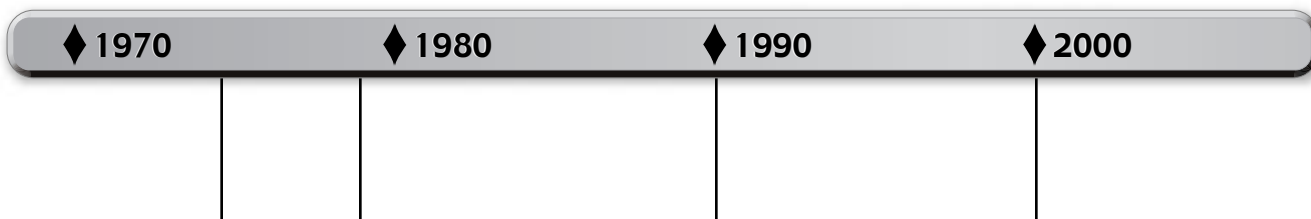
As you read pages 572–578 in your textbook, complete this graphic organizer by identifying the president who was involved and summarizing the significance of each event.

Event	Summary
Watergate	
Operation Desert Storm	
Impeachment trial	

Sequencing Events

As you read, place the following events on the time line:

- Iraq invades Kuwait
- Nixon resigns
- George W. Bush elected president
- Iranian students seize American hostages



Crisis of Confidence (pages 572–574)

Reviewing

Reread each subsection and list two key facts:

Nixon's
Admin-
istration

Watergate

The Carter
Presidency

Terms To Know

Define or describe the following key terms from this lesson.

human rights

revenue
sharing

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the word or words that best explains what the bold-faced academic vocabulary word from this lesson means in this passage.

1. Nixon wanted to change the country's foreign policy to help make the world more **stable**.

___ fixed permanently

___ obvious

___ predictable

2. Carter's first **priority** was to fix the economy.

___ goal

___ step

___ target

Terms To Review

Use the following words you studied earlier in a sentence.

embargo

(Chapter 9, Section 3)

impeach

(Chapter 17, Section 2)

impose

(Chapter 16, Section 4)

New Challenges (pages 574–577)

Summarizing

As you read each subsection, write a one-sentence summary.

**The Reagan
Presidency**

**The Bush
Presidency**

Key Points

Notes

**The Clinton
Presidency**

**The George
W. Bush
Administration**

Terms To Know

Define or describe the following key terms from this lesson.

federal debt

**North American
Free Trade
Agreement (NAFTA)**

**Operation
Desert Storm**

perjury

surplus

Academic Vocabulary

Use the following academic vocabulary word in a sentence.

generate

Looking to the Future (pages 577–578)

Determining the Main Idea

Write down the main idea of this lesson and three details that support that idea.

Terms To Know

Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Some scientists said that continuing loss of (oxygen, ozone) in the atmosphere was an environmental problem.
2. Others argued over the issue of (air pollution, global warming), which would affect crops and other living things
3. Being connected to the (Internet, LAN) made it easier to get information from and communicate with people around the world.
4. Attacking civilians is one of the tactics used as part of (terrorism, tyranny).
5. Some attackers were citizens of the country they attacked; these are (domestic, international) terrorists.

- Others came from citizens from other lands, making them (domestic, international) terrorism.

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

Governments took steps to stop making chemicals that were damaging the **layer** of ozone in the earth's atmosphere, which protects people from harmful rays from the sun.

Terms To Review

Use the following academic vocabulary word you studied earlier in a sentence.

communicate
(Chapter 5, Section 4)

target
(Chapter 3, Section 2)

technology
(Chapter 2, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the Watergate scandal affect the nation?

How did the Cold War end?

Chapter 19, Section 4

The War on Terrorism

(pages 579–585)

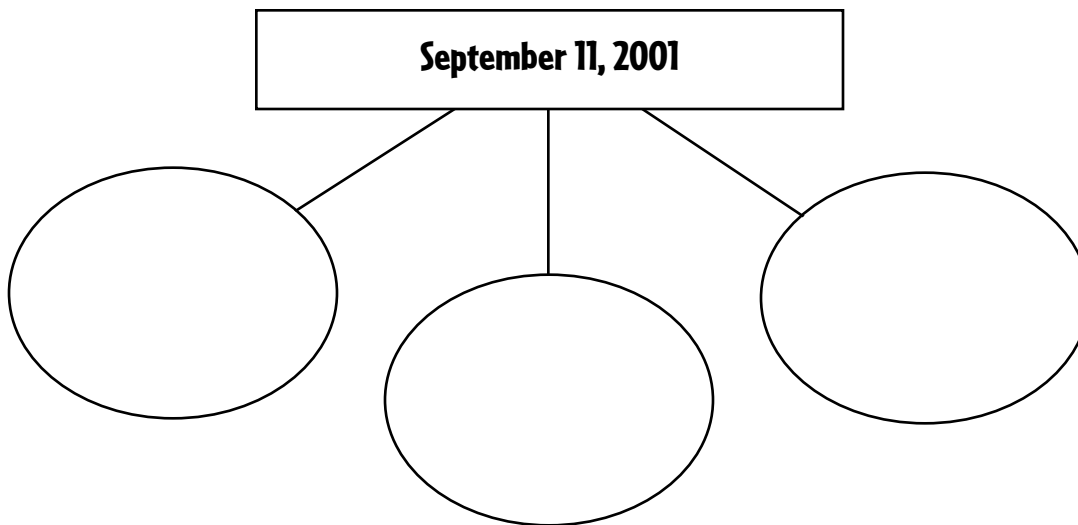
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did Americans respond to terrorism?
- What actions did the government take to fight terrorism?

Main Idea

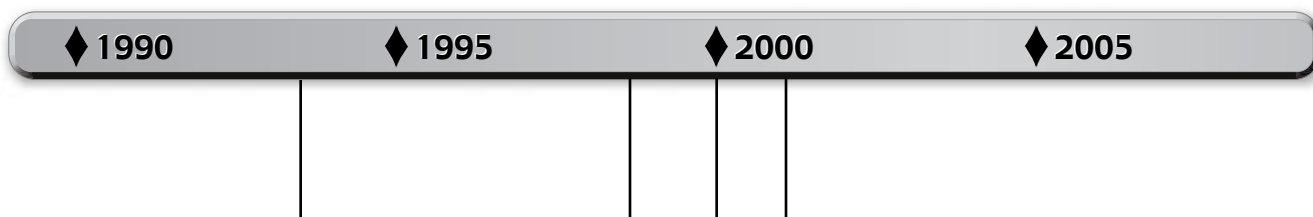
As you read pages 579–585 in your textbook, complete this graphic organizer by explaining how Americans responded to the events of September 11, 2001.



Sequencing Events

As you read, place the following events on the time line:

- al-Qaeda attack on the U.S.S. *Cole*
- al-Qaeda attacks two U.S. embassies in Africa
- 9/11 attacks on the World Trade Center and Pentagon
- first attack on World Trade Center



The Terrorist Threat (pages 579–581)

Monitoring Comprehension

Check how well you understood what you read in this section by answering the following questions.

1. How do the views of Muslim fundamentalists differ from those of most Muslims?

2. How did al-Qaeda originate?

3. What terrorist attacks did al-Qaeda carry out against the United States before September 11, 2001?

Terms To Know

Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space. You will not use all the answers.

al-Qaeda	Alabama	Baath	Cole
fundamentalist	mullahs	Muslim	Taliban

1. People who believe in Islam are called _____.
2. A small number of these believers were _____ who thought that any action to drive American influence out of the world was justified.
3. A group called the _____ took control of the government of Afghanistan and allowed terrorists to set up training camps there.
4. Those terrorists belonged to an organization called _____.

Academic Vocabulary

Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

Muslims fighting the Soviets in Afghanistan received **technical** assistance and training from the United States.

Terms To Review

Use each of the following terms you studied earlier in a sentence.

encounter
(Chapter 2, Section 3)

link
(Chapter 10, Section 2)

A New War Begins (pages 581–585)

Responding

As you read the section, respond to the following questions.

1. How did people across the nation respond to the terrorist attacks of September 11?

2. Why did President Bush appear at an Islamic Center shortly after the attack?

3. What steps did the government take to improve security?

4. What steps did the administration take to combat terrorism abroad?

Terms To Know

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

- | | |
|--------------------------|---|
| ___ 1. counter-terrorism | a. agency created in Afghanistan in wake of war there |
| ___ 2. Homeland Security | b. law passed in 2001 to strengthen efforts to find and block terrorists |
| ___ 3. Northern Alliance | c. agency created to protect Americans from terrorism |
| ___ 4. USA Patriot Act | d. collective name for efforts to fight terrorism |
| | e. law passed in 2001 to pay tribute to those killed in September 11 attacks |
| | f. group that joined with the United States in Afghanistan |

Academic Vocabulary

Read the passage below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word prior, from this lesson, means in this passage.

The new antiterrorism law gave law enforcement officials the right to search a suspect's home or office without giving prior notice.

- ___ formal
- ___ previous
- ___ public

Terms To Review

In the space available, define the following words you studied earlier.

expand

(Chapter 2, Section 1)

radical

(Chapter 6, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did Americans respond to terrorism?

What actions did the government take to fight terrorism?
