

**CALIFORNIA CONTENT
STANDARD 8.1.1***The Great Awakening and
the American Revolution*

Specific Objective: Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor in the American colonies.

Read the summary below to answer questions on the next page.

Dates

1730s and 1740s

Religious Movement

The Great Awakening, a religious revival, swept through the American colonies several decades before the American Revolution. The revival altered the way many people thought about themselves. Historians contend that these changes opened American minds to new ideas about society and politics. If the nature and practice of religion could change, maybe other traditions could too.

New Ideas

The fiery sermons of Great Awakening preachers, both in England and in the Colonies, stressed that people had their own moral choices to make. Jonathan Edwards, a minister from New Haven, Connecticut, was considered one of the great theologians and scholars. His sermon “Sinners in the Hands of an Angry God” compared sinners to spiders dangling over a pit of fire. Gilbert Tennent, a Presbyterian minister from New Jersey, also stirred up strong emotions at crowded sermons. People began to openly discuss and dwell on moral issues.

Effects of the Great Awakening

- The movement caused a rise in church membership, particularly in new denominations such as the Baptists.
- Several colleges were founded to train new ministers, including King’s College, in Princeton, New Jersey.
- Some churches began to welcome women, Native Americans, and African Americans as members.
- The movement inspired colonists to help those in need, through new orphanages, schools, and mission projects.
- New ideas were hotly and openly discussed and debated—ideas about moral choices, such as what is absolutely right or absolutely wrong.
- Historians agree that such ideas and discussions shaped American culture, opening minds to later ideas of independence.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.1.1*The Great Awakening and
the American Revolution*

Directions: Choose the letter of the *best* answer.

- 1 **What element, common in the sermons of the Great Awakening, may have opened minds to ideals of independence and equality?**
 - A sermons often held outdoors
 - B plans for changing government
 - C topics addressing moral deeds
 - D images of dangling spiders

- 2 **Why might the church revival movement of the 1730s and 1740s be referred to as the Great Awakening?**
 - A Many sermons preached about overthrowing the king.
 - B New churches, schools, and missions attracted members.
 - C Before this movement, Americans had little interest in religion.
 - D Churches services were held at dawn.

- 3 **Which of the following was one effect of the Great Awakening?**
 - A Colonial church membership grew and became more diverse.
 - B Some churches now allowed women to become ministers.
 - C Colonial America began to have a public school system.
 - D Restrictions to separate church and state became law.

- 4 **Historians agree that the Great Awakening influenced America's fight for independence by**
 - A challenging people to make moral choices and to act on them.
 - B making people believe they were destined to go to heaven.
 - C inspiring the colonies to outlaw slavery and all forms of injustice.
 - D preaching that colonists should fight a war to break from English rule.

- 5 **When did the Great Awakening occur in relation to the War for Independence?**
 - A in the decade leading up to the war
 - B during the aftermath of the war
 - C a few decades prior to the war
 - D just as the war broke out

- 6 **How did the Great Awakening affect women, Native Americans, and African Americans?**
 - A It made the groups compete for political status.
 - B Women and minorities gained political rights.
 - C Some churches allowed women and non-whites to attend.
 - D Separate churches were started for women and minorities.



**CALIFORNIA CONTENT
STANDARD 8.1.2**

The Declaration of Independence

Specific Objective: Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights.

Read the quotation and call-outs below to answer questions on the next page.

<p>1. People are born with individual rights that cannot be taken away from them.</p>	<p>2. These rights include —the right to live —the right to have freedom, or liberty</p>
<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with <i>certain unalienable Rights</i>,¹ that among these are <i>Life, Liberty and the pursuit of Happiness</i>;² that <i>to secure these rights, Governments are instituted among Men</i>,³ deriving their just powers from the consent of the governed; that <i>whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it</i>,⁴ and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”</p> <p style="text-align: right;">—Declaration of Independence</p>	
<p>3. The job of government is to protect these rights.</p>	<p>4. If a government does not protect these rights but in fact weakens them, the government should be changed or removed.</p>

Philosophy of Government

Thomas Jefferson was the main author of the Declaration of Independence. To a large extent, he built upon the writings of the English philosopher John Locke. Locke argued that “just,” or fair, governments

- are based on the consent of the people
- protect people’s “natural rights” to life, liberty, and property
- should be changed or replaced if they become unfair

Instead of property, Jefferson listed the “pursuit of happiness” as one of people’s natural rights.



**CALIFORNIA CONTENT
STANDARD 8.1.2**

The Declaration of Independence

Directions: Choose the letter of the *best* answer.

Use the quotation to answer questions 1–2.

“ . . . all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; that to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it. . . .”

—Declaration of Independence

1 According to the Declaration of Independence, what three rights are people born with that cannot be taken away?

- A** free speech, the right to have opinions, and the right to own property
- B** the right to live, the right to be free, and the right to try to find happiness
- C** free elections, fair trials, and the right to alter government
- D** the right to be born, the right to die, and the right to be happy

2 What does the Declaration of Independence proclaim is an important right of the people when a government fails to protect their freedoms?

- A** write letters and petitions
- B** move to another country
- C** support or uphold the government
- D** change or dispose of the government

3 According to the Declaration of Independence, which reason best describes why governments are created?

- A** to protect people’s rights or natural condition of freedom
- B** to help people find what they want to do in life
- C** to protect people from harm and make them feel secure
- D** to create opportunities for people and improve their lives

4 Which government challenge would arise directly from protecting individual freedoms?

- A** The country will have a long-term ruler who takes too much power.
- B** People will expect the government to provide for all their needs.
- C** There will be no common traditions or ideas that people share.
- D** The country will have to balance individual power with government power.

5 In the philosophies of John Locke and Thomas Jefferson, what must a government have in order to be considered just, or fair?

- A** agreement from the people living under a government’s rule
- B** a justice system where criminals can be fairly tried
- C** a system of elections to determine fair and just leaders
- D** absolute power derived from consent of the church

**CALIFORNIA CONTENT
STANDARD 8.1.3**

Effects of the American Revolution

Specific Objective: Analyze how the American Revolution affected other countries, especially France.

Read the summary below to answer questions on the next page.

Ties Between the Colonies and France

Europe was stunned when the American colonies managed to win their freedom against the English army and navy, arguably the strongest in the world. In part, this success was due to financial and military help from France. Though France was an absolute monarchy, Louis XVI hated England and was happy to help the colonists fight against the English crown. Because France was involved in the American Revolution, there was much intermingling of ideas between French and American revolutionaries. Benjamin Franklin lived in France during the American Revolution and borrowed ideas from some French philosophers.

The Writings of Thomas Paine

Thomas Paine, a British writer and political philosopher, had come to America in 1774. In 1776 he published the famous pamphlet *Common Sense*, in which he argued for complete freedom from England. In 1791 Paine moved to France, after publishing the first part of another tract called *The Rights of Man*. In this document he argued in favor of the revolution in France. He believed that people were better off without kings and other hereditary rulers, and that they should take control of their own governments.

Effects on Other Countries

After the Revolution, America became a symbol of freedom and democracy. The Revolution was inspiring to citizens in Europe and Latin America who were organizing to fight for their own freedom. Some new democracies used the *Declaration of Independence* and the *U.S. Constitution*, along with earlier documents, such as the *English Bill of Rights*, as templates for their own documents.

Effects on France

At the time of the American Revolution, a growing middle class in France was becoming hungry for freedom and power. They saw that their counterparts in America had argued for and won freedom for the individual. Most thought they could do the same. The French Revolution began in 1789, less than a decade after the American Revolution had ended.

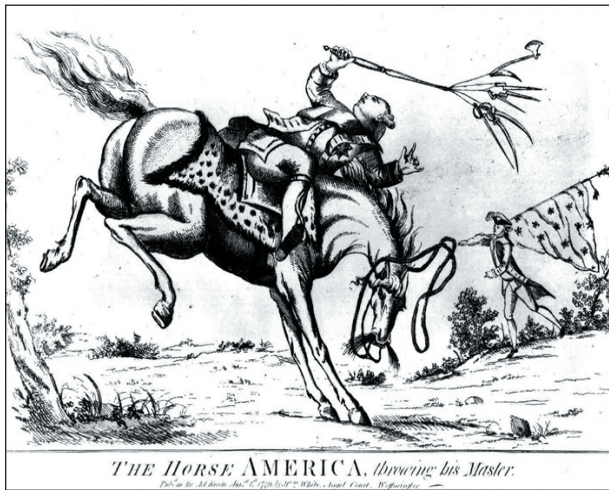


**CALIFORNIA CONTENT
STANDARD 8.1.3**

Effects of the American Revolution

Directions: Choose the letter of the *best* answer.

Use the cartoon to answer questions 1 and 2.



THE HORSE AMERICA, throwing his Master.
The Caricaturist, London, 1779.

—American Memory collections,
Library of Congress

1 The caption for this 1779 cartoon is “The Horse America, Throwing His Master.” Why might an artist in 1779 use a bucking horse to represent the American colonies?

- A Americans were known for raising horses.
- B The cowboy was a known symbol of the American frontier.
- C America had supported a ruling owner, and now rebelled.
- D Horses are known to be rebellious by nature.

2 This cartoon was published in London. What do you think the artist wanted to say about the American Revolution?

- A The Americans have a strong spirit and will win the war for independence.

- B The British have the most weapons and troops and will continue to rule.
- C The Americans will win the war, but will be worse off for it.
- D The British and Americans need each other’s cooperation to function.

3 What is one reason France decided to help the American colonists?

- A to return the help Americans gave in the French Revolution
- B to help any foe of France’s old enemy, England
- C to try out several forms of new weapons technology
- D to prevent revolution from happening in France

4 How did the American Revolution affect the French middle classes?

- A It inspired them to continue reaching for their own freedom.
- B It taught them the best fighting methods to use in revolutions.
- C It made them cautious about fighting against a stronger power.
- D It caused them to see themselves as nobility and royalty.

5 How has the U.S. Constitution been helpful to many democratic governments around the world?

- A It outlines the steps for starting a democracy.
- B It gives favored trade status to democracies.
- C It has been used as a model for other governments.
- D It explains the philosophy of revolution.

**CALIFORNIA CONTENT
STANDARD 8.1.4***A New Style of Government*

Specific Objective: Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Read the summary below to answer questions on the next page.

Before the war, Americans were angry that they did not have the same rights as English citizens. Once they declared their independence, they began to work toward a new goal—to have their own republic, a form of self-government.

Civic Republicanism

The ideas of civic republicanism originated in classical Greece, from around 500 to 300 B.C. These ancient Greeks ruled themselves using a **direct** democracy, not through representatives. For this system to work, citizens must all place the good of the community and country above their own individual interests. Citizens must all be well informed, participate actively in politics, be willing to fight for their country, and be “civic-minded” in all areas.

Classical Liberalism

The classical liberal view stressing **representative** democracy, in which citizens elect someone to represent, or look after, their interests, evolved in ancient Rome. The philosophy is different than a direct democracy where each citizen participates directly in government decisions and operations. In the classical liberal view, the best government is one that protects individual and minority rights through limits on government power. Freedom of speech, freedom of the press, free elections, and freedom of association are all important rights in this view, to ensure that the elected government is accountable to the public.

English Parliamentary Traditions

The British Parliament consisted of two chambers, or governing bodies. The House of Commons was filled with representatives elected by citizens. The House of Lords was made up of non-elected judges, nobles, and church officials. Parliament provided a partial model for the colonists’ representative government. When the time came for Americans to develop their own form of government, the idea of having two chambers developed into the Senate (modeled on ancient Rome) and the House of Representatives (based on the British Parliament).



**CALIFORNIA CONTENT
STANDARD 8.1.4**

A New Style of Government

Directions: Choose the letter of the *best* answer.

- 1 A republic is ruled by**
 - A a king, queen, or emperor.
 - B an elected representative group.
 - C a council of priests or ministers.
 - D people not accountable to citizens.

- 2 Which statement *best* represents how the rights of citizens are protected in a classical liberal system?**
 - A Take away most powers of government.
 - B Make laws that protect the most wealthy.
 - C Ensure that elections are free and fair.
 - D Allow each leader to appoint an heir or successor.

- 3 What is *one* example of an English parliamentary tradition that was incorporated into the U.S. system of government?**
 - A a commander-in-chief elected by a majority
 - B laws passed directly by a majority of citizens
 - C representatives of lords and commoners
 - D two law-making chambers, or houses

- 4 A student council with one student representative elected from each class follows the political example of**
 - A civic republicanism.
 - B classical liberalism.
 - C the English parliament.
 - D modern liberalism.

- 5 In a civic republic, citizens must**
 - A make strong laws limiting the power of government.
 - B honor the commands of a strong leader.
 - C put what is best for the country ahead of oneself.
 - D elect representatives to protect individual interests.

- 6 In the English Parliament, there are elected representatives in**
 - A the House of Commons.
 - B the House of Lords.
 - C both houses of parliament.
 - D neither house of parliament.



**CALIFORNIA CONTENT
STANDARD 8.2.1**

Influences on the Constitution

Specific Objective: Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

Read the summary below to answer questions on the next page.

The Magna Carta, 1215

In the year 1215, a group of rebellious nobles forced King John of England to agree to the demands spelled out in a document called the Magna Carta. The Magna Carta proclaimed that

- a landowner's property could not be seized by the king or his officials
- taxes could not be imposed unless a council of prominent men agreed
- free landowners could not be put on trial without witnesses
- landholders could be legally punished only by a jury of their peers

Over time, the rights listed in the Magna Carta were granted to all English citizens, not just nobles and landholders. The Magna Carta signified the first time that the powers of the king were limited by a written document.

The English Bill of Rights, 1689

In the Glorious Revolution of 1688, King James II of England was forced to leave the throne and flee the country. He was replaced with William and Mary. The new rulers had united with Parliament to force James out and had agreed to sign a document limiting their royal authority. In 1689, the new rulers signed, as agreed, the English Bill of Rights. The document protected "the rights of Englishmen," ensuring the following:

- freedom from royal interference with the law
- freedom from taxation by royal decree, without agreement by Parliament
- freedom to petition the king
- freedom from a peace-time army, without agreement by Parliament
- freedom to bear arms for self-defense, as allowed by law
- freedom to elect members of Parliament
- the freedom of speech in Parliament
- freedom from cruel and unusual punishments
- freedom from fines and forfeits without trial

The Mayflower Compact, 1620

The men on the Mayflower signed an agreement to obey laws created for the good of the community. The Compact helped establish the principles of self-government and majority rule. It was built on the understanding that government can only be legitimate if it is founded on the consent of the governed.

**CALIFORNIA CONTENT
STANDARD 8.2.1***Influences on the
Constitution*

Directions: Choose the letter of the *best* answer.

- 1 What aspect of the Magna Carta has the *most* historical significance?**
 - A Over time, the rights listed in the document were expanded.
 - B It was the first document to limit the power of the English king.
 - C It was signed hundreds of years before the Constitution.
 - D Rights in it applied only to landholding men, excluding others.

- 2 Which of the following documents influenced the writing of all the others?**
 - A Declaration of Independence
 - B English Bill of Rights
 - C Mayflower Compact
 - D Magna Carta

- 3 The Mayflower Compact showed unique thinking because it**
 - A was based on the assumption that people could govern themselves.
 - B promised the same individual rights later put into the Bill of Rights.
 - C laid out the basic framework for the Constitution.
 - D protected the same list of individual rights for women as for men.

- 4 What is *one* individual right the English Bill of Rights protects?**
 - A the right to petition the king
 - B the right to keep a standing army
 - C the right to privacy
 - D the right to impeach the king

- 5 In matters of criminal justice, the English Bill of Rights demands that the accused has the right to**
 - A a hearing behind closed doors.
 - B freedom from cruel punishments.
 - C representation by a court lawyer.
 - D an appeal, if he or she is found guilty.



**CALIFORNIA CONTENT
STANDARD 8.2.2**

Implementing the Ideals of the Declaration of Independence

Specific Objective: Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

Read the summary below to answer questions on the next page.

The three documents listed below show how the founding fathers worked toward ideals of self-government.

The Declaration of Independence (1776) listed the colonists' grievances against England and stated there were certain unalienable rights that must be protected by any fair and realistic government.

- Individual rights to life, liberty, pursuit of happiness
- Ability to elect government representatives
- Local representatives able to pass laws
- Control over when government meets
- Taxation only with representation
- Speedy trial, trial by jury

The Articles of Confederation (adopted 1777, ratified 1781) contained the American colonists' ideas about how to create a new and better government. The colonists were so wary of an overly powerful central ruler (such as they had in King George), that they gave too much power to the states and too little to the federal, or central, government.

- States retain sovereignty.
- States enter into "firm league of friendship" with other states.
- States choose their delegates to Congress.
- Taxes are levied by states, not by the federal government.

The Constitution (written 1787, ratified 1789) balances power between the states and the federal, or national, government. It also balances power between branches of government. Ten amendments were added that spelled out individual rights. Together, these ten amendments were called the Bill of Rights.

- People elect their representatives to Congress and the Senate. **we elect the president, house, senate**
- Clear directives detail the balance of power between the branches.
- Congress levies taxes.
- The Bill of Rights (adopted 1789, ratified 1791) addresses the concerns of states for individual rights that were not protected in the original Constitution.

**CALIFORNIA CONTENT
STANDARD 8.2.2**

Implementing the Ideals of the Declaration of Independence

Directions: Choose the letter of the *best* answer.

- 1 Which of the following ideas are contained in the Declaration of Independence?**
 - A how to balance power between state and federal government
 - B how a new American government should operate
 - C the colonists' grievances against the king
 - D the procedures for free and fair elections

- 2 One problem with the Articles of Confederation was that they**
 - A gave too much power to the states.
 - B gave too much power to the federal government.
 - C were not agreed upon by every state.
 - D gave too many details about lawmaking.

- 3 How did the Constitution correct the problems of the Articles of Confederation?**
 - A It took away state-level law making.
 - B It gave the states the power to collect taxes.
 - C It let southern states make laws for northern states.
 - D It moved some power from state to federal government.

- 4 Which statement accurately describes the Bill of Rights?**
 - A It is the first part of the Constitution.
 - B It is a name for the first ten amendments to the Constitution.
 - C It protects the exact same set of freedoms as the English Bill of Rights.
 - D It protects the rights of states under the federal government.

- 5 The Bill of Rights was critical to ratifying the Constitution because it**
 - A protects individual rights not mentioned in the Constitution.
 - B addresses the concerns of British Loyalists.
 - C rejects some rights mentioned in the Declaration of Independence.
 - D explains the thinking behind the Constitution.



**CALIFORNIA CONTENT
STANDARD 8.2.3**

Writing the Constitution

Specific Objective: Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions.

Read the summary below to answer questions on the next page.

The Great Compromise At the constitutional convention, the founding fathers struggled, arguing about how much power different parts of the government should have. Two plans emerged about how best to balance freedom and power.

- **The Virginia plan** proposed a legislature with two houses, each filled with a number of representatives based on a state's population.
- **The New Jersey plan** was for a single house, with each state sending one delegate.
- **The Great Compromise** called for one house with equal representation (the Senate), and one with representation based on population (the House of Representatives).

Divided State and Federal Power Federalists argued for a strong executive branch, while Anti-Federalists wanted a strong legislature, or lawmaking body. Anti-Federalists feared that a strong president could become like a king. In the end, checks and balances in the Constitution balanced government powers.

- **Anti-Federalists** Patrick Henry and other Anti-Federalists opposed ratification of the Constitution. They said it would give the federal government too much power and that the states should be stronger.
- **Federalists** James Madison and other Federalists argued that the Constitution would offer states protection and keep a balance of power among them. Federalists supported the ratification of the Constitution.
- **Bill of Rights** Anti-Federalists wanted more protections for individuals and states. Some states, including North Carolina, Rhode Island, and Massachusetts insisted that there be a Bill of Rights before they ratify the Constitution.

Slavery Southern states would not have ratified the Constitution if they had been forced to give up slavery. So, some of the Constitution's framers compromised, allowing slavery but hoping it would gradually decline on its own. One compromise on slavery, known as the Three-fifths Compromise, stated that slaves would count toward a state's population only as "three-fifths" of a person.

The Commerce Clause and Indian Nations The commerce clause in Article 1, Section 8 of the Constitution gives Congress the power "to regulate commerce with foreign nations, and among the several states, and with the Indian tribes." The clause provides the legal basis for the special status of Native American groups—neither state governments nor foreign governments, they maintain some sovereignty, or self-rule as nations, under U.S. law. The sovereign status allows Native American groups to use their land for businesses subject to different laws than other businesses. Such businesses also pay different taxes than others.

**CALIFORNIA CONTENT
STANDARD 8.2.3**

Writing the Constitution

Directions: Choose the letter of the *best* answer.

- 1 What two ideas did the Constitution try to balance?**
 - A the rights of slaves and the needs of slave owners
 - B the right to know and the right to privacy
 - C the power of government and the rights of the individual
 - D the needs of government and the rights of the majority

- 2 The Anti-Federalists were afraid that**
 - A a strong executive branch might lead to tyranny.
 - B state governments would have too much power.
 - C a Bill of Rights would guarantee too many individual freedoms.
 - D most voters were too uneducated to vote wisely.

- 3 In the final draft of the Constitution, slavery was**
 - A legalized and protected for a term of 100 years.
 - B neither banned nor obviously protected.
 - C highly taxed as a business trade.
 - D allowed to continue but restricted to the South.

- 4 States such as North Carolina opposed ratifying the Constitution because it**
 - A did not provide enough guarantees of individual rights.
 - B created a weak national government.
 - C solved the problems created by the Articles of Confederation.
 - D gave too little power to the executive branch.

- 5 Which name correctly describes opponents of the original Constitution?**
 - A Federalists
 - B Republicans
 - C Anti-Federalists
 - D Whigs

- 6 A small state would have been more likely to support the New Jersey Plan, because**
 - A representation in Congress would be based on a state's population.
 - B there would be two houses of Congress.
 - C larger states would have more power in Congress.
 - D it allowed each state equal representation.



**CALIFORNIA CONTENT
STANDARD 8.2.4**

The Federalist Papers

Specific Objective: Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers and the role of leaders in the writing and ratification of the Constitution.

Read the summary and charts below to answer questions on the next page.

The Federalist Papers James Madison, Alexander Hamilton, and John Jay wrote 85 essays, published in New York newspapers in 1787 and 1788, to try to convince New York to ratify the proposed Constitution. They hoped to increase public support for the document by explaining the merits of a strong unified central government that was limited by law and was required to protect the rights of individuals. Madison, Hamilton, and Jay argued that the Constitution would offer states protection, keep a balance of power among them, and set up government in branches (judicial, executive, and legislative) that would guard or check each other.

Federalist Papers explained interpreted the constitution

Title	Paraphrase
“The Union as a Safeguard Against Domestic Faction and Insurrection”	A representative government must be strong to protect against internal conflicts and rebellions.
“Restrictions on the Authority of the Several States”	The states must not act as nations. They should have equal and limited power.
“The Particular Structure of the New Government and the Distribution of Power Among Its Different Parts”	With different branches of government, no one branch will have too much control.
“These Departments Should Not Be So Far Separated as to Have No Constitutional Control Over Each Other”	The different branches need to have some power over one another in order to check or guard against abuse of power.
“The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments”	Legislative, executive, and judicial branches should govern different areas and have certain power over one another.

Some of the People Involved in Creating the Constitution	
James Madison	known as the “Father of the Constitution” because of his influential role in shaping it
Alexander Hamilton, John Jay	defended the federalist position
Roger Sherman	helped draft the Bill of Rights, the first ten amendments
George Washington	presided over the Constitutional Convention
Gouverneur Morris	emphasized being an “American” rather than the citizen of a particular state, favored federal over state power
James Wilson	emphasized the rights of the common man



**CALIFORNIA CONTENT
STANDARD 8.2.4**

The Federalist Papers

Directions: Choose the letter of the *best* answer.

- | | |
|---|---|
| <p>1 What was the immediate goal of the Federalist Papers?</p> <ul style="list-style-type: none"> A to provide historical background for the Constitution B to improve on the ideas in the Constitution and the Bill of Rights C to declare American strengths to the world D to persuade the citizens of New York to ratify the Constitution
<p>2 What is one long-term benefit of the Federalist Papers?</p> <ul style="list-style-type: none"> A They contain laws not stated in the Constitution. B They pinpoint and clarify ideas behind the Constitution. C Copies of the originals still exist, unlike the Constitution. D They detail all views expressed at the Constitutional Convention.
<p>3 What role did George Washington play in the writing of the Constitution?</p> <ul style="list-style-type: none"> A He was one of the authors of the Federalist Papers. B He authored the Bill of Rights. C He presided over the Constitutional Convention. D He crafted the style of the writing. | <p>4 What is one view expressed by the Federalist Papers and the Constitution?</p> <ul style="list-style-type: none"> A States should act as sovereign nations. B Strong centralized power can be limited by law. C The Constitution should not be questioned. D A lawmaking body should have three houses.
<p>5 What philosophy or position did James Madison support in framing the Constitution?</p> <ul style="list-style-type: none"> A A nation is best protected by strong centralized government. B Common working people are the nation's biggest strength. C A leader can take quick decisive action if given total power. D A union of states must allow each state to decide its own laws.
<p>6 Which of the following correctly describes the relationship between the Federalist Papers and the Constitution?</p> <ul style="list-style-type: none"> A one is a first draft for the other B one explains the intentions in the other C one expresses views not contained in the other D one was added to the other to help it become law |
|---|---|



**CALIFORNIA CONTENT
STANDARD 8.2.5**

***Religious Freedom and
Separation of Church
and State***

Specific Objective: Understand the significance of Jefferson’s **Statute for Religious Freedom** as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the **separation of church and state**.

Read the excerpt and chart below to answer questions on the next page.

Thomas Jefferson drafted the “Statute for Religious Freedom” for Virginia’s constitution in 1779. James Madison finally convinced the legislature to adopt it in 1786. It remains in that state’s constitution today. Jefferson and Madison helped ensure that the right of religious freedom be protected in the Bill of Rights in the Constitution as well.

“Be it enacted by the General Assembly, That no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, molested, or burthened [burdened] in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and that the same shall in no wise [in no way] diminish, enlarge, or affect their civil capacities.”

—from “Statute for Religious Freedom” (1786), drafted by Thomas Jefferson

Some Founding Fathers on the Separation of Church and State		
Founding Father	Opinion	Position on Church and State
James Madison	supported religious liberty	completely separate
Rufus King	supported state aid to religion	separate, but related
Edmund Randolph	claimed government should have no power over religion	completely separate
Charles Pinckney	opposed religious tests for office	completely separate
George Mason	spoke against the establishment of a state religion	completely separate
Noah Webster	also opposed a state religion	completely separate



**CALIFORNIA CONTENT
STANDARD 8.2.5**

Religious Freedom and Separation of Church and State

Directions: Choose the letter of the *best* answer.

Use the quotation to answer questions 1 and 2.

“Believing with you that . . . the legitimate powers of government reach actions only, and not opinions, I contemplate . . . that act of the whole American people which declared that their legislature should make no law respecting an establishment of religion. . . thus building a wall of separation between church and state.”

—Thomas Jefferson, Letter to the Danbury Baptists, 1802

1 What does Jefferson mean when he says that “the legitimate powers of government reach actions only, and not opinions”?

- A The power of government is very limited.
- B Unjust governments cannot make people change their opinions.
- C Government can tell you what to do, but not what to think.
- D Government has no right to tell you what to do.

2 What does Jefferson mean by “building a wall of separation”?

- A Religion and government do not function well when they are separate, or walled off.
- B Americans should take care to keep church and government in separate buildings.
- C The First Amendment ensures government and religion have no power over one another.
- D America should pass a law banning religious words and religious people in government.

3 What important American document protects a citizen’s right to freedom of religion today?

- A Declaration of Independence
- B Bill of Rights
- C Articles of Confederation
- D Federalist Papers

4 What was the most common view expressed by the founding fathers about church and state?

- A Church and state have a better influence when they work together.
- B Religion has a vital role to play in the governing of the country.
- C Church and state should exist completely apart from each other.
- D Some religious activities should be funded by government.

5 In America, under the protections guaranteed in the Constitution, citizens are free to

- A go to any church they choose, as long as it is a Christian church.
- B practice any religion they want, as long as they believe in God.
- C decide not to go to church, as long as they believe in God.
- D hold any—or no—religious beliefs, including not believing in God.



**CALIFORNIA CONTENT
STANDARD 8.2.6**

The Constitution and the Bill of Rights

Specific Objective: Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

Read the chart and highlights below to answer questions on the next page.

Governmental Powers Set out in the Constitution		
Legislative (Congress)	Executive (President)	Judicial (Courts)
collect taxes; impose duties, imposts, and excises	act as Commander in Chief of Army and Navy	judge all cases arising from the Constitution, laws, and treaties
regulate commerce	make treaties	interpret the Constitution; determine whether laws are constitutional or not
coin money	commission officers	
secure patents for scientists and artists	take care that laws be faithfully executed	
declare war		
raise and support armies		
make laws		

Individual Rights Guaranteed in the Bill of Rights

- Freedom of speech, press, assembly, religion
- Right to bear arms
- Probable cause; no unreasonable search or seizure
- Due process (everyone gets the same sort of trial)
- Speedy and public trial; trial by jury
- No cruel or unusual punishment; no excessive fines



**CALIFORNIA CONTENT
STANDARD 8.2.6**

The Constitution and the Bill of Rights

Directions: Choose the letter of the *best* answer.

- 1 What set of responsibilities does the Constitution assign to the Congress?**
- A** appoint judges, make treaties, collect taxes, and appoint ambassadors
 - B** declare war, make laws, collect taxes, and regulate commerce
 - C** interpret the Constitution and decide the constitutionality of laws
 - D** collect taxes and make treaties and agreements with other countries

“United States Constitution, Article 1, Section 8, Clause 1: The Congress shall have Power to lay and collect Taxes, Duties, Imposts, and Excises, . . . but all Duties, Imposts, and Excises, shall be uniform throughout the United States.”

- 2 According to the excerpt, what is one limit the Constitution puts on Congress’s power to collect duties or government fees?**
- A** The president must agree to all duties or fees.
 - B** The Supreme Court must agree to all duties or fees.
 - C** Congress cannot borrow money from the states.
 - D** Congress must treat every state the same way.

- 3 Which protection does the Bill of Rights give to people accused of crimes?**
- A** the right to be released on bail
 - B** funding to hire any lawyer
 - C** the right to bargain with the accuser
 - D** access to a trial before a fair jury
- 4 What can you infer is the reason the Bill of Rights guarantees “a speedy and public trial” to those accused of crimes?**
- A** to allow the public to decide on the punishment
 - B** to allow the government to save time and money
 - C** to prevent unfair imprisonment of the innocent
 - D** to prevent the accused from hiring a lawyer
- 5 What is one way that a branch of government checks, or keeps a watch on, another branch, under the Constitution?**
- A** Courts can decide the constitutionality of laws made by Congress.
 - B** The president commands the army and can declare war.
 - C** Congress writes the laws, but the president passes them into law.
 - D** The president decides the tax amount, and Congress collects the tax.



**CALIFORNIA CONTENT
STANDARD 8.2.7**

The Principles of the American System of Government

Specific Objective: Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.



Read each principle to answer questions on the next page.

The following principles are embodied in the Constitution in order to protect the two ideals of self-government and individual rights.

Federalism

The **power** of government is **shared** between **state governments** and a strong, representative national **(federal) government**.

Dual Sovereignty

- Federal and state laws have separate areas of influence and jurisdiction. While citizens are subject to both sets of laws, state laws govern many areas where federal lawmaking does not apply.
- Over time, the concept of dual sovereignty has changed with evolving interpretations of constitutional law.

Separation of Powers

Three branches of government—**executive**, **legislative**, and **judicial**—**govern** separate areas (leadership command, lawmaking, and criminal justice) in order to **prevent one person or group from abusing power**.

executive - president & dept
legislature - congress
judicial - supreme court

Checks and Balances

Each of the **three branches of government** makes sure **the others are working properly**. Each of the three branches **exercises** certain **control** over the **others**.

Majority Rule

Decisions are made by a majority. The rights of the minority are protected by a Bill of Rights, and by the accountability of elected representatives.

Constitutionalism

Government's power must be limited by a foundation of law with checks and balances.



**CALIFORNIA CONTENT
STANDARD 8.2.7**

The Principles of the American System of Government

Directions: Choose the letter of the *best* answer.

1 Federalism can be defined as a belief in a government where

- A** a central government controls the states.
- B** the central government has no power over the states.
- C** states and a central government share power.
- D** states decide what power to give the central government.

2 The concept of dual sovereignty means that

- A** federal and state laws exist, and each governs separate, specific areas.
- B** each person is a citizen of a state first, then a citizen of the United States.
- C** U.S. citizens with ancestors in other countries, are citizens of both places.
- D** people can choose whether to be tried under state or under federal law.

3 The “separation of powers” means that

- A** people who work for one branch of government may not work for another.
- B** three branches of government divide power so that one branch does not get too powerful.
- C** the citizens can vote to impeach a president if he or she breaks the law.
- D** the government cannot control the church, and the church cannot control the government.

4 Checks and balances in the federal government specify that

- A** the Supreme Court can overturn laws passed by the Congress.
- B** the Congress appoints Supreme Court justices.
- C** the president can veto decisions of the Supreme Court.
- D** the Congress can overturn laws made by the president.

5 Which statement correctly defines “majority rule”?

- A** Individuals follow the agreements made by most of the group.
- B** Decisions cannot be made without all voters present.
- C** The Constitution applies to most of the citizens.
- D** An elected leader makes most of the rules.

6 Constitutionalism can best be defined as a belief that

- A** a constitution creates limits and rules for a government.
- B** a constitution contains the only laws a country needs.
- C** all countries should have a constitution.
- D** all constitutions are basically similar.



**CALIFORNIA CONTENT
STANDARD 8.3.1**

*Early American
State Constitutions*

Specific Objective: Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

Read the summary and chart below to answer questions on the next page.

Writing New State Constitutions

As the colonies declared themselves free, they no longer wanted to be governed by old, colonial charters. Creating a new state constitution was a chance to do away with unfair or repressive government and to try new political ideas. None of the new constitutions, however, gave rights to slaves, or allowed women to vote. Most state constitutions restricted who could vote and who could hold office.

Many of the ideas from state constitutions found their way into the United States Constitution. Protection of individual rights, for example, served as a model for the Bill of Rights.

Virginia

- Popular sovereignty
- Rotation in office
- Fair elections
- Protected fundamental rights
- Trial by jury
- Freedom of the press

Georgia

- By and for the people

New York

- Two law-making bodies:
House and Senate

South Carolina

- Separation of church and state

Chart of State Constitutions

Important Events	Creation of State Constitutions
Boston Tea Party, May 10, 1773	New Hampshire: January 5, 1776 South Carolina: March 26, 1776 Virginia: June 29, 1776 New Jersey: July 2, 1776
Declaration of Independence, July 4, 1776	Delaware: September 21, 1776 Pennsylvania: September 28, 1776 Maryland: November 11, 1776 North Carolina: December 18, 1776
Treaty of Paris, September 30, 1783 Constitutional Convention, 1787	Georgia: February 5, 1777 New York: April 20, 1777 Vermont: July 8, 1777 Massachusetts: March 2, 1780



**CALIFORNIA CONTENT
STANDARD 8.3.1**

Early American State Constitutions

Directions: Choose the letter of the *best* answer.

Use the chart on page 81 to answer questions 1 and 2.

- 1 **Looking at the dates in the chart, choose which important event happened in the same year that many states were adopting new constitutions.**
 - A the Boston Tea Party
 - B the French and Indian War
 - C the Declaration of Independence
 - D the Boston Massacre
- 2 **Which of the following states all had constitutions in place when the colonies declared their independence from England?**
 - A Maryland, Massachusetts, and New Hampshire
 - B Delaware, New Jersey, and Vermont
 - C New Hampshire, South Carolina, and Virginia
 - D Massachusetts, New York, and Virginia
- 3 **In 1776 and 1777, why did many states decide to write new state constitutions?**
 - A Great Britain had revoked their colonial charters.
 - B They disliked the Articles of Confederation.
 - C They wanted to better express new ideas about government.
 - D They wanted to abolish slavery in their states.

“No minister of the gospel or public preacher of any religious persuasion, while he continues in the exercise of his pastoral function, and for two years after, shall be eligible either as governor, lieutenant-governor, a member of the senate, house of representatives, or privy council in this State.”

—South Carolina constitution

- 4 **Which principle of government is reflected in the quotation from the South Carolina constitution?**
 - A separation of church and state
 - B legal protection of individual rights
 - C government by and for the people
 - D freedom of the press
- 5 **Which of the following ideas was part of a state constitution, and later a part of the U.S. Constitution?**
 - A the right to hold slaves
 - B the establishment of public schools
 - C a legislature with two houses
 - D military commanded by the president
- 6 **In providing for voting rights, state constitutions**
 - A gave all white men the right to vote.
 - B gave some women the right to vote.
 - C strictly limited the right to vote.
 - D did not address the issue of voting rights.



**CALIFORNIA CONTENT
STANDARD 8.3.2**

Early Expansion in the West

Specific Objective: Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

Read the summary below to help you answer questions on the next page.

The new Confederation Congress controlled a vast territory of western land that stretched from the Appalachian Mountains to the Mississippi River. These lands were not states, and they did not have local governments the way the states did. The Confederation Congress was worried that, as Americans settled this western territory, confusion and chaos would result if no one knew who owned individual plots of land. Congress passed two laws to divide and organize the western territory in an orderly manner.

Land Ordinance of 1785

This law laid the foundation for nearly 80 years of policy on dividing and selling public lands.

- It defined the basic land unit as a township, a six-mile by six-mile square, broken into 36 one-mile by one-mile square sections (640 acres each).
- Section 16 of each township was set aside for the “maintenance of public schools.”
- All other sections were auctioned off to the public at a minimum starting bid of \$1 an acre.
- The Ordinance was eventually modified when it became clear that most families could not afford to purchase the minimum 640-acre plot.

Land Ordinance of 1787

Also called the Great Northwest Ordinance, this law established the government for the Northwest Territory and explained how territories could become states. Giving rights to the settlers of the western territories encouraged westward migration.

- Applied to territories west of the original colonies but east of the Mississippi River and north of the Ohio River
- At least three but no more than five states to be formed from the territory
- Eligible for state status when free inhabitants numbered 60,000 or more
- Civil rights guaranteed
- Slavery prohibited—first national limit on the spread of slavery



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.3.2**

Early Expansion in the West

Directions: Choose the letter of the *best* answer.

- 1 In the Land Ordinance of 1785, a township was defined as an area made up of**
 - A** at least 60,000 people.
 - B** 640 farm plots.
 - C** 36 lots of one square mile each.
 - D** a school and a courthouse.

- 2 Which aspect of the Land Ordinance of 1785 was *most* important to the quality of frontier communities?**
 - A** giving a section of township for schools
 - B** having a starting bid of \$1 per acre
 - C** defining a township as six miles square
 - D** defining a plot as 1 mile square

- 3 How many states did the Land Ordinance of 1787 say could be formed from the Northwest Territories?**
 - A** three
 - B** between three and five
 - C** five
 - D** no specific number

- 4 A territory could apply to become a state**
 - A** when the Native American population had moved out.
 - B** when its population reached 60,000 free inhabitants
 - C** after it had been a territory for 10 years.
 - D** when there were at least 10 farms per square mile.

- 5 Why was the Northwest Ordinance an important law?**
 - A** It set aside land in the Northwest for Native Americans.
 - B** It encouraged the expansion of slavery into new territories.
 - C** It ensured that the settlement of the West would be orderly.
 - D** It forbade settlement west of the Mississippi River.



**CALIFORNIA CONTENT
STANDARD 8.3.3**

Building Blocks of a Common Market

Specific Objective: Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

Read the summary below to help you answer questions on the next page.

Today, we take some things for granted. We can travel from one state to another. Any store in any state will accept our money. A pound of sugar in California weighs the same as one in Colorado. But when the Constitution was written, this had not been the case. States had made their own laws about buying and selling. Often state laws conflicted, making it nearly impossible to do business with someone in another state. The framers of the Constitution gave Congress the power to make states work together.

Article 1, Section 8, Clause 3

“The Congress shall have Power to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.”

Advantage: Consistency from state to state with respect to laws about prices and transportation.

Article 1, Section 8, Clause 5

“The Congress shall have Power to coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures.”

Advantage: Every state uses the same monetary system and the same system of weight and measurement. A dollar is worth the same amount and an inch measures the same distance in every state.

Article 4, Section 1

“Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.”

Advantage: Each state respects the public acts of all the other states. You don’t have to get a different driver’s license for every state you drive through.



**CALIFORNIA CONTENT
STANDARD 8.3.3**

Building Blocks of a Common Market

Directions: Choose the letter of the *best* answer.

- 1 **According to Article 1, Section 8, Clause 3, what does the Constitution dictate about U.S. trade with Indian Tribes, or Native American nations?**
 - A Indian Tribes are only allowed to trade with one another.
 - B Congress determines how trade with Indian tribes is regulated.
 - C Only certain states may trade with Indian Tribes.
 - D Each state can decide how it wants to trade with Indian Tribes.

- 2 **Without the commerce clause in Article 1, Section 8, Clause 3, which of the following activities would be difficult?**
 - A manufacturing goods in one state and selling them in another
 - B farming and running a store on the same piece of property
 - C buying and selling goods in a single state
 - D farming on Indian land

- 3 **Why was it beneficial for Congress to be able to regulate commerce between states?**
 - A It could prevent states from trading with foreign nations.
 - B Buying and selling things between states was easier and more profitable.
 - C Individuals who couldn't find work in one state could get jobs in other states.
 - D Native Americans were encouraged to enter the business world.

- 4 **What problems might arise in government without Article 1, Section 8, Clause 5?**
 - A Foreigners could not bring money into the United States.
 - B The dollar would be less valuable than foreign currency.
 - C Each state could make its own coins and bills worth different amounts.
 - D Americans would have to learn the metric system.

- 5 **How does having a standardized system of weights and measures help increase trade?**
 - A People get better deals when they make purchases.
 - B Certain sizes and weights of products are easier to sell.
 - C People can trust that they are getting what they pay for.
 - D There is no need to make laws about trade.

- 6 **What problem might arise without Article 4, Section 1, of the Constitution?**
 - A A driver's license issued in one state might not be recognized in another.
 - B States might refuse to issue driver's licenses.
 - C People might not be allowed to move to a different state.
 - D Banks might not issue credit cards in any state.



**CALIFORNIA CONTENT
STANDARD 8.3.4**

The Beginning of the Two-Party System

Specific Objective: Understand how the conflicts between **Thomas Jefferson** and **Alexander Hamilton** resulted in the emergence of two political parties (e.g., view of foreign policy, **Alien and Sedition Acts**, economic policy, National Bank, funding and assumption of the revolutionary debt).

Read the summary and chart below to answer questions on the next page.

Hamilton, Jefferson, and the Birth of Political Parties

Political parties emerged during the 1790s because Americans disagreed about how the new country should be run. Thomas Jefferson disagreed with the policies of Alexander Hamilton, Secretary of the Treasury. Jefferson formed the Democratic-Republicans and Hamilton formed the Federalist Party. These parties differed mainly with respect to how they saw the role of the federal government. Federalists wanted a strong federal government and less power for individuals. The Democratic-Republicans were against large government and supported the rights of states and individuals.

Issues	Alexander Hamilton Federalist Party	Thomas Jefferson Democratic-Republican Party
foreign policy	supported diplomatic ties with England based on our financial interests	supported diplomatic ties with France based on political ideals and loyalty
economic policy	envisioned an economy based on industry	envisioned an economy based on agriculture
National Bank	chartered a national bank	wanted national government finances to remain simple
funding for Revolutionary War debt	wanted federal government to assume state debts	supported independent finances for states
Alien & Sedition Acts	supported Alien and Sedition Acts of 1798	believed these acts to be unconstitutional silenced opposition

**CALIFORNIA CONTENT
STANDARD 8.3.4**

The Beginning of the Two-Party System

Directions: Choose the letter of the *best* answer.

- 1 When did political parties first appear in American politics?**
 - A 1760s
 - B 1790s
 - C 1830s
 - D 1860s

- 2 Political parties were first formed in America because**
 - A Americans disagreed with the British about how the country should be run.
 - B Americans were looking for a way to fight British tyranny and oppression.
 - C Americans disagreed with each other over how the country should be run.
 - D Many Americans were unhappy with President Washington.

- 3 Which of the following is *true* about Jefferson's foreign policy?**
 - A Jefferson thought that foreign relations should be based on our national ideals.
 - B Jefferson thought working with Revolutionary France might be dangerous.
 - C Jefferson believed in reunion with England.
 - D Jefferson thought we should support France, only if it would help us financially.

- 4 Which of the following is *true* about Hamilton's financial policy?**
 - A Hamilton wanted simpler national finances, with a large degree of independence for the states.
 - B Hamilton wanted the U.S. government to take on states' war debts.
 - C Hamilton believed the federal government should not play too strong a role in financial policy.
 - D Hamilton thought states ought to pay their own debts from the Revolutionary War.

- 5 What is *true* about Jefferson's Democratic-Republicans?**
 - A They did not think that farmers were important to the economy.
 - B They wanted the national government to take on state debts.
 - C They supported the creation of a national bank.
 - D They opposed the Alien and Sedition Acts of 1798.

- 6 What is *true* about Hamilton's Federalists?**
 - A They opposed the charter of a national bank.
 - B They supported an economy based on industry.
 - C They believed that individual states should manage their own finances.
 - D They favored diplomatic ties with France.

**CALIFORNIA CONTENT
STANDARD 8.3.5***Domestic Resistance*

Specific Objective: Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g. Shays’s Rebellion, the Whiskey Rebellion).

Read the descriptions to help you answer questions on the next page.

Not long after the end of the Revolutionary War, when the country was still defining itself, there were two important rebellions. As in the war that forced America’s break with England, in both domestic rebellions, citizens felt their government was treating them unfairly, and they engaged in armed resistance.

Shays’s Rebellion (Fall 1786 to Spring 1787)

Shays’s Rebellion is named for Captain Daniel Shays, a Revolutionary War veteran and Massachusetts farmer. He led a group of insurgents, mainly farmers, who occupied courthouses where people unable to pay their debts were being tried and sent to jail. By occupying the courts, they hoped to prevent others from being tried. Many people were in debt after the war, and the farmers were getting the worst of it. The rebellion was quelled and the leaders were sentenced to death. However, Governor John Hancock pardoned most of them.

In the summer of 1787, the Constitutional Convention was underway in Philadelphia. The delegates worked to create a **stronger central government** that would (quoting from the opening of the Constitution) “establish justice” and “insure domestic tranquility.” The strength of the federal government helped to put the rebellion to rest. Shays’s Rebellion is thought to be one reason why people rallied behind the Constituion.

The Whiskey Rebellion (1794)

Farmers also started the Whiskey Rebellion, which occurred in western Pennsylvania. The federal government was charging a 25 percent excise tax on whiskey to help pay the national debt. Whiskey allowed farmers to make money from their grain crops. It was also traded for other goods that they needed. Farmers had little cash and could not pay the tax. This problem and others that farmers blamed on the federal government led to a series of attacks by angry mobs. President Washington issued a proclamation and called up a large federal militia. At news of the army’s approach, the rebels fled. This action **set a precedent for the new federal government’s authority**, even in the affairs of individual states.

**CALIFORNIA CONTENT
STANDARD 8.3.5*****Domestic Resistance***

Directions: Choose the letter of the *best* answer.

- 1 Captain Daniel Shays was**
 - A** a governor of Massachusetts, angry at the interference of the federal government.
 - B** a Revolutionary War veteran, angry at not getting his pension or benefits.
 - C** a farmer, angry that the crops had failed.
 - D** a farmer and veteran, angry that farmers were being sent to jail because of debts.

- 2 What was the outcome of Shays's Rebellion?**
 - A** The uprising was defeated; most of the leaders were later pardoned.
 - B** All the farmers in the region had their debts pardoned.
 - C** The territory became independent from the rest of Massachusetts.
 - D** Shays was executed; the farmers were sent to debtor's prison.

- 3 How did Shays's Rebellion influence the writing of the U.S. Constitution?**
 - A** It delayed the start of the Constitutional Convention.
 - B** It increased the power of common people in framing the Constitution.
 - C** It helped strengthen the idea of the need for a strong central government.
 - D** The Constitution established a permanent federal army.

- 4 Why had the government imposed a tax on whiskey?**
 - A** to make people stop drinking
 - B** to support an army on the frontier
 - C** to pay off the national debt
 - D** to provide relief for struggling farmers

- 5 How did the central government respond to the Whiskey Rebellion?**
 - A** It sent an ambassador to negotiate with the rebels.
 - B** It called up a massive militia to put down the rebellion.
 - C** It battled the rebels in court cases.
 - D** It agreed to let Pennsylvania deal with the problem by itself.

- 6 The federal government's response to the Whiskey Rebellion showed that it**
 - A** would assist a state when the state was in trouble.
 - B** had the power and determination to enforce its laws.
 - C** was sympathetic to the problems of backcountry farmers.
 - D** imposed unfair taxes and was unwilling to compromise.



**CALIFORNIA CONTENT
STANDARD 8.3.6**

The Laws of the Land

Specific Objective: Describe the basic law-making process. Describe how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

Read the summary below to help you answer questions on the next page.

Making Laws The Constitution created a Congress with two houses to make laws: the House of Representatives and the Senate. The citizens of each state elect members of the House and Senate. **Either house can propose a new bill, but both houses have to approve it** through a majority vote in order for the bill to become law. If the two houses pass different versions of the same bill, a conference committee consisting of members from both houses of Congress works out a compromise version. The bill is then sent back to both houses for final approval. **Once Congress has passed a bill, the president has ten days to veto it or sign it into law. A bill that has been vetoed by the president can still become law if it receives two-thirds of the votes in both houses of Congress.**

Participation One of the important foundations of the Constitution is the idea of government by the consent of the governed. Citizens participate in government by voting. They can vote in local, state, and national elections. By voting, citizens make their wishes known. Citizens can also participate by taking part in community activities, working for a political party, or running for office.

Monitoring or Watching Citizens are meant to know how their elected representatives make decisions and conduct governmental business. The Constitution includes a requirement (Article 1, Section 5) that the houses of Congress keep public records of their proceedings and their votes. A free press helps citizens monitor their government.

Opportunities to Influence

- **Voting** If an elected official does not act in accord with the will of the people, the citizens are free to elect someone who does. Citizens can also contact their lawmakers and tell them their concerns.
- **Special Interest Groups** Voters who share a concern or interest can work together to bring demands to lawmakers. They lobby, or influence, through petitions, groups of votes, and other means. Labor unions, environmental organizations, and chambers of commerce are examples of interest groups.



**CALIFORNIA CONTENT
STANDARD 8.3.6**

The Laws of the Land

Directions: Choose the letter of the *best* answer.

1 What happens if the House and Senate pass different versions of the same bill?

- A** Both bills become law, unless the president vetoes them.
- B** One house agrees to drop its bill and accepts the version written by the other house.
- C** A congressional committee works out the differences, and the Congress votes on the compromise version.
- D** The president decides which bill to sign into law.

2 A bill that is vetoed by the president can still become law if

- A** a conference committee makes a new version.
- B** the bill is passed by a two-thirds vote in both houses of Congress.
- C** enough citizens protest and contact their lawmakers.
- D** the president’s veto is not witnessed by anyone.

3 Which of the following is *one* example of citizen participation in the political process?

- A** supporting community scouting organizations
- B** voting in local elections
- C** keeping their neighborhood clean
- D** supporting a local sports team

4 What is a legal way for you as a citizen to try to influence elected officials?

- A** Explain that you will pay money if they do what you ask.
- B** Buy them presents or pay for their meals and vacations.
- C** Write or call them to explain your views and concerns.
- D** Threaten to harm them if they do not do what you ask.

5 What role do interest groups play in American politics?

- A** They are primarily responsible for making laws.
- B** They use illegal means to influence government officials.
- C** They help voters with similar concerns influence government.
- D** They are not part of the American political system.

“Article 1, Section 5: Each House shall keep a Journal of its Proceedings, and from time to time publish the same.”

6 According to the excerpt, what is the purpose of Article 1, Section 5 of the Constitution?

- A** It helps citizens monitor what is going on in Congress.
- B** It allows members of Congress to keep their votes secret.
- C** It encourages Congress to hold its meetings in private.
- D** It prevents citizens from influencing the work of government.



**CALIFORNIA CONTENT
STANDARD 8.3.7**

Freedom of the Press

Specific Objective: Understand the functions and responsibilities of a free press.

Read the summary below to help you answer questions on the next page.

The Importance of a Free Press

The First Amendment to the Constitution prohibits Congress from making any laws limiting freedom of speech or of the press. The founding fathers recognized the importance of conversation and debate about political matters. Thomas Jefferson said, “If it were left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter.” Abraham Lincoln also thought the press was important. He said, “Let the people know the facts, and the country will be safe.”

Functions of the Press

- **Dissemination of information:** The press can educate the people about candidates, important issues, new laws, and judgments made by the courts.
- **Watchdog:** One of the key roles of the press is to serve as a watchdog for the people—keeping its eye on government and blowing the whistle when it finds evidence of wrongdoing.

Responsibilities of the Press

- **Truth:** News stories must be true and responsible. There are laws against **libel**—a printed statement or picture that unjustly damages a person’s name or reputation. The press is protected from “prior restraint” (government censorship), but it must be careful not to print libel.
- **Decency:** The press may not publish obscenity—those materials that are judged obscene by prevailing community standards.
- **Objectivity:** The press should strive to present all sides of an issue. The more objective it is in its presentation of information, the more useful that information is to the citizenry.

**CALIFORNIA CONTENT
STANDARD 8.3.7***Freedom of the Press*

Directions: Choose the letter of the *best* answer.

- 1 The freedom of the press in the United States is protected by the**
 - A Declaration of Independence.
 - B Constitution as first ratified.
 - C First Amendment.
 - D Fifth Amendment.

- 2 If a newspaper prints something damaging about a politician that it knows is not true, that crime is called**
 - A error.
 - B libel.
 - C obscenity.
 - D treason.

- 3 “Prior restraint” occurs when**
 - A a newspaper acts to prevent a politician from saying something.
 - B the government tries to censor something before it is published.
 - C a newspaper had a court order against it in the past.
 - D a newspaper censors what it writes because it was sued in the past.

- 4 What would be the danger to a democracy of having a government-controlled newspaper as the only source of information in a country?**
 - A Journalists would be out of work.
 - B Only one side of the story would be published.
 - C The newspaper business would not be very profitable.
 - D The government would lie all the time.

- 5 Freedom of the press helps protect the majority of citizens by**
 - A informing citizens about candidates and elected officials.
 - B working with candidates to help them get elected.
 - C influencing judges and juries.
 - D helping businesses find customers.

- 6 Which of the following *best* states the law of freedom of the press in the United States?**
 - A War is the only event that can limit freedom of the press.
 - B The press is free to publish anything, even stories that are untrue.
 - C The press is not allowed to criticize the government too harshly.
 - D The press is free but has the responsibility to be true and fair.



**CALIFORNIA CONTENT
STANDARD 8.4.1**

Our Changing Landscape

Specific Objective: Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

Read the summary and chart below to answer questions on the next page.

First Four Presidents of the United States

- George Washington (1789–1797)
- John Adams (1797–1801)
- Thomas Jefferson (1801–1809)
- James Madison (1809–1817)

Physical Landscapes

When George Washington was elected as the first president, the United States consisted of only 11 states, from New Hampshire to Georgia, almost all along the Atlantic Coast. Moving west meant going to the Northwest Territory, an area that included what is now Ohio. The country stopped at the Mississippi River. During Jefferson’s presidency, the **United States doubled in size** by acquiring the **Louisiana Territory** from the French.

States that elected Washington	Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, Virginia
New states that joined during the presidency of:	
Washington	North Carolina (1789), Rhode Island (1790), Vermont (1791), Kentucky (1792), Tennessee (1796)
Adams	none
Jefferson	Ohio (1803)
Madison	Louisiana (1812), Indiana (1816), Mississippi (1817)
Capital was located first in New York; moved to Philadelphia in 1790; moved again in 1800 to the District of Columbia, which was in the middle of the country at that time	

Political Divisions

Political parties developed from the split of opinions in Washington’s cabinet. Those who favored **strong central government** became members of the **Federalist party**. Those who favored **strong state governments** became members of the **Republican party**. Later this was called the **Democratic-Republican party**. For a while power was divided fairly evenly. **Adams** was elected as a **Federalist**. Then **Jefferson** was elected as a **Democratic-Republican**. As time went by, the Federalists lost power until the party died out by the end of Madison’s presidency.

Territorial Expansion

When the United States acquired the Louisiana Territory in 1803, it was not just doubling in size, it was adding unknown terrain. Explorers were busy for years exploring and mapping this territory.

- **Pinkney’s Treaty (1795)**—settled boundary disputes between Spain and United States; allowed Americans to travel freely along Mississippi River
- **Treaty of Greenville (1795)**—**12 Indian tribes gave up** land to the U.S. government that constituted most of present-day **Ohio** and **Indiana**
- **Louisiana Purchase (1803)**—America acquired **Louisiana Territory from France, doubling the size of the United States**
- Lewis and Clark expedition (1804–1806)



**CALIFORNIA CONTENT
STANDARD 8.4.1**

Our Changing Landscape

Directions: Choose the letter of the *best* answer.



- 1 According to the map, in 1787 the United States western border ended at which river?
- A the Ohio River
 - B the Mississippi River
 - C the Wabash River
 - D the Missouri River

- 2 The United States doubled in size during the presidency of
- A George Washington.
 - B John Adams.
 - C Thomas Jefferson.
 - D James Madison.
- 3 One reason the District of Columbia was chosen as the nation's new capital was that it was
- A very small.
 - B near the middle of the country.
 - C the home of George Washington.
 - D far from New York, the first capital.
- 4 One major feature of the United States between 1789 and 1817 was
- A equal rights for all people.
 - B race riots.
 - C territorial expansion.
 - D development of railroads.



**CALIFORNIA CONTENT
STANDARD 8.4.2**

*Speeches and Policies
of the Founding Fathers*

Specific Objective: Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

Read the summary and charts below to answer questions on the next page.

Washington’s Farewell Address (1796)

After his second term as president, George Washington explained his views in a Farewell Address to the American people.

Washington’s Policies as Revealed in His Farewell Address	
For	Against
unity (of North, South, East, West)	party divisions harmful to national unity
respect for Constitution	debt
checks and balances in government	foreign attachments
religion as essential to morality	permanent alliances with other countries
neutrality in foreign affairs	

Jefferson’s Inaugural Address (1801)

Jefferson made clear his thoughts on government in his inaugural address. He praised the Constitution and said that “a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned.”

equal justice for all men, friendship with all nations, support state govt

Jefferson’s Policies as Revealed in His Inaugural Address	
For	Against
unity	political intolerance
respect for Constitution	religious intolerance
protection of minority	“entangling alliances” with other countries
rule of law	permanent alliances with other countries
strong state governments	
frugality (not wasting money)	

**CALIFORNIA CONTENT
STANDARD 8.4.2**

Speeches and Policies of the Founding Fathers

Directions: Choose the letter of the *best* answer.

- 1 George Washington and Thomas Jefferson disagreed about which important issue?**
 - A alliances with other countries
 - B respect for the Constitution
 - C the role of religion in government
 - D national unity

- 2 Thomas Jefferson believed that government should**
 - A regulate industry.
 - B try to ignore the Constitution.
 - C levy taxes whenever it wanted money.
 - D keep men from hurting each other.

- 3 Though George Washington was retiring, he made it clear in his Farewell Address that he**
 - A wanted to stay in office.
 - B hoped to rewrite the Constitution.
 - C was interested in starting a new political party.
 - D still wanted to influence the future course of the country.

- 4 Most of George Washington and Thomas Jefferson's ideas about government**
 - A still provide the guiding principles of the U.S. government.
 - B apply only to the period of history when they were alive.
 - C were abstract and could not be applied in practice.
 - D have been overturned by amendments to the Constitution.

- 5 Thomas Jefferson thought that people should be governed primarily by**
 - A a monarch, or king.
 - B the president.
 - C religion.
 - D law.



REVIEW

**CALIFORNIA CONTENT
STANDARD 8.4.3**

The Rise of Capitalism

Specific Objective: Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

Read the summary and chart below to answer questions on the next page.

In 1776 Scottish economist Adam Smith wrote in *The Wealth of Nations* that if governments didn't interfere with the self-interest of individuals, wealth would increase. Twenty years later, Slater's Mill in Rhode Island became the first American factory. Alexander Hamilton supported the idea of industrialization. Thomas Jefferson, who had seen the pollution caused by factories in England, had doubts. The development of the cotton gin meant increased cotton production in the South and an increased demand for slave labor. As coal and steam power gave rise to improved transportation, new markets in the western part of the country opened up and modern capitalism was in operation.

National Bank

Andrew Jackson was not a supporter of Hamilton's National Bank. He believed it corrupted democracy. He said the bank was run by "stockjobbers" who were robbing workers of their hard-won incomes. He vetoed a bill in 1832 that was meant to extend the National Bank's charter past 1836. In 1833 he forcibly removed the federal deposits from the Bank's vaults and distributed them among smaller banks. He was a fiscal conservative who valued hard cash over credit.

Supreme Court Decisions

- *Fletcher v. Peck* (1810)—Upheld the sanctity of contracts
- *McCulloch v. Maryland* (1819)—Confirmed the constitutionality of the Bank of the United States
- *Dartmouth College v. Woodward* (1819)—Again upheld the sanctity of contracts
- *Gibbons v. Ogden* (1824)—Affirmed the power of Congress over interstate commerce

Panic of 1819

Small banks folded when the National Bank started foreclosing on mortgages and tightening credit, thereby causing a panic. Congress then raised tariffs and plunged the country into six years of depression.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.4.3*The Rise of Capitalism*

Directions: Choose the letter of the *best* answer.

- 1 **Adam Smith believed that wealth would increase if governments**
 - A raised taxes.
 - B taxed only income.
 - C subsidized industry.
 - D left individuals alone.

- 2 **What did Andrew Jackson do in connection with the National Bank?**
 - A hired stockjobbers to run it
 - B vetoed a bill extending its charter**
 - C praised it for securing democracy
 - D made large federal deposits to its vaults

- 3 **Which of the following happened during the Panic of 1819?**
 - A Congress lowered tariffs.
 - B Small banks tightened credit.
 - C The country pulled out of depression.
 - D The National Bank foreclosed on mortgages.

- 4 ***Fletcher v. Peck* was one of several early Supreme Court decisions that**
 - A supported free speech.
 - B affirmed the power of the states.
 - C upheld the sanctity of contracts.
 - D acknowledged the right to bear arms.

- 5 **New transportation modes and inventions gave rise to**
 - A abolitionism.
 - B the cotton gin.
 - C modern capitalism.
 - D small farming.

- 6 **The cotton gin, which helped increase cotton production, also increased**
 - A pollution in cities.
 - B markets in the West.
 - C demand for slave labor.
 - D the cost of transportation.



**CALIFORNIA CONTENT
STANDARD 8.4.4**

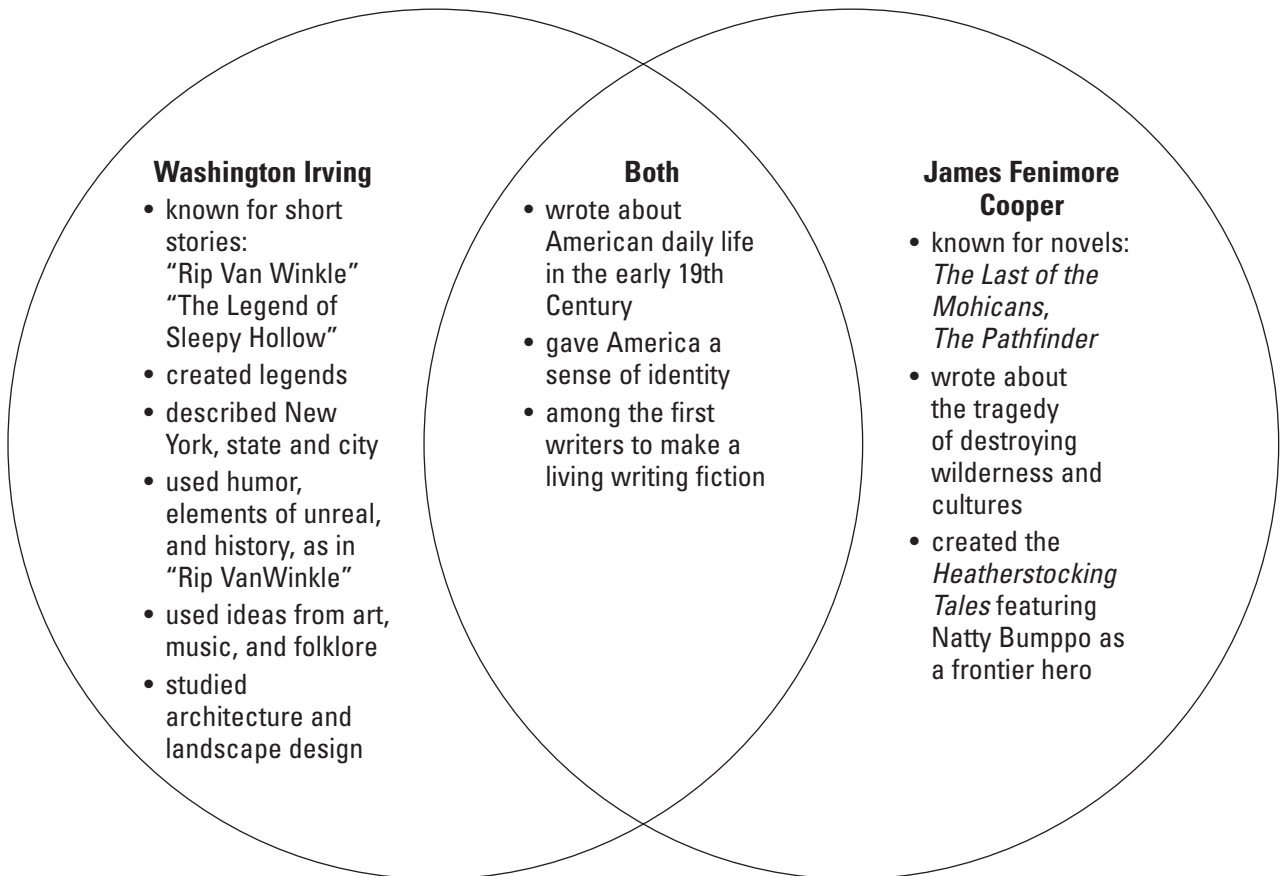
The Nation’s Early Literature

Specific Objective: Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

Read the summary and chart below to answer questions on the next page.

In the early 1800s, while many people lived on farms, the industrial revolution was just around the corner, and families were moving to cities. Where once a family made everything it needed, now more and more items were for sale. Some of these items were made in factories, others in homes, often by the whole family.

At that time, American art traditions were mostly borrowed from Europe, but a shift was beginning to occur and American artists were starting to think about what it was to be American and to reflect that in their artwork. Two such American artists were **Washington Irving** (1783–1859) and **James Fenimore Cooper** (1789–1851). Both authors worked to give the new country a sense of its own magic and history.



**CALIFORNIA CONTENT
STANDARD 8.4.4***The Nation's Early Literature*

Directions: Choose the letter of the *best* answer.

- 1 How was daily life changing in America around the beginning of the 19th Century?**
 - A More people were going to Europe to study art.
 - B Fewer people now lived in cities.
 - C It was becoming more difficult to make a living as a writer.
 - D It was getting easier to buy things instead of making them.

- 2 Writer James Fenimore Cooper is known for his**
 - A long plays.
 - B short stories.
 - C tall tales.
 - D novels.

- 3 Washington Irving's stories**
 - A are historically accurate.
 - B are totally fictitious.
 - C combine European and American history.
 - D combine history and legend.

- 4 Washington Irving's fiction was known for its**
 - A design.
 - B humor.
 - C religion.
 - D tragedy.

- 5 James Fenimore Cooper wrote about**
 - A the western frontier.
 - B Native American legends.
 - C the founding fathers.
 - D life in New York City.

- 6 Before James Fenimore Cooper and Washington Irving, it was unusual for writers to**
 - A use tragedy in their work.
 - B write anything but essays.
 - C publish stories in magazines.
 - D make a living writing fiction.



**CALIFORNIA CONTENT
STANDARD 8.5.1**

The War of 1812

Specific Objective: Understand the political and economic causes and consequences of the War of 1812. Know the major battles, leaders, and events that led to a final peace.

Read the summary to answer the questions on the next page.

Causes of the War of 1812

Tensions grew between the United States and England for three reasons:

1. England tried to prevent America from trading with England's enemies; Americans wanted to be able to trade with everybody. **seizure of American ships**
2. England **impressed (or kidnapped) American sailors** to work on British ships; the most famous incident occurred when the British ship *Leopard* attacked the American ship *Chesapeake*.
3. Americans were angered because they thought the British were **encouraging Native American tribes to attack settlers on the frontier**.

The War of 1812

1812—Americans begin to assemble a naval fleet on lake Erie, under Oliver Hazard Perry.

1813—England blockaded America's Atlantic coast.

1813—The American navy under Oliver Hazard Perry won important victories around the Great Lakes.

—Battle of the Thames: William Henry Harrison defeated the British in Canada and killed Tecumseh.

1814—The British burned the White House and other important buildings in Washington D.C. but failed to take Baltimore.

1815—Battle of New Orleans: General Andrew Jackson's forces defeated the British.

Consequences of the War of 1812

There was no clear winner in the war—neither side gained any land or new territory. There were four consequences:

1. **Foreign Affairs**—America proved that it could defend itself from attack by a European power.
2. **Economy**—Since it was not able to trade with England, America had to make many of the manufactured goods that it normally imported; this helped the economy.
3. **Frontier**—Many Indians helped the British fight the Americans during the war. When the British withdrew, Native Americans were not able to resist American settlers moving onto their lands.
4. **Patriotism**—Many Americans felt good that America did not allow England to defeat them; this helped Americans feel more patriotic about their country.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.5.1*The War of 1812*

Directions: Choose the letter of the *best* answer.

- 1 Which of the following was *one* cause of the War of 1812?
 - A Native American alliances with Great Britain.
 - B British companies withdrawing from American markets
 - C Thomas Jefferson's 1807 trade embargo
 - D George Washington's poor training of American sailors

- 2 Which was a famous battle of the War of 1812?
 - A Lexington and Concord
 - B New Orleans
 - C Carthage
 - D Antietam

- 3 Who won the War of 1812?
 - A Americans
 - B British
 - C French
 - D There was no clear winner.

- 4 What was an economic result of the War of 1812?
 - A The British economy boomed.
 - B American manufacturing increased.
 - C The American economy weakened.
 - D American products were boycotted.

- 5 Whom did many Native Americans support during the war?
 - A Americans
 - B British
 - C Canadians
 - D French

- 6 What was *one* consequence for the United States of the War of 1812?
 - A lesser tariffs, or fees on imports
 - B increased manufacturing
 - C an end to the slave trade
 - D stronger Native American forces



CALIFORNIA CONTENT STANDARD 8.5.2

American Foreign Policy and Territorial Expansion

Specific Objective: Know the changing boundaries of the United States. Describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine. Describe how those relationships influenced westward expansion and the Mexican-American War.

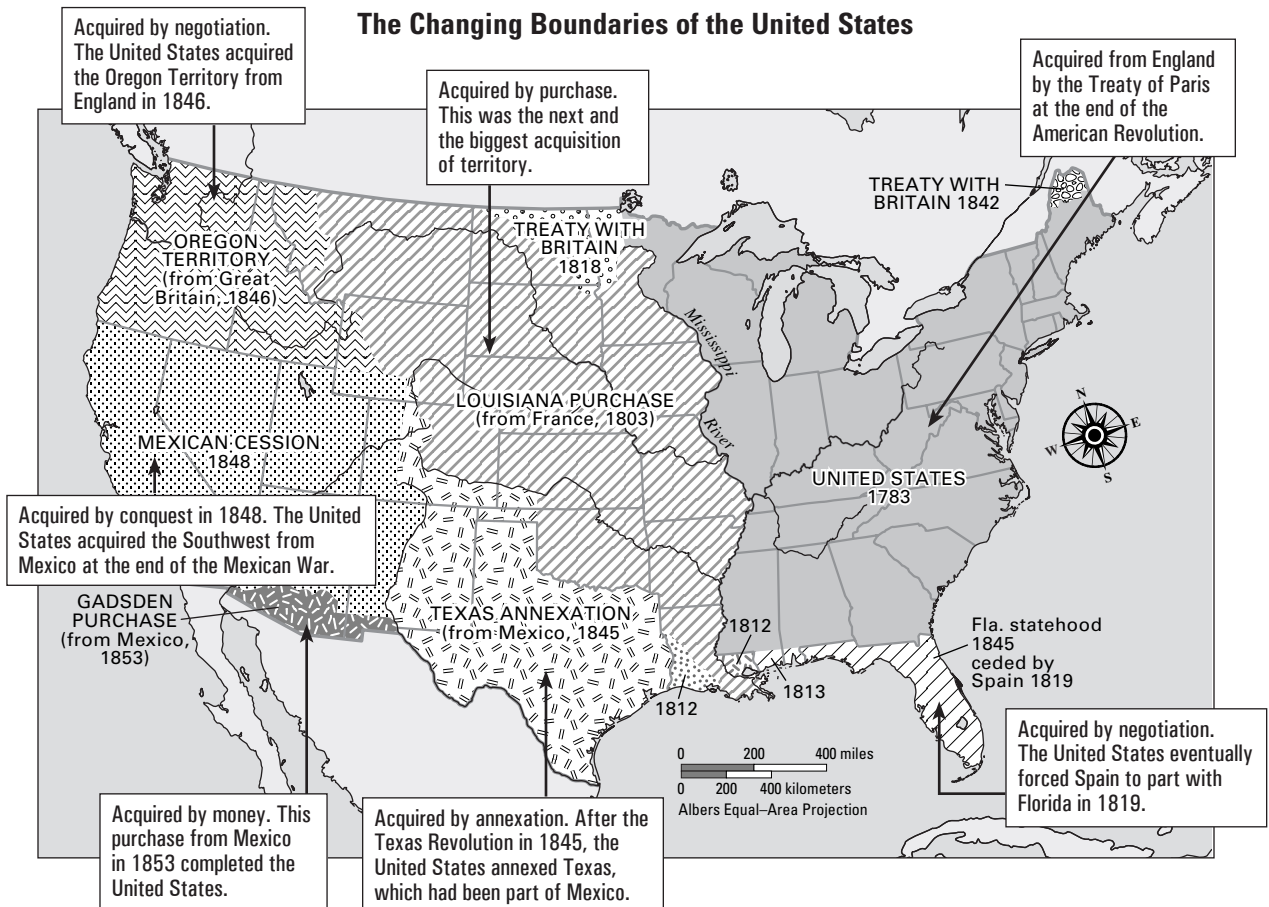
Read the summary and the map to answer questions on the next page.

The Monroe Doctrine and Expansion

When European countries were thinking about fighting to regain colonies in Latin America, some citizens of the United States thought this was a danger to the United States. The **Monroe Doctrine** of 1823 said the United States **would not allow any European** country to try to **create new colonies** anywhere in **North or South America**. In return, **the United States would not get involved in any European political affairs**.

Europe stay out of the Americas - North & South
American would not interfere with European wars. James Monroe.

During the first seventy years after the Revolutionary War, the boundaries of the United States kept expanding, through negotiations, purchases, and wars.



**CALIFORNIA CONTENT
STANDARD 8.5.2***American Foreign Policy
and Territorial Expansion*

Directions: Choose the letter of the *best* answer.

- 1 **What motivated President **Monroe** to announce the Monroe Doctrine?**
 - A** He worried about conflicts in Latin America.
 - B** He wanted to acquire territory in Europe.
 - C** He tried to show Canada that the U.S. was superior.
 - D** He hoped to push Native Americans onto reservations.

- 2 **What did the Monroe Doctrine say?**
 - A** The United States should become part of Europe.
 - B** The United States should conquer Canada.
 - C** Europe should stay out of Latin America.
 - D** The United States would always have free trade.

- 3 **The event that gave the United States *most* of its territory in the Southwest was the**
 - A** Louisiana Purchase.
 - B** Texas Annexation.
 - C** Gadsden Purchase.
 - D** Mexican Cession.

- 4 **The United States acquired Florida through negotiation with**
 - A** France.
 - B** Great Britain.
 - C** Mexico.
 - D** Spain.

- 5 **Which was the first major acquisition of territory by the United States in the 19th century?**
 - A** the Louisiana Purchase
 - B** the Gadsden Purchase
 - C** the Mexican Cession
 - D** the Oregon Territory

- 6 **To what does *annexation* refer?**
 - A** the addition of territory to an existing country or state
 - B** the application of a territory to become a state
 - C** the secession, or withdrawal, of a state from the United States
 - D** the negotiation of a treaty between two countries



**CALIFORNIA CONTENT
STANDARD 8.5.3**

Treaties with American Indian Nations

Specific Objective: Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

Read the summary below to answer the questions on the next page.

Pressure on Native Americans

- Settlers wanted more and more land on the frontier.
- Native Americans suffered from the effects of diseases and alcohol.
- Shrinking territory led to increased competition for hunting grounds and conflicts between tribes.
- Individual Indian nations found it difficult to match up against U.S. firepower.
- Many chiefs and tribal leaders felt they had to agree to the treaties offered.
- More than 75 treaties were made with Native Americans, 1789–1817.

General Terms of the Treaties

- Native American groups gave up rights to live on and hunt in certain areas of land.
- Native American groups received money and trade goods in payment for land.
- Native American groups received a specified area of land that was set aside for their use.
- U.S. negotiators promised not to seek further land for settlement.

The Treaty of Greenville

- The treaty was signed in 1795, a year after the U.S. victory in the Battle of Fallen Timbers.
- Twelve tribes gave the United States much of present-day Ohio and Indiana and the area that would someday become the city of Chicago.

Shawnee Chief Tecumseh's Challenge

- He believed that the land belonged to all Native Americans collectively.
- He felt that no tribe or group of tribes had the right to give away collective land.
- He refused to sign the Treaty of Greenville.
- He called for tribes to unite to fight against the whites and preserve Native American land and culture.



**CALIFORNIA CONTENT
STANDARD 8.5.3**

Treaties with American Indian Nations

Directions: Choose the letter of the *best* answer.

- 1 **The main purpose of most of the treaties made with Native Americans between 1789 and 1817 was to**
 - A negotiate trade terms.
 - B acquire more land for white settlers.
 - C prevent warfare among the tribes.
 - D protect the rights of native people.

- 2 **What did Native Americans receive as a result of treaties with the United States government in this period?**
 - A more land for hunting
 - B a free education
 - C money and trade goods
 - D the right to vote

- 3 **The Treaty of Greenville was signed by**
 - A representatives of twelve tribes.
 - B representatives of the Sioux.
 - C Tecumseh and his followers.
 - D representatives of the Cherokee.

- 4 **The land ceded to the United States in the Treaty of Greenville was most of present-day**
 - A Illinois and Iowa.
 - B Ohio and Illinois.
 - C Indiana and Illinois.
 - D Ohio and Indiana.

Use the quotation to answer questions 5 and 6.

“The way, and the only way, to check and to stop this evil, is for all the red men to unite in claiming a common and equal right in the land, as it was at first, and should be yet; for it never was divided, but belongs to all for the use of each. For no part has a right to sell, even to each other, much less to strangers—those who want all, and will not do with less.”

—Chief Tecumseh in speech to Governor William Henry Harrison in council at Vincennes, August 12, 1810

- 5 **The “evil” that Tecumseh hopes to stop refers to what historical event?**
 - A warfare among Native American nations
 - B the spread of smallpox among Native Americans
 - C the sale of land by Native Americans to settlers
 - D the breaking of treaties by Native Americans

- 6 **According to the quotation, what does Tecumseh believe the U.S. government wants?**
 - A to be able to use some Native American lands
 - B to own all the land where Native Americans live
 - C to settle who owns which lands
 - D to make treaties with Native



REVIEW

**CALIFORNIA CONTENT
STANDARD 8.6.1**

Industrialization and Urbanization in the Northeast

Specific Objective: Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

Read the summary to answer the questions on the next page.

Factors that Led to Industrialization

- The War of 1812 reduced trade with England and increased American manufacturing.
- Businessmen invested in factories to meet demand for manufactured goods.
- Inventions like the steam engine meant factories could produce goods more efficiently.
- Improved transportation made it easy to get manufactured goods to consumers.

Main Features of Industrialization

- Industrialization occurred first in the Northeast.
- Machines began to do the work that people used to do.
- Large factories were a part of industrialization.
- Factory work became more common than farm work in the Northeast.
- Unskilled workers replaced skilled workers, lowering the cost of production.
- More people worked; women and children began to work in mills and factories.

Factors that Led to Urbanization

- Factories were built in towns and cities where there were more potential workers and often better transportation and communication links.
- Once the factories were built, more people moved to towns and cities in search of work.

Push Factors and Pull Factors in Urbanization

- Push factor: lack of good farmland in the Northeast pushed people to the cities.
- Pull factor: new factory jobs pulled people, especially new immigrants, to the cities.

Other By-Products of Industrialization

- Demand for fuel led to large-scale coal mining operations in the Northeast. Experienced immigrants came from Great Britain to do this dangerous work.
- Deforestation occurred as land was cleared for bigger cities and farms, and as the demand for wood as fuel and raw material increased.



**CALIFORNIA CONTENT
STANDARD 8.6.1**

Industrialization and Urbanization in the Northeast

Directions: Choose the letter of the *best* answer.

1 The War of 1812 led to Northern industrialization by creating demand for

- A more food for the United States army.
- B slaves to run machines in the Northeast.
- C** manufactured goods that used to be imported.
- D weapons to ship to England and France.

“In Lowell live between seven and eight thousand young women, who are generally daughters of farmers of the different states of New England. Some of them are members of families that were rich in the generation before. . . .”

—*The Harbinger*, “Female Workers of Lowell”

2 The newspaper account makes it clear that factory workers in Lowell, Massachusetts were mainly

- A farm owners.
- B immigrants.
- C experienced men.
- D** young women.

3 Many people in the Northeast in the 1820s were attracted to factory work because

- A** factories paid high wages.
- B the quality of local farmland was poor.
- C** factory work led to better jobs.
- D factories offered free medical care.

4 A by-product of industrialization is

- A deforestation.
- B educated workers.
- C less immigration.
- D rich topsoil.

5 Industrialization led to urbanization by moving the demand for labor to

- A cities.
- B farms.
- C small towns.
- D the frontier.

6 What was one “pull” factor in urbanization?

- A Poor soil “pulled” workers off the farms.
- B Deforestation “pulled” workers out of the woods.
- C New factory jobs “pulled” workers into the cities.
- D Boats “pulled” new workers to America.

**REVIEW****CALIFORNIA CONTENT
STANDARD 8.6.2***An American
Transportation System*

Specific Objective: Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

Read the summary below to answer the questions on the next page.

In the first years of the new United States, getting from place to place generally meant traveling by water or following one of many Native American trails. Almost all settlements were on rivers or on the coast. The government did not maintain the trails, and they often became impassible. Moreover, the Allegheny Mountains interfered with river travel westward. New canals, railroads, and the National Road improved transportation.

Canals and Railroads

- Canals in the Northeast linked farming areas with cities.
- **Erie Canal—363 miles long**, completed in 1825; linked **Lake Erie with the Hudson River**; reduced travel times by half and shipping costs by 90 percent; powerful effect on westward migration; increased the importance of **New York City** as a **trading hub**.
- **Steam-powered railroads**—began in the 1830s; by the 1850s and 1860s, a large railroad network connected most of the settled part of the country; strategic resource and military target during the Civil War.
- The first transcontinental railroad line was completed in 1869.

National Road

- **Part of Henry Clay's "American System," it was meant to connect New England with Northwest Territory**
- Ran from Cumberland, Maryland to Wheeling, West Virginia by 1818; extended to Vandalia, Illinois, by 1841
- First federal highway, used state-of-the-art technology
- Growth of railroads dampened interest in its completion.
- Political obstacles: Easterners did not see the need to travel west; Southerners were focused on states' rights; President Monroe vetoed a bill to establish tolls; President Jackson gave control of the road to the states.

Henry Clay

- **Senator from Kentucky**
- **Proposed American System in 1815**, a plan designed to make the United States **economically self-sufficient**. The American System proposed a **National Bank**, **tariffs** promoting industry, and federal support for a **National Road**.

**PRACTICE****CALIFORNIA CONTENT
STANDARD 8.6.2***An American
Transportation System*

Directions: Choose the letter of the *best* answer.

- 1 Most settlements in the early United States were**
 - A west of the Mississippi River.
 - B very densely populated.
 - C south of the Ohio River.
 - D built on rivers or along the coast.

- 2 The Erie Canal linked**
 - A Erie, Pennsylvania with Hartford, Connecticut.
 - B Lake Erie with the Hudson River.
 - C Lake Erie with Lake Ontario.
 - D Cumberland, Maryland with Wheeling, West Virginia.

- 3 One of the strongest advocates for a federally maintained interstate road was**
 - A Abraham Lincoln.
 - B Andrew Jackson.
 - C Henry Clay.
 - D James Monroe.

- 4 The National Road was the first highway to**
 - A charge a toll to users.
 - B be federally funded.
 - C run from Maine to Florida.
 - D cross the Mississippi River.

- 5 By 1841, the National Road**
 - A had reached its goal of the Northwest Territory.
 - B stretched as far as Vandalia, Illinois.
 - C never got beyond Cumberland, Maryland.
 - D was declared unconstitutional.

- 6 Railroads were an important mode of transportation**
 - A during the American Revolution.
 - B during the Civil War.
 - C when Washington was president.
 - D for the early Native Americans.



**CALIFORNIA CONTENT
STANDARD 8.6.3**

The Growth of Immigration

Specific Objective: List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

Read the summary to answer the questions on the next page.

Who Immigrated in the First Half of the 1800s

- British, Irish, German, Scandinavians, Chinese
- Most immigrants from Northern Europe
- 4 million immigrants in 1790; 32 million immigrants in 1860

Why They Immigrated

<p>Push Factors in Europe</p> <ul style="list-style-type: none"> • Population growth after 1750 led to overcrowding. • The growth of large farms forced tenants off the land. • Crop failures left farmers in debt and people hungry, as in the Irish Potato Famine of 1845–1854. • The Industrial Revolution put artisans out of work. • Religious and political turmoil caused people to flee, as in the failed German revolution of 1848. 	<p>Pull Factors in the United States</p> <ul style="list-style-type: none"> • Religious and political freedom • Greater economic opportunity • Abundant and relatively cheap land
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<p>Changes in Cities</p> <ul style="list-style-type: none"> • The Industrial Revolution caused existing cities to grow and new Northern cities to be formed. • Most immigrants settled in the Northeast and Midwest, especially in growing cities. • Poor Irish fleeing the famine concentrated in port cities—Boston, New York, Philadelphia, Baltimore. • Cities like New York, St. Louis, and Cincinnati experienced huge, rapid population growth. • Cities experienced overcrowding, sanitation, and crime problems. • Tension grew between native-born Americans and recent immigrants.
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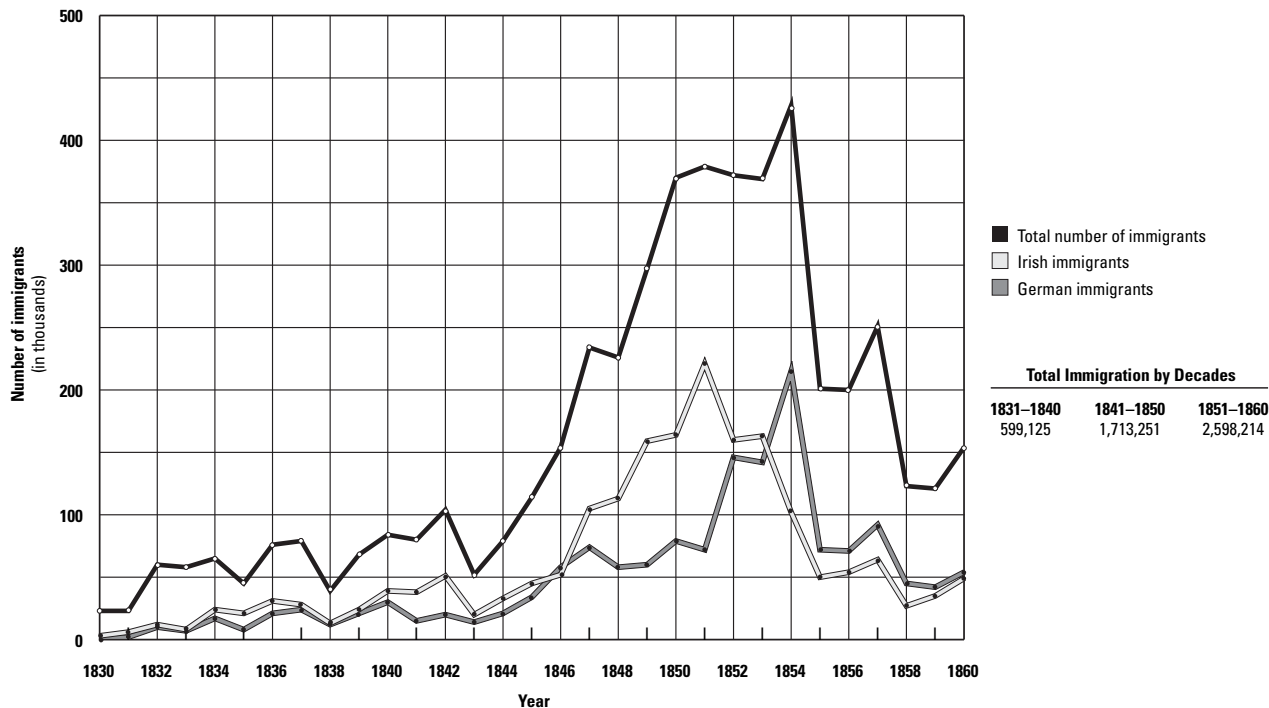


**CALIFORNIA CONTENT
STANDARD 8.6.3**

The Growth of Immigration

Directions: Choose the letter of the *best* answer.

Immigration 1830–1860



Use the graph to answer questions 1 and 2.

- German immigration to the United States between 1847 and 1852 was generally**
 - the same as Irish immigration.
 - lower than Irish immigration.
 - slightly higher than Irish immigration.
 - much higher than Irish immigration.
- What pattern of Irish immigration is shown after the beginning of the Potato Famine in 1845?**
 - It peaked in the first two years.
 - It increased steadily through 1851.
 - It increased steadily through 1854.
 - It was not affected by the famine.

- Immigration after the Great Irish Famine is an example of immigration caused by**
 - the Industrial Revolution.
 - a trend to larger farms.
 - failure of a major crop.
 - population increase.
- How did immigration affect the growth of cities in the United States?**
 - Growth was limited to eastern ports.
 - Cities grew in the Northeast and Midwest.
 - Older cities declined as new cities grew.
 - Most immigrants lived on farms.



**CALIFORNIA CONTENT
STANDARD 8.6.4**

Advocates for Freedom and Equality

Specific Objective: Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

Read the summary to answer the questions on the next page.

Richard Allen

- Born a slave in Philadelphia (1760)
- Converted, along with his master, to Methodism
- Bought his freedom and taught himself to read and write
- Became an assistant minister in a mixed-race Methodist church
- Formed the Free African Society to help slaves achieve freedom
- Founded the African Methodist Episcopal Church and was its first bishop (1794)
- Opened a day school (1795)
- Founded the Society of Free People of Colour for Promoting the Instruction and School Education of Children of African Descent (1795)
- Schools for African Americans in Philadelphia by 1811

Frederick Douglass

- Born a slave (1817), raised in Baltimore
- Taught to read and write by his master's wife
- Escaped to Massachusetts (1838)
- Began an abolitionist crusade across the North
- Wrote his autobiography *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845)
- Founded the journal *North Star*, dedicated to abolition and ending racial discrimination
- Convinced Abraham Lincoln to make the end of slavery a goal of the Civil War

Sojourner Truth

- Born Isabella Baumfree to slaves in New York (1797)
- Raised speaking Dutch, taught herself English, never lost her Dutch accent
- Mistreated by three different masters and forced to marry an older slave
- Freed in 1828 when New York abolished slavery
- After a spiritual revelation, changed her name to Sojourner Truth
- Walked through New England preaching
- Joined the Northampton Association for Education and Industry, a utopian community in Massachusetts
- Supported abolition and the right of women to vote
- Dictated her memoirs *The Narrative of Sojourner Truth: A Northern Slave* (1850)



**CALIFORNIA CONTENT
STANDARD 8.6.4**

Advocates for Freedom and Equality

Directions: Choose the letter of the *best* answer.

1 Richard Allen, Frederick Douglass, and Sojourner Truth were all

- A born in slavery.
- B escaped slaves.
- C ministers.
- D school teachers.

“We solemnly dedicate the North Star to the cause of our long oppressed and plundered fellow countrymen . . . It shall fearlessly assert your rights, faithfully proclaim your wrongs, and earnestly demand for you instant and even-handed justice.”

—Frederick Douglass, first edition,
North Star (1847)

2 The “countrymen” Douglass is referring to in the quotation are

- A African Americans.
- B Native Americans.
- C abolitionists.
- D tenant farmers.

3 Many of Richard Allen’s accomplishments were concerned with

- A politics.
- B journalism.
- C education.
- D the right of women to vote.

4 Sojourner Truth

- A bought her freedom.
- B escaped from slavery.
- C ran the Underground Railroad.
- D taught herself English.

“I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that?... can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now.”

—Sojourner Truth, 1851

5 In the quotation, Sojourner Truth is speaking out for

- A educational reform.
- B women’s rights.
- C labor reform.
- D abolition.

6 Frederick Douglass influenced which president?

- A George Washington
- B Thomas Jefferson
- C Andrew Jackson
- D Abraham Lincoln



**CALIFORNIA CONTENT
STANDARD 8.6.5**

American Education

Specific Objective: Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

Read the summaries of events affecting U.S.education. Then answer the questions on the next page.

1600s

- 1635 Boston Latin School founded in Massachusetts; run by Puritans
- 1636 Harvard founded; first American college; originally to train ministers
- 1642 Massachusetts law—all free children (boys and girls) must learn to read, know religious principles, and know the laws of the commonwealth
- 1647 Massachusetts law—all towns of 50 families or more must hire a schoolmaster to teach reading and writing
- 1690 New England Primer published; combined alphabet and religious instruction; 5 million copies sold; in use for over 100 years

1700s

- School terms could be as short as two months a year.
- Slaves could not be taught to read or write.
- Thomas Jefferson proposed a system of free, tax-supported elementary schools for all children (except slaves). His bill was defeated.
- Benjamin Rush proposed a much more extensive system of education that would replace Greek and Latin with scientific study and educate girls.
- The Land Ordinances of 1785 and 1787 set aside plots of land in every township for a public school. School was not required, but encouraged.

1800s

- 1827 Massachusetts passed a law establishing high schools.
- 1833 Oberlin College was founded. It was first to admit students regardless of gender or race.
- 1837 Horace Mann, the “Father of American Education,” headed the Massachusetts Board of Education, the first in the country. He also established training schools for teachers, lengthened the school term to six months (from three), and secured more funding for salaries, books, and facilities. He argued for common schools—children of all levels of society would learn together.
- 1850 Many Northern states had public elementary schools; most barred African Americans.



**CALIFORNIA CONTENT
STANDARD 8.6.5**

American Education

Directions: Choose the letter of the *best* answer.

1 The first formal school in the colonies was opened in the

- A 1500s.
- B 1600s.
- C 1700s.
- D 1800s.

2 The Land Ordinances of 1785 and 1787

- A required daily school attendance.
- B lengthened the school term.
- C made grants for teacher's colleges.
- D set aside land for public education.

3 The "Father of American Education" was

- A Thomas Jefferson.
- B Benjamin Rush.
- C Horace Mann.
- D George Washington.

4 Even progressive thinkers in the early 1800s rarely argued for the education of

- A African Americans.
- B girls.
- C poor people.
- D teachers.

"The tax which will be paid [to support free public education] is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance."

—Thomas Jefferson to George Wythe, 1786.

5 According to the quotation, which of the following best explains what Jefferson thought about taxes and public education?

- A Taxing everyone to pay for public education is unfair and too expensive.
- B Kings, priests, and nobles are bad leaders who often impose heavy taxes.
- C Taxes to pay for public education are a good investment.
- D Only people who will become leaders should receive free education.

6 Which state played a key role in the first 100 years of public education in the United States?

- A Massachusetts
- B New York
- C Pennsylvania
- D Virginia



**CALIFORNIA CONTENT
STANDARD 8.6.6**

Champions of Women's Rights

Specific Objective: Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

Read the summary to answer the questions on the next page.

Many women worked tirelessly throughout the 19th century to secure equal rights for women, including suffrage or the right to vote. Many of these women also fought against slavery, and later, for the rights of African Americans to vote.

Elizabeth Cady Stanton (1815–1902)

- Best known advocate for women's equality in the 19th century
- Married to Henry Stanton, a well-known abolitionist; mother of seven
- Organized the 1848 Seneca Falls Convention, first national convention for women's rights, where she drafted a "Declaration of Sentiments," modeled on the Declaration of Independence
- Began to work with Susan B. Anthony in 1851; wrote many of her speeches
- President of the National Woman Suffrage Association
- Wrote the *History of Woman Suffrage* (1881–1885)

Susan B. Anthony (1820–1906)

- Main organizer of the woman suffrage movement
- Quaker-educated, taught school for ten years
- Activist for abolition and temperance before meeting Stanton
- Founded International and National Councils of Women
- President of National American Woman Suffrage Association until she was 80
- Arrested in 1872 for voting illegally

Margaret Fuller (1810–1850)

- According to Stanton and Anthony, "possessed more influence on the thought of American women than any woman previous to her time"
- Member of Ralph Waldo Emerson's Transcendentalist circle
- Brilliant and accomplished; worked as translator, editor, author, critic
- Published *Woman in the Nineteenth Century* (1845); groundbreaking study

Lucretia Mott (1793–1880)

- Quaker minister and organizer for abolition and women's rights
- Delegate to the World's Anti-Slavery Convention in London in 1840
- Helped her friend Elizabeth Stanton organize the Seneca Falls Convention and draft the "Declaration of Sentiments"
- First president of the American Equal Rights Convention, which argued for the voting rights of women and freed black men



**CALIFORNIA CONTENT
STANDARD 8.6.6**

Champions of Women’s Rights

Directions: Choose the letter of the *best* answer.

1 Susan B. Anthony’s role in the woman suffrage movement was to

- A** write an important book about women’s rights.
- B** help organize the Seneca Falls Convention.
- C** run a school to educate girls about their rights.
- D** organize the movement and give speeches.

“We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights.”

—Elizabeth Cady Stanton, The Seneca Falls “Declaration of Sentiments” (1848)

2 From the quotation, you can determine that Stanton purposefully modeled the “Declaration of Sentiments” on which important document?

- A** the Bill of Rights
- B** the Declaration of Independence
- C** the Mayflower Compact
- D** the Preamble to the Constitution

3 Susan B. Anthony was arrested for

- A** leading a protest march.
- B** voting in an election.
- C** refusing to pay taxes.
- D** hiding escaped slaves.

“It is twenty-eight years ago to-day since the first woman’s rights convention. . . . Could we have foreseen, when we called that convention, the ridicule, persecution, and misrepresentation that the demand for woman’s political, religious and social equality would involve . . .”

—Elizabeth Cady Stanton, from letter to Lucretia Mott, 1876

4 You can infer from the quotation that the fight for woman suffrage

- A** had the support of the clergy, or church.
- B** quickly succeeded.
- C** was more difficult than expected.
- D** caused more damage than help to women.

5 A “suffragist” is a person who

- A** organizes unions for workers’ rights.
- B** fights for women’s right to vote.
- C** supports education reform.
- D** works to ban the sale of alcohol.

6 In the middle of the 19th century, many of the women involved in the struggle for women’s rights were also

- A** abolitionists.
- B** novelists.
- C** ministers.
- D** recent immigrants.

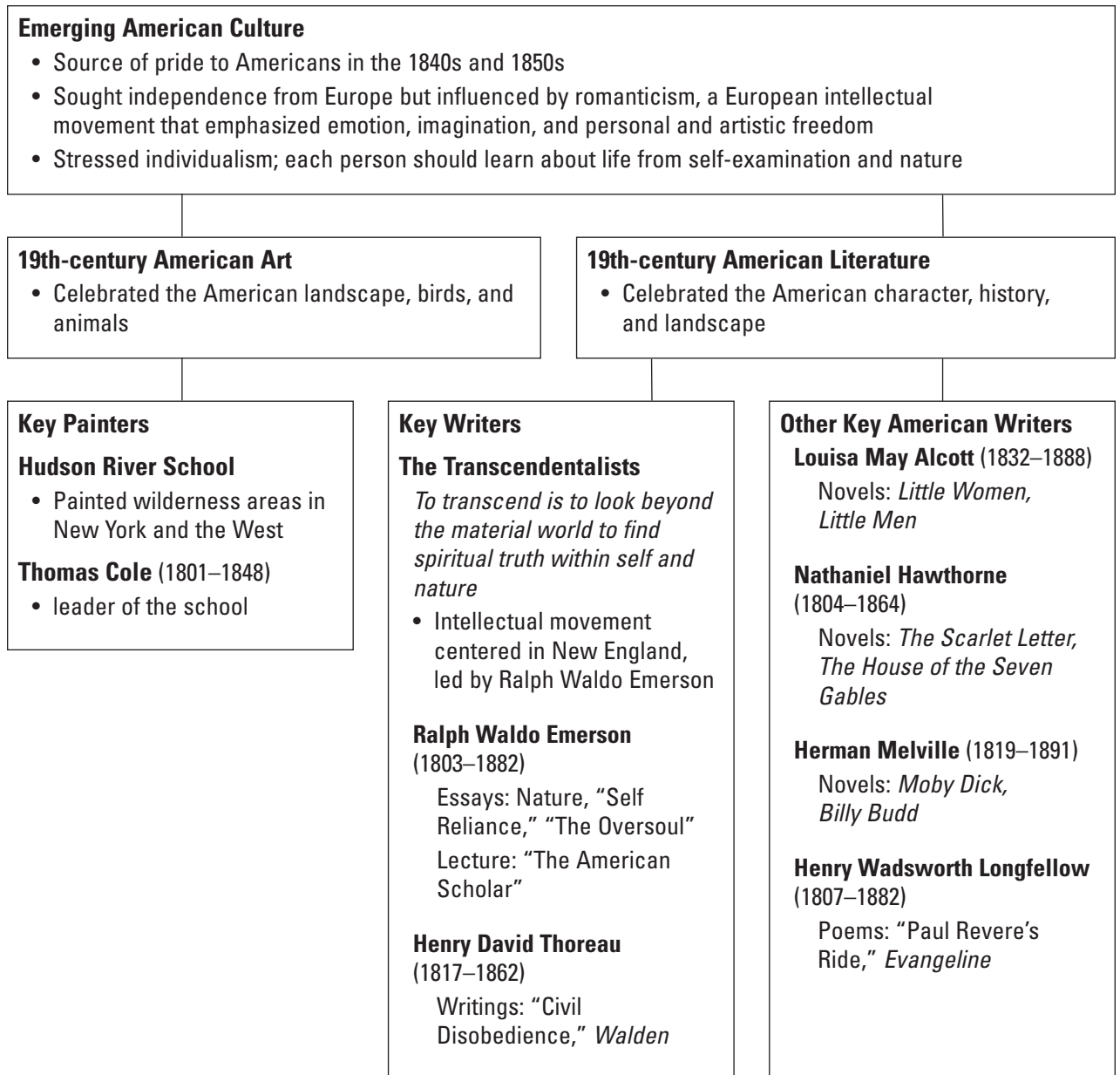


**CALIFORNIA CONTENT
STANDARD 8.6.7**

American Art and Literature

Specific Objective: Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

Read the summary to answer the questions on the next page.



**CALIFORNIA CONTENT
STANDARD 8.6.7***American Art and Literature*

Directions: Choose the letter of the *best* answer.

- 1 An important influence on American culture in the 1840s and 1850s was**
 - A Romanticism.
 - B materialism.
 - C American politics.
 - D religion.

- 2 An important belief in American culture in the 1840s and 1850s was that one could learn about life from**
 - A newspapers.
 - B self-examination.
 - C politics.
 - D religion.

- 3 A common theme among many 19th-century American artists was**
 - A history.
 - B immigration.
 - C materialism.
 - D nature.

- 4 The leader of the Transcendentalist movement was**
 - A Alcott.
 - B Emerson.
 - C Longfellow.
 - D Thoreau.

- 5 Transcendentalism emphasized**
 - A the importance of order in society.
 - B the importance of the spiritual world.
 - C belonging to the right church.
 - D improving working conditions.

- 6 An important Transcendentalist writer was**
 - A Thoreau.
 - B Alcott.
 - C Longfellow.
 - D Hawthorne.



CALIFORNIA CONTENT STANDARD 8.7.1

Cotton and the Economy of the South

Specific Objective: Describe the development of the agrarian economy in the South. Identify the locations of the cotton-producing states. Discuss the significance of cotton and the cotton gin.

Read the summary and the map to answer questions on the next page.

The Agrarian Economy of the South

The economy of the South was **agrarian** (based on agriculture). The warm climate meant a long growing season. Farms and large plantations produced agricultural products such as **cotton, tobacco, corn, sugar, and rice**. **The economy depended on slave labor** to produce these products cheaply. The South was mostly rural, with few large cities.

Cotton and the Cotton Gin

- English textile mills had created a huge demand for cotton, but cotton took a lot of time and workers to grow and harvest. **The most time-consuming task was cleaning the cotton—separating the seeds from the cotton fibers.**
- **In 1793 Eli Whitney invented a machine called the cotton gin (short for “engine”) that cleaned cotton much more quickly and efficiently. One worker could clean 1 pound a day by hand, but 50 pounds a day with the gin.**
- **This invention changed life in the South dramatically in the following ways:**
 1. Planters **grew more cotton,** and cotton exports increased.
 2. **Slavery expanded** to meet the growing demand for cotton production.
 3. Cotton growing spread further **south and west, eventually reaching Texas.** More **American Indian** groups were driven off their land as it was taken over for cotton plantations.



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**CALIFORNIA CONTENT
STANDARD 8.7.1**

Cotton and the Economy of the South

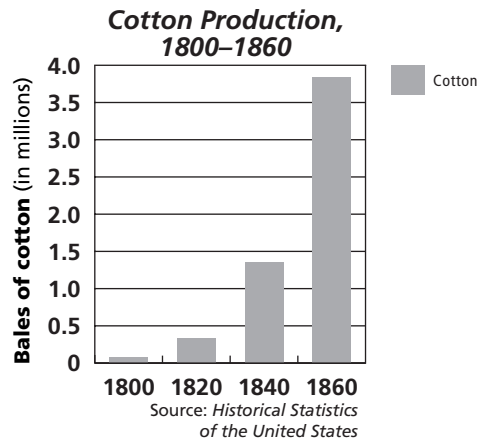
Directions: Choose the letter of the *best* answer.

- 1 **What was the cotton gin?**
- A** a machine that cleaned cotton
 - B** a machine that harvested cotton
 - C** a type of alcohol made from cotton
 - D** a machine that planted cotton

- 2 **Who was the inventor of the cotton gin?**
- A** Benjamin Franklin
 - B** Robert Fulton
 - C** Thomas Jefferson
 - D** Eli Whitney

- 3 **Why was the cotton gin important to Southern agriculture?**
- A** It transformed the way that clothing was produced.
 - B** It made it much cheaper to produce cotton.
 - C** It made slaves unnecessary on cotton plantations.
 - D** It made it possible for cotton to be grown in colder climates.

- 4 **What effect did the cotton gin have on slavery?**
- A** It made slavery less popular in the South.
 - B** It eliminated the need for slave labor.
 - C** It sped up the spread of slavery.
 - D** Slaves acquired more rights.



- 5 **According to the graph, which of the following statements is *true*?**
- A** From 1820 to 1840, cotton production increased slightly.
 - B** In 1820, more than a million bales of cotton were produced.
 - C** Cotton production in 1840 was less than one million bales.
 - D** From 1840 to 1860, cotton production more than doubled.



**CALIFORNIA CONTENT
STANDARD 8.7.2**

Slavery in the United States

Specific Objective: Trace the origins and development of slavery. Trace its effects on black Americans and on the South’s political, social, religious, economic, and cultural development. Identify the strategies that were tried to both overturn and preserve it.

Read the summary to answer the questions on the next page.

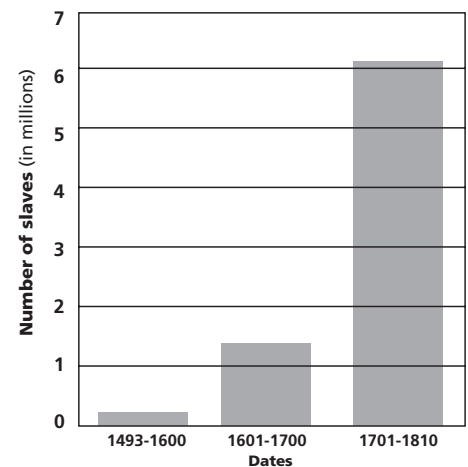
Origins and Development of Slavery

The Spanish and Portuguese first brought African slaves to the Americas in the 1400s and 1500s. The slaves worked mainly in the Caribbean sugar plantations. Slavery on the sugar plantations was particularly brutal. The first slaves came to the American South in 1619. The slave trade, which brought slaves from West Africa to the Americas, increased dramatically in the 1700s.

Slavery’s Effects on Black Americans

Life under slavery in the American South was harsh and unforgiving. Enslaved African Americans endured wretched living conditions, hard labor, and brutal punishments. Families were broken up when owners sold off children or separated husbands and wives. Despite all this, the enslaved people managed to forge a new African-American culture that offered them comfort, hope, and the courage to resist. Religion, music, and family were important parts of this culture.

Slaves Imported to the Americas, 1493–1810



Source: Phillip D. Curtin, *The Atlantic Slave Trade*

Slavery’s Effects of the Development of the South

Slavery affected all aspects of Southern culture and society, including economics, politics, and religion. The South depended on unpaid labor to grow cotton, tobacco, and rice. Slavery made it possible for a few people to become extremely rich. Most Southerners did not own slaves but supported the system.

Efforts to Do Away With Slavery and Efforts to Preserve It

- Slaves resisted their condition by working slowly, damaging goods, or running away. Armed slave rebellions were rare but spread fear among the white population. In 1822, Denmark Vesey planned a revolt in Charleston, South Carolina. Nat Turner led the most famous revolt, in Virginia in 1831. Both leaders were hanged. White and black abolitionists, working mainly in the North, spoke out against slavery.
- Slaveholders fought to protect slavery through harsh slave codes. These laws promised severe punishments to slaves who tried to run away or resist. The South also pushed through national laws that made it illegal to help run-away slaves.



**CALIFORNIA CONTENT
STANDARD 8.7.2**

Slavery in the United States

Directions: Choose the letter of the *best* answer.

“ARTICLE XIII forbids slaves belonging to different masters to assemble in crowds, by day or by night. . . . It also commands all subjects of the King, whether officers or not, to seize and arrest the offenders and conduct them to prison. . . .”

—From the *Black Code of Louisiana, March, 1724*

1 According to the quotation, in what way did Article XIII force free persons to participate in the system of slavery?

- A** It forbade them to allow slaves in their homes.
- B** It forced them to inform on blacks who acted strangely.
- C** It made them arrest any slaves gathered in groups.
- D** It required them to beat their slaves.

2 One *unplanned* effect of Nat Turner’s rebellion was that

- A** slaveholders made laws restricting free African Americans.
- B** slaves on many plantations were liberated.
- C** more people began to argue for emancipation of slaves.
- D** Turner led more than 50 followers to attack plantations.

“The state of Ohio is separated from Kentucky by just one river; on either side of it the soil is equally fertile, and the situation equally favorable, and yet everything is different. Here [on the Ohio side] a population devoured by feverish activity, trying every means to make its fortune. . . . There [on the Kentucky side] are people who make others work for them and show little compassion. . . . These differences cannot be attributed to any other cause but slavery.”

—Alexis de Tocqueville, *Journey to America*

3 The writer of the quotation views slave owners as

- A** unlucky.
- B** lazy and cruel.
- C** eager to succeed.
- D** intelligent.

4 Slavery in the South was harsh in that it

- A** lasted for a brief period.
- B** broke up families.
- C** spread religion.
- D** was not profitable.

5 What *two* aspects of culture became most important to enslaved African Americans?

- A** social clubs and family ties
- B** music and books
- C** religion and higher education
- D** family ties and religion



**CALIFORNIA CONTENT
STANDARD 8.7.3**

Society in the South before the Civil War

Specific Objective: Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

Read the summary to answer the questions on the next page.

Life in the South

The fertile soil and long growing season in the South supported the focus on a rural way of life. Geography led to the growth of isolated, self-sufficient plantations rather than cities. As the North experienced the beginnings of the Industrial Revolution in the first half of the 19th century, the South lagged behind. To some extent, the very revolution that was taking place in the North led the South to become more set in its ways.

King Cotton

The demand for cotton for textile mills in England and in the Northeast increased as the Industrial Revolution took hold. The invention of the cotton gin made it easier to make a profit from cotton and the economy became more dependent on cotton. This trend called for more slaves to work the fields and support life on the plantations. The region became even more dependent on the right to own slaves.

A Two-Tiered Society

- Most of Southern society was controlled by a handful of wealthy plantation owners. They made large profits from the labor of slaves and from exports to other countries. They felt no incentive to invest in industry.
 - Only one third of white families owned slaves in 1840.
 - One tenth of these had 20 or more slaves (fewer than 4 in 100 white families).
- Most of the whites in the South were poor farmers. They didn't own slaves but they hoped to one day.

A Working Plantation

A large plantation was like a small town. It produced nearly everything it needed. What little it couldn't produce it would acquire through local trade. Plantations were likely to grow tobacco, cotton, rice, or sugar cane for profit, but they also produced, for their own use

- a variety of grains, fruits, and vegetables
- meat and eggs
- yarn and cloth
- clothing, shoes, and leather goods
- furniture, tools, and bricks



**CALIFORNIA CONTENT
STANDARD 8.7.3**

Society in the South Before the Civil War

Directions: Choose the letter of the *best* answer.

- 1 Most plantations were self-sufficient. What they could not produce themselves, they**
- A** got along without.
 - B** traded for locally.
 - C** bought at the store.
 - D** ordered from a catalog.

“We have seen that there were joyous breaks in the days of labor, which made [the slaves’] plantation, not only an abode of much comfort but a scene of marked beauty. . . .”

—From *The Old Plantation* by
James Battle Avirett

- 2 According to the quotation, the author believes that**
- A** slaves on plantations had time for leisure activities.
 - B** plantations were worked by paid servants.
 - C** plantations were not a successful form of farming.
 - D** the plantation owner’s children liked to play games.

- 3 Before the Civil War, approximately what percentage of white families owned slaves?**
- A** one fourth
 - B** one third
 - C** one half
 - D** three fourths

- 4 Most free southerners were**
- A** rich merchants.
 - B** factory workers.
 - C** slave owners.
 - D** poor farmers.

- 5 How did the Industrial Revolution affect the South?**
- A** It polluted the rivers and hurt farming.
 - B** It increased demand for cotton.
 - C** It lowered wages for southern workers.
 - D** It moved slaves from farms to factories.



**CALIFORNIA CONTENT
STANDARD 8.7.4**

Free Blacks in the North and South

Specific Objective: Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

Read the summary to answer the questions on the next page.

Before the Civil war, there was a sizeable population of free blacks in the North, and in the South as well. Conditions for free blacks in the North and the South were certainly very different, but both groups faced discrimination, unequal treatment, and restrictions on their activities.

Free Blacks in the North

- Fought with the patriots against the British in the American Revolution
- Worked in mills and other factories, in shipyards and on ships, as merchants and carpenters, and at many other jobs and trades
- Gained prominence in fields such as poetry (Phillis Wheatley), mathematics (Benjamin Banneker), and business (Paul Cuffe)
- By the early 1800s, slavery was outlawed in most Northern states.
- In 1827, the first black newspaper, *Freedom's Journal*, aimed at the almost 500,000 free blacks in the country.
- Blacks were still considered inferior by most whites and treated accordingly. They were refused service in many public places; most states did not allow blacks to vote; they were taught in inferior schools, and barred from white churches. They faced restrictions on their activities and movements. For example, they were not allowed to carry weapons or meet with slaves. In the end, freedom did not mean equality, dignity, or any guarantee of basic civil rights.

Free Blacks in the South

- Fought with the patriots against the British in the American Revolution
- In 1840, 8 percent of African Americans in the South were free. They had either been born free, been freed by an owner, or had purchased their own freedom.
- A significant number were skilled workers and made a good living. Some became planters and owned slaves themselves. Many lived in Baltimore, Washington, D.C., and other cities.
- Some states made blacks leave once they gained freedom. Some states did not permit them to vote or receive an education.
- Whites worried that free blacks would inspire slaves to revolt, so they were forced to live in segregated communities.
- The most terrifying threat was the possibility of being captured and sold into slavery. Free blacks had to carry around their papers at all times showing that they were free. Without the documents, they could be sold into slavery at any time.



**CALIFORNIA CONTENT
STANDARD 8.7.4**

Free Blacks in the North and South

Directions: Choose the letter of the *best* answer.

Use the quotation to answer questions 1 and 2.

“Where was I? What was the meaning of these chains? . . . I felt of my pockets, so far as the fetters would allow—far enough, indeed, to [see] that I had not only been robbed of liberty, but that my money and free papers were also gone!”

—From *Twelve Years a Slave* by
Solomon Northup

- 1 **Why might it be especially alarming to Solomon Northup that his “free papers” have been taken?**
 - A He could be fined for traveling without his papers.
 - B Another person might try to take over his identity.
 - C Without them he could be sold into slavery.
 - D Those kinds of documents were hard to replace.

- 2 **What is *most* likely to happen next to Solomon Northup in this scene?**
 - A Northup might realize he was foolish for carrying his papers with him.
 - B Northup will likely be rescued by police and given a fair hearing.
 - C Now that they have his money, Northup’s captors might let him go.
 - D Northup’s captors might sell him back into slavery.

- 3 **What was the importance of *Freedom’s Journal*?**
 - A It was an abolitionist newspaper produced by Frederick Douglass.
 - B It was the leading newspaper produced by white abolitionists.
 - C It was the first autobiography about the life of a free black.
 - D It was an important newspaper produced by and for free blacks.

- 4 **Free African Americans in the North compared to free African Americans in the South**
 - A faced many similar problems.
 - B were allowed to vote and attend most schools.
 - C faced very little discrimination.
 - D were free to live however they wanted.

- 5 **About what percent of African Americans in the South were free before the Civil War?**
 - A less than 10 percent
 - B about 20 percent
 - C about one third
 - D more than half

- 6 **Which of the following was a well-known free African-American poet of early America?**
 - A Benjamin Banneker
 - B Paul Cuffe
 - C Simon Northup
 - D Phillis Wheatley



**CALIFORNIA CONTENT
STANDARD 8.8.1**

The Jackson Years

Specific Objective: Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

Read the summary below to answer questions on the next page.

The Election of 1828

- The 1828 campaign was bitter. Andrew Jackson and John Quincy Adams were again opponents as they had been in 1824, when Jackson lost.
- Jackson’s appeal to the common people helped him win in 1828. He was the first president from the West. He was also a war hero.
- Jackson’s election ended the idea of government elected by wealthy, well-educated people. His belief that all white men should have the right to vote and have a say in government, thus ensuring majority rule, was called **Jacksonian democracy**.

Conflicts During the Jackson Presidency

Indian Removal	National Bank	Spoils System
White settlers wanted native lands; Jackson proposed the Indian Removal Act of 1830.	The Second Bank of the United States held government funds and issued money.	Jackson gave government jobs to his political supporters.
One group, the Cherokee, appealed to the Supreme Court, which ruled in their favor.	Jackson opposed the bank and vetoed the renewal of its charter.	Opponents accused him of corruption.
Jackson ignored the ruling. Thousands of Indians were moved to the west, including the Cherokee.	The bank went out of business. Inflation and depression followed.	Jackson defended his system, saying it broke up one group’s hold on government.

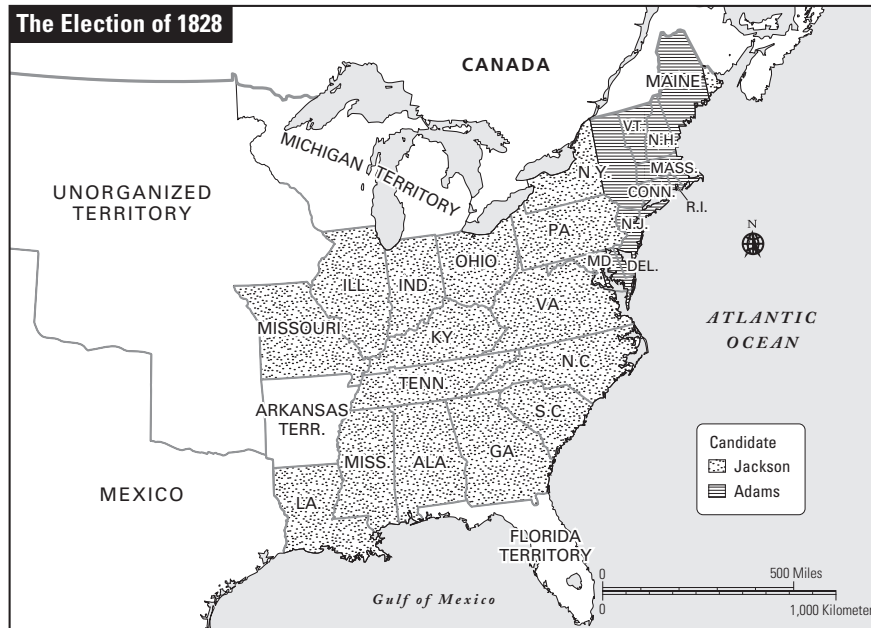
Trail of Tears



**CALIFORNIA CONTENT
STANDARD 8.8.1**

The Jackson Years

Directions: Choose the letter of the *best* answer.



- 1 Looking at the map, it is clear that Jackson was least popular in the
 - A Midwest.
 - B** Northeast.
 - C Northwest.
 - D Southeast.

- 2 Jacksonian democracy gave political power to the
 - A educated.
 - B wealthy.
 - C** majority.
 - D minorities.

- 3 Under the spoils system, jobs went to
 - A factory workers in the cities.
 - B National Bank managers.
 - C** Jackson’s political supporters.
 - D people best suited for them.

- 4 Jackson’s solution to white settlers’ hunger for land was the
 - A** Indian Removal Act.
 - B Northwest Ordinance.
 - C Second U.S. Bank.
 - D Spoils System.

- 5 In the 1828 election, which party supported Jackson?
 - A** Democratic
 - B Libertarian
 - C Republican
 - D Whig

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**CALIFORNIA CONTENT
STANDARD 8.8.2**

Westward Expansion

Specific Objective: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

Read the summary below to answer questions on the next page.

Lewis and Clark

Expansion westward to the Pacific Ocean began in 1803 when President Jefferson sent Meriwether Lewis and William Clark to explore the newly acquired Louisiana Territory. They were instructed to find a water route across the continent. Part of their job was to establish good relationships with Indians and describe what they saw. They traveled all the way to the Pacific Coast and back.

Indian Removal

By the 1820s, white settlers had pushed Indians westward. However, there were still many Indians in the East. The Indian Removal Act of 1830 called for the government to negotiate treaties that would force these Indians to relocate west. They would be given less valuable land in what is now Oklahoma and parts of Kansas and Nebraska.

Trail of Tears

The Cherokee refused to sign the treaties. The Supreme Court supported their right to remain on their land. In 1838, federal troops, under orders from President Jackson, made 16,000 Cherokee march along what is now known as "The Trail of Tears," from Georgia to Oklahoma. One quarter of those on the forced march died along the way.

Manifest Destiny

By the 1840s, many Americans believed it was their "manifest destiny" to stretch across the continent from the Atlantic to the Pacific oceans. Although already occupied by Indians and Mexicans, white settlers viewed this land as unoccupied. Americans also worried that the French or Spanish might establish colonies there.

Economic Incentives

The Homestead Act of 1862 gave 160 acres of land to anyone willing to live on it and farm it for five years. White settlers were not prepared for the difficult journey or harsh living conditions. Still, many rushed to the Great Plains to claim the free land. Land speculators also bought huge plots of land. They hoped to sell it later for profits. The lure of instant wealth from mining and timber rights drew others.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.8.2*Westward Expansion*

Directions: Choose the letter of the *best* answer.

- 1 Manifest Destiny was the idea that**
 - A Americans would establish colonies.
 - B it was America's fate to include Mexico and Central America.
 - C Americans would one day conquer England.
 - D it was the fate of the United States to stretch from the Atlantic Ocean to the Pacific Ocean.

- 2 The Homestead Act of 1862**
 - A forced Indians to make treaties that would take away their lands and relocate them westward.
 - B sent Lewis and Clark to explore the Louisiana Territory.
 - C gave 160 acres of land on the Great Plains to anyone willing to live on it and farm it for five years.
 - D made it possible for the Cherokee and other Indians to stay on their lands in the Southeast.

- 3 Which Indian tribe had to endure the Trail of Tears?**
 - A** Cherokee
 - B Apache
 - C Sioux
 - D Crow

- 4 The chief economic incentive the government offered to settlers in the West was**
 - A gold mines.
 - B free land.
 - C new businesses.
 - D timber.

- 5 The purpose of the Lewis and Clark expedition was to**
 - A lead Native Americans to the West.
 - B look for gold and other minerals.
 - C find a water route to the Pacific Ocean.
 - D scout out land for a new railroad.

- 6 The Trail of Tears was a result of**
 - A Manifest Destiny.
 - B** the Indian Removal Act.
 - C the Homestead Act.
 - D the Lewis and Clark expedition.

**CALIFORNIA CONTENT
STANDARD 8.8.3***Women in the West*

Specific Objective: Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

Read the summary below to answer questions on the next page.

Role of Pioneer Women

Life on the western frontier was harsh for both men and women. Women's work was vital in settling the Great Plains. In their letters home, many women recorded the harshness of pioneer life. Others talked about the loneliness. Living miles from others, women were often their family's doctors—setting broken bones and delivering babies—as well as their everyday caretakers.

Laura Ingalls Wilder

Some true-life examples of the lives that women led on the frontier can be found in the books written by Laura Ingalls Wilder. Born in a log house in 1867 in Wisconsin, Wilder lived on the frontier most of her life. She traveled by covered wagon to Minnesota, Kansas, Dakota Territory, and Missouri. Her books about her experiences as a pioneer are still read today.

Status of Western Women

Western lawmakers recognized the contributions women made by giving them more legal rights than women in the East. Women in the West could own property and control their own money. The first place women had the right to vote was in Wyoming Territory in 1869. When Wyoming sought statehood in 1890, it refused to repeal women's suffrage as a condition of entering the Union. Soon women in Colorado, Utah, and Idaho also had voting rights.

Annie Bidwell

Annie Bidwell and her husband John, married in 1868, founded the town of Chico, California. As a younger man, John became rich through mining. After he married Annie, they built a huge ranch. They employed nearly all of the native Mechoopda Maidu Indians in the area. Annie gave them religious instruction and founded a church. She also helped her husband oversee the ranch. After John died, Annie continued to run the ranch and protect the interests of the Indians under her care.

African American Women in the West

African Americans moved west for the same reasons white settlers did. Mary Ellen Pleasant moved to California during the gold rush and became wealthy working as a cook and making sound business investments. In 1860, she began working to expand the rights of blacks in California. Biddy Mason came to California with Mormon settlers as an enslaved worker. Because California was a free state, she won her freedom in the courts in 1856. She later became a wealthy landowner.



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.8.3**

Women in the West

Directions: Choose the letter of the *best* answer.

1 Women in the West had harder lives than women in the East, but they also had more

- A education.
- B free time.
- C money
- D rights.

2 Laura Ingalls Wilder wrote about

- A life on a riverboat.
- B slaves in the South.
- C pioneer life.
- D the gold rush.

3 Biddy Mason won her freedom from slavery in 1856 because

- A she earned money from the gold rush.
- B California was a free state.
- C there was no slavery in the West.
- D she escaped to Canada.

4 Annie Bidwell and her husband founded a town in California and also a

- A church.
- B gold mine.
- C boarding house.
- D school.

“In . . . twenty-four days, we have had murders, fearful accidents . . . whippings, a hanging . . . and a fatal duel.”

—Louise Clappe, quoted in *Frontier Women*

5 The quotation makes it clear that life on the frontier could be

- A quiet.
- B entertaining.
- C lively.
- D dangerous.

6 The first place in America where women had the vote was Wyoming Territory. This fact shows that in the West

- A there were not enough men to vote.
- B sheriffs did not enforce the laws.
- C most women were unmarried.
- D many people had progressive ideas.

**CALIFORNIA CONTENT
STANDARD 8.8.4***Western Waters*

Specific Objective: Examine the importance of the great rivers and the struggle over water rights.

Read the summary below to answer questions on the next page.

Mississippi River

When Lewis and Clark explored the Louisiana Purchase in the early 1800s, their journey showed Americans for the first time what lay to the west of the Mississippi. As settlers moved west, many chose to make their homes along the Mississippi and its tributaries (streams or rivers flowing into a larger river). It was like living near a major highway. Even after the coming of the railroads, the Mississippi was an important trade route for steamboats.

The Mississippi acts as a drain for the plains between the Rocky and Appalachian mountain ranges. It begins in Minnesota and empties into the Gulf of Mexico.

Missouri River

The Missouri River is the largest tributary of the Mississippi. It begins in Montana and empties into the Mississippi. The Lewis and Clark expedition opened this river as a travel route for American traders and settlers.

Columbia River

Lewis and Clark discovered that there was no easy passage between the Missouri River and the Columbia River. The Columbia River begins in Canada and flows into the Pacific Ocean. It forms the border between Oregon and Washington. It served as the major transportation route from the coast until the coming of the railroads.

Colorado River

This major river runs from the Rocky Mountains to the Gulf of California. Native Americans lived along this river for centuries. Some Mormons who moved west during the 1800s settled along tributaries of this river. Because the area was so dry, they had to build dams, reservoirs, and irrigation canals to supply their water needs. The river now supplies water to much of the Southwest.

Rio Grande

The Rio Grande, nearly 2000 miles long, runs from the Rocky Mountains to the Gulf of Mexico. It forms the border between modern-day Texas and Mexico. In 1845, Mexico said the boundary was the Nueces River, which was further north. The dispute over this boundary led to the Mexican-American War.

Water Rights

Settlers moving to the West found plenty of cheap land. They also found a much drier climate than in the East. Many farmers and ranchers had to bargain for the right to draw water off nearby rivers to irrigate their fields. These water rights were handed down from generation to generation. They were often the subjects of disagreements.



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.8.4**

Western Waters

Directions: Choose the letter of the *best* answer.

- 1 Lewis and Clark discovered that there was no easy passage between the**
 - A Colorado and Rio Grande.
 - B Mississippi and Missouri.
 - C Missouri and Columbia.
 - D Rio Grande and Columbia.

- 2 In 1845, which river did Mexico claim formed the border between Mexico and Texas?**
 - A Colorado
 - B Mississippi
 - C Nueces
 - D Rio Grande

- 3 The Mormons settled along tributaries of which river in the 1800s?**
 - A Colorado
 - B Mississippi
 - C Missouri
 - D Rio Grande

- 4 In the 1800s, living on the Mississippi River was like living**
 - A in New England.
 - B by the ocean.
 - C on a major highway.
 - D in the South.

- 5 When settlers in the West had to request permission to take water from a river, they were asking for**
 - A a river contract.
 - B a fishing license.
 - C water rights.
 - D a right of way.



**CALIFORNIA CONTENT
STANDARD 8.8.5**

The Mexican Settlements

Specific Objective: Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

Read the summary below to answer questions on the next page.

Mexico or United States?

In 1800, most of the southwest United States belonged to Spain. Spain had discouraged trade or contact with Americans. However, in 1821, Mexico achieved independence from Spain. As a result, the American Southwest became Mexican not Spanish. Mexico allowed American settlement and trading.

Texas

In 1821, only about 4,000 *Tejanos* lived in what was then called *Tejas*. *Tejanos* were people of Spanish origin living in Texas. Then Stephen Austin and nearly 300 American families settled there. They agreed to abide by Mexican law. By 1830, there were 30,000 people in *Tejas*. The Americans outnumbered the *Tejanos* six to one.

New Mexico

The Santa Fe Trail in New Mexico opened soon after Mexico became independent. Before this time, Pueblo Indians and Spanish descendants lived side by side and shared their cultures. Now American trading caravans crossed the plains each year.

California

Before the gold rush of 1849, 150,000 Native Americans and 6,000 *Californios* lived in California. *Californios* were people of Spanish or Mexican descent. Most lived on huge cattle ranches on former mission land. The gold rush brought great changes to California.

Vaqueros

The first cowhands were vaqueros. They were Mexicans who came to the Southwest with Spanish explorers in the 1500s. The vaqueros helped ranchers in the Southwest. The saddle, spurs, lariat, and chaps we now associate with cattle handling and ranching all came from the vaqueros.

Attitudes Toward Slavery

When Mexico won its independence from Spain, it outlawed the enslavement of people. Americans in Texas claimed they needed enslaved people to grow cotton. They convinced Mexico to let them continue the practice.

Land Grants

Many Mexican settlers in the Southwest were granted large plots of land by the Mexican government. When Mexico ceded its territories to the United States in 1853, most of these people lost their land.

Economies

California had a simple farming economy until the 1840s. However, after the discovery of gold, miners came from all over to strike it rich. Eventually, some mining camps turned into towns that gave people the chance to find jobs in fields other than farming. The same thing happened in New Mexico, when Americans discovered gold and silver there. The Santa Fe Trail brought traders and wagon trains on the way to California. Many people stayed in New Mexico and built towns.



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.8.5**

The Mexican Settlements

Directions: Choose the letter of the *best* answer.

- | | |
|--|--|
| <p>1 Before the gold rush, the economy of California was mainly based on</p> <ul style="list-style-type: none">A banking.B farming.C manufacturing.D mining.
<p>2 In general, California’s position on slavery in the mid-1800s was that the state</p> <ul style="list-style-type: none">A wanted to outlaw slavery.B needed slaves to mine for gold.C had no opinion about slavery.D favored gradual freedom for slaves.
<p>3 Vaqueros were the first early-American and Mexican</p> <ul style="list-style-type: none">A cowhands.B farmers.C gold miners.D Texans. | <p>4 In 1830, most of the Southwest belonged to</p> <ul style="list-style-type: none">A Mexico.B Spain.C Texas.D the United States.
<p>5 Before the Santa Fe Trail opened, the people who lived in New Mexico were mainly Spanish descendants and</p> <ul style="list-style-type: none">A Americans.B Cherokee.C Pueblo Indians.D soldiers. |
|--|--|



**CALIFORNIA CONTENT
STANDARD 8.8.6**

Texan Independence and the Mexican-American War

Specific Objective: Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Read the summary below to answer questions on the next page.

Texas War for Independence

- 1829** Texas belonged to Mexico. Most people living there were American.
- 1833** Texas asked to be a self-governing state within Mexico. Mexico refused and war broke out.
- 1836** Texas became an independent republic. It was called the Lone Star Republic. It had its own army and navy. Sam Houston was elected president. Texas applied for statehood.

Mexican-American War

- 1845** Congress admitted Texas to the Union. However, Mexico still claimed Texas and saw Congress's vote as an act of war. Mexico and the United States disagreed about the border between them.

The United States claimed that the Rio Grande was its southern border. Mexico said it was the Nueces River, which was more than 100 miles north at some points. The United States offered Mexico \$25 million for Texas, California, and New Mexico. Mexico refused and war broke out in 1846 on the Rio Grande.

Territorial Settlements

- 1848** The Treaty of Guadalupe Hidalgo ended the Mexican-American War.
- Texas was now part of the United States.
 - The Rio Grande became the border between the United States and Mexico.
 - Mexico gave up an area that is now California, Nevada, Utah, most of Arizona, and parts of New Mexico, Colorado, and Wyoming.
- 1853** In the Gadsden Purchase, Mexico sold the United States a strip of land in what is now southern New Mexico and Arizona for \$10 million.

Mexican Americans

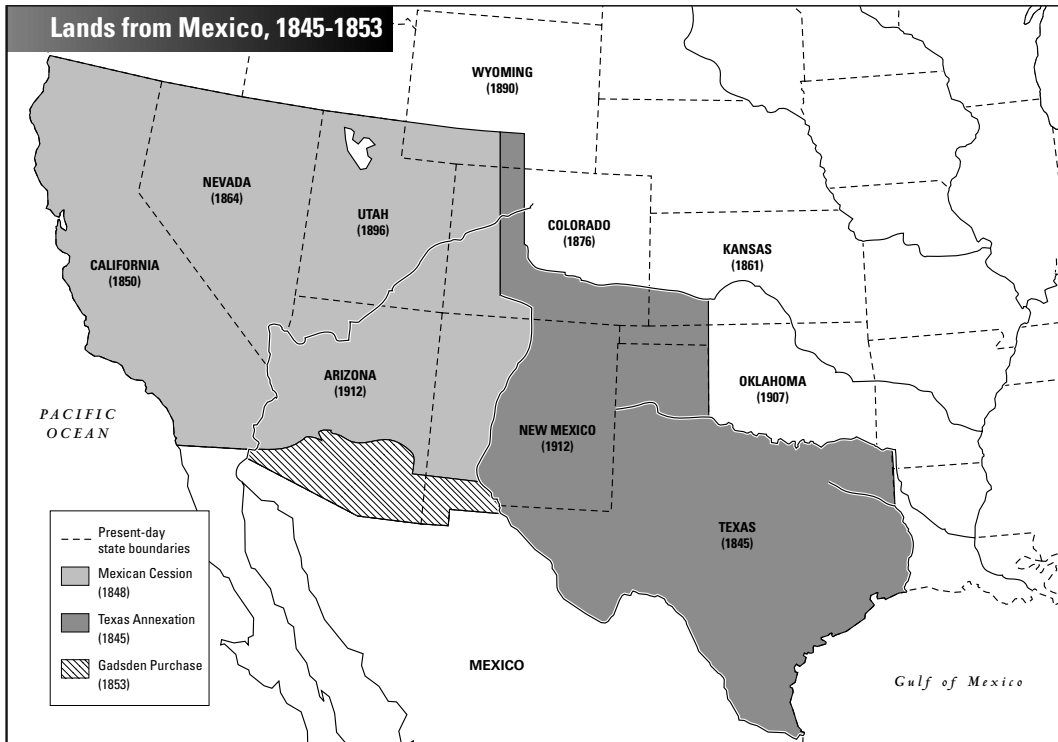
Mexico gave up nearly half its land when it lost the war with the United States. About 80,000 Mexicans were suddenly Americans. The United States promised to protect these *Mexicanos*. But life for them changed. They became a minority in a country that spoke a different language and had a different culture. They lost economic and political power. Many also lost their land when American courts did not recognize land grants from the Mexican government.



**CALIFORNIA CONTENT
STANDARD 8.8.6**

Texan Independence and the Mexican-American War

Directions: Choose the letter of the *best* answer. Use the map to answer questions 1 and 2.



- 1 **The Texas Annexation in 1845 also included part of**
 - A North Dakota.
 - B Nebraska.
 - C New Mexico.
 - D Missouri.

- 2 **After the war with Mexico, the United States added land in which states in addition to Texas?**
 - A Oregon, Oklahoma, and Kansas
 - B Oregon, New Mexico, and Colorado
 - C North Dakota, Oklahoma, Wyoming, Nevada, and Utah
 - D California, Nevada, Utah, Arizona, New Mexico, Colorado, and Wyoming

- 3 **Which of the following events happened *last*?**
 - A Texas became independent from Mexico.
 - B Texas became an American state.
 - C Mexico and the United States fought a war.
 - D Mexico became independent from Spain.

- 4 **When Mexico ceded its land to the United States, 80,000 *Mexicanos* suddenly became**
 - A exiled.
 - B homeless.
 - C a minority.
 - D wealthy.



**CALIFORNIA CONTENT
STANDARD 8.9.1**

Leaders of the Abolition Movement

Specific Objective: Describe the leaders of the abolition movement.

Read the summary below to answer the questions on the next page.

Benjamin Franklin

- At one time owned two slaves and accepted the common view that the black race was inferior
- After visiting a school for black children, changed his views
- Joined an abolitionist society in 1785
- Argued for educating freed slaves

Theodore Weld

- Influential abolitionist, minister, teacher, editor, beginning in 1834
- Married to Angelina Grimké, another well-known abolitionist
- Led a campaign to send antislavery petitions to Congress (1841–1843)
- Founded an interracial school (1854)

Frederick Douglass

- Formerly enslaved African American who escaped (1838) and became a well-known abolitionist, author, and ambassador
- Toured the country speaking out against slavery
- Started abolitionist newspaper, *The North Star* (1847–1860)
- Believed in abolition without violence

John Brown

- An extreme abolitionist
- Led an attack killing five proslavery neighbors when a proslavery mob destroyed offices and the governor's house in Lawrence, Kansas (1855)
- Attacked and took over U.S. weapons warehouse in Harpers Ferry, Virginia, in order to distribute the weapons for a planned slave rebellion (1859).
- Captured, convicted, and hung for murder and treason

William Lloyd Garrison

- Spoke out forcefully against slavery
- Started an important abolitionist newspaper, *The Liberator* (1831)
- Called for immediate emancipation, no payment to slaveholders

John Quincy Adams

- Presented petitions against slavery to Congress, fought the “Gag Rule” that forbade Congress to discuss or debate such petitions (1836–1844)
- Introduced a constitutional amendment to abolish slavery (1839)
- Successfully defended a group of Africans who rebelled on the slave ship *Amistad*, enabling them to return home (1841)
- Won repeal of the Gag Rule in 1844

Harriet Tubman

- Escaped from slavery in 1849
- Worked and traveled to free other slaves
- Conductor on the Underground Railroad
- Never caught, despite a reward offered for her capture



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.9.1*Leaders of the Abolition
Movement*

Directions: Choose the letter of the *best* answer.

- 1 Which abolitionist preached that violence would be necessary in the fight to free slaves?
 - A John Quincy Adams
 - B John Brown
 - C Frederick Douglass
 - D Benjamin Franklin

- 2 Frederick Douglass said he “had been. . . dragging a heavy chain which no strength of mine could break. . . [now the] chains were broken, and the victory brought me unspeakable joy.” Douglass was describing how he felt when he
 - A was released from prison.
 - B worked on the Underground Railroad.
 - C escaped from slavery.
 - D regained his sight.

- 3 Who introduced an amendment to end slavery?
 - A John Quincy Adams
 - B John Brown
 - C Frederick Douglass
 - D Theodore Weld

- 4 Which abolitionist was both an escaped slave and a famous conductor for the Underground Railroad?
 - A John Brown
 - B Angelina Grimké
 - C William Lloyd Garrison
 - D Harriet Tubman

- 5 What was *one* event that helped Benjamin Franklin change his mind about slavery?
 - A He no longer needed help with his numerous scientific projects.
 - B He read *Uncle Tom’s Cabin* by Harriet Beecher Stowe.
 - C He observed African-American students learning at school.
 - D He became friends with the two slaves that he owned.

- 6 Two famous abolitionist newspapers were the *North Star* and the
 - A *Abolitionist*.
 - B *Agitator*.
 - C *Freedom News*.
 - D *Liberator*.



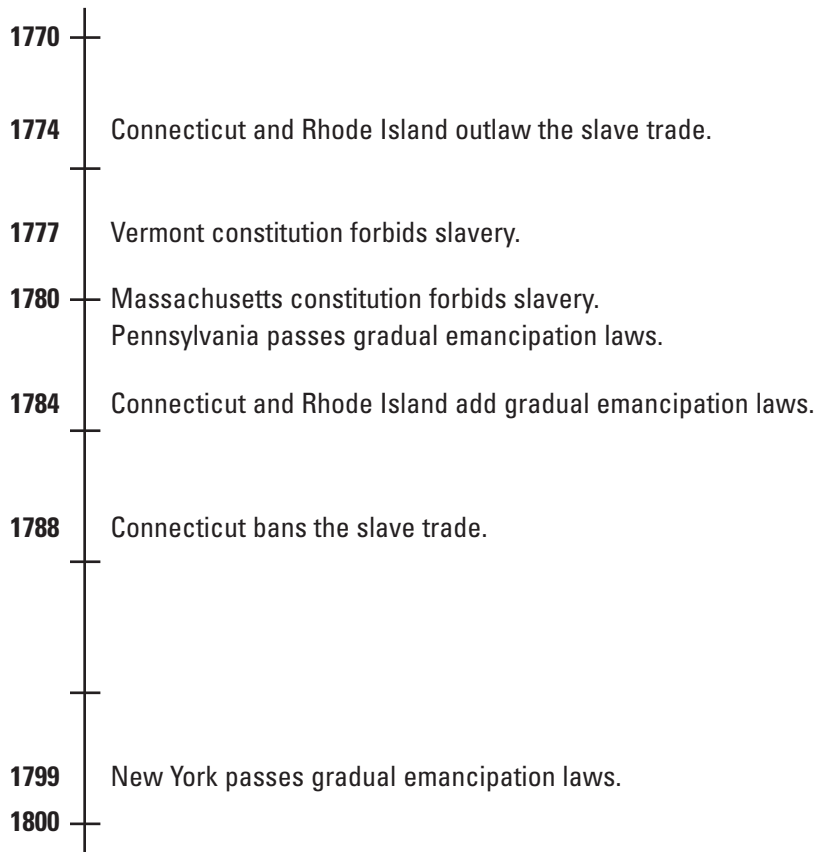
**CALIFORNIA CONTENT
STANDARD 8.9.2**

*Early American Abolition
Laws*

Specific Objective: Discuss the abolition of slavery in early state constitutions.

Read the summary below to answer questions on the next page.

- The first state constitutions did not mention slavery. They said that all men were created equal. They did not mention the fact that some men (and women) were held as slaves. Over time, states changed their constitutions to limit specific practices, such as the slave trade.
- When states did vote to do away with slavery, they did not immediately free the slaves. Many passed gradual emancipation laws. These laws said a slave born after a certain date could become free at a certain age. Most of these bills paid slave owners for their loss.
- For example, in New York, a 1799 law stated that children born to slave mothers after July 4, 1799, would be freed, but only at age 25 for women, age 28 for men. Until then they would remain the property of their mother’s “owner,” and have to work. Slaves born before July 4, 1799 would remain slaves for life, although they would now be called “indentured servants.”





PRACTICE

CALIFORNIA CONTENT
STANDARD 8.9.2*Early American Abolition
Laws*

Directions: Choose the letter of the *best* answer.

- 1 When the Constitution was written, in 1787, there were laws banning slavery in**
 - A all of the states.
 - B most of the states.
 - C very few states.
 - D none of the states.

- 2 The first state constitutions**
 - A took bold steps toward the abolition of slavery.
 - B denied that slavery existed.
 - C declared all men and women of all races to be equal.
 - D avoided the issue of slavery.

- 3 Gradual emancipation laws meant that**
 - A slaves' rights would increase each year.
 - B slavery was abolished one state at a time.
 - C some slaves would be freed only at a certain age.
 - D slavery would change in name only.

- 4 Some states allowed the ownership of slaves but banned**
 - A the sale of slaves.
 - B slave labor.
 - C mistreatment of slaves.
 - D debates over slavery.

- 5 The first state constitution to explicitly outlaw slavery was in**
 - A Connecticut.
 - B Massachusetts.
 - C Rhode Island.
 - D Vermont.

- 6 By making existing slaves indentured servants, New York's gradual abolition bill helped**
 - A slave owners.
 - B slaves.
 - C abolitionists.
 - D state legislators.

**CALIFORNIA CONTENT
STANDARD 8.9.3**

The Northwest Ordinance

Specific Objective: Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

Read the summary below to answer questions on the next page.

Together, the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set an orderly growth pattern for the United States. The Northwest territories did not have constitutions to protect citizens' rights. The ordinances banned slavery in the territories, setting the Ohio River as the northern boundary for the ownership of slaves. They also guaranteed freedom of religion and trial by jury, and allowed a territory to apply for state status when its population reached 60,000.

Education

- The Land Ordinance of 1785 said that land would be set aside for public schools. The territories were divided into townships. In each 36-section township, section number 16 was to be set aside for "the maintenance of public schools."
- Article III of the Northwest Ordinance of 1787 said, "*Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*" This article set up free public education for all new states.
- The idea behind supporting public education was to create informed and responsible citizens—a necessity in a democracy.

Slavery

- Article VI of the Northwest Ordinance of 1787 said:
"*There shall be neither slavery nor involuntary servitude. . . otherwise than in the punishment of crimes . . . [A]ny person . . . from whom labor or service is lawfully claimed in any one of the original State . . . may be lawfully . . . [returned] to the person claiming his or her labor*"
- This meant that people could only be forced to work for someone if they had committed a crime. It also said that slaves who escaped into the territory could be returned to their owners.
- At this time all the Southern states were slave states, and some of the Northern states still allowed slavery. Article IV meant that there would be a new block of free states that would balance the voting power of the slave states. Keeping a balance between free and slave states was important so neither side could force its will on the other.



**CALIFORNIA CONTENT
STANDARD 8.9.3**

The Northwest Ordinance

Directions: Choose the letter of the *best* answer.

TOWNSHIP, 1785					
36	30	24	18	12	6
35	29	23	17	11	5
34	28	22	16	10	4
33	27	21	15	9	3
32	26	20	14	8	2
31	25	19	13	7	1

Each township contained 36 sections.
Each section was one square mile.

- As shown in the diagram, the Land Ordinance of 1785 set aside section 16 of every township for a school. This section was chosen because it was**

 - A the best piece of land.
 - B one of the center sections.
 - C not good for farming.
 - D difficult to sell.

- The Northwest Ordinance declared that slavery was not allowed**

 - A west of the Mississippi River.
 - B east of the Mississippi River.
 - C south of the Ohio River.
 - D north of the Ohio River.

- In 1787, people wanted to outlaw slavery in the Northwest Territories because it would**

 - A make slavery more profitable in the South.
 - B guarantee that runaway slaves had somewhere to go.
 - C keep the balance between slave and free states.
 - D stop the growth of large plantations in the area.

- For runaway slaves, crossing the Ohio River meant**

 - A they would surely be captured and punished.
 - B slave catchers could not legally take them back across the river.
 - C they had almost reached freedom in Canada.
 - D they entered free territory, with no guarantee of protection.

- The main purpose of the Northwest Ordinance was to help**

 - A farmers obtain free land.
 - B land speculators get rich.
 - C the country grow in an orderly way.
 - D the abolition of slavery in the United States.



**CALIFORNIA CONTENT
STANDARD 8.9.4**

Texas and California Enter the Union

Specific Objective: Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the Union as a free state under the Compromise of 1850.

Read the summary below to answer questions on the next page.

Slave State: Texas

The invention of the cotton gin brought cotton farming and slavery to Texas. In 1836, Texas declared its independence from Mexico. It then asked for U.S. statehood. Growing worries over the spread of slavery kept Texas from becoming a state until 1845. At that time, Mexico still claimed its right to Texas. When Congress began debating whether to go to war with Mexico, one issue in the debate concerned slavery in Texas and other Mexican territories.

- Southern states wanted Texas in the Union because then there would be a majority of slave states in Congress.
- Anti-slavery interests in the North introduced a bill called the Wilmot Proviso. It prohibited slavery in lands taken from Mexico as a result of the war. This included Texas. The bill never became law. When the war was over, and Texas was officially on U.S. soil, it remained a slave state.

Free State: California

California asked to become a state in 1849. It had never become a territory because its population had grown so fast due to the gold rush. When California asked to enter into the Union, it caused an uproar.

- Some Southerners wanted to make California two states, with the southern half allowing slavery and the northern half outlawing it. Most Californians wanted a free state. They moved quickly in applying for statehood. They did not give slave owners a chance to move to the region.
- Letting California in as a free state would tip the balance in Congress to the anti-slavery side. Southerners were afraid Northerners might use this advantage to abolish slavery.
- Senator Henry Clay proposed the Compromise of 1850:
 - California became a free state.
 - Congress agreed not to outlaw slavery in the rest of the territories.
- The California constitution outlawed slavery. It did not grant the vote to African Americans.

**PRACTICE****CALIFORNIA CONTENT
STANDARD 8.9.4***Texas and California
Enter the Union*

Directions: Choose the letter of the *best* answer.

- 1 What issue was at stake when Texas and California tried to join the Union?**
 - A Would they join as slave states or free states?
 - B Would Mexico agree to let them join the Union?
 - C How would the Spanish-speaking population learn English?
 - D Who owned the rights to gold?

- 2 What was Henry Clay's role in the entry of California into the Union?**
 - A He tried to get California to leave the Union.
 - B He voted in favor of invading Mexico.
 - C He wanted to split California into two states.
 - D He suggested the Compromise of 1850.

- 3 California became a state once the Compromise of 1850 settled how the state would handle**
 - A the war with Mexico.
 - B the issue of slavery.
 - C the cotton gin.
 - D the ongoing gold rush.

- 4 The Wilmot Proviso would have**
 - A prevented war with Mexico.
 - B allowed Mexico to decide if Texas should be slave or free.
 - C admitted Texas as a slave state.
 - D kept slavery out of territories gained from Mexico.

- 5 Why did Mexico object to the entry of Texas into the Union?**
 - A Mexico was at war with Texas.
 - B Texas owed Mexico a lot of money.
 - C Mexico, as a country, opposed slavery.
 - D Mexico claimed that it owned Texas.

- 6 California's constitution showed that the state**
 - A agreed with the Southern states.
 - B left the question of slavery to each town.
 - C was against equality for African Americans.
 - D was the first state to allow African Americans to vote.



**CALIFORNIA CONTENT
STANDARD 8.9.5**

Slave States and Free States— Compromise and Debate

Specific Objective: Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

Read the chart below to answer questions on the next page.

<p>States’ Rights Doctrine</p>	<ul style="list-style-type: none"> - Supported by many southerners before the Civil War - Said the U.S. Constitution was an agreement among the states; states could block the actions of the federal government they didn’t like; states were free to secede from the Union - Main proponent—John C. Calhoun
<p>Missouri Compromise, 1820</p>	<ul style="list-style-type: none"> - Missouri asked for statehood as a slave state, threatening to upset the balance in Congress between slave and free states. - Henry Clay came up with the Missouri Compromise: outlawed slavery in the future anywhere north of Missouri’s southern border; admitted Maine as a free state; kept the balance in Congress
<p>Wilmot Proviso, 1846</p>	<ul style="list-style-type: none"> - Proposed outlawing slavery in any territory the United States might win in the Mexican War - Slaveholders were against it; they said slaves were property and the Constitution gave equal rights to all property holders.
<p>Compromise of 1850</p>	<ul style="list-style-type: none"> - California asked to be let in as a free state. - Henry Clay suggested the compromise: California would be a free state; Congress agreed not to outlaw slavery in the rest of the territories; Congress had to promise a stronger fugitive slave law.
<p>Kansas-Nebraska Act, 1854</p>	<ul style="list-style-type: none"> - Proposed by Senator Stephen A. Douglas - Allowed popular votes in Nebraska and Kansas to decide if each would be a free or slave state (popular sovereignty) - Replaced the Missouri Compromise of 1820
<p>Dred Scott v. Sandford, 1857</p>	<ul style="list-style-type: none"> - Dred Scott, a slave, sued for his freedom because he had lived in a territory where slavery was illegal. - The Supreme Court ruled against him; said slaves, and all African Americans, were not citizens of the United States. - The decision increased tensions between the North and South.
<p>Lincoln-Douglas debates, 1858</p>	<ul style="list-style-type: none"> - Douglas was the Democratic Senator from Illinois; Lincoln was his Republican challenger. - In a series of debates throughout Illinois they discussed the expansion of slavery, Dred Scott, and the future of the Union. - Lincoln argued against the expansion of slavery, but not for abolishing slavery outright; Douglas argued for popular sovereignty, or allowing the population of a state to decide its own laws by voting.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.9.5*Slave States and Free States—
Compromise and Debate*

Directions: Choose the letter of the *best* answer.

- 1 The states' rights doctrine held that**
 - A states had fewer rights than the federal government.
 - B the U.S. Constitution applied to some states but not all.
 - C the federal government was useless.
 - D states could choose to leave the Union.

- 2 Which law repealed the ban on slavery north of Missouri's southern border?**
 - A Compromise of 1850
 - B Kansas-Nebraska Act
 - C Missouri Compromise
 - D Wilmot Proviso

- 3 In his 1858 debates with Stephen Douglas, Abraham Lincoln argued that slavery should be**
 - A expanded throughout the Union.
 - B spread worldwide.
 - C completely abolished.
 - D regulated to certain states.

- 4 What was the aim of Henry Clay's Compromise of 1850?**
 - A to protect states by limiting the power of the national government
 - B to resolve the issue of slavery in the territories once and for all
 - C to stop the South from splitting away from the United States
 - D to unite the North and South against the western territories

- 5 In the case of Dred Scott, the Supreme Court decided that**
 - A Scott should be allowed to go free.
 - B Scott was not a citizen of the United States.
 - C slavery was illegal north of the Missouri Compromise line.
 - D slavery should not be allowed in the South.



**CALIFORNIA CONTENT
STANDARD 8.9.6**

Free Blacks and the Laws that Limited Them

Specific Objective: Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Read the summary below to answer questions on the next page.

By 1860, there were almost 500,000 free blacks in the United States. These men, women, and children had more rights than if they had been enslaved. But they were far from truly free or equal under the law. Problems of racial injustice existed in the North as well as in the South.

Segregation, Limits on Freedom, and Attacks

- In the North and in the South there was limited work for free blacks. Many freed slaves ended up working on the same farm where they had been slaves. Free blacks in the North mostly lived in cities.
- Because slaveholders feared their influence, free blacks were often segregated and kept apart, even in the North. There were laws in some states forbidding free blacks to mix with slaves, or to carry weapons.
- Free blacks were kept out of most public schools.
- There were laws in some states forbidding free blacks to travel between states. Free blacks had to carry proof of their status.
- Even by the end of the Civil War, only 5 of 24 Northern states allowed blacks to vote. No states allowed blacks to be witnesses in court when whites were a party to the case.
- Poor whites didn't like competition for jobs from blacks. Between 1829 and 1849, for example, white mobs attacked and killed free blacks in Philadelphia, Boston, Providence, New York, and Washington, D.C. White mobs also attacked and destroyed black schools, churches, businesses, and homes.

Black Codes and Exclusion

- Many Midwestern and Western states thought they would solve the “race problem” by preventing free blacks from entering. In these states, slavery had either been abolished or had never been allowed.
- Ohio had abolished slavery in its original constitution in 1802. It passed exclusionary Black Laws in 1804. Every African American entering the state had to pay a \$500 bond against possible future crimes. They also had to produce court papers showing that they were free.
- Blacks were denied the right to question these laws or “for any purpose whatsoever.”
- Indiana, Illinois, Michigan, Iowa, and Oregon passed similar laws, known as Black Codes. These laws went beyond trying to keep blacks from settling there. They also limited blacks' ability to own real estate, make contracts, bring lawsuits, or be a witness in court. The punishments for breaking these laws were harsh. One punishment was being sold at public auction (Illinois, 1853).



**CALIFORNIA CONTENT
STANDARD 8.9.6**

Free Blacks and the Laws that Limited Them

Directions: Choose the letter of the *best* answer.

- 1 Free African Americans who violated black codes in free states could expect to**
 - A speak in court as a trial witness.
 - B pay a \$500 fine and go free.
 - C be asked to move to a different free state.
 - D be harshly punished or sold into slavery.

- 2 The Black Laws of Ohio required every free black to pay a \$500 bond. This law made it**
 - A more difficult for free blacks to hire lawyers.
 - B easier to set up schools for blacks.
 - C easier to know who was legally free.
 - D more difficult for free blacks to enter Ohio.

- 3 Laws preventing free blacks from voting existed**
 - A only in the slaveholding Southern states.
 - B only in the anti-slavery Northern states.
 - C only in the new states of the Midwest and West.
 - D in many states throughout the Union.

- 4 The movement of free blacks was limited in part because**
 - A slave owners feared contact between free blacks and slaves.
 - B free blacks were known to be rowdy and dangerous.
 - C state governments wanted to prevent any population movements.
 - D free blacks were poor and could not afford to move.

“Race prejudice seems stronger in those states that have abolished slavery than in those where it still exists”

—Alexis de Tocqueville,
Democracy in America, 1835

- 5 In the quotation, French writer de Tocqueville describes race prejudice in the United States by**
 - A using facts and opinions to persuade.
 - B using hard facts to support an opinion.
 - C stating an opinion based on observation.
 - D supporting an opinion with reliable sources.

- 6 What is one reason that white mobs attacked blacks in Northern cities in the 1800s?**
 - A White city dwellers were afraid of slave revolts.
 - B Blacks in the North published abolitionist newspapers.
 - C Whites in the North feared competition for their jobs.
 - D Free blacks had begun attending white schools.



**CALIFORNIA CONTENT
STANDARD 8.10.1**

The Views of Webster and Calhoun

Specific Objective: Compare the conflicting interpretations of state and federal authority as emphasized in speeches and writings of political leaders such as Daniel Webster and John C. Calhoun.

Read the summary below to answer the questions on the next page.

Daniel Webster (1782–1852)

This U.S. Senator from Massachusetts was a strong leader and powerful speaker. He supported a strong federal government. Webster believed states could not nullify federal laws. He said the people, not the states, created the Union, and only the people could dissolve it.

- **Speech at the funeral of John Adams and Thomas Jefferson (1826)**
Underscored the uniqueness of the United States and the value of a representative democracy. Everyone must respect and preserve the Union.
- **Hayne-Webster debate (1830)**
Webster argued that states cannot dilute the Constitution or federal authority. They must obey federal laws or call for complete revolution. There was no middle ground. Freedom and the Union go together.
- **“Constitution and the Union” (1850)**
In this speech before the Senate, Webster supported the Compromise of 1850. He thought peaceful secession was impossible; the Union must be kept whole. The North and South should compromise, with the Constitution as a guide.

John C. Calhoun (1782–1850)

Calhoun was a South Carolina politician. He at first supported the American System and a strong national government. Calhoun served as vice president under John Quincy Adams and Andrew Jackson. He became a defender of states’ rights in response to tariff policies that the South considered unfair because they favoured the North.

- **“South Carolina Exposition and Protest” (1828)**
Anonymous essay that outlined his nullification theory. He supported the idea of a state being able to veto (nullify) a federal law within its borders. Sparked by the so called “Tariff of Abominations,” Calhoun’s concern was that the federal government might outlaw slavery in the future.
- **Member of the U.S. Senate (1832–43, 1845–50)**
Calhoun supported slavery and states’ rights, saying slavery was a “positive good.” He favored the gag rule, which prevented discussion of the issue in Congress.
- **Opposed the Compromise of 1850**
Calhoun opposed Webster and Henry Clay. He thought slavery should be allowed to expand into the territories. He saw this as the best way to preserve the Union because he thought that, otherwise, the South would secede from the Union.



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.10.1**

*The Views of Webster and
Calhoun*

Directions: Choose the letter of the *best* answer.

1 Daniel Webster and John C. Calhoun agreed that

- A** states had more power than the federal government.
- B** slavery was an evil that should be abolished.
- C** the Compromise of 1850 was good for the South.
- D** secession was not good for anyone.

“Liberty and Union, now and forever,
one and inseparable!”

—Daniel Webster, U.S. Senate speech,
January 26, 1830

2 When Webster made this speech, he was arguing against

- A** the breakup of the Union.
- B** unfair tariffs.
- C** the limiting of free speech.
- D** slavery.

3 John C. Calhoun first became a proponent of states’ rights because

- A** of his friendship with Daniel Webster.
- B** he believed the South should secede.
- C** of federal tariffs he considered unfair.
- D** he disagreed with the Constitution.

4 Daniel Webster believed first and foremost in

- A** the Union.
- B** freedom of religion.
- C** states’ rights.
- D** the two-party system.

5 Calhoun thought the best way to preserve the Union was to

- A** support the Missouri Compromise.
- B** encourage Northern factory owners to hire slaves.
- C** allow slavery to expand into new territories.
- D** strengthen the powers of the federal government.

6 John C. Calhoun believed laws could be declared unconstitutional by

- A** the Congress.
- B** the president.
- C** individual states.
- D** only the Supreme Court.



**CALIFORNIA CONTENT
STANDARD 8.10.2**

North and South

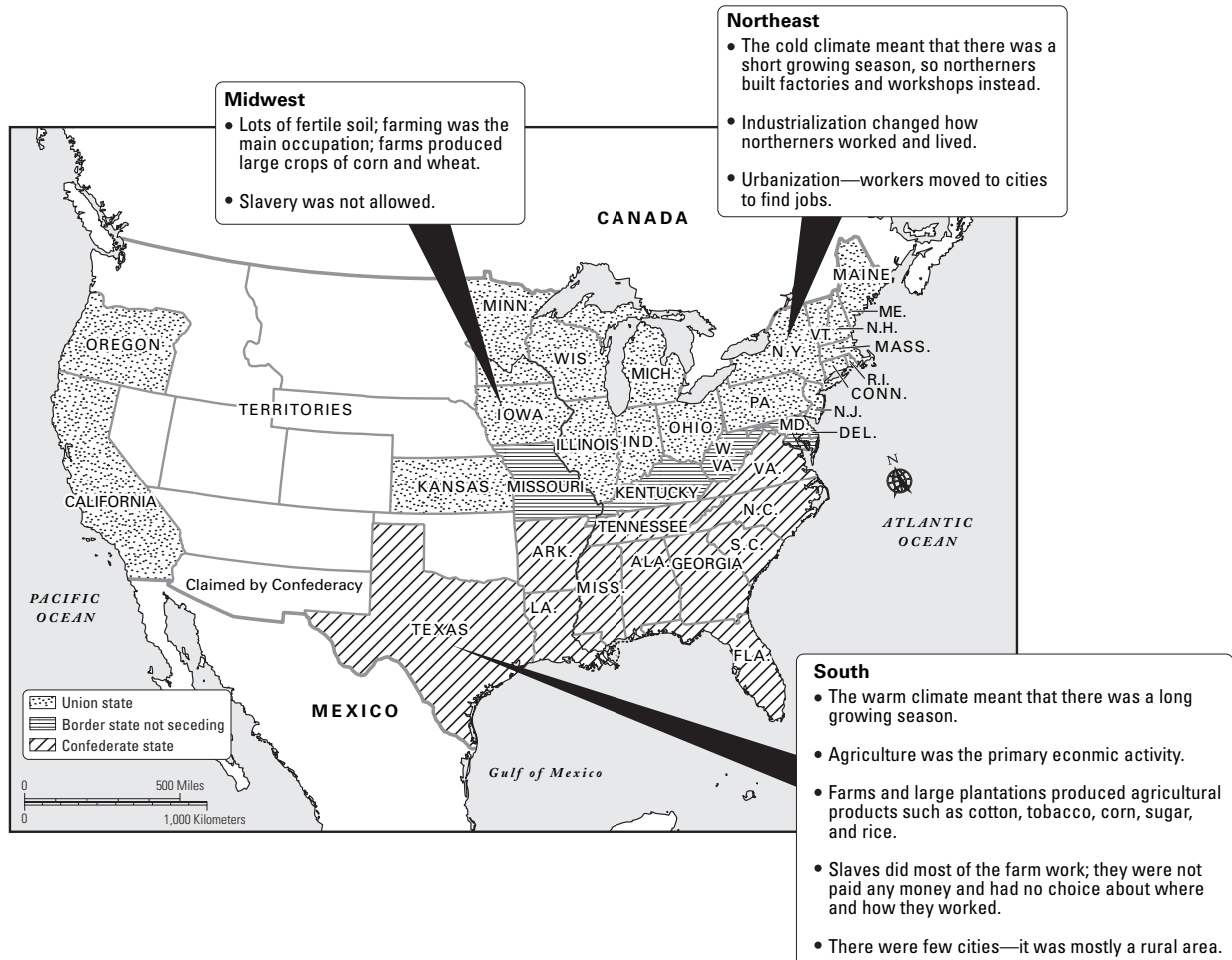
Specific Objective: Trace boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

Study the summary and map below to answer the questions on the next page.

The Differences between North and South

The two opposing sides of the Civil War are referred to as the Union and the Confederacy, or sometimes the North and South, but their differences are more than geographic. The Midwest and the Northeast had some geographic differences but were united against slavery, and so were part of the Union. The border states had much in common, including slavery, with the South. But they chose to stay in the Union. The two western states sided with the North because they had outlawed slavery. They were less involved in the conflict.

In addition, differences in soil and climate affected Northern and Southern economies.





PRACTICE

CALIFORNIA CONTENT
STANDARD 8.10.2*North and South*

Directions: Choose the letter of the *best* answer.

- 1 What was the *major* characteristic of the Southern economy in the mid-1800s?
 - A commerce
 - B farming
 - C industry
 - D ranching

- 2 Why did manufacturing become an important part of the Northern economy?
 - A The climate was too dry to produce many crops.
 - B There were not enough cities where farmers could ship their crops.
 - C There were not enough rivers to run water-powered factories.
 - D A shorter growing season limited the crops farmers could produce.

- 3 What was the *main* factor that linked the Union states in the Northeast, Midwest, and West?
 - A a factory-based economy
 - B large cities
 - C opposition to slavery
 - D a rural lifestyle

- 4 What was a similarity between the South and the Midwest in the mid-1800s?
 - A farming economy
 - B large cities
 - C use of slave labor
 - D warm climate

- 5 Which state was a border state?
 - A Maine
 - B Maryland
 - C Massachusetts
 - D Michigan

- 6 Which of the following *best* describes the border states?
 - A They remained neutral throughout the war.
 - B They opposed slavery and stayed in the Union.
 - C They supported slavery and stayed in the Union.
 - D They supported slavery and left the Union.

**REVIEW****CALIFORNIA CONTENT
STANDARD 8.10.3***The Doctrine of Nullification*

Specific Objective: Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

Read the summary below to answer the questions on the next page.

Federal Government versus State Government

When the United States was new, there was much disagreement about the balance of power between the federal and state governments. The Constitution was designed to put those issues to rest. It defined the powers of each branch and level of government. But not everyone agreed about how to interpret the Constitution with regard to how much power the federal government should have over the individual states.

Virginia and Kentucky Resolutions

An early crisis occurred with the passage of the Alien and Sedition Acts of 1798. These four laws limited the rights of recent immigrants to the United States and upset citizens in many states, particularly Thomas Jefferson and James Madison. Jefferson and Madison favored the theory of states' rights. According to this theory, a state could nullify, or declare "not binding," any federal law within its borders believed to be unconstitutional. Jefferson and Madison wrote resolutions passed by Virginia and Kentucky stating that the Alien and Sedition Acts violated the Constitution. No other states at the time took this position.

The Alien and Sedition Acts eventually were repealed or expired, but the issue of nullification had been introduced.

Tariff of Abominations

In 1828, Congress passed a bill raising tariffs on raw materials and manufactured goods. Southerners thought the new tariffs gave Northerners an unfair advantage. They called the law the Tariff of Abominations.

Doctrine of Nullification

South Carolina was especially affected by the tariff. The vice president in 1828 was John C. Calhoun a native of that state. He returned to the doctrine of nullification. He said that a state could nullify a federal law that it found unconstitutional. The state would make the law void within its own borders.

Like Jefferson and Madison before them, those who favored the doctrine of nullification said that the Union was a league of self-governing states. They thought that each state had the right to limit the influence of the federal government. One of a state's rights was to judge whether federal laws were unconstitutional. If a state decided a law was unconstitutional it was not bound to obey it. Calhoun and his supporters also thought a state could withdraw from the Union at any time.

Opponents said that the Constitution was the supreme law of the land. In addition, they agreed that the Supreme Court alone could decide if laws were constitutional. They also pointed out that the Constitution specifically gave Congress the right to levy tariffs.

**CALIFORNIA CONTENT
STANDARD 8.10.3***The Doctrine of Nullification*

Directions: Choose the letter of the *best* answer.

- 1 John C. Calhoun was vice president in 1828. When he proposed the doctrine of nullification, he was acting in the interests of**
 - A Congress.
 - B the Democratic Party.
 - C South Carolina.
 - D the president.

- 2 The doctrine of nullification came in response to**
 - A Civil War.
 - B the Tariff of Abominations.
 - C Kentucky Resolution.
 - D Missouri Compromise.

- 3 The issue of nullification was *first* raised by**
 - A John Quincy Adams.
 - B John C. Calhoun.
 - C Andrew Jackson.
 - D Thomas Jefferson.

- 4 The doctrine of nullification was based on the theory of**
 - A checks and balances.
 - B federalism.
 - C separation of powers.
 - D states' rights.

- 5 Southern states said they would nullify laws they felt were unfair. What *else* did they do to protest unfair tariffs?**
 - A declared war
 - B boycotted goods from the North
 - C asked Britain for help
 - D threatened to secede

- 6 Opponents of Calhoun's doctrine of nullification pointed out that Congress had the constitutional right to**
 - A favor certain states.
 - B levy tariffs.
 - C rewrite the Constitution.
 - D nullify state laws.



**CALIFORNIA CONTENT
STANDARD 8.10.4**

Lincoln's Policies and Speeches

Specific Objective: Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

Read the summary below to answer the questions on the next page.

Abraham Lincoln was not only a great leader, but a gifted writer and public speaker as well. His speeches and writings reveal his ideas about liberty, equality, union, and government, ideas he said sprung from "the sentiments embodied in the Declaration of independence."

Lincoln became president in 1861, shortly before the attack on Fort Sumter. During the Civil War, Lincoln's ideas about liberty for enslaved African Americans changed and more directly reflected the ideals of the Declaration of Independence. His hopes for leading the nation towards reunification ended when he was assassinated in 1865, shortly after beginning his second term as president.

"House Divided" speech (1858)

- In his Senate campaign debates against Stephen Douglas, Lincoln stated that "A house divided against itself cannot stand;" the nation would have to be all free states or all slave states.
- Slavery was "a moral, a social and a political wrong;" Argued against the expansion of slavery
- The Declaration proclaimed that the 13 colonies were now a new nation; Lincoln was urging the divided country to think of itself as one nation.

First Inaugural Address (1861)

- Said the North would not invade the South, but it would defend federal property in the South; Southerners and Northerners were friends and brothers, not enemies.
- Did not want to abolish slavery
- The Declaration united the colonies in a common struggle against Great Britain; Lincoln asked that Northerners and Southerners remember what they have in common.

Emancipation Proclamation (January 1863)

- Freed slaves living in states controlled by the Confederacy
- Extended the Declaration's belief that "all men ... are endowed ... with certain unalienable Rights ... Life, Liberty and the pursuit of Happiness"
- The Declaration began a war of liberation; the Emancipation Proclamation changed the Civil War to a war of liberation.

Gettysburg Address (November 1863) (Commemorated Union soldiers who died at Gettysburg)

- The country was founded on the ideals of freedom and equality, ideals the Union was fighting to preserve.
- The ideals of freedom and equality are the foundation of the Declaration of Independence.
- Mentions the founding fathers' dedication "to the proposition that all men are created equal."

Second Inaugural Address (1865)

- Said the war was about slavery
- Looked toward the end of the war and a healing of the split between North and South
- Once again, Lincoln reminded a divided country that it was one nation, united in the struggle for freedom.



**CALIFORNIA CONTENT
STANDARD 8.10.4**

Lincoln's Policies and Speeches

Directions: Choose the letter of the *best* answer.

- 1 **What statement *best* describes Lincoln's sentiment as expressed in his "House Divided" speech?**
 - A There would be a civil war between North and South.
 - B Congress would continue to compromise about slavery.
 - C The issue of slavery was weakening the United States.
 - D Slavery would be outlawed in Illinois.

- 2 **In the Gettysburg Address, Lincoln said that the country was based on the idea that "all men are created equal." He was echoing the words of**
 - A the Bill of Rights.
 - B the Declaration of Independence.
 - C the Constitution.
 - D the Emancipation Proclamation.

- 3 **During the Gettysburg Address, Lincoln spoke of "the great task remaining before us." This task was to**
 - A preserve freedom and democracy.
 - B clean up the battlefield.
 - C win a second term as president.
 - D rebuild the South.

- 4 **Which of the following showed a change in Lincoln's ideas about slavery?**
 - A House Divided Speech
 - B First Inaugural Address
 - C Emancipation Proclamation
 - D Gettysburg Address

- 5 **How did the Emancipation Proclamation reflect the ideas of the Declaration of Independence?**
 - A It supported Southern independence.
 - B It gave slaves the right to vote.
 - C It freed Southern prisoners of war.
 - D It supported freedom for slaves.

"With malice toward none, with charity for all . . . let us bind up the nation's wounds."

—Abraham Lincoln,
Second Inaugural Address, 1865

- 6 **What *best* summarizes Lincoln's sentiment as expressed in this excerpt from his Second Inaugural Address?**
 - A We must have a commitment to hospitals for veterans.
 - B We must have an attitude of forgiveness toward the South.
 - C We must have a plan to raise money for the war.
 - D We must have a plan to abolish slavery in border states.



**CALIFORNIA CONTENT
STANDARD 8.10.5**

Civil War Leaders and Soldiers

Specific Objective: Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

Read the summary below to answer the questions on the next page.

Ulysses S. Grant—Union General	
<p><i>"Find out where your enemy is, get at him as soon as you can, strike at him as hard as you can, and keep moving on."</i></p> <p>Grant's war strategy</p>	<ul style="list-style-type: none"> • Won first major victories for the Union in Tennessee • Became commanding general of all the Union armies in 1864 • Solid strategy and persistence in going after Lee's army led to victory • Accepted Lee's surrender at Appomattox Court House in 1865

Jefferson Davis—President of the Confederate States	
<p><i>"All we ask is to be let alone."</i></p> <p>Davis describes the South's position</p>	<ul style="list-style-type: none"> • Former senator from Mississippi • Did not want to be president of the Confederacy; he was not good at compromise and didn't like anyone to criticize him • Had a difficult job: form a new government and wage war at the same time • Jailed for two years after the war, never tried for treason

Robert E. Lee—Confederate General	
<p><i>"Save in defense of my native State, I never desire again to draw my sword."</i></p> <p>Lee declines to lead the Union Army, 1861</p>	<ul style="list-style-type: none"> • Respected by Northerners and loved by white Southerners • A strong unionist; considered slavery "a political and moral evil" • Refused to fight against fellow Virginians • Won early victories in 1862; forced Union troops out of Virginia; held out against great odds for almost two more years after defeat at Gettysburg

White Soldiers	Black Soldiers
<ul style="list-style-type: none"> • At first, most were volunteers; both sides later instituted drafts. Draftees could pay substitutes to fight in their place. • Soldiers on both sides suffered from poor food and unhealthy living conditions. • As the war dragged on, the South had fewer men to replace those who were killed and wounded. It also had fewer resources to take care of the soldiers. 	<ul style="list-style-type: none"> • Able to serve after the Emancipation Proclamation; 180,000 African Americans in the Union Army by the end of the Civil War • Fought in all-black regiments, usually led by white officers • Had to fight for equal pay; given the worst jobs • Faced harsh treatment and death if captured by Confederates

**CALIFORNIA CONTENT
STANDARD 8.10.5***Civil War Leaders
and Soldiers*

Directions: Choose the letter of the *best* answer.

- 1 Ulysses S. Grant's *major* role in the Civil War was to**
 - A lead a regiment of black soldiers.
 - B be vice president of the Confederacy.
 - C defeat Robert E. Lee at Gettysburg.
 - D lead the Union army to final victory.

- 2 One reason Robert E. Lee declined command of the Union army is because he**
 - A did not support the idea of the Union.
 - B served in the Confederate government instead.
 - C refused to fight people from his home state.
 - D was too busy running his plantation.

- 3 Jefferson Davis became president of the Confederacy even though he**
 - A lived in the North.
 - B preferred to serve as a general.
 - C had never held an elected office.
 - D owned no slaves.

- 4 Which is *true* about African-American soldiers in the Civil War?**
 - A They fought only for the Confederacy.
 - B They had to be drafted in order to fight.
 - C They were paid the same as white soldiers.
 - D They were usually given the worst jobs.

- 5 Why did soldiers from the South have a disadvantage compared to those from the North?**
 - A They were drafted rather than choosing to fight.
 - B The South had fewer resources to support the troops.
 - C Their generals were not willing to keep fighting.
 - D They did most of their fighting on Northern soil.

- 6 How did General Robert E. Lee feel about slavery?**
 - A He was willing to defend it to his "last drop of blood."
 - B He became a general so he could "eradicate this injustice."
 - C He considered it "a political and moral evil."
 - D He believed it was "necessary to the greatness of the South."



**CALIFORNIA CONTENT
STANDARD 8.10.6**

Critical Events in the Civil War

Specific Objective: Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

Read the summary below to answer the questions on the next page.

Strengths, Weaknesses, and Strategies

- **North:** huge advantages in manpower and resources, including factories, railroads, and shipyards; strong leader in Lincoln; strategy to blockade the Southern coast and control the Mississippi River to cut the Confederacy in two; most fighting was in the South, far from Union supply lines
- **South:** main advantage was good leaders like Lee; fought a defensive war, close to supply lines and motivated to defend their homes. Hoped to use cotton to get France and Britain to support the Confederacy.

Advances in Military Technology

- Rifles that shot minié balls much farther and more accurately than muskets could. Direct assaults by infantry and cavalry were less effective. Higher casualty rates, more severe injuries.
- Ironclads were warships covered with iron. They could withstand attack better than wooden ships. First used in 1862, especially helped Grant on the Mississippi.

Important Civil War Events

1861

- April 12: War begins when Confederates attack Fort Sumter in South Carolina.
- July 12: Union defeated at First Battle of Bull Run.

1862

- Grant wins important victories in Tennessee.
- Union captures New Orleans; gains control of most of the Mississippi River.
- Lee takes over the Army of Northern Virginia; ends Union threat in the state.
- Lee invades Maryland, defeated at Antietam.

1863

- January—Lincoln issues the Emancipation Proclamation.
- Focus of the war shifts to ending slavery.
- African Americans join the Union army in large numbers.
- July: Confederates defeated at Vicksburg, Mississippi and Gettysburg, Pennsylvania.
- Confederacy split in two; tide turns in the Union favor.

1864

- March: Grant takes control of all Union forces.
- June: Grant begins 10-month siege at Petersburg, Virginia.
- Sherman wages total war across Georgia.

1865

- Lee's troops are forced to flee Richmond.
- April 9: Lee surrenders to Grant at Appomattox Court House, ending the war.
- Grant offers generous terms of surrender.



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.10.6**

*Critical Events in
the Civil War*

Directions: Choose the letter of the *best* answer.

1 The Civil War began at

- A Fort Sumter.
- B Gettysburg.
- C New Orleans.
- D Vicksburg.

2 The North had an advantage over the South from the start of the Civil War because it had

- A better military leaders.
- B more farms that could produce food.
- C stronger ties with England.
- D more people and other resources.

3 The siege of Vicksburg ended with

- A General Lee's surrender.
- B Grant taking control of the whole Union army.
- C the Confederacy split in two.
- D Union troops withdrawing from Virginia.

4 The Emancipation Proclamation came after the Union victory at

- A Antietam.
- B Gettysburg.
- C Petersburg.
- D Vicksburg.

5 A new military technology that led to increased casualties was the use of

- A blockades.
- B ironclad warships.
- C minié balls.
- D sieges.

6 What critical event in the Civil War happened at Appomattox?

- A Lee surrendered to Grant.
- B The South broke through the Northern blockade.
- C Lee won a battle in the North.
- D The first battle of ironclads was fought.

**REVIEW****CALIFORNIA CONTENT
STANDARD 8.10.7***Effects of the Civil War*

Specific Objective: Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Read the summary below to answer the questions on the next page.

Soldiers

Food and Clothing—Rations in the camps were plentiful at the beginning of the war. Yet many soldiers in the field went hungry because supply trains could not reach them. At the beginning of the war, Union soldiers were given shoddy clothing and shoes. Some Confederate soldiers didn't even receive shoes, because the states didn't cooperate and share supplies.

Health—Soldiers in the field were often wet, muddy, or cold. Their camps were unsanitary and unhealthy.

Soldiers might go weeks without bathing. People didn't know then that germs caused disease and so sanitary conditions were not a priority.

Casualties—About 620,000 soldiers died in the Civil War, 360,000 for the Union, and 260,000 for the Confederacy. It was the deadliest war in American history. More than twice as many men died of disease as died from battle. About 50,000 men died in Northern and Southern prison camps where the conditions were terrible. An additional 535,000 soldiers were wounded, and many had limbs amputated.

Civilians

Women—Women on both sides took over jobs on farms and in cities that had previously been done only by men. They also worked as volunteers and nurses on the battlefields.

Slaves—As the war progressed, many slaves refused to work or ran away from the farms and plantations where they worked. Eventually the Thirteenth Amendment ended slavery completely.

The Environment

North—The North became more industrialized as a result of the demands of war.

South—Union general William Sherman had a strategy that called for destroying nearly everything in his path, including the lives of ordinary civilians. He moved through the South tearing up rail lines, burning crops and burning and looting towns. In the course of the war, farms and plantations were destroyed, including much of the livestock and machinery. Factories were demolished.

Future Warfare

The Civil War was the first modern war, using recent inventions like the telegraph, trains, and steam power. New military technology, like the rifle, Gatling gun (an early machine gun), and ironclad ships changed the way armies and navies fought. Direct assaults by soldiers on foot or on horseback were less effective. Warfare became more efficient and deadly.



**CALIFORNIA CONTENT
STANDARD 8.10.7**

Effects of the Civil War

Directions: Choose the letter of the *best* answer.

1 *Most* Civil War soldiers died of

- A disease
- B food poisoning.
- C gunshot wounds.
- D land mines.

2 How did the Civil War affect the lives of women?

- A They were forced to spend the war in hiding.
- B They were forbidden to do factory work.
- C They had to do jobs they had not done before.
- D They refused to support the war effort.

“Since we left Chester—solitude. Nothing but tall blackened chimneys to show that any man has ever trod this road before us. This is Sherman’s track. It is hard not to curse him.”

—Mary Chesnut, *A Diary from Dixie*

3 This passage from Mary Chesnut’s diary shows

- A the results of a fire in a weapons factory.
- B the results of a major slave uprising.
- C the effects of the war on Southern civilians.
- D the effects of the Confederate retreat.

4 Which of these statements *best* summarizes how the war changed life in the North and South?

- A Both regions suffered equal damage.
- B The South’s way of life was almost destroyed.
- C Life in the North was not changed by the war.
- D Slavery still supported the Southern economy

5 How did warfare change after the Civil War?

- A Warfare became more deadly.
- B Direct assaults by foot soldiers became more common.
- C The use of the navy decreased.
- D The horrors of the war made people decide not to fight again.

6 How did actions by slaves during the war affect life in the South?

- A Slaves kept the economy going until after the war.
- B Slave resistance made it harder to grow enough food.
- C Slaves made up for losses in the Confederate army.
- D Slaves did nothing differently during the war.



**CALIFORNIA CONTENT
STANDARD 8.11.1**

Reconstruction

Specific Objective: List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

Read the summary below to answer the questions on the next page.

Goal of Reconstruction (1865)

- To readmit Confederate states into the Union and rebuild Southern society.

Conflicts over Reconstruction (1865–1867)

- Congress started the Freedmen’s Bureau to help both black and white Southerners and to set up schools for blacks in the South.
- Lincoln favored a charitable plan, including pardoning Southern officials and allowing Southern states to send representatives to Congress.
- President Andrew Johnson, a Democrat, continued Lincoln’s policies.
- Southern states passed black codes that kept blacks from enjoying the same rights as whites.
- Republicans in Congress took control of Reconstruction and pushed for a more extreme, or radical, plan to control the South and help blacks.

Effects of Reconstruction

- Congress said that each state must agree to three Amendments—the Thirteenth, Fourteenth, and Fifteenth. These ended slavery, extended citizenship to African Americans, and gave African American men the right to vote.
- Political alliances were formed between Northerners who came South to help Reconstruction (carpetbaggers), poor white farmers who supported the Republicans (scalawags), and African Americans.
- New progressive state constitutions were written.

Changes to the South

- African Americans gained the right to move from place to place, attend schools, and to organize churches.
- African Americans were elected to state and federal legislatures.
- Planters replaced the slave plantation system with sharecropping.
- Democrats regained power in the South.

Compromise of 1877 Ends Reconstruction

- Federal troops removed from the South.
- Federal funds helped to rebuild the South.
- Democrats promised to respect African Americans’ rights, but Reconstruction governments in the South collapsed.

**CALIFORNIA CONTENT
STANDARD 8.11.1*****Reconstruction***

Directions: Choose the letter of the *best* answer.

- 1 What was the *main* purpose of Reconstruction?**
 - A to unite the states and rebuild the South
 - B to give African Americans equal rights
 - C to pardon former Confederate generals
 - D to take land away from plantation owners

- 2 Why were “carpetbaggers” distrusted in the South during Reconstruction?**
 - A As Northerners who came to the South, they represented a recent enemy.
 - B As poor whites and African Americans, they competed for jobs.
 - C As African Americans who went north after emancipation, they were considered spies.
 - D As traveling salespeople, they were making a profit from the war.

- 3 In response to the black codes passed by Southern states, Congress**
 - A decided to end the process of Reconstruction.
 - B passed laws to give African Americans more rights.
 - C helped re-elect President Andrew Johnson.
 - D allowed the black codes to stand without challenging them.

- 4 Whose plan for Reconstruction did President Andrew Johnson follow?**
 - A Abraham Lincoln
 - B radical Republicans
 - C former Confederate soldiers
 - D the majority of plantation owners

- 5 The Radical Republicans thought that Reconstruction should be controlled by the**
 - A Congress.
 - B president.
 - C states.
 - D Supreme Court.

- 6 How did the Compromise of 1877 help the South?**
 - A It allowed use of federal troops to keep order.
 - B It allowed northern politicians to run the southern states.
 - C It provided funds for rebuilding the South.
 - D It helped support a railroad company to link the North and South.



**CALIFORNIA CONTENT
STANDARD 8.11.2**

The Migration of African Americans

Specific Objective: Identify factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions.

Read the summary below to answer the questions on the next page.

Reasons African Americans Left the South

- African Americans in the South were now free but had no land or money.
- In 1866, a secret group called The **Ku Klux Klan** began violently attacking African Americans in the South.
- **Sharecropping** (a system in which workers farmed land for landowners) made it difficult for poor white and black families to survive.
- White Southerners restricted the rights of African Americans by instituting literacy tests and poll taxes that kept blacks from voting.
- In the 1890s, **Jim Crow laws** made segregation official in a number of areas of Southern life.

NOTE: Economists refer to “push factors” driving people away from an area.

Reasons African Americans Moved to the North

- The North was experiencing a boom in industry, and jobs were plentiful.
- The North was not as segregated as the South.
- As African Americans settled in the North and found jobs, they sent for their extended families and friends.

Reasons African Americans Moved to the West

- **The Homestead Act** of 1862 offered 160 acres of free land on the Plains to anyone who would farm it and live on it for five years.
- There were jobs on ranches, in mining towns, and in rapidly growing western towns and cities.
- Railroads made it easier to move west.
- Many people went west in the hope of finding gold.

NOTE: Economists refer to “pull factors” drawing people toward an area.

Differing Experiences of African Americans

- African Americans who migrated north often faced discrimination and segregation, as well as some violence directed against them.
- Some African Americans in the West were forced to borrow money and work for the lender to pay off the debt.
- Others, like the Exodusters (named after the flight of the Hebrews from slavery in the Old Testament), who moved west as part of the Homestead Act, were relieved



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.11.2*The Migration of
African Americans*

Directions: Choose the letter of the *best* answer.

- 1 A factor that pulled African Americans toward the West was the**
 - A sharecropping system.
 - B Ku Klux Klan.
 - C industrial boom.
 - D Homestead Act.

- 2 One factor that drove African Americans to leave the South was**
 - A cheap land.
 - B the Ku Klux Klan.
 - C an industrial boom.
 - D the gold rush.

- 3 The Exodusters moved west to**
 - A own their own land.
 - B join the U.S. Army.
 - C mine for gold.
 - D work in factories.

- 4 Opportunities that drew African Americans to the Midwest and Northeast during the late 1800s, included**
 - A mining and ranching.
 - B jobs in industry.
 - C free land.
 - D the chance to find gold.

- 5 For African Americans in the 1860s, the North was a place where**
 - A an economic recession made many people return south.
 - B literacy tests and poll taxes prevented voting rights.
 - C discrimination and segregation still made life difficult.
 - D the Homestead Act provided 160 acres of free land.

- 6 In Western states in the mid- to late-1800s, opportunities for African Americans were often negated or overshadowed by**
 - A literacy tests.
 - B working off debts.
 - C Jim Crow laws.
 - D poll taxes.



**CALIFORNIA CONTENT
STANDARD 8.11.3**

African Americans after the Civil War

Specific Objective: Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

Read the summary below to answer the questions on the next page.

Freedmen’s Bureau of 1865 set up to help African Americans.

- Established schools and hospitals and distributed clothes, food, and fuel for African Americans.
- Helped African Americans gain economic independence by teaching them skills to find jobs and vote.

Black codes passed to limit rights of African Americans.

- Required written proof of employment or a person could be forced to work on a plantation.
- Barred African Americans from meeting in unsupervised groups.

Contract System kept African Americans bound to the land.

- African Americans returned to work on plantations, not as enslaved people, but as wage earners.
- Laws punished workers for breaking contracts, even if workers were being mistreated.
- Workers could not leave plantations without permission.

Sharecropping kept African Americans in poverty.

- A worker rented a plot of land, promised a share of his crops to the landowner.
- The landowner sold food and clothing to the sharecropper on credit.
- Often the sharecropper ended the season owing money to the landowner.
- Sharecroppers wanted to grow food for their families; landowners forced them to grow cash crops.

Voting Laws and Poll Taxes kept African Americans from voting.

- Reading test required in order to vote.
- People charged a **poll tax**—a fee for registering or voting that African Americans could not pay.
- To allow poor whites to vote, grandfather clause said if you or your ancestor had been eligible to vote before 1867, you didn’t have to pass a test or pay a tax.

Jim Crow laws made segregation official in the South.

- Supreme Court decision in *Plessy v. Ferguson* (1896) ruled that segregation was lawful provided that blacks and whites had access to equal facilities.
- End result of Jim Crow and *Plessy v. Ferguson* was that whites and blacks had separate schools, separate public facilities, and separate entrances to stores and public building.



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.11.3*African Americans
after the Civil War*

Directions: Choose the letter of the *best* answer.

- 1 Black codes were designed to**
 - A help African Americans get jobs.
 - B get cheap laborers for landowners.
 - C make voting easier for African Americans.
 - D limit the rights of African Americans.

- 2 The Freedmen's Bureau helped African Americans**
 - A buy land in the West.
 - B get an education.
 - C buy old plantations.
 - D move to the North.

- 3 Reading tests and poll taxes made it harder for**
 - A people to cheat at the polls.
 - B whites to take advantage of blacks.
 - C African Americans to vote.
 - D politicians to trick voters.

- 4 Although the end of the Civil War signaled an end of slavery, the South continued segregation due to**
 - A the Freedmen's Bureau.
 - B the plantation system.
 - C Jim Crow laws.
 - D grandfather clauses.

- 5 The sharecropper system kept many African-American families**
 - A in debt to landowners.
 - B away from the polls.
 - C from reuniting after the war.
 - D from attending school.

- 6 The Supreme Court decision in *Plessy v. Ferguson* (1896) supported**
 - A Reconstruction.
 - B the Freedmen's Bureau.
 - C Jim Crow Laws.
 - D the Ku Klux Klan.



**CALIFORNIA CONTENT
STANDARD 8.11.4**

The Rise of the Ku Klux Klan

Specific Objective: Trace the rise of the Ku Klux Klan and describe the Klan's effects.

Read the summary below to answer the questions on the next page.

Origins and Goals

- Founded in 1866 in Tennessee as a secret social fraternity
- First Grand Wizard was a former Confederate general, Nathan Bedford Forrest, who turned the Klan into an instrument of terror in 1867
- Initial Goals—remove radical Republicans (who wanted to help African Americans) from control of South, restore Democratic control, and keep African Americans from gaining power

Methods

- Targeted African Americans and some white Republicans, mostly in rural areas of South
- Came at night, dragging people from their homes
- Used beatings, house burnings, lynchings
- Dressed in white robes with hoods to hide their faces

Success

- No protection for victims; no help from law officials
- Supported by racist Southerners; frightened those who wanted to help
- President Andrew Johnson had appointed many of the military authorities in the South. They were against Reconstruction and would not help victims of the Klan.
- By scaring African Americans and white Republicans away from the polls, the Klan successfully increased its power.

President Grant and the Klan

- In 1868, African Americans in the South helped Republican Ulysses S. Grant become president, despite attacks by the Klan.
- To ensure that African Americans would be able to vote in future elections, Republicans passed the 15th Amendment, which guaranteed the right to vote to African-American men.
- The 15th amendment, ratified in 1870, was not enough to stop Klan intimidation and violence.
- With the backing of President Grant, Congress passed a tough anti-Klan law in 1871.
- Federal marshals then arrested thousands of Klansmen.
- With the Klan held in check, the elections of 1872 were free, fair, and peaceful across the South. Grant won a second term.
- Unfortunately, the Klan would rise again in future years.

**PRACTICE****CALIFORNIA CONTENT
STANDARD 8.11.4***The Rise of the Ku Klux Klan*

Directions: Choose the letter of the *best* answer.

- 1 One of the goals of the Klan was to**
 - A** convince African Americans to leave the South.
 - B** encourage the South to secede from the Union again.
 - C** keep African Americans from voting.
 - D** improve living conditions for everyone in the South.

- 2 How did President Andrew Johnson's actions affect the power of the Klan?**
 - A** The military authorities he appointed did nothing to stop Klan violence.
 - B** Johnson had federal marshals arrest thousands of Klan leaders.
 - C** The president was a former Klansman and helped them gain power.
 - D** Johnson urged Congress to pass anti-Klan laws.

- 3 In the 1800s to early 1900s, what legal justice could people attacked by the Klan obtain?**
 - A** a hearing with fines and penalties for the attackers
 - B** charges brought by local police against the attackers
 - C** a lawsuit for damages filed against the attackers
 - D** absolute injustice, as the law sided with attackers

- 4 The anti-Klan bill Congress passed in 1871**
 - A** had little or no effect on the Klan.
 - B** was enforced in the North but not the South.
 - C** was strongly protested by President Grant.
 - D** helped ensure a fair election in 1872.

- 5 How was President Grant's anti-Klan bill of 1871 enforced?**
 - A** by local police officers
 - B** by groups of local militias
 - C** by the U. S. Army
 - D** by federal marshals

- 6 The Ku Klux Klan supported the Democratic Party because Democrats**
 - A** had supported Reconstruction.
 - B** wanted whites to control the South.
 - C** controlled the House and the Senate.
 - D** had more power in the North.



**CALIFORNIA CONTENT
STANDARD 8.11.5**

The Constitution and Reconstruction

Specific Objective: Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Read the summary below to answer the questions on the next page.

Changing the Constitution

Sometimes it is necessary to amend, or formally change, the Constitution to adapt to social change and historical trends, such as the end of slavery. That was the case with the Thirteenth, Fourteenth, and Fifteenth amendments. These amendments were an important part of Reconstruction. The Republicans wanted equality to be protected by the Constitution itself.

Thirteenth Amendment (1865)

- It ended slavery in the United States.
- Lincoln’s Emancipation Proclamation applied to enslaved people in the Confederacy. Many African Americans in the border states were still enslaved. The Thirteenth Amendment banned slavery in every part of the country.

Fourteenth Amendment (1868)

- It stated that all people born in the United States were citizens and had the same rights.
- All citizens, including African Americans, were to be granted “equal protection of the laws.”

Fifteenth Amendment (1870)

- Citizens could not be stopped from voting “on account of race, color, or previous condition of servitude.”
- The Fifteenth Amendment was not aimed only at the South. African-American men had not been allowed to vote in 16 states. With this amendment, the nation turned more toward democracy.

Outcome of the Amendments

- In most cases, the success of these amendments was limited. White Southerners could not bring back slavery. However, they did everything in their power to make sure that the new amendments were not enforced in the South. They intimidated former enslaved people and prevented them from voting, and they violated the civil rights of black Southerners in other ways.
- The amendments did not apply to women or Native Americans living on tribal lands.
- It would be almost 100 years before African Americans would truly gain civil rights. It would not be until 1920 that women would gain the right to vote.

**CALIFORNIA CONTENT
STANDARD 8.11.5**

The Constitution and Reconstruction

Directions: Choose the letter of the *best* answer.

- 1 Congress passed the Thirteenth Amendment because**
 - A The Emancipation Proclamation only applied to the Confederate states.
 - B President Johnson had repealed the Emancipation Proclamation.
 - C The Emancipation Proclamation had been declared unconstitutional.
 - D President Lincoln had rescinded the Emancipation Proclamation before he died.

- 2 In the aftermath of the Thirteenth, Fourteenth, and Fifteenth Amendments, African Americans living in the South were**
 - A welcomed into Southern society.
 - B still discriminated against, sometimes violently.
 - C without legal voting rights.
 - D doing well economically, and able to vote.

- 3 What was a consequence, or outcome, of the Fifteenth Amendment?**
 - A All former enslaved people became citizens.
 - B White Southerners found ways of preventing African Americans from voting.
 - C Women finally acquired the same political rights as men.
 - D Slavery finally came to an end.

- 4 The Fourteenth Amendment states that anyone born in the United States is a citizen who is**
 - A entitled to the right to vote.
 - B guaranteed equal protection under the law.
 - C responsible for performing military service.
 - D eligible to run for president.

- 5 During what period in the history of the United States were the Thirteenth, Fourteenth, and Fifteenth amendments passed?**
 - A during the Civil War.
 - B during Reconstruction
 - C during the period leading up to the Civil War
 - D when the Founding Fathers were writing the Constitution

- 6 What do the Thirteenth, Fourteenth, and Fifteenth amendments all have in common?**
 - A They ended the Civil War.
 - B They increased the power of the Southern states.
 - C They granted civil rights to soldiers who had fought for the Confederacy.
 - D They were intended to correct injustices created by slavery in the United States.

**CALIFORNIA CONTENT
STANDARD 8.12.1***Agricultural and Industrial
Development*

Specific Objective: Trace the patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such developments on a map.

Read the summary below to answer the questions on the next page.

After the Civil War, which ended in 1865, agricultural and industrial development soared in the United States. In particular, the period 1878 to 1898 was one of tremendous growth. Industry and agriculture expanded together. Some are the factors that influenced growth and innovation:

- Abundant natural resources, such as lumber, water, and minerals, were used to manufacture a variety of goods. Deposits of coal, iron, and oil fueled the growth of industry. Settlement and mining in the West created a demand for better transportation.
- Gold and silver, from mines in the West, provided money that could be invested in industry in the East.
- Population growth created demand. The U.S. population grew from 31.5 million in 1860 to 76 million in 1900. This growth created a huge market.
- Improvements in transportation meant raw materials and manufactured goods could be moved from one part of the country to another. In 1869 the first transcontinental railroad line was completed, stretching across North America. From 1880 to 1890, the miles of railroad track more than double in the West and South.
- Many of the lines went through Chicago where meat packing could grow as an industry. As a result, Chicago became a transportation center.
- The high demand for steel rails led to the growth of the steel industry.
- A wide variety of agricultural products could be grown thanks to different climate zones. Cotton, rice, sugar cane and tobacco were grown in the South; corn and wheat in the Midwest; beef cattle and sheep in the Southwest; and fruit, wine, and wheat in the West.
- Industries developed regionally to take advantage of nearby agricultural products. For example, textile mills were built in the South, where cotton was produced. Flour mills were built in the Midwest, where wheat was grown. Railroads brought cattle from the West to meatpacking plants in the Midwest.
- Technological advances and inventions meant improved manufacturing and farming techniques, leading to further increased production.



**CALIFORNIA CONTENT
STANDARD 8.12.1**

Agricultural and Industrial Development

Directions: Choose the letter of the *best* answer.



Use the map to answer questions 1 and 2.

- 1 By the 1890s, region *F* on the map had
 - A no industry but produced cotton, sugar cane, rice, and tobacco.
 - B a growing textile industry.
 - C a large number of flour mills and meatpacking plants.
 - D an economy based on enslaved labor.

- 2 Beef cattle, raised on ranches, were most likely to be found in which area on the map?
 - A area *E*
 - B area *F*
 - C area *G*
 - D area *J*

- 3 What *direct* impact did the development of the railroads have on the Midwest?
 - A Chicago became an important transportation hub.
 - B Southern states sent their cotton to textile mills in Chicago.
 - C New kinds of crops could now be grown in the Midwest.
 - D The Midwest was slower to develop than the West.

- 4 How did settlement of the West affect industrial development in the East?
 - A Businesses in the East began to fail because of greater competition.
 - B Gold and silver from Western mines provided money for Eastern industry.
 - C Many people moved west and created a labor shortage in the East.
 - D Eastern industry slowed down to allow the West time to catch up.



**CALIFORNIA CONTENT
STANDARD 8.12.2**

Federal Indian Policy

Specific Objective: Identify reasons for the development of federal Indian policy and the relationship of Native Americans to agricultural development and industrialization.

Read the summary and map to answer questions on the next page.

Federal Indian policy after the Civil War was driven by the continuing demand for land. American Indians of the Southeast were moved west in the 1830s. New agricultural inventions helped settlers farm this land.

The Indian Wars In the 1850s, gold and silver were discovered in the West. By the 1870s, much of Indian Territory had been invaded by settlers and miners. The government frequently broke treaties and promises. A series of wars lasted from 1864 through 1890. By the 1880's, most Plains Indians had been forced onto reservations.

"Americanizing" Some reformers believed that the best way to help the Indians survive was to make Native Americans like whites—to "Americanize" them. In 1887, the **Dawes Act** encouraged American Indians to give up their traditional ways and become farmers. In the end, the act only harmed Indian interests. Over time, many sold their land for a fraction of its real value.



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**CALIFORNIA CONTENT
STANDARD 8.12.2***Federal Indian Policy*

Directions: Choose the letter of the *best* answer.

Use the map on page 181 to answer questions 1–3.

1 Most American Indian land in the West was lost

- A before 1850.
- B between 1850 and 1870.
- C between 1870 and 1890.
- D after 1890.

2 By 1890, most American Indian tribes were living

- A close to the U.S. border with Canada.
- B east of the Mississippi River.
- C on the best farming land in the West.
- D on small, scattered reservations.

3 The Battle of Wounded Knee in 1890 represented

- A the start of the Indian Wars.
- B a fight between the Navajo and the Apache.
- C the biggest defeat for U.S. forces.
- D the end of armed Indian resistance in the West.

4 The *main* reason behind federal Indian policy of the late 1800s was the desire

- A to educate whites about Indians.
- B to gain access to Indian land.
- C to protect the Indians from whites.
- D to prevent intertribal warfare.

5 Reformers hoped that the Dawes Act of 1887 would help American Indians

- A preserve their traditional way of life.
- B make more profit from selling their land.
- C protect their land from the railroads.
- D become part of mainstream American society.

6 The reformers who supported the Dawes Act ended up hurting American Indians because the reformers

- A failed to value the Indians' traditional way of life.
- B had not realized that the Indians were city dwellers.
- C refused to allow the Indians to sell their land.
- D did not spend enough money to educate the Indians.



**CALIFORNIA CONTENT
STANDARD 8.12.3**

Government Support of Business

Specific Objective: Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

Read the summary to answer the questions on the next page.

The Growth of Government Power

Government played an active role in the rapid expansion of industry after the Civil War. In order to deal with the demands of the war, the national government had grown larger and more powerful. Its strength continued to grow after the war was over. The government used its increased power and resources to encourage business expansion.

Federal Banking System

Andrew Jackson vetoed the charter of the Second National Bank in 1832. As a result, by 1860 there were more than 10,000 different types of bank notes in the country. Many banks failed. People wanted a single national currency. A national currency would be acceptable anywhere in the country without risk. Congress responded in 1863 and 1864 with the **National Currency Act** and the **National Bank Act**. These acts established a new system of national banks. The system was safer, simpler, and more secure. Having a national banking system helped businesses and industry to grow. It especially helped those, like railroads, that operated in many states.

Tariffs

Tariffs on imported materials and goods protected U.S. producers from foreign competition. Such tariffs meant that imported goods cost more. They made it easier for U.S. industries to expand and prosper. Tariffs generally favored industry over agriculture. There was ongoing debate over these policies.

Land grants and Subsidies

The government used land grants to encourage settlement and business development in the West. The industry that the government helped the most was the railroads. The railroads received land grants, loans, and subsidies (financial aid). The **Bureau of Land Management** estimated that 80 railroads received title to federal land about twice the size of Colorado. In 1862 Congress passed a bill calling for two companies to build a **transcontinental railroad** that would join the Central Pacific in the West and the Union Pacific in the East and stretch across North America. The line was completed in 1869 in Utah.

**PRACTICE****CALIFORNIA CONTENT
STANDARD 8.12.3*****Government Support
of Business***

Directions: Choose the letter of the *best* answer.

- 1 After the Civil War, the federal government was**
 - A** too weak to get involved in expanding business.
 - B** careful not to give any Western land away for free.
 - C** willing to play a strong role in supporting industry.
 - D** against giving subsidies (aid) to particular companies.

- 2 A national banking system was better for business because it**
 - A** explained clearly the value of all the different local currencies.
 - B** gave more power to the local governments.
 - C** made banking less risky and kept banks from failing.
 - D** allowed each state to have its own currency.

- 3 Tariffs in the late 1800s helped to**
 - A** protect American industries from foreign competition.
 - B** make imports more affordable.
 - C** make it easier for farmers to export their harvests.
 - D** ease negotiations between workers and owners of industry.

- 4 The U.S. government encouraged the building of a transcontinental railroad, knowing the completed line would**
 - A** be the longest rail line in the world.
 - B** keep the South from winning the Civil War.
 - C** encourage settlement and development of the West.
 - D** stop American Indian attacks on settlers.

- 5 The U.S. government gave the Union and Central Pacific railroads monetary aid for each mile of track they built, in order to encourage them to**
 - A** choose the shortest route.
 - B** build as quickly as possible.
 - C** fight with each other.
 - D** head for Utah.

- 6 The U.S. government gave land grants to railroad companies so that**
 - A** tracks could pass through government-owned land.
 - B** the government would not have to give the companies loans.
 - C** the companies would be motivated to work harder.
 - D** the companies would know where to put the railroad lines.



**CALIFORNIA CONTENT
STANDARD 8.12.4**

Leaders in Industry

Specific Objective: Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry.

Read the summary and table below to answer questions on the next page.

Magnates and Philanthropists

The end of the 18th century and beginning of the 19th century saw the age of the magnate. A magnate is a powerful leader in industry. Some of these men used questionable business practices and were known as robber barons. At the same time, most were also philanthropists, people who give large sums of money to charities.

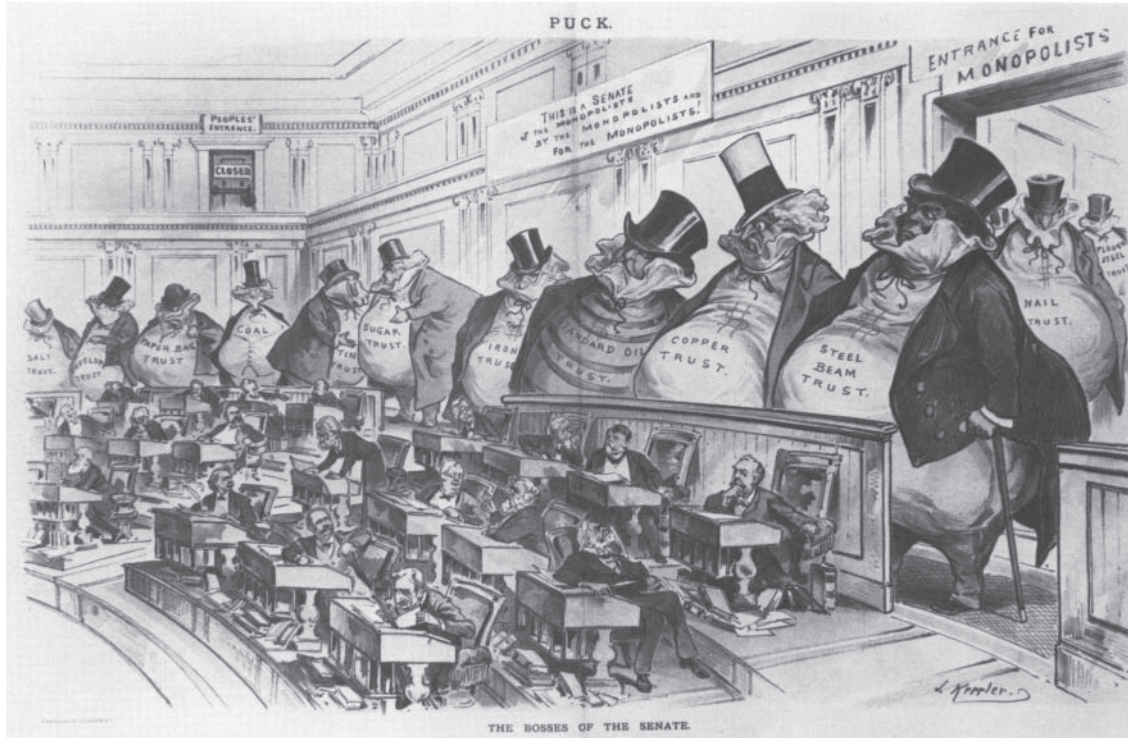
Early Life	Business Dealings	Philanthropy
Andrew Carnegie (1835–1919)		
<ul style="list-style-type: none"> From Scotland; worked in textile mill at 13 	<ul style="list-style-type: none"> 1873 the Carnegie Company Controlled steel industry; made best and cheapest product. Cuts in workers wages led to violent Homestead strike of 1892 	<ul style="list-style-type: none"> Gospel of Wealth: duty to use money to help others Donated about \$350 million, especially to universities and libraries
John D. Rockefeller (1839–1937)		
<ul style="list-style-type: none"> Born to poor family in upstate New York 	<ul style="list-style-type: none"> Built his first oil refinery in 1863 Formed monopoly, Standard Oil Trust in 1882; controlled 95% of oil refining in U.S. Reputation as a robber baron 	<ul style="list-style-type: none"> Gave away \$500 million to worthy causes
Leland Stanford (1824–1893)		
<ul style="list-style-type: none"> Born to wealthy family New York Trained as lawyer 	<ul style="list-style-type: none"> One of Big Four entrepreneurs (a person who assumes risk for questionable business deals); built the Central Pacific Railroad Eighth governor of California 	<ul style="list-style-type: none"> Founded Stanford University in honor of his young son, who had died of typhoid fever
John Pierpont Morgan (1837–1913)		
<ul style="list-style-type: none"> Born to wealth in Connecticut 	<ul style="list-style-type: none"> J. P. Morgan & Co. powerful banking house Financed U.S. Steel, which bought out Carnegie Steel; worlds first billion-dollar company 	<ul style="list-style-type: none"> Gave money to museums and Harvard University



**CALIFORNIA CONTENT
STANDARD 8.12.4**

Leaders in Industry

Directions: Choose the letter of the *best* answer.



Cartoon appearing in *Puck* magazine, January 23, 1889

- | | |
|--|--|
| <p>1 According to the cartoon, people like John D. Rockefeller</p> <ul style="list-style-type: none"> A have too much influence on government. B should only work in the oil industry. C should run for Congress. D have too much interest in business. | <p>3 John D. Rockefeller formed the Standard Oil Trust. The purpose of a trust was to</p> <ul style="list-style-type: none"> A control a particular industry. B avoid paying taxes. C promote small businesses. D earn money for lawyers. |
| <p>2 Andrew Carnegie, John D. Rockefeller, Leland Stanford, and J.P. Morgan were all</p> <ul style="list-style-type: none"> A successful politicians. B involved in the banking industry. C powerful magnates. D military officers. | <p>4 Leland Stanford was one of the “Big Four” who built</p> <ul style="list-style-type: none"> A Standard Oil Trust. B the California state capitol. C Hearst Castle. D the Central Pacific Railroad. |



**CALIFORNIA CONTENT
STANDARD 8.12.5**

Urbanization and Industrialization

Specific Objective: Examine the location and effects of urbanization, renewed immigration, and industrialization.

Read the summary below to answer the questions on the next page.

Industrialization

- **Plentiful natural resources:** forests, large water supplies, coal, iron, silver and gold increased factory production, which spread beyond Northeast
- **Corporations:** larger and more impersonal
- **Industrialization:** led to **urbanization** as people moved to cities for jobs

Urbanization

- **Industries:** drawn to cities because of good transportation and plentiful workers
- **High immigration:** newcomers from other lands settled in cities
- **New technology:** skyscraper, elevator, and electric street cars helped cities absorb millions
- **Streetcars and railroads:** spread outward from city's center, creating suburbs

Immigration

- **New wave of immigrants (after 1890):** from Southern and Eastern Europe
- **Eastern-European and Italian Immigrants:** settled near where they landed—Ellis Island, New York City
- **Asian immigrants:** settled in northern California near where they arrived at Angel Island, San Francisco, California
- **Jobs:** took low-paying jobs in cities

Effects of Urbanization

- **Overcrowding:** caused disasters, such as fires
- **Political machines** (organizations that control local governments): seized control of major cities, broke rules, accepted bribes, stole money; also built parks and schools and helped immigrants
- **City slums:** garbage in streets, no running water, open sewage
- **Mass culture:** World's Fairs, amusement parks, and baseball

The Conservation Movement

- **Environment:** threatened by growth of industry and cities
- **President Theodore Roosevelt:** loved the out-of-doors; crusaded for conservation and preservation
- **Public lands:** preserved more than 200 million acres
- **Wildlife refuge:** established first refuge for wildlife conservation and protection
- **National parks:** doubled number of parks

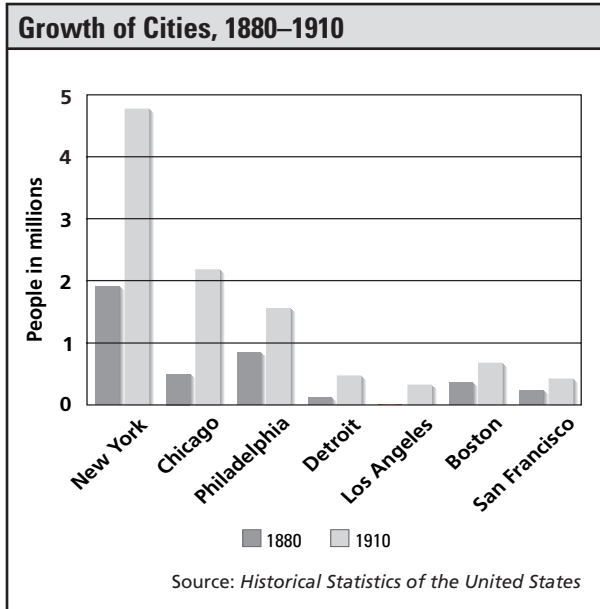


**CALIFORNIA CONTENT
STANDARD 8.12.5**

Urbanization and Industrialization

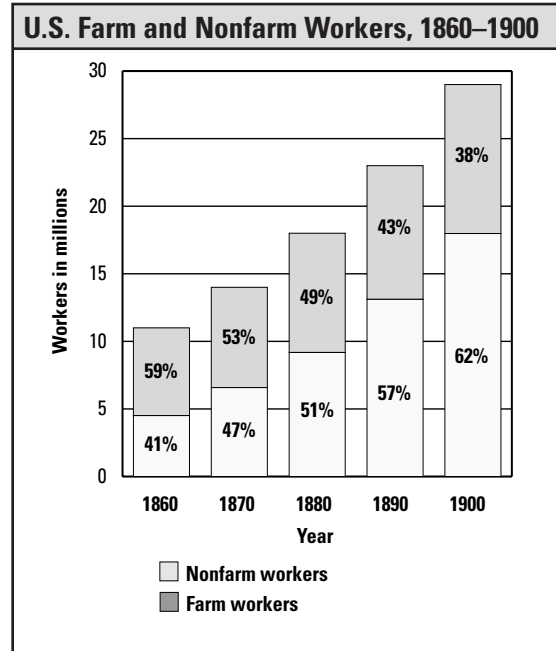
Directions: Choose the letter of the *best* answer.

Use the graph to answer questions 1 and 2.



- Which *two* cities show the greatest population increase between 1880 and 1910?
 - New York and San Francisco
 - Philadelphia and New York
 - Chicago and New York
 - Philadelphia and San Francisco
- Based on the graph, which city's population increased by the greatest amount between 1880 and 1910?
 - Chicago
 - New York
 - Boston
 - Philadelphia

Use the graph to answer questions 3 and 4.



- Which statement describes the trend shown on the graph?
 - The number of cities declined.
 - There was less factory employment.
 - There were fewer farm workers.
 - Factory workers' wages declined.
- How did immigration affect California during the period shown on the graph?
 - Immigrants from Southern Europe often traveled to California.
 - Many Asian immigrants settled in northern California.
 - Most immigrants to California settled elsewhere.
 - Few immigrants came to California during this period.



**CALIFORNIA CONTENT
STANDARD 8.12.6**

The Labor Movement

Specific Objective: Discuss child labor, working conditions, and laissez-faire policies toward big business. Examine the labor movement, including its leaders, its demand for collective bargaining, and its strikes and protests over labor conditions.

Read the chart below to answer the questions on the next page.

<p>Child Labor</p> <ul style="list-style-type: none"> • 1.5 million children (10–15 years old) working in 1890 • Children paid very little; half of what adults made 	<p>Working Conditions</p> <ul style="list-style-type: none"> • Crowded factories and sweatshops; no safety equipment • Long hours; hard work; low wages; no sick leave; no health insurance • 2,000 railroad workers killed every year
<p>Laissez-Faire Policies</p> <ul style="list-style-type: none"> • Laissez-faire (French for “allow to do”): government “hands-off” approach toward businesses • Beliefs of Laissez-Faire: business, if unregulated, would benefit nation • Government and labor: did not help labor, even when practices were unfair or dangerous • Government and business: used tariffs, land grants, and subsidies to help businesses • Corporations: not regulated • Existing laws: not well enforced 	<p>The Labor Movement</p> <ul style="list-style-type: none"> • Unions formed: only a union of all workers in an industry had collective bargaining power to force a company to listen • Strikes and boycotts: used to get attention of business owners
<p>Leaders</p> <ul style="list-style-type: none"> • Mary Harris “Mother” Jones: dedicated labor leader; worked especially for coal miners and against child labor • Samuel Gompers: founded the American Federation of Labor (AFL) in 1886; improved working conditions; had 1.7 million members by 1904 • Eugene V. Debs: president of American Railway Union; jailed when he called a strike after the Pullman Company refused to negotiate 	<p>Strikes and Protests</p> <ul style="list-style-type: none"> • Railroad strike 1877: begun by workers rather than a union; disrupted entire country; did not prevent a pay cut but showed workers’ anger • Union Pacific railroad 1884: strike organized and won by Knights of Labor; inspired hundreds of thousands of workers to join the union • Haymarket Affair 1886: strike in Chicago turned violent; police and striking workers killed • Homestead strike 1892: against a Carnegie-owned steel mill in Pennsylvania; union members locked out; violent battle; state militia escorted nonunion members to work for four months; broke the union • Pullman strike 1894: started with Pullman workers being cheated; spread to entire rail industry; brought rail traffic to a halt; President Cleveland stepped in; jailed Eugene V. Debs



**CALIFORNIA CONTENT
STANDARD 8.12.6**

The Labor Movement

Directions: Choose the letter of the *best* answer.

1 Labor unions give workers the power of

- A collective bargaining.
- B regulations.
- C factory ownership
- D *laissez-faire* policies.

2 When government adopts *laissez-faire* policies toward big business, it

- A uses the courts to limit the size of corporations.
- B employs union leaders.
- C uses tariffs to limit competition.
- D adopts a hands-off attitude toward business regulation.

“The workers asked only for bread and a shortening of long hours of toil. The agitators gave them visions. The police gave them clubs.”

—*The Autobiography of Mother Jones* (1925)

3 It is clear from her words that Mother Jones believed the demands of the workers were

- A within reason.
- B met with concern.
- C presented falsely.
- D inviting danger.

4 Which statement about working conditions in the late 1800s is *true*?

- A Workers received basic health insurance.
- B Factories were small and had few workers.
- C Only men could work in factories.
- D Factory work was hard and dangerous.

5 Which statement is *true* of strikes in the late 1800s?

- A They were frequently held over minor issues.
- B They could turn violent.
- C Workers gave up too quickly.
- D Workers demands were usually met.

6 The American Federation of Labor was founded by

- A Andrew Carnegie.
- B Eugene V. Debs.
- C Samuel Gompers.
- D Mother Jones.



**CALIFORNIA CONTENT
STANDARD 8.12.7**

Immigrants in the Industrial Age

Specific Objective: Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy. Explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity. Discuss the new wave of nativism.

Read the summary below to answer the questions on the next page.

The New Immigrants

The new wave of immigrants after 1890 did not come from Northern and Western Europe as previous immigrants had.

- Southern Italians, Jews from Eastern Europe, and Slavic people from Poland and Russia came through Ellis Island in New York City.
- Asians came through Angel Island in San Francisco, California.
- Mexicans came across the U.S. border into Texas.

Immigrant Contributions

- Helped New York, Boston, Philadelphia, Pittsburgh, and Chicago grow
- About half settled in Massachusetts, New York, Pennsylvania, and Illinois
- Pooled money to open houses of worship and publish newspapers
- Supported politicians from their native country who helped them find jobs
- **Japanese and Chinese:** settled in West; many Chinese helped build railroads; others opened restaurants and stores in Western cities
- **Mexicans:** came north, especially after the Mexican Revolution in 1910; took jobs on farms, ranches, and in mines in Texas and California

New Patterns

- Immigrants quickly settled into low-paying jobs in cities.
- Employers and labor unions helped them learn to speak and read English, and taught them how to be Americans.
- In turn, the immigrants' native cultures rubbed off on America, e.g., ethnic food, music, and language.

Nativism

- Many native-born Americans were afraid immigrants would take their jobs.
- They also distrusted political machines controlled by immigrants.
- Many wanted the borders closed, especially to non-white immigrants.
- The Chinese Exclusion Act of 1882 banned Chinese immigration for ten years.

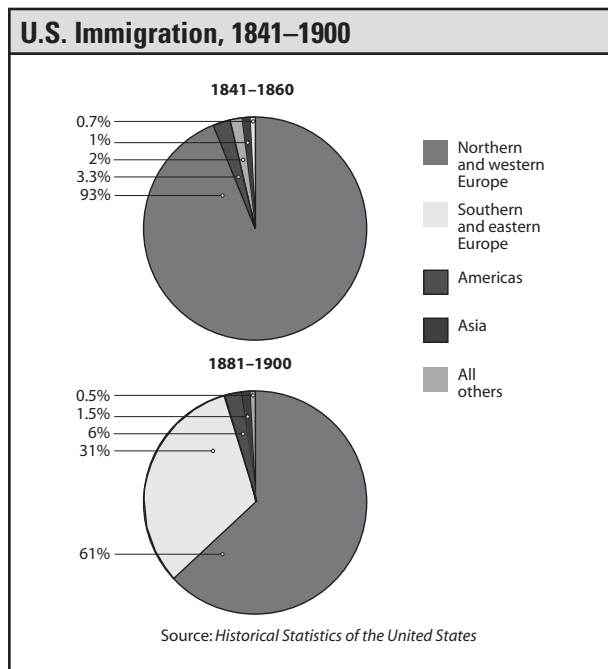


**CALIFORNIA CONTENT
STANDARD 8.12.7**

Immigrants in the Industrial Age

Directions: Choose the letter of the *best* answer.

- 1 Immigrants to the United States from Southern and Eastern Europe during the Industrial Age tended to settle in the**
- A Midwest.
 - B Northeast.
 - C South.
 - D West.



- 2 From the circle graphs, it is clear that the immigrant group that *increased* the most after 1881 was from**
- A the Americas.
 - B Asia.
 - C Northern and Western Europe.
 - D Southern and Eastern Europe.

- 3 One sign of a rise in nativism in the late 19th and early 20th centuries was**
- A hiring Chinese laborers to build the railroads.
 - B the opening of Ellis and Angel Islands.
 - C the passage of the Chinese Exclusion Act.
 - D teaching English to immigrants.

- 4 Which statement *best* describes the kinds of jobs new immigrants took?**
- A They transferred skills into a variety of professional jobs.
 - B They tended to obtain small land parcels and become farmers.
 - C They took whatever low-paying jobs they could find.
 - D Most immigrants ran their own businesses.

- 5 Immigrants have added their food, music, and words to American culture. This shows that**
- A there is no common culture in America.
 - B immigrants to America abandoned their native cultures.
 - C immigrants have enriched American culture.
 - D Americans had no prejudice against immigrants.

**CALIFORNIA CONTENT
STANDARD 8.12.8**

Grangerism and Populism

Specific Objective: Identify the characteristics and impact of Grangerism and Populism.

Read the summary below to answer the questions on the next page.

Grangerism

- **The Grange:** officially known as Patrons of Husbandry; formed in 1867
- **Original purpose:** social group for farm families
- **Formed cooperatives:** group-owned organizations that bought grain elevators and sold directly to merchants; allowed farmers to keep profits
- **Demands:** wanted states to regulate railroad rates; argument went to Supreme Court
- **Victory for Grange:** *Munn v. Illinois* (1877); court ruled that government could regulate businesses that serve public interest; paved way for other limits on big business

Populism

- **Farm productivity:** led to surplus of food, driving prices down; farmers needed money to pay back loans for new machinery
- **Populist Party (or People's Party):** formed by farmers in 1890; backed free silver
- **Free silver policy:** called for unlimited coining of silver; leading to inflation; meant higher prices for crops
- **Gold standard policy:** against free silver; government backs every dollar with gold; gold supply limited so fewer dollars in circulation; keeps prices down; backed by bankers, and business leaders
- **Election of 1892:** John B. Weaver—Populist Party candidate; got more than one million votes; showed strength of movement
- **Election of 1896:** Populists joined Democrats in supporting William Jennings Bryan (free silver) versus Republican William McKinley (gold standard)
- **William Jennings Bryan:** argued for free silver; fought for reforms that later became law—8-hour workday and suffrage for women
- **Winner of 1896 election:** William McKinley; beginning of end of Populists Party



PRACTICE

**CALIFORNIA CONTENT
STANDARD 8.12.8**

Grangerism and Populism

Directions: Choose the letter of the *best* answer.

- | | |
|--|--|
| <p>1 The Populist Party was organized by</p> <ul style="list-style-type: none">A bankers.B communists.C farmers.D women. <p>2 Populists favored free silver because</p> <ul style="list-style-type: none">A it would decrease the money supply.B they supported bankers.C they invested in silver mines.D it would mean higher prices. <p>3 The efforts of the Grange in the late 1800s led to</p> <ul style="list-style-type: none">A regulation of railroad prices.B state-owned grain elevators.C the dismantling of the rail industry.D cooperatively owned railroads. | <p>4 William Jennings Bryan had an impact on American history because he</p> <ul style="list-style-type: none">A was backed by wealthy bankers.B supported the gold standard.C was a Populist president.D spoke for Populist reforms. <p>5 The Grange formed cooperatives. These were organizations</p> <ul style="list-style-type: none">A that supported William McKinley.B owned and run by farmers.C that supported big business.D dedicated to the gold standard. <p>6 The Supreme Court decision in <i>Munn v. Illinois</i> most benefited</p> <ul style="list-style-type: none">A bankers.B factory owners.C farmers.D railroads. |
|--|--|



**CALIFORNIA CONTENT
STANDARD 8.12.9**

*Important Inventors
and Inventions*

Specific Objective: Name the significant inventors and their inventions and identify how they improved the quality of life.

Read the chart below to answer the questions on the next page.

Late Nineteenth-Century Inventions

There were thousands of inventions in the late 19th century. Some made life easier or more pleasant in small ways (cold cereal, golf tee, fountain pen, paper cup, player piano, the zipper, desk-top pencil sharpener, dishwasher, vacuum cleaner, double-edge safety razor, dust pan) and some changed our way of life forever.

Inventor	Invention	Improvement in Quality of Life
Thomas Edison	<ul style="list-style-type: none"> • Usable light bulb (1880) • Way to deliver electricity to buildings 	<ul style="list-style-type: none"> • Safe, practical electricity for homes and businesses • Electric power for machines and streetcars • Opened world to electrical inventions • Beginning of recorded entertainment
Alexander Graham Bell	<ul style="list-style-type: none"> • Phonograph • Motion pictures • Telephone (1876) 	<ul style="list-style-type: none"> • People could communicate from a distance using speech • Switchboards allowed businesses to connect many phones • Created new jobs for women
Orville and Wilbur Wright	<ul style="list-style-type: none"> • First flight by a powered aircraft (1903) 	<ul style="list-style-type: none"> • Shortened travel times • Airmail transported goods more quickly
Christopher Latham Sholes	<ul style="list-style-type: none"> • Typewriter (1867) 	<ul style="list-style-type: none"> • Improved business communication • Opened new jobs for women
Henry Bessemer and William Kelly	<ul style="list-style-type: none"> • Bessemer steel process (c. 1850) 	<ul style="list-style-type: none"> • Increased steel output • Made steel stronger and more durable than iron; made many products better • Allowed new forms of building, such as skyscrapers
George Eastman	<ul style="list-style-type: none"> • Kodak camera (1888) 	<ul style="list-style-type: none"> • Enabled ordinary people to take photographs • Helped create photojournalism
Elias Howe	<ul style="list-style-type: none"> • Sewing machine (1846) 	<ul style="list-style-type: none"> • Mass production of shoes and clothes • More people could afford store-bought clothes



PRACTICE

CALIFORNIA CONTENT
STANDARD 8.12.9*Important Inventors
and Inventions*

Directions: Choose the letter of the *best* answer.

“The first message of the telephone was: ‘Mr. Watson, please come here, I want you.’”

—the words of Alexander Graham Bell’s assistant,
Thomas A. Watson

1 This brief message from Bell to his assistant was important because it

- A was the first sound recording.
- B showed that people could send speech over a distance.
- C led to the invention of electricity.
- D signaled a new way that people could use the telegraph.

2 Which invention quickly opened more jobs for women?

- A airplane
- B camera
- C light bulb
- D typewriter

3 The inventor responsible for changing the kind of power used in factories was

- A George Eastman
- B Thomas Edison
- C Christopher Latham Scholes
- D Orville Wright

4 How did Elias Howe’s invention of the sewing machine transform American life in the late 19th and early 20th centuries?

- A Clothing styles became limited to basic colors and simple patterns.
- B Fewer people were needed in factories to produce the same amount of clothing.
- C Clothes from stores and catalogs became widely available and affordable.
- D More people made their own clothes instead of buying them.

5 An important effect of the Bessemer steel process was

- A the growth of skyscrapers.
- B improvement in communication.
- C the invention of electricity.
- D growth of the clothing industry.