About the Author

Douglas Fisher is a faculty member at San Diego State University and directs the professional development programs for the City Heights Educational Collaborative. His academic areas of study include language development, language arts, and literacy.
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Note-Taking and Student Success

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

The Cornell Note-Taking System

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

The Importance of Graphic Organizers

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

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the Active Reading Note-Taking Guide. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The Active Reading Note-Taking Guide focuses
on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

**Writing Prompts and Note-Taking**

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

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers *make connections* between their lives and the text and *predict* what will happen next in the reading. They *question* the information and the author of the text, *clarify* information and ideas, and *visualize* what the text is saying. Good readers also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas.

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

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1
Early Peoples
(Pages 16–19)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the first people arrive in the Americas?
• What discovery changed the lives of early Native Americans?

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

Migration to the Americas

Sequencing Events
As you read, place the following events on the timeline:
• Farming develops in Mexico
• Early villages established in Mexico
• Last Ice Age ends
• Asian hunters enter North America
Scan the lesson quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

Crossing the Land Bridge

In Search of Hunting Grounds

Hunting for Food

Define or describe the following key terms.

archaeology

artifacts

Ice Ages

migration

nomads
Define these academic vocabulary words from the lesson.

- **expose**

- **environment**

Settling Down (pages 18–19)

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

**Planting Seeds**


**Early Communities**


**The Growth of Cultures**


Chapter 1, Section 1
Choose a term from the list below to complete each sentence by writing the term in the correct space.

1. The ______________ of Native Americans underwent changes when they moved to farming.

2. One of those changes was to abandon their ______________ way of life and to live in settled communities instead.

3. ______________, an early form of corn, was an important crop for Native Americans.

4. One technique scientists use for determine the age of artifacts is ______________.

Define these academic vocabulary words from the lesson.

community

complex

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

How did the first people arrive in the Americas?

What discovery changed the lives of early Native Americans?
Chapter 1, Section 2
Cities and Empires
(Pages 22–26)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did powerful empires arise in the Americas?
• How did the people of each empire of North America adapt to their environment?

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

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maya</td>
<td></td>
</tr>
<tr>
<td>Aztec</td>
<td></td>
</tr>
<tr>
<td>Inca</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Aztec establish Tenochtitlán in Mexico
• Rise of the Olmec in Mexico
• Inca Empire begins to expand
• Maya civilization at its height in Central America
**Main Idea**

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

______________________________

______________________________

**Terms To Know**

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

______________________________

______________________________

**Academic Vocabulary**

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

- enormous
- structures
- contributions

1. The buildings ________________ at Macchu Picchu were carved from the gray granite of the mountaintop.

2. The civilizations of the Americans built huge ________________ cities even though they lived in thick jungles and on high mountaintops.

**The Maya** (pages 23–24)

**Questioning**

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

______________________________

______________________________
Terms To Know

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

1. hieroglyphics
   a. society ruled by religious leaders

2. theocracy
   b. study of the stars and planets
   c. a system of writing that uses symbols or pictures to represent things, ideas, and sounds

Academic Vocabulary

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

- network
- symbol

The Aztec (pages 24–25)

Summarizing

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

War and Religion

Terms To Know

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

- causeway
- maize
The Inca (page 26)

Visualizing

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

- rope bridges
- terrace farming

Terms To Know

Define or describe the following terms.

quipus

terrace

Academic Vocabulary

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

1. Some Inca cities were devoted to religious ceremonies.
   - a. forbidden from
   - b. incapable of
   - c. set aside for

2. The Inca used quipus to keep track of important resources.
   - a. people
   - b. property
   - c. messages
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did powerful empires arise in the Americas?

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Chapter 1, Section 3
North American Peoples
(Pages 28–33)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What early people lived in North America?
• How did different Native American groups of North America adapt to their environments?

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Where they lived</th>
<th>How they lived</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anasazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Builders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inuit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Hohokam civilizations begins to decline
• Cahokia is built
• Anasazi build pueblos in North America
• First ceremonial mounds built
Review pages 28–31 and list two key facts about the Mound Builders.

The Mound Builders

Define or describe the following key terms.

pueblos

droughts

Use the following academic vocabulary word in a sentence.

available

dominate

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

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

Peoples of the East and Southeast

Inference

Terms to Know

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

- adobe
- nomadic
- federations

Academic Vocabulary

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

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

- **civilization** (Chapter 1, Section 2)
  - [Sentence]

- **nomad** (Chapter 1, Section 1)
  - [Sentence]

- **maize** (Chapter 1, Section 1)
  - [Sentence]

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

What early people lived in North America?

- [Answer]

How did different Native American groups adapt to their environments?

- [Answer]
Chapter 2, Section 1
A Changing World
(Pages 38–42)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did technology make long sea voyages possible?
• What caused great civilizations to flourish in Africa?

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

Causes of European exploration

Reason 1

Reason 2

Reason 3

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

_________ Marco Polo travels to China from Italy

_________ Mansa Musa makes a pilgrimage to Makkah

_________ Renaissance spreads throughout Europe
Describe two important effects about the growth of trade.

The Growth of Trade


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

civilizations
classical
Renaissance

1. The _________________________ spread from Italy to other European countries.

2. In the 1300s, Italians became interested in the ____________________ of ancient Greece and Rome.

3. Scholars and artists became interested in the books and artworks of the _________________________ world.

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

invest
emerge
isolate

1. The Renaissance first appeared __________________________ in Italy.

2. For many centuries, Europe was separated ______________________ from other parts of the world.
### Powerful Nations Emerge (pages 39–40)

**Predicting**

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

---

**Academic Vocabulary**

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

**alternative**

---

**expand**

---

**Terms to Review**

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

**region**

(Chapter 1, Section 3)

---

**Technology’s Impact (pages 40–41)**

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

---

**Terms to Know**

Define or describe the following key terms.

**astrolabe**

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

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

1. 
2. 
3. 

African Kingdoms (pages 41–42)

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

1. 
2. 
3. 

Terms to Know

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

- culture
- mosque
- architecture
- pilgrimage

1. Elements of Islamic _______________ like art, learning, and law were adopted by the rulers of Mali and Songhai.

2. Mansa Musa took a long _______________ to Makkah, which is a holy city to Muslims.

3. Mansa Musa had an Arab architect build several great _______________ at Timbuktu.
Read each sentence below. Put a checkmark in the space before the phrase that best explains what the underlined academic vocabulary words means in the sentence.

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

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

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

emerge
(Chapter 2, Section 1)

Section Wrap-up

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

How did technology make long sea voyages possible?

________________________________________________________________________

________________________________________________________________________

What caused great civilizations to flourish in Africa?

________________________________________________________________________

________________________________________________________________________
Chapter 2, Section 2
Early Exploration
(Pages 43–49)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did Portugal lead the way in overseas exploration?
• What was Columbus’s plan for sailing to Asia?

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

<table>
<thead>
<tr>
<th>Explorer(s)</th>
<th>Date(s)</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vikings</td>
<td>1492</td>
<td></td>
</tr>
<tr>
<td>Balboa</td>
<td></td>
<td>around the world</td>
</tr>
</tbody>
</table>

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

1. c. 1000  
a. Columbus lands in the Americas
2. 1492   
b. Dias reaches the Indian Ocean
c. Magellan begins to circumnavigate the world
3. 1498   
d. Vikings reach the Americas
e. da Gama reaches India
4. 1519   

Seeking New Trade Routes (pages 43–45)

Sequencing

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

___ a. Brazil claimed Portugal

___ b. Center for learning about navigation formed in southern Portugal

___ c. Cape of Good Hope passed

___ d. First Portuguese ships reach India

___ e. Trade established with Gold Coast

Academic Vocabulary

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

annual

establish

Columbus Crosses the Atlantic (pages 45–49)

Clarifying

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

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

____________________________________________________________________

____________________________________________________________________

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

____________________________________________________________________

____________________________________________________________________
Define or describe the following terms.

**circumnavigate**

**line of demarcation**

**strait**

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

1. Before leaving Spain, Columbus incorrectly estimated the distance from Europe to Asia.
   - a. drew
   - b. measured
   - c. predicted

2. Columbus needed the help of rulers to finance his expedition.
   - a. provide money for
   - b. explain
   - c. justify

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

How did Portugal lead the way in overseas exploration?

What was Columbus’s plan for sailing to Asia?
Chapter 2, Section 3
Spain in America
(Pages 51–55)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did the great Aztec and Inca empires come to an end?
• How did Spain govern its empire in the Americas?

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

<table>
<thead>
<tr>
<th>Conquistador</th>
<th>Region Explored</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• De Soto crosses the Mississippi River
• Cortés lands in Mexico
• Spain establishes fort at St. Augustine
• Pizarro captures Atahualpa

[Time line with dates: 1500, 1530, 1560]
Analyze the information in this lesson by answering the following question.

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

________________________________________

Terms to Know

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

conquistador

________________________________________

tribute

________________________________________

Academic Vocabulary

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

assist

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

grant

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

Spain in North America

Write down an important idea about Spanish exploration.

________________________________________

________________________________________

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

- achieve
- encounter

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

- establish (Chapter 2, Section 2)
- conquistador (Chapter 2, Section 3)

Spanish Rule (pages 54–55)

Write a one-sentence summary of each topic.

- Types of Settlements
- Social Classes
- The Plantation System
**Terms to Know**

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

1. **encomienda**
   - f. right of conquistadors to demand taxes and labor of Native Americans
2. **mission**
   - e. fort built by the Spanish, usually near a mission
3. **plantation**
   - d. large estate where crops were grown
4. **presidio**
   - c. religious settlement in the Spanish colonies
5. **pueblo**
   - a. town in the Spanish colonies

**Academic Vocabulary**

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

**convert**

**export**

**Section Wrap-up**

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

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

________________________________________________________________________

________________________________________________________________________

How did Spain govern its empire in the Americas?

________________________________________________________________________

________________________________________________________________________
Chapter 2, Section 4
Exploring North America
(Pages 58–62)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the Protestant Reformation affect North America?
• Why did the activities of early traders encourage exploration?

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

### Exploration of North America

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant Reformation</td>
<td></td>
</tr>
<tr>
<td>Search for NW passage</td>
<td></td>
</tr>
<tr>
<td>Early trading activities</td>
<td></td>
</tr>
</tbody>
</table>

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

_________ Cabot lands in Newfoundland

_________ Luther starts Protestant Reformation

_________ Cartier sails up the St. Lawrence River

_________ Hudson sails the Hudson River
A Divided Church (pages 58–59)

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

Religious Rivalries in the Americas

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

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

Economic Rivalry (pages 59–62)

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

The Columbian Exchange

Define or describe each of the following terms.

Columbian Exchange

coureurs de bois
In the space available, define the following concepts.

- mercantilism
- Northwest Passage

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

- economy
- region

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

How did the Protestant Reformation affect North America?

Why did the activities of early traders encourage exploration?
Chapter 3, Section 1
Early English Settlements
(Pages 70–73)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What crop saved the people of Jamestown? How?
• How did the colonists receive political rights?

Main Idea

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

<table>
<thead>
<tr>
<th>Jamestown</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Settlers of Roanoke Island vanish
• House of Burgesses meets in Jamestown
• Colonists settle at Jamestown
• Gilbert claims Newfoundland for England
Sequencing

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

____ a. Raleigh sends first attempt to settle Roanoke.

____ b. White makes return to Roanoke.

____ c. Spanish Armada defeated.

____ d. Newfoundland claimed for Queen Elizabeth.

Jamestown Settlement

Answer the following questions about the colony at Jamestown.

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

___________________________________________________________________

___________________________________________________________________

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

___________________________________________________________________

___________________________________________________________________

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

___________________________________________________________________

___________________________________________________________________

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

___________________________________________________________________

___________________________________________________________________
Define or describe the following terms.

- **charter**

- **joint-stock company**

- **burgesses**

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

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

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

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

- **grant** (Chapter 2, Section 3)

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

What crop saved the people of Jamestown? How?

________________________________________________________________________

How did the colonists receive political rights?

________________________________________________________________________
Chapter 3, Section 2
New England Colonies
(Pages 76–80)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did the Pilgrims and Puritans come to America?
• How did the Connecticut, Rhode Island, and New Hampshire colonies begin?

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

<table>
<thead>
<tr>
<th>Colony</th>
<th>Reasons the colony was settled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
</tr>
</tbody>
</table>

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

___ A. Hooker founds Hartford.

___ B. Puritans settle Massachusetts Bay Colony.

___ C. Pilgrims land at Plymouth.

___ D. John Wheelwright founds Exter in New Hampshire.
After reading each subsection, answer the following questions.

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

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

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

4. How did Native Americans help the Pilgrims?

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

___ 1. dissented
a. people who wanted to leave the Anglican Church to set up their own churches

___ 2. persecuted
b. people who wanted to reform the Anglican Church

___ 3. Mayflower Compact
c. agreement signed by the people who settled at Plymouth

___ 4. Pilgrims
d. disagreed with beliefs or practices of the Anglican Church

___ 5. Puritans
e. name given the first settlers at Plymouth

___ 6. Separatists
f. punished others for their beliefs
g. treated harshly by others for their beliefs
Read the sentences below. Put a checkmark in the space before the phrase that best explains what the boldfaced academic vocabulary word means in this passage.

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

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

**New Settlements** *(pages 78–80)*

**Questioning**

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

**Founding Massachusetts Bay**

________________________________________________________

________________________________________________________

________________________________________________________

**Growth and Government**

________________________________________________________

________________________________________________________

________________________________________________________

**Connecticut and Rhode Island**

________________________________________________________

________________________________________________________

________________________________________________________
Define or describe each of the following terms.

migration


toleration

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

conflict


founded

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

charter

(Chapter 3, Section 1)
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Pilgrims and Puritans come to America?

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Chapter 3, Section 3
Middle Colonies
(Pages 82–85)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why did the Middle Colonies have the most diverse populations in colonial America?
• Who was America’s first town planner?

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

<table>
<thead>
<tr>
<th>Colony</th>
<th>Founder</th>
<th>Why settlers came</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

___ 1. 1626  a. New Amsterdam is renamed New York
___ 2. 1664  b. William Penn buys land from Native Americans.
___ 3. 1642  c. Dutch buy Manhattan Island
d. Civil war begins in England
___ 4. 1702  e. New Jersey becomes a royal colony
Interpret the information you read about New York and New Jersey by answering the following questions.

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

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

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

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

Write a sentence using each of the following terms.

patroons

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

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

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

Pennsylvania *(pages 84–85)*

**Analyzing**

*Answer the following questions.*

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

2. Why did Penn want the land?
   -

3. How did Penn try to attract settlers?
   -

4. How much self-government did the colonists of Delaware have?
   -
Write sentences using each of these terms. Your sentences should use these terms in the context of this lesson.

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

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

functional functioned functioning

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

legislatively legislative legislature

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

tradition traditional traditions

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

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

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

________________________________________________________________________

________________________________________________________________________

Who was America’s first town planner?

________________________________________________________________________
Chapter 3, Section 4
Southern Colonies
(Pages 86–93)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How were the Southern Colonies established?
• How did the French and Spanish colonies differ from the English colonies?

Main Idea

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

<table>
<thead>
<tr>
<th>Colony</th>
<th>Main crop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• The French found the port of New Orleans
• The Spanish found Santa Fe
• English settlement of Georgia begins
• Bacon’s Rebellion starts
Review the subsection called “Coming to America.”

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

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

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

Define or describe the following key terms.

indentured servants

persecuted

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

1. To succeed, Maryland needed capable workers.
   a. skilled     b. educated     c. wealthy

2. One problem that plagued Maryland was conflict between Protestants and Catholics.
   a. cooperation     b. disagreements     c. an alliance
Use each of these terms, which you studied earlier, in a sentence that reflects the term’s meaning.

**Terms To Review**

*expand*  
(Chapter 2, Section 1)

*persecuted*  
(Chapter 3, Section 2)

---

**Virginia Expands** *(pages 88–89)*

Reread each subsection and list two key facts.

**Reviewing**

Virginia Expands

Bacon’s Rebellion

---

**Academic Vocabulary**

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

1. Settlers in western Virginia resented the fact that wealthy planters in the east **dominated** the government.
   
   ____ stayed away from
   
   ____ mostly controlled
   
   ____ avoided paying taxes for

2. Virginia was **founded** before the other Southern Colonies.
   
   ____ established    ____ made a royal colony   ____ financed
Under each heading below, compare the two Carolina colonies by stating how they were similar and how they differed.

Type of colony

Economy

Write a sentence using each of the following terms.

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

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

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

proprietary colony

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

1. Why was Georgia originally founded?

2. How did Georgia actually develop?

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

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

- charter
- debtor
- proprietor

1. A __________ is someone who owes money to another person.

2. The English king gave a __________ to a group of people to create the colony of Georgia.

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

- military
- regulate
Terms to Review

conflict
(Chapter 3, Section 2)

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

________________________________________________________________________

________________________________________________________________________

New France (page 92)

Outlining

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

I. About New France
   A. Economy based on fishing and trapping
   B. Became a royal colony in 1663

II. Down the Mississippi River
   A. __________________________________________________________
   B. __________________________________________________________

III. Growth of New France
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

Terms to Know

tenant farmer

Use the following key term in a sentence.

________________________________________________________________________

________________________________________________________________________

Academic Vocabulary

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

1. French tenant farmers had to pay an annual rent to the landholders whose land they farmed.
2. French missionaries tried to **convert** Native Americans to Christianity but they did not try to change their ways of life.

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

- **region** (Chapter 1, Section 3)
- **convert** (Chapter 2, Section 3)

---

**New Spain (pages 92–93)**

**Synthesizing**

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

---

**Terms to Know**

**missions**

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

**Academic Vocabulary**

- **enable**
  - ____________
  - ____________

- **expand**
  - ____________
  - ____________

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

How were the Southern Colonies established?

- ____________

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

- ____________
- ____________
Chapter 4, Section 1
Life in the Colonies
(Pages 100–106)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What was the triangular trade, and how did it affect American society?
• How did the regions in the colonies differ from one another?
• Why did the use of enslaved workers increase in the colonies?

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

<table>
<thead>
<tr>
<th>Economic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
</tr>
</tbody>
</table>

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

______________ Thousands of enslaved Africans are brought to America

______________ South Carolina and Georgia have the fastest-growing economies

______________ New York City’s population reaches 18,000
Scan the lesson by reading each subsection quickly to get a general idea of what it is about. Use one or two sentences to write an important idea about colonial trade.

Define or describe the following key terms.

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

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

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

Use each of these terms, which you studied earlier, in a sentence that reflects the term’s meaning.
Write down one similarity and one difference between the economies of the Middle Colonies and the New England Colonies.

Similarity

Difference

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

cash crops diversity fertile soil toleration

1. Farmers in the Middle Colonies prospered by growing ______________
   ______________ .

2. The mix of immigrants from many countries gave the Middle Colonies
great ____________________________ .

3. The need to work and get along together led to ___________________
of other people’s differences.

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

culture

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

Main Idea

Terms To Know

indentured servants

plantation

Academic Vocabulary

convince involve rely

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

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

Terms To Review

cash crop
(Chapter 4, Section 1)

community
(Chapter 1, Section 1)

Use each of these terms, which you studied earlier, in a sentence that reflects the term’s meaning.
Write two facts about the lives of enslaved Africans and then write an inference you can make from those facts. An inference is a conclusion you make from the facts.


Define or describe the following key terms.

overseers

slave code

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

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

2. Slaves could be whipped even when they only committed **minor** offenses.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Chapter 4, Section 2
Government, Religion, and Culture
(Pages 108–113)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did the Navigation Acts anger the colonists?
• Who had the right to vote in colonial legislatures?

Main Idea

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

Sequencing Events

As you read, place the following events on the time line:
• Harvard College is established
• Benjamin Franklin publishes Poor Richard’s Almanack
• Great Awakening sweeps through the colonies
• College of William and Mary is founded
Identifying Cause and Effect

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parliament forced out James and gave the throne to William and Mary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>England viewed the colonies as an economic resource.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Terms to Know

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

1. English Bill of Rights  
   a. economic theory  
   b. law that guaranteed basic rights  
   c. to send goods to another country  
   d. buy goods that were made in another country  
   e. law that guaranteed colonists’ rights to trade with any nation  
   f. trading illegally  
   g. guaranteed right  
   h. law that limited colonists’ right to trade

2. export  
3. import  
4. mercantilism  
5. Navigation Acts  
6. smuggling

Academic Vocabulary

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

1. Charles II restored royal rule when he took the English throne.
   a. ended  
   b. returned to  
   c. rejected

2. The English Bill of Rights was an important document for all citizens.
   a. bill  
   b. essay  
   c. legal paper
Skim each subsection to identify the colonies that belonged to each of the three types.

______________________________
______________________________
______________________________

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

charter colonies  proprietary colonies  royal colonies  buffer colonies

1. In ______________________________, individuals or groups owned the colony and controlled the government.

2. In ______________________________, the English government ruled directly by naming a governor and council.

3. In ______________________________, settlers elected their own governors and members of the legislature.

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

______________________________
______________________________

establish  (Chapter 2, Section 4)

charter  (Chapter 3, Section 4)
An Emerging Culture (pages 112–113)

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

How did the Great Awakening affect people?

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

1. apprentices
2. indentured servants
3. literacy

- a. people who worked without wages for a set period of time in exchange for having their passage to America paid for
- b. the ability to read and write
- c. the strict definition of a term
- d. learning assistants

**Academic Vocabulary**
Answer the following questions to interpret the boldfaced academic vocabulary words.

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

2. What does the statement “Married women were considered under their husbands’ authority and had few rights” mean?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Navigation Acts anger the colonists?
________________________________________________________________________

________________________________________________________________________

Who had the right to vote in colonial legislatures?
________________________________________________________________________

________________________________________________________________________
Chapter 4, Section 3
France and Britain Clash
(Pages 116–119)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did wars in Europe spread to the American colonies?
• What was the purpose of the Albany Plan of Union?

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

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

_____ A. New England troops seize Fort Louisbourg from France.

_____ B. George Washington sent to Ohio country to protest French actions.

_____ C. Benjamin Franklin proposed Albany Plan of Union.
British-French Rivalry (pages 116–118)

Clarifying

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

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

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

Academic Vocabulary

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

dominated organized advanced

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

American Colonists Take Action (pages 118–119)

Predicting

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

Terms to Know

Write a sentence using the term militia that explains what the term means.
Circle the letter of the word or words that has the closest meaning to the underlined academic vocabulary word.

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

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

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

How did wars in Europe spread to the American colonies?

________________________________________________________________________
________________________________________________________________________

What was the purpose of the Albany Plan of Union?

________________________________________________________________________
________________________________________________________________________
Chapter 4, Section 4
The French and Indian War
(Pages 121–125)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did British fortunes improve after William Pitt took over direction of the war?
• How did Chief Pontiac unite his people to fight for their land?

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

<table>
<thead>
<tr>
<th>Turning point</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitt takes charge</td>
<td></td>
</tr>
<tr>
<td>Quebec falls</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• French forces driven out of Fort Duquesne
• French and Indian War begins
• Proclamation of 1763 established
• British forces capture Quebec

1750 1755 1760 1765
Complete this outline about the early stages of the conflict as you read.

Early Stages

A. ______________________________________________________

B. ______________________________________________________

C. ______________________________________________________

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

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

abandon  intervene  survive

1. Washington led those of Braddock’s soldiers who did not die __________________________ the attack back to Virginia.

2. When Fort Duquesne was surrounded, the French had to leave __________________________ it.

3. When the British thought that the French threat had grown too strong, they decided to take an active part __________________________ and send troops to North America.
Review the subsection entitled “The Treaty of Paris” and list two key facts about the treaty.


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

assemble reinforce grant

1. The British army gathered _________________ on the Plains of Abraham, ready to fight.

2. The French tried to strengthen _________________ its army in Canada by sending more troops.

Trouble on the Frontier (page 125)

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


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

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

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________
Chapter 5, Section 1
Taxation Without Representation
(pages 132–135)

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

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

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

<table>
<thead>
<tr>
<th>British action</th>
<th>Colonists’ view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td></td>
</tr>
<tr>
<td>Sugar Act</td>
<td></td>
</tr>
<tr>
<td>Stamp Act</td>
<td></td>
</tr>
</tbody>
</table>

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

• Townshend Acts tax colonial imports
• George Grenville becomes prime minister
• Parliament enacts Stamp Act
• Parliament passes Sugar Act
As you read the lesson, answer the following questions to identify the causes and effects of changes in the English government in the late 1600s.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>British government is concerned about conflict between colonists and Native Americans in lands beyond the Appalachian Mountains.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parliament passes Sugar Act and authorizes writs of assistance.</td>
<td></td>
</tr>
</tbody>
</table>

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

1. The British government used the (Proclamation of 1763, writs of assistance) to try to crack down on smuggling.

2. To raise money from colonists, Parliament passed the (Income Act, Sugar Act) in 1764.

3. The British government wanted to raise (debts, revenues) in the colonies.

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

finance prohibit violate

1. The Proclamation of 1763 banned __________________________________ the colonists from moving west of the Appalachian Mountains.

2. The colonists felt that this rule and other actions of the British government went against __________________________ their rights.
Read each sentence below. In the spaces that follow, explain the meaning of the word you studied earlier.

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

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

The Stamp Act (page 134)

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

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

___ 1. boycott
___ 2. Declaratory Act
___ 3. effigy
___ 4. nonimportation
___ 5. repeal
___ 6. resolution
___ 7. Sons of Liberty
___ 8. Stamp Act
___ 9. Stamp Act Congress

a. British law placing a tax on the colonies
b. formal expression of opinion by an organized group of people
c. protest a law by demonstrating
d. rag figure burned to protest actions
e. British law that stated Parliament’s right to tax the colonies
f. meeting of colonial leaders in New York
g. formally cancel an earlier law
h. referring to agreement to not ship goods to other countries
i. referring to agreements to not buy goods from other countries
j. refuse to buy
k. Virginia group that protested the Stamp Act
l. group formed in Boston to protest British tax law
Write two synonyms for the following academic vocabulary word from this lesson.

consent

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

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

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

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

New Taxes (page 135)

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

Define or describe the following key terms from this lesson.

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

levy

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

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

Why did the American colonists object to new British laws?

Chapter 5, Section 1
Chapter 5, Section 2
Building Colonial Unity
(pages 136–139)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• Why did Boston colonists and British soldiers clash, resulting in the Boston Massacre?
• How did the British government try to maintain its control over the colonies?

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

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

_____ A. Boston Tea Party occurs.
_____ B. Samuel Adams sets up a committee of correspondence.
_____ C. Boston Massacre takes place.
_____ E. Hancock’s ship Liberty seized.
Check how well you understood what you read in this lesson by answering the following questions.

1. What happened at the Boston Massacre?

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

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

Terms to Know

- Boston Massacre
- committee of correspondence
- propaganda

Academic Vocabulary

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

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

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

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

1. After the Boston Massacre, Parliament decided to cancel ____________ most of the Townshend Act taxes to try to calm the colonies.

2. Each ________________ between the colonists living in Boston and the British soldiers stationed there caused tension.

3. When the tea tax was left in place, the colonists continued to refuse to buy ________________ that product.

A Crisis Over Tea (pages 138–139)

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

Terms To Know

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

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

1. The ________________ let the East India Company sell goods at prices much lower than colonial merchants could.

2. The ________________ made the British realize they were losing control of the colonies.

3. To punish Boston, Parliament passed the ________________.
Circle the letter of the word or words that have the closest meaning to the underlined academic vocabulary word from this lesson.

1. The colonists **maintained** that the Coercive Acts took away their rights as British citizens.
   - a. argued
   - b. denied
   - c. wrote

2. The Coercive Acts marked a new approach to British **policy** in the colonies.
   - a. official action
   - b. insurance matters
   - c. political debate

**Terms to Review**

**isolate**
(Chapter 2, Section 1)

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

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Chapter 5, Section 3
A Call to Arms
(pages 141–145)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What happened at the Continental Congress in Philadelphia?
• How did the colonists meet British soldiers in the first battle?

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

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

____ 1. September 1774
____ 2. April 1775
____ 3. May 10, 1775
____ 4. June 17, 1775

a. Ethan Allen captures Fort Ticonderoga
b. Parliament passes Coercive Acts
c. Gage has several thousand British soldiers in and around Boston
d. First Continental Congress meets
e. Battle of Bunker Hill is fought
f. Boston Tea Party
Check your understanding of this lesson by answering the following questions.

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

1. Some of the delegates who came to the Continental Congress wanted to **challenge** British control of the colonies.
   - _____ dispute
   - _____ end
   - _____ strengthen

2. The delegates **drafted** a statement of grievances.
   - _____ agreed to
   - _____ talked about
   - _____ wrote

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

**establish**
(Chapter 2, Section 2)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

**militia**
(Chapter 4, Section 3)

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

1. Bunker Hill
   a. colonist who wanted American independence

2. Fort Ticonderoga
   b. battle near Boston that produced heavy British casualties

3. Loyalist
   c. battle near Lake Champlain that was an American victory

4. Patriot
   d. colonist who wanted to avoid fighting

   e. colonist who wanted the British to stay in control
Define or describe the academic vocabulary word revolution used in this lesson.


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

“The next day the redcoats crossed the harbor and assembled at the bottom of Breed’s Hill.”

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

What happened at the Continental Congress in Philadelphia?


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


Chapter 5, Section 4
Moving Toward Independence
(pages 147–151)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What happened at the Second Continental Congress?
• Why did the colonists draft the Declaration of Independence?

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

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

______________ Second Continental Congress begins meeting
______________ Paine publishes Common Sense
______________ The British leave Boston to Washington
______________ The Second Continental Congress accepts the Declaration of Independence
Write down the main idea of this lesson and at least three details that support that idea.


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

1. The (Independence Committee, Second Continental Congress) began meeting in Philadelphia in May 1775.

2. This group created the (American Army, Continental Army) to fight against the British.

3. It also issued an appeal to the British for peace called the (Olive Branch Petition, Plea for Peace).

4. A (document, petition) is a formal request that someone take an action.

5. Thomas Paine wrote a pamphlet called (Common Sense, Independence Now) that inspired many Americans.

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

acquire

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

__________________________________________

__________________________________________

__________________________________________

Define or describe the following key terms from this lesson.

__________________________________________

__________________________________________

__________________________________________

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

debate       instruct       portion
principle    revolution    emerge

1. Jefferson based his arguments in the Declaration of Independence on what he thought were some universal standards ____________________.

2. In the spring, colonists in North Carolina directed ____________________ their delegates to vote in favor of independence.

3. The American war for independence is called a(n) rebellion ____________________ because it changed the government in the British colonies.
4. The delegates to the Congress argued over whether or not to declare independence.

5. Some delegates pointed out that a large share of colonists did not want independence.

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

What happened at the Second Continental Congress?

__________________________________________________________________________

__________________________________________________________________________

Why did the colonists draft the Declaration of Independence?

__________________________________________________________________________

__________________________________________________________________________
Chapter 6, Section 1
The Early Years
(pages 162–168)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did some Americans support the British?
• How did the Battle of Saratoga affect the British plan for New England.

Main Idea

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

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Burgoyne surrenders at Saratoga
• Patriots capture Hessians at Trenton
• British win victories at Brandywine and Paoli

✦ 1776  ✦ 1777  ✦ 1778
Scan the section by reading the headings and looking at the map on page 165. Then write down three topics you think will be covered in this subsection.

Terms to Know

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

1. The British used hired soldiers, or (mercenaries, regulars), to strengthen their forces.

2. Many of these hired soldiers were called (Germans, Hessians), after their homeland.

3. The Congress relied on (drafted, recruited) soldiers.

4. Some colonists remained (hostile, neutral), unwilling to take a side in the fight.

Academic Vocabulary

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

1. Many colonists did not want to transfer much power to the Congress.
   a. change  b. give  c. withhold

2. Some women accompanied their husbands who entered the army.
   a. came along with  b. criticized  c. rejected
**Terms to Review**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 1. conflict</td>
<td>a. area or section of a country</td>
</tr>
<tr>
<td>(Chapter 3, Section 2)</td>
<td>b. colonist who wished to stay part of Britain</td>
</tr>
<tr>
<td>____ 2. Patriot</td>
<td>c. disagreement or fight</td>
</tr>
<tr>
<td>(Chapter 5, Section 3)</td>
<td>d. settlement of a dispute</td>
</tr>
<tr>
<td>____ 3. region</td>
<td>e. colonist who wanted independence</td>
</tr>
<tr>
<td>(Chapter 1, Section 3)</td>
<td></td>
</tr>
</tbody>
</table>

**Fighting in New York**  *(pages 166–167)*

**Synthesizing**

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

1. 
2. 
3. 

**People To Meet**

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

1. The Patriot (Nathan Hale, Thomas Paine) was captured by the British and hanged for spying.

2. General (Thomas Gage, William Howe) led the British in their victory in the Battle of Long Island.

**Patriot Gains**  *(page 167)*

**Analyzing**

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

Why did Washington’s attack at Trenton surprise the British?
In the space available, define the following academic vocabulary word that you studied earlier.

estimate (Chapter 2, Section 2)

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

What was the British plan?

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

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

Why did some Americans support the British?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

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

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Chapter 6, Section 2
The War Continues
(pages 172–176)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did other nations help the Patriots?
• How did Washington’s troops survive the winter at Valley Forge?
• What challenges did Americans face at home as a result of the war?

Main Idea

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

<table>
<thead>
<tr>
<th>Person</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lafayette</td>
<td></td>
</tr>
<tr>
<td>Pulaski</td>
<td></td>
</tr>
<tr>
<td>Von Steuben</td>
<td></td>
</tr>
<tr>
<td>De Miralles</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ 1. Winter 1777–1778  a. Spain declares war on Britain
_____ 2. February 1778     b. France and U.S. form an alliance
c. Spanish capture British fort at Pensacola
_____ 3. 1779              d. Americans gain victory at Trenton
e. Americans gain victory at Saratoga
_____ 4. 1780              f. Patriot troops suffer at Valley Forge
g. Spanish capture British fort at Mobile
_____ 5. 1781
Write down the main idea of this lesson.

____________________________________

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

desert

_____________________________

inflation

_____________________________

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

commit survive contribute

1. Before Saratoga, the French secretly gave money to the Americans, but they would not obligate ______________ themselves to an alliance.

2. Some useful people came from Europe to America to give __________ their effort—and in some cases their lives—to the Patriot cause.

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

challenge

_____________________________

_____________________________

policy

_____________________________

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

<table>
<thead>
<tr>
<th>Women</th>
<th>Loyalists</th>
<th>African Americans</th>
</tr>
</thead>
</table>

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

**radical**
- 
- 

**similar**
- 
- 

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

Why did other nations help the Patriots?
- 
- 

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

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

Life on the Home Front (pages 175–176)
Chapter 6, Section 3
The War Moves West and South
(pages 177–182)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the war involve Native Americans?
• How did a new kind of fighting develop in the South?

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

<table>
<thead>
<tr>
<th>Key Battle</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincennes</td>
<td></td>
</tr>
<tr>
<td>Camden</td>
<td></td>
</tr>
<tr>
<td>Kings Mountain</td>
<td></td>
</tr>
<tr>
<td>Guilford Courthouse</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• **George Rogers Clark captures Vincennes second time**
• **British troops take Charles Town**
• **Patriots defeat British at Cowpens**
**People To Meet**

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

___ 1. Joseph Brant
___ 2. George Rogers Clark
___ 3. Henry Hamilton

- a. British commander at Detroit
- b. Virginia militia commander
- c. officer in the Continental Army
- d. Native American chief

**Terms To Review**

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

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

**Glory at Sea**

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

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

________________________________________________________________________________
________________________________________________________________________________

Define or describe the following terms from this lesson.

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

**approximate**

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

**equip**

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

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

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

_____ bouy _____ keep in service _____ seize

---

**Struggles in the South** *(pages 179–182)*

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

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

________________________________________________________________________

________________________________________________________________________

Define or describe the following key terms from this lesson.

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

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

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

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

Use the following term you studied earlier in a sentence.

neutral (Chapter 6, Section 1)

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

How did the war involve Native Americans?

What new kind of warfare developed in the South?
Chapter 6, Section 4

The War Is Won

(pages 183–187)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did George Washington change his military strategy?
• Why did the Americans win the Revolutionary War despite many disadvantages?

Main Idea

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

Reasons for the British defeat

Sequencing Events

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

___________ French troops arrive in colonies

___________ Washington advances toward British at Yorktown

___________ Cornwallis surrenders at Yorktown

___________ Congress approves preliminary peace treaty

___________ Treaty of Paris is signed
Complete this outline about the siege of Yorktown.

The Siege of Yorktown

A. _______________________________________________________

B. _______________________________________________________

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

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

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

Why the Americans Won

__________________________________________________________

__________________________________________________________

__________________________________________________________

The Influence of the American Revolution

__________________________________________________________

__________________________________________________________

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

1. American fighters took advantage of fighting on their own land to stage (ambushes, barrages) that surprised the British.

2. In April 1783, Congress voted to (decline, ratify) the peace treaty.

3. The (Treaty of London, Treaty of Paris) was signed in September 1783, officially ending the Revolutionary War.

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

- assign
- preliminary

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

How did George Washington change his military strategy?

- 
- 
- 

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

- 
- 
- 

Chapter 7, Section 1

The Articles of Confederation

(pages 192–198)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did the weakness of the Articles of Confederation lead to instability?
• How did Congress deal with the western lands?

Main Idea

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

Sequencing Events

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

__________ All states approve Confederation government

__________ Spain closes Mississippi River to American shipping

__________ Congress passes ordinance organizing western lands

__________ Congress sends John Adams to London to negotiate settlement

__________ Northwest Ordinance is passed
Draw conclusions about the thirteen state governments by answering the following questions.

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

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

Define or describe the following key terms from this lesson.

- Bicameral: a. eliminate  b. expand  c. limit

- Constitution: a. avoided using  b. kept  c. replaced
Check how well you understood what you read in this lesson by answering the following questions.

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

2. What weaknesses did the Confederation government have?

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

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

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

2. Still, a central government was needed to coordinate all the activities needed to carry out the war effort.
As you read pages 195–196, write a one-sentence summary about the Ordinance of 1785.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

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

___ 1. contribute  
   (Chapter 6, Section 2)  
   a. to provide money for  
   b. to tax  
   c. geographical area with similar features  
   d. to give to  
   e. part of something  
   f. take away from

___ 2. finance  
   (Chapter 2, Section 2)

___ 3. portion  
   (Chapter 5, Section 4)

___ 4. region  
   (Chapter 1, Section 3)

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did Congress deal with the western lands?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section Wrap-up
Chapter 7, Section 2
Convention and Compromise
(pages 199–205)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the Constitutional Convention break the deadlock over the form
  the new government would take?
• How did the delegates answer the question of representation?

Main Idea

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

<table>
<thead>
<tr>
<th>Individual</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmund Randolph</td>
<td></td>
</tr>
<tr>
<td>James Madison</td>
<td></td>
</tr>
<tr>
<td>Roger Sherman</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ 1. January 1787 a. Paterson presents the
                                      New Jersey Plan for changing the
                                      Articles of Confederation

_____ 2. May 1787 b. Delegates meet to revise
                                      Articles of Confederation

_____ 3. June 1787 c. Delegates sign draft of Constitution

_____ 4. September 1787 d. Delegates approve Three-Fifths
                           Compromise

                           e. Shays’s Rebellion ended
Economic Depression (pages 199–201)

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


Terms to Know

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

1. Virginia passed a law that made (enslavement, manumission) of African Americans easier.

2. Shays’s (Convention, Rebellion) showed the deep worries of farmers.

3. The number of unemployed workers rose during the (depression, economic growth) that followed the Revolutionary War.

A Call for Change (page 201)

Predicting

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


People to Meet

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

_____ John Adams

_____ Alexander Hamilton

_____ Thomas Jefferson

_____ James Madison

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

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

   ________________________________

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

   ________________________________

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

1. Father of the Constitution  
2. New Jersey Plan  
3. proportional  
4. Virginia Plan

   a. equal regardless of size  
b. corresponding to size  
c. name given to James Madison  
d. name given to George Washington  
e. proposal to change the government in a major way  
f. proposal to only revise the Articles of Confederation

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

Compromise is ________________________________

Think of a time when you compromised. What did you give up? What did you gain? ________________________________
How did the agreement you finally reached differ from the initial idea?

______________________________

______________________________

______________________________

**Terms to Know**

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

______________________________

______________________________

______________________________

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

Great Compromise  representation of enslaved persons

Three-Fifths Compromise  representation of states

**Academic Vocabulary**

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

defined  assembled  revised  varied

1. The delegates ________________ at the Constitutional Convention debated basic issues about the form of the new government.

2. The Constitution carefully ________________ the powers of the new national government.

3. In the final plan, the number of seats each state had in the lower house ________________ according to population.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did the delegates answer the question of representation?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 7, Section 3
A New Plan of Government
(pages 207–213)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What are the roots of the Constitution?
• How did the Constitution limit the power of government?

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

<table>
<thead>
<tr>
<th>Has check over which branches of government:</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Congress</td>
<td></td>
</tr>
<tr>
<td>Supreme Court</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Locke’s Two Treatises on Civil Government is published
• Montesquieu writes The Spirit of Laws
• English Bill of Rights protects the people’s rights
• Constitutional Convention assembles in Philadelphia
Complete this outline as you read the lesson. The first subsection has been done for you.

I. Careful Study
   A. European political development
   B. Attitudes toward British traditions

II. British System of Government
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________
   D. __________________________________________________________

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

1. The (Magna Carta, Bill of Rights) placed limits on the power of English kings back in 1215.

2. The Constitution was based on many political ideas that came from the movement called the (Enlightenment, Reformation).

3. One idea that became part of the Constitution was that all people had certain (human rights, natural rights).

The Federal System (pages 208–209)

Reread each subsection and list two key facts from each.
Define or describe federalism, a term from this lesson.

The Organization of Government (pages 209–211)

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

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

---

1. articles
2. checks and balances
3. Electoral College
4. executive branch
5. judicial branch
6. legislative branch

a. group that chooses the president and vice president
b. Congress
c. led by president
d. Supreme Court and other courts set up by Congress
e. parts of the Constitution
f. state governments
g. system that balances power within the government
h. system that protects rights of individuals
Answer the following questions to compare the Federalists and the Antifederalists.

1. How well organized were the two groups?

   ____________________________________________________________

   ____________________________________________________________

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

   ____________________________________________________________

   ____________________________________________________________

Define or describe the following key terms from this lesson.

   ________________________________

   ________________________________

   ________________________________

   ________________________________

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

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

   ____________________________________________________________

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

   ____________________________________________________________

   ____________________________________________________________
Define or describe the following key term from this lesson.

amendment

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

What are the roots of the Constitution?

How did the Constitution limit the power of government?
Chapter 8, Section 1

The First President
(pages 258–262)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What actions were taken to launch the new government?
• How did Hamilton propose to strengthen the economy?

Main Idea

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

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line.
• Bill of Rights added to the Constitution
• Washington takes the oath of office
• George Washington is elected president

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789</td>
<td></td>
</tr>
<tr>
<td>1790</td>
<td></td>
</tr>
<tr>
<td>1791</td>
<td></td>
</tr>
<tr>
<td>1792</td>
<td></td>
</tr>
</tbody>
</table>
Review pages 258–260 and list a key fact about the Bill of Rights.

__________________________________________________________

__________________________________________________________

__________________________________________________________

Terms to Know

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

1. The first ten amendments to the Constitution are known as the (Bill of Rights, First Articles).

2. Congress passed the (Courts Act, Judiciary Act) to create the first national court system.

3. One of Washington's concerns was that everything he did set new (precedents, traditions).

Academic Vocabulary

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

1. During Washington's term, people decided that the most appropriate way of addressing the president was as “Mr. President.”
   a. honorable   b. praising   c. suitable

2. Some people wanted a uniform national legal system. Others wanted state courts to have power as well.
   a. inconsistent   b. special; unique   c. standardized
Complete this outline as you read the lesson. The first subsection has been completed.

I. A Major Problem
   A. Washington has Hamilton deal with economic policies.
   B. Hamilton’s major problem is increasing national debt.

II. Hamilton’s Plan
   A. __________________________________________________________
   B. __________________________________________________________

III. Opposition to the Plan
   A. __________________________________________________________
   B. __________________________________________________________

IV. Compromise Results in a Capital
   A. __________________________________________________________
   B. __________________________________________________________

Define or describe the following key terms from this lesson.

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

The Fight Over the Bank

Tariffs and Taxes

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

1. Hamilton wanted to place a (tariff, limit) on imported goods to help American manufacturing industries grow.

2. Jefferson and Madison both thought the creation of a national bank was (constitutional, unconstitutional).

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

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

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

What actions were taken to launch the new government?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Hamilton propose to strengthen the economy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 8, Section 2
Early Challenges
(pages 263–266)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did the federal government assert its power in the West?
• How did the United States try to stay out of European conflicts?

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

<table>
<thead>
<tr>
<th>Government action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty of Greenville</td>
<td></td>
</tr>
<tr>
<td>Proclamation of Neutrality</td>
<td></td>
</tr>
<tr>
<td>Jay’s Treaty</td>
<td></td>
</tr>
<tr>
<td>Pinckney’s Treaty</td>
<td></td>
</tr>
</tbody>
</table>

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

_____ A. Proclamation of Neutrality declared
_____ B. Pinckney Treaty allows American shipping on the Mississippi River
_____ C. Battle of Fallen Timbers takes place
_____ D. French Revolution starts
_____ E. Tax on whiskey results in Whiskey Rebellion
As you read the lesson, ask yourself: what are two important details? Write those details in the spaces below.

<table>
<thead>
<tr>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The Whiskey Rebellion (pages 263–264)

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Washington sends an army under St. Clair to the Northwest Territory.</td>
<td></td>
</tr>
<tr>
<td>The British join with Native Americans to try to win control of the Northwest Territories.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Terms To Know**

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

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

2. Treaty of Greenville

**Problems With Europe** *(pages 264–266)*

**Analyzing**

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

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

   __________________________
   __________________________

2. Why did people oppose Jay’s Treaty?

   __________________________
   __________________________

**Terms To Know**

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

1. impressment
   - a. agreement with the British that got British troops off American soil
   - b. agreement with the Spanish that let Americans use the Mississippi River
   - c. Washington’s announcement that the U.S. would not take sides in the war between France and Britain
   - d. policy of staying out of a fight
   - e. seizing Americans and forcing them into the British navy

2. Jay’s Treaty

3. neutrality

4. Proclamation of Neutrality

5. Pinckney’s Treaty
Inferring

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

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

Terms to Review

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

precedent (Chapter 8, Section 1) charter (Chapter 3, Section 1)
publish (Chapter 4, Section 3) petition (Chapter 5, Section 4)

1. Washington created many examples __________________________ for later presidents, including the tradition of only serving two terms.

2. His Farewell Address was printed __________________________ in a newspaper for all Americans to read.

Section Wrap-up

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

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

How did the United States try to stay out of European conflicts?
Chapter 8, Section 3

The First Political Parties

(powers 267-272)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did political parties get started and what positions did they support?
• How did John Adams and Thomas Jefferson become candidates of opposing parties in the election of 1796?

Main Idea

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Federalists</th>
<th>Democratic-Republicans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of federal government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation of the Constitution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

___ 1. 1796  
   a. U.S. and France agree to a treaty

___ 2. 1797  
   b. United States and Britain sign the Jay Treat.

___ 3. 1798  
   c. John Adams becomes president

___ 4. 1800  
   d. Adams and Jefferson nominated for president by different parties
   e. The threat of war led Congress to pass the Alien and Sedition Acts
Write down the main idea of this lesson and at least three details that support that idea.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

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

1. The (Federalists, Republicans) believed in a strong central government.

2. In the election of 1796, the parties gathered in meetings called (caucuses, conventions) to choose their nominees.

3. The (Federalists, Republicans) had their strength mostly in the South.

4. Another name for the Democratic-Republicans was the (Democrats, Republicans).

5. During the 1790s, leaders became more (even-handed, partisan).

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

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

__________________________________________________________

__________________________________________________________
2. Why did the Federalists turn against Adams?

________________________________________________________________________
________________________________________________________________________

Define or describe the following terms from this lesson.

nullify

________________________________________________________________________
________________________________________________________________________

sedition

________________________________________________________________________
________________________________________________________________________

states’ rights

________________________________________________________________________
________________________________________________________________________

Virginia and Kentucky Resolutions

________________________________________________________________________

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

principle (Chapter 5, Section 4) violate (Chapter 5, Section 1)
resolution (Chapter 5, Section 4) repeal (Chapter 5, Section 1)

1. The legislatures of Virginia and Kentucky both passed a declaration ________________________________________________________________________ stating that the Alien and Sedition Acts could not be legally enforced.

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

3. The states claimed the authority to take these steps based on the idea ________________________________________________________________________ of states’ rights.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 9, Section 1

The Republicans Take Power
(pages 278–281)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
- How was the election deadlock of 1800 resolved?
- How did John Marshall strengthen the Supreme Court?

Main Idea

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

Ways the Republicans reduced government

Sequencing Events

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

_________ A. Jefferson inaugurated

_________ B. Congress passes Judiciary Act of 1801

_________ C. Twelfth Amendment is ratified

_________ D. Jefferson and Adams run against each other for president
Scan pages 278–279 by reading the headings. Then write down two topics you think will be covered in this lesson.

________________________________________________________________________

________________________________________________________________________

Define or describe the following key term from this section.

________________________________________________________________________

________________________________________________________________________

Jefferson’s Policies (page 280)

Interpreting

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

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Sequencing

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

___ a. Jefferson is inaugurated.
___ c. Jefferson tells Madison not to deliver judicial commissions.
___ d. Adams appoints judges.
___ e. Congress passes Judiciary Act of 1801.
___ f. Marbury tries to get the Court to get his commission.

Terms to Know

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

judicial review

Academic Vocabulary

Circle the academic vocabulary word that best completes the sentence.

presidents precedence presumption

In Gibbons v. Ogden, Marshall argued that federal law takes __________ over state law in matters related to transportation between states.
Read each sentence that follows. In the spaces, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

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

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

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

How was the election deadlock of 1800 resolved?

How did John Marshall strengthen the Supreme Court?
Chapter 9, Section 2
The Louisiana Purchase
(pages 282–285)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the United States expand in the early 1800s?
• How did Lewis and Clark lead an expedition to explore the Louisiana Territory?

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

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Region explored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meriwether Lewis and William Clark</td>
<td></td>
</tr>
<tr>
<td>Zebulon Pike</td>
<td></td>
</tr>
</tbody>
</table>

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

1. 1802
2. October 1803
3. July 1804
4. 1804–1806
5. 1805–1807

a. The Spanish release Pike
b. Lewis and Clark explore Louisiana Territory
c. Pike explores upper Mississippi River and present-day Colorado
d. Napoleon tries to retake Santo Domingo
e. U.S. Senate approves Louisiana Purchase
f. Burr kills Hamilton in duel
g. French expelled from Santo Domingo
Imagine you are a member of the Lewis and Clark or Zebulon Pike expedition exploring unknown territory in the Far West. Write a journal entry describing a day's activities and sights.

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

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

1. The Louisiana Territory was a huge area.
   a. amount of land    b. valley    c. wasteland

2. Jefferson confirmed that the French had gotten control of the Louisiana Territory from Spain.
   a. believed    b. learned the truth    c. pretended

3. The Conestoga wagon was a useful vehicle for many pioneers.
   a. boat    b. carriage    c. means of transportation

The Nation Expands (pages 283–285)

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

1. Read the main heading of this section. What will it be about?
2. Look at the map on page 284. What areas were explored by Lewis and Clark? by Pike?

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

Terms To Know

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

- Louisiana Purchase
- secede

Places To Locate

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

1. Lewis and Clark and Pike started their expeditions from (New Orleans, St. Louis), a city on the Mississippi River.

2. Lewis and Clark explored along the (Missouri River, Red River).
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What route did the Lewis and Clark expedition follow?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 9, Section 3
A Time of Conflict
(pages 288–294)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why did Tecumseh build a confederacy among Native American nations?
• Why did the War Hawks want to go to war?

Main Idea

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

<table>
<thead>
<tr>
<th>Demand for tribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack on Chesapeake</td>
</tr>
<tr>
<td>Tecumseh’s confederation</td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Madison asks for declaration of war against Britain
• Congress passes Embargo Act
• Battle of Tippecanoe
**Reviewing**

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

**Merchant Ships**

__________________________

__________________________

**War With Tripoli**

__________________________

__________________________

Define or describe this key term from this lesson.

__________________________

__________________________

**Academic Vocabulary**

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

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

_____ because _____ even though _____ as a result of

**Freedom of the Seas**

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

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

__________________________

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

Terms to Know

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

1. Jefferson tried to use a(n) (blockade, embargo) to hurt Britain by cutting off its trade.

2. Jefferson’s (Embargo Act, Nonintercourse Act) cut off trade between the United States and all countries.

3. The later (Embargo Act, Nonintercourse Act) cut off trade with Britain and France and their colonial possessions.

4. Americans wanted to maintain their (natural rights, neutral rights) to trade without getting involved in the war between Britain and France.

War Fever (pages 291–294)

Responding

As you read the lesson, answer the following questions.

1. What lands did the War Hawks want?

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

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

___ 1. Battle of Tippecanoe
   a. people strongly in favor of a war
   b. people strongly opposed to a war
   c. fight that killed Tecumseh
   d. fight that weakened Tecumseh’s forces
   e. feeling of intense loyalty to the country
   f. favoring one state or region over the central government

___ 2. nationalism
___ 3. War Hawks

Academic Vocabulary

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

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

   ___________________________________________________________

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

   ___________________________________________________________

Section Wrap-up

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

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

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Why did the War Hawks want war with Great Britain?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Chapter 9, Section 4
The War of 1812
(pages 296–300)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the British seize and set fire to Washington, D.C.?
• Why did Andrew Jackson fight a battle after the war was over?

Main Idea

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

<table>
<thead>
<tr>
<th>Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Erie</td>
<td></td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ British put the torch to Washington, D.C.

_____ Francis Scott Key is inspired to write “The Star-Spangled Banner”

_____ Battle of the Thames

_____ United States declares war on Britain

_____ Battle of Lake Erie

_____ Treaty of Ghent ends war
Outlining

Naval Battles
A. __________________________________________________________
B. __________________________________________________________
C. __________________________________________________________

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

1. Tecumseh was killed and his confederacy shattered at the Battle of ________.

2. The U.S. Navy had three of the fastest __________ of the time, including the Constitution.

3. The Creeks, Native Americans of the South, were defeated at the Battle of ________.

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

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

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

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

1. Battle of New Orleans
2. Battle of Plattsburgh
3. Hartford Convention
4. Treaty of Ghent

a. secured northern border
b. document that ended the War of 1812
c. document that urged Madison to end the war
d. meeting that produced list of suggested changes to the Constitution
e. meeting that called for end to the war
f. fought after the war had ended
g. allowed British to capture Washington, D.C.

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

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

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 10, Section 1
Economic Growth
(pages 306–311)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the Industrial Revolution begin in the United States?
• How did the United States change as it became more economically independent?

Main Idea

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

Sequencing Events

As you read, place the following events on the time line:
• Lowell sets up first textile plant in Massachusetts
• Eli Whitney invents the cotton gin
• Congress enacts patent law
• Congress establishes Second National Bank is chartered
Complete this outline as you read pages 306–308.

The Industrial Revolution in New England

A. __________________________________________________________
   1. _________________________________________________________
   2. _________________________________________________________
   3. _________________________________________________________
   4. _________________________________________________________

B. __________________________________________________________
   1. _________________________________________________________
   2. _________________________________________________________

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

   __ 1. capital  a. protection of legal rights of an inventor
   __ 2. capitalism  b. period of worker and owner conflict in industry
   __ 3. cotton gin  c. money invested in a business
   __ 4. free enterprise  d. machine used to make textiles
   __ 5. Industrial Revolution  e. system based on business owner’s opportunity to earn profit
   __ 6. patent  f. machine used to clean seeds out of cotton
                     g. period of changes in how goods were made
                     h. system based on competition, profit, private property, and economic freedom
                     i. right of competitors to make a product following another person’s design
Complete the following sentence.

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

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

1. A good labor supply and the availability of water power were two elements that made New England the region where the Industrial Revolution came to the United States.
   - a. technologies  
   - b. factors  
   - c. inclusions

2. Inventors wanted to have the **sole** right to profit from their inventions for a period of time.
   - a. only  
   - b. shared  
   - c. temporary

New England Factories (pages 308–309)

Answer the following questions to make inferences about this lesson.

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

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

3. How were goods probably made before interchangeable parts came into use?
Use the spaces below to explain how each of these ideas improved manufacturing.

**Terms to Know**

- factory system
- interchangeable parts

**Agriculture Expands (page 309)**

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

**Economic Independence (pages 310–311)**

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

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

2. As industrial growth increases, what do you think will happen to cities? Why?
Define or describe the following key terms from this lesson.

Terms to Know

- corporation
- Second Bank of the United States
- stock

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

- charter (Chapter 3, Section 1)
- recruit (Chapter 6, Section 1)
- bond (Chapter 8, Section 1)

1. The government can raise money by selling ____________________.

2. Congress ____________________ the Second National Bank so it could loan money to businesses to help them grow.

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

How did the Industrial Revolution begin in the United States?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 10, Section 2
Westward Bound
(pages 314–319)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did land and water transportation improve in the early 1800s?
• How did settlements in the West affect the nation’s economy and politics?

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Road</td>
<td></td>
</tr>
<tr>
<td>Robert Fulton</td>
<td></td>
</tr>
<tr>
<td>Erie Canal</td>
<td></td>
</tr>
</tbody>
</table>

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

_____  A. First section of National Road opens.

_____  B. Erie Canal opens.

_____  C. Congress approves funding for National Road.

_____  D. Fulton’s Clermont steams to Albany.
As you read pages 314–317, write one detail about each of the listed topics.

Population Growth

[Blank]

Roads and Turnpikes

[Blank]

River Travel

[Blank]

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

1. The first steamboat, the (Albany Special, Clermont) traveled up the Hudson River from New York City to Albany.

2. Private companies built (paved roads, turnpikes), which they paid for by charging travelers tolls.

3. Every ten years, the government carries out a (census, poll) to count all the people in the country.

4. Congress paid to build the (National Road, National Turnpike) from Maryland to Illinois.
Write down the main idea of this subsection and at least three details that support that idea.

________________________________________
________________________________________
________________________________________
________________________________________

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

________________________________________
________________________________________
________________________________________
________________________________________

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>First Wave</th>
<th>Second Wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did it occur?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What states were formed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Chapter 10, Section 3
Unity and Sectionalism
(pages 321–327)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did sectional differences grow in the 1820s?
• What effect did the Monroe Doctrine have on foreign policy?

Main Idea

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

Sectional conflict

1. 1816
a. Monroe Doctrine issued
b. Missouri Compromise passed
c. Clay explains the “American System”
d. Monroe elected president for first term
e. Mexico wins its independence from Spain.
f. Adams-Onís Treaty gains Florida for United States
g. Jackson invades Florida
h. Rush-Bagot Treaty provides for disarmament on Great Lakes

2. 1817
3. 1819
4. 1820
5. 1823
6. 1824

Sequencing Events

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

**The Era of Good Feelings** *(pages 321–322)*

**Inferring**

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

---

**Terms to Review**

*Federalist*  
(Chapter 8, Section 3)

*margin*  
(Chapter 7, Section 3)

**Sectionalism Grows** *(pages 322–324)*

**Analyzing**

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

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

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

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

state sovereignty Missouri Compromise
nationalism sectionalism

1. The __________________ of 1820 settled the issue of which states would be allowed to enter that Union that year.

2. Calhoun supported the idea of __________________ .

3. Growing __________________ was an important factor in the politics of Monroe's presidency.

Academic Vocabulary

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

1. The Era of Good Feelings seemed to be a period of harmony, but there were problems beneath the surface.
   a. area   b. presidency   c. time

2. Disagreements over slavery produced intense discussions.
   a. long   b. strong   c. wrong-headed

Terms To Review

Write two words or phrases that are related to tariff.

___________________________
___________________________

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Answer the following questions to draw conclusions about this lesson.

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

   ____________________________

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

   ____________________________

---

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

1. In (McCulloch v. Maryland, Marbury v. Madison), the Supreme Court ruled that states could not tax the national bank because it had been set up by the federal government.

2. In (Gibbons v. Ogden, Calhoun v. Clay), the Supreme Court ruled that states could not pass laws that got in the way of Congress’s right to regulate interstate commerce.

3. The (American System, Clay System) had three parts: a protective tariff, funding for internal improvements, and a national bank that could help businesses grow.

---

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

The Second National Bank remained an object of controversy.

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

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

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

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

___ 1. Adams-Onís Treaty
___ 2. Convention of 1818
___ 3. court martial
___ 4. demilitarized
___ 5. disarmament
___ 6. Rush-Bagot Treaty

a. treaty with Britain over fishing rights
b. agreement with Britain about Great Lakes
c. trial by a military court
d. removal of weapons
e. agreement with Spain over Florida and Spanish territorial boundaries
f. trial by a civilian court
g. agreement with Spain about navigation rights on Mississippi River
h. without armed forces
i. agreement with Britain about northern boundary of Louisiana Territory

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

In 1817, the United States and Britain agreed to the ________________ of weapons from the Great Lakes.
As you read, put the following events in the correct order by writing the number 1 through 5 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

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

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

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

Why did sectional differences grow in the 1820's?

What effect did the Monroe Doctrine have on foreign policy?
Chapter 11, Section 1
Jacksonian Democracy
(pages 334–349)

Reason To Read

Setting a Purpose for Reading
Think about these questions as you read:
• Why was the nation’s sixth president chosen by the House?
• What political changes came under President Jackson?

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

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Republicans</td>
<td></td>
</tr>
<tr>
<td>National Republicans</td>
<td></td>
</tr>
</tbody>
</table>

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

_____ No candidate wins electoral majority in four-candidate race for president
_____ Congress passes “Tariff of Abominations”
_____ Jackson wins presidency
_____ Democrats hold first nominating convention
_____ Congress passes Force Bill
Check how well you understood what you read in this lesson by answering the following questions.

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

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

3. Why was Adams unpopular as president?

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

-term: corrupt bargain, criminal pact, dark horse, favorite son, majority, plurality

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

2. Adams was charged with making a ______________________

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

4. Jackson won a ______________ of electoral votes.
Interpreting

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

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

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

Define or describe the following terms from this lesson.

 landslides

mudslinging

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

desert
(Chapter 6, Section 2)

states’ rights
(Chapter 8, Section 3)
Write down the main idea of this lesson and at least three details that support that idea.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

1. Jackson used an approach called the (favorite son, spoils) system to fill jobs in the federal government.

2. Before 1832, candidates were chosen by party officials, who got together in meetings called (associations, caucuses).

3. In the 1830s and 1840s, more people gained (balloting, suffrage), or the right to vote.

4. Jackson worried that the government had become a (bureaucracy, tyranny), in which unelected officials make decisions.

5. In 1832, the Democrats held the first (nominating convention, presidential primary) to choose their candidate for president.
As you read pages 338–339, write a one-sentence summary about these topics.

The Webster-Hayne Debate

The Nullification Crisis

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

Anti-Tariff Act Force Bill Nullification Act

1. The South Carolina law saying it would not pay the tariffs it disliked was called the _________________________.

2. Jackson ended the crisis by getting a lower tariff passed and also by getting Congress to pass the ________________________, which said that he could use military power to make states obey the law.

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

consumed consumers consumption

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

2. A ________________________ to the tariff bill helped end the Nullification Crisis.
Choose a term you studied earlier by circling the correct term from the pair in parentheses.

1. Some Southerners thought the South should (secede, unite) because they were unhappy with some federal laws.

2. The high (tariff, debt) on imported goods was popular with manufacturers, who mostly lived in the Northeast.

3. Calhoun and others argued that states could (nullify, approve) federal laws that they felt were unconstitutional.

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What political changes came under President Jackson?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 11, Section 2
Conflicts Over Land
(pages 341–345)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How were Native American peoples forced off their lands in the Southeast?
• How did President Jackson defy the Supreme Court?

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

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee</td>
</tr>
<tr>
<td>Sauk/Fox</td>
</tr>
<tr>
<td>Seminole</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Congress creates Indian Territory
• Cherokee driven from their homes
• Congress passes Indian Removal Act
As you read the lesson, answer the following questions to identify the causes and effects of the removal of the Cherokee.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congress passes Indian Removal Act.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Cherokee sue the government and take their case to the Supreme Court.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- Indian Removal Act
- relocate
- Trail of Tears

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

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

_________ desire _________ power _________ skill
Read the lesson and then answer the questions.

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

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

Define or describe the term guerrilla tactics from this lesson.

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

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

How did President Jackson defy the Supreme Court?
Chapter 11, Section 3
Jackson and the Bank
(pages 348–351)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• Why did Jackson want to destroy the Bank of the United States?
• How did the Whigs come to power in 1840?

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

Sequencing Events
As you read, place the following events on the time line:
• Economic depression strikes
• Jackson refuses to sign charter renewing Bank
• Jackson challenges renewal of Bank charter
• Polk elected president
Review pages 348–349 and list two key facts about the war against the National Bank.

1. ________________________________

2. ________________________________

Define or describe the following key terms.

Panic of 1837

veto

The Whigs Come to Power (page 349)

As you read the lesson, answer the following questions.

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

   ________________________________

   ________________________________

2. How did the Whigs portray Van Buren?

   ________________________________

   ________________________________

Define or describe the following term from this lesson.

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did the Whigs come to power in 1840?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 12, Section 1

The Oregon Country
(pages 356–360)

Reason To Read

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

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

Main Idea

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

1819 1825 1836 1846

Sequencing Events

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

__________ John Jacob Astor organizes American Fur Company
__________ Spain sets northern border of California in Adams-Onís Treaty
__________ Russia gives up its claim to land south of Alaska
__________ Whitmans build mission in Oregon
__________ Population of Americans in Oregon reaches 5,000
__________ Treaty with Britain divides Oregon with United States and fixes northern border
As you read this lesson, answer the following questions to organize information about the Northwest.

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

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

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

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Define or describe the following key terms.

joint occupation
   ___________________________________________________________
   ___________________________________________________________

mountain men
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

rendezvous
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

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

The Whitman Mission
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Terms to Know

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

1. The vehicles people used to carry their goods to the Pacific Northwest were called (Pullman cars, prairie schooners).

2. Those who left the United States for the Pacific Northwest were called (emigrants, aliens).

3. The route settlers took to the Pacific Northwest was called the (Oregon Trail, Pacific Trail).

The Division of Oregon (pages 359–360)

Outlining

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

I. Population Growth
   A. Destination of most settlers: Willamette Valley
   B. Population growth there from 1840 to 1845

II. Expansion of Freedom
   A. ________________________________
   B. ________________________________

III. Manifest Destiny
   A. ________________________________

IV. “Fifty-four Forty or Fight”
   A. ________________________________
   B. ________________________________
   C. ________________________________
V. Reaching a Settlement

A. ____________________________________________

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

inevitable (Chapter 9, Section 3)   significant (Chapter 7, Section 2)
specific (Chapter 7, Section 3)

1. Many Americans believed that it was ________________________ that the United States would spread to the Pacific Ocean.

2. Oregon became a(n) ________________________ issue in the 1844 Presidential campaign.

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

Why did large numbers of settlers head for the Oregon country?

________________________________________
________________________________________
________________________________________

How did the idea of Manifest Destiny contribute to the nation’s growth?

________________________________________
________________________________________
________________________________________
Chapter 12, Section 2
Independence for Texas
(pages 362–368)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why did problems arise between the Mexican government and the American settlers in Texas?
• How did Texas achieve independence and later become a state?

Main Idea

As you read pages 362–368 in your textbook, complete this graphic organizer by listing key events that occurred in Texas in the boxes.

Events in Texas

Oct. 1835          Mar. 1836          Sept. 1836

Sequencing Events

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

_____ 1. 1819  
_____ 2. 1821  
_____ 3. 1823  
_____ 4. 1830  

a. Moses Austin receives land grant from Spain to settle in Texas
b. Mexico passes law allowing slavery in Texas
c. Spain drops any claim to Texas
d. Mexico passes first of three colonization laws affecting Texas
e. United States drops any claim to Texas
f. Mexico passes last colonization law affecting Texas
g. Mexican order bans all immigration to Texas from United States
Analyze the information in this section by answering the following questions.

1. Why did the Spanish grant large tracts of land to people willing to settle Texas?

   ____________________________________________

   ____________________________________________

2. Why was Mexico’s 1830 decree about settling in Texas a problem?

   ____________________________________________

   ____________________________________________

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

   ____ 1. decree
   ____ 2. empresario
   ____ 3. Old Three Hundred
   ____ 4. Tejanos

   a. person given a land grant to promote settlers
   b. Mexicans who lived in Texas
   c. first settlers of Texas
   d. official order
   e. first settlers in Austin’s colony
   f. proclamation
   g. Mexican name for Americans who came to Texas

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

1. Davy Crockett of Tennessee won notice for his frontier skills, his sense of humor, and the shrewd common sense he often displayed in politics.

   _____ showed through actions  _____ signaled in code  _____ urged in others
2. The Spanish wanted to give grants of land to people who would bring more settlers to Texas.

_____ gifts   _____ large expanses   _____ rental agreements

The Struggle for Independence (pages 365–367)

Skimming

In 1835 fighting between Texans and Mexico broke out. The Texans seized the city of San Antonio but then did little to prepare for further fighting.

The Battle of the Alamo

Texas Declares Its Independence

The Battle of San Jacinto

Academic Vocabulary

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

The people of Texas do now constitute a free, sovereign, and independent republic.

_____ approve a plan of government

_____ make up

_____ write a document
Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

constitution (Chapter 7, Section 1)  petitioned (Chapter 5, Section 4)
republic (Chapter 7, Section 1)  violated (Chapter 5, Section 1)

1. The Texans claimed that the government of Mexico had ___________________ their rights.

2. They declared that they were forming a new ___________________ .

3. A written ___________________ laid out the plan of government.

The Lone Star Republic (pages 367–368)

Read the lesson and then answer the questions to draw conclusions about what you read.

1. Why did Andrew Jackson not agree to bring Texas into the United States?

2. How had attitudes towards annexation changed by 1844?

3. What was the result of those changes?

Define or describe the following term from this lesson.

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

Manifest Destiny  
(Chapter 12, Section 1)

ratify  
(Chapter 6, Section 4)

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

Why did problems arise between the Mexican government and the American settlers in Texas?

How did Texas achieve independence and later become a state?
Chapter 12, Section 3
War with Mexico
(pages 369–374)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did Americans begin to settle in the Southwest?
• How did the United States acquire New Mexico and California?

Main Idea
As you read pages 369–374 in your textbook, complete this graphic organizer by
describing the actions and achievements of each individual in the table.

<table>
<thead>
<tr>
<th>Actions taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Becknell</td>
</tr>
<tr>
<td>Jedediah Smith</td>
</tr>
<tr>
<td>John C. Frémont</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Treaty of Guadalupe Hidalgo ends the war with Mexico
• Congress declares war on Mexico
• Scott captures Veracruz and Mexico City
• U.S. and Mexico complete Gadsden Purchase
• U.S. annexes Texas
Review pages 369–370 and list two key facts about this topic.

The New Mexico Territory

Define or describe the following key term.

Santa Fe Trail

California’s Spanish Culture (pages 370–371)

Read the lesson and then answer the questions to draw conclusions about what you read.

1. How strong was the Spanish effort to put missions in California? Why do you say that?

2. Why did Americans begin to talk about adding California to the nation?

Write a sentence using each of the following key terms.

ranchos
Read the sentence below. In the spaces that follow, explain the meaning of each boldfaced term or academic vocabulary word you studied earlier.

The Spanish set up several missions in California in the hopes of converting Native Americans to Catholicism.

War with Mexico (pages 371–374)

As you read, put the following events in the correct order by writing a number from 1 to 10 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

- **a.** United States annexes Texas.
- **b.** Bear Flag Republic declared in California.
- **c.** Polk sends Slidell to offer to buy California and New Mexico.
- **d.** Americans capture Veracruz.
- **e.** Americans capture Santa Fe.
- **f.** Mexican soldiers attack some of Taylor’s forces in Texas.
- **g.** Americans gain control of California.
- **h.** Congress passes a declaration of war against Mexico.
- **i.** Mexican government surrenders.
- **j.** Americans capture Monterrey.
Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The Mexicans who lived in California were called (Californios, rancheros).

2. After the war, Mexico agreed to (cede, secede) California and New Mexico to the United States in return for $15 million.

3. Soon after war broke out, Americans in California proclaimed the independent (Bear Flag Republic, Golden State Republic).

4. The land grant that ended the war with Mexico was called the (Manifest Destiny Acquisition, Mexican Cession).

5. The land purchase completed between Mexico and the United States in 1853 was called the (Gadsden Purchase, Southwest Purchase).

6. The Treaty of (Guadalupe Hidalgo, Mexico City) ended the war with Mexico.

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

Why did Americans begin to settle in the Southwest?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How did the United States acquire New Mexico and California?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Chapter 12, Section 4
New Settlers in California and Utah
(pages 375–378)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the hopes of getting rich draw thousands of people to California?
• How did the search for religious freedom lead to the settlement of Utah?

Main Idea

As you read pages 375–378 in your textbook, complete this graphic organizer by describing who these groups and individuals were and what their role was in the settlement of California and Utah.

<table>
<thead>
<tr>
<th>What was their role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forty-niners</td>
</tr>
<tr>
<td>Mormons</td>
</tr>
<tr>
<td>Brigham Young</td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ A. Land Law passed to review land rights of Californios.
 _____ B. Mormon migration to Utah begins.
 _____ C. Thousands begin rushing to California to find their fortune.
 _____ D. California applies for statehood.
 _____ E. Utah becomes part of the United States.
California Gold Rush (pages 375–377)

**Scanning**

Scan the lesson by reading the headings and subheadings. Then write down three topics you think will be covered in this lesson. As you read, write down a fact about each topic.

1. Topic 1
   - Fact

2. Topic 2
   - Fact

3. Topic 3
   - Fact

**Terms to Know**

Write a sentence that explains each of the terms listed below.

- boomtowns
  - 

- forty-niners
  - 

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

occur

Crimes like robbery and murder were a common ____________ in the boomtowns of California.

A Religious Refuge in Utah (pages 377–378)

Summarizing

Write three things you learned about Mormon life.

________________________________________

________________________________________

________________________________________

Terms To Know

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

1. The (forty-niners, Mormons) carried out the largest single migration in American history.

2. The Mormons called their community (Deseret, Mormonia).

Academic Vocabulary

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

Utah was not easily incorporated into the United States.

____ added to the territory of

____ included in the government and society of

____ made a company

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

How did the hopes of getting rich draw thousands of people to California?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did the search for religious freedom lead to the settlement of Utah?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 13, Section 1
The North’s Economy
(pages 386–390)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did advances in technology shape the economy of the North?
• How did new kinds of transportation and communication spur economic growth?

Main Idea
As you read pages 386–390 in your textbook, complete this graphic organizer by listing examples of advances in transportation and technology.

Sequencing Events
As you read, write the number of each event in the appropriate circle on the timeline:
1. Morse sends first telegraph message
2. Cooper builds first American steam locomotive
3. Fulton demonstrates reliable steamboat
4. McCormick patents reaper
As you read the subsection, answer the following questions.

1. Look at the Read to Learn questions on page 386. What kinds of technological changes will you read about in this lesson?

2. Look at the picture on page 387. What kind of transportation is shown there?

3. Look at the map on page 388. What kind of transportation network is shown there?

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

1. (Clipper ships, Sailing ships) made ocean travel much faster by using sleek hulls and tall sails.

2. The new communication system used a special language called the (Morse code, Speed code).

Choose an academic vocabulary word from this lesson from the list below to complete each sentence by writing the correct term in the space. You may need to use a different form of the word.

accommodate  transform  transmit

1. New inventions allowed people to ________________ messages instantly over long distances.

2. Workers made canals wider and deeper so these waterways could ________________ steamboats.
Read the information on agriculture in the North and then write three sentences explaining the key changes that took place in this time.

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

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

How did advances in technology shape the economy of the North?  

How did new kinds of transportation and communication spur economic growth?
Chapter 13, Section 2
The North’s People
(pages 391–395)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did working conditions in industries change?
• How did immigration affect American economic, political, and cultural life?

Main Idea
As you read pages 391–395 in your textbook, complete this graphic organizer by listing two reasons for the growth of cities.

Growth of cities

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

____ A. Female mill workers petition Massachusetts for 10-hour workday
____ B. Freedom’s Journal, African American newspaper, founded
____ C. Democratic revolution in Germany fails, prompting more immigration
____ D. Beginning of boom in Irish immigration
____ E. Average factory workday reaches 11.4 hours
Read the subsection and then answer the questions to make inferences about what you read.

1. Why would factory owners want workers to produce more goods?

________________________________________________________________________

________________________________________________________________________

2. Why would women workers want to organize?

________________________________________________________________________

________________________________________________________________________

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

___ 1. discrimination

___ 2. prejudice

___ 3. strike

___ 4. trade union

a. factory owners’ tool blocking workers from organizing
b. unfair schooling given to a particular group
c. organized group of unskilled workers with many different skills
d. workers’ refusal to work in the hopes of winning better working conditions
e. unfair treatment of a group
f. organized group of skilled workers with the same skills
g. unfair attitudes toward a group not based on fact

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

eliminate series shift task

1. Changes in technology moved ________________ manufacturing to factories.

2. In the new factories, machines did many jobs ________________ instead of having workers do them.
3. New York removed ______________ the requirement that white males own property to be able to vote, but still did not give the vote to free African Americans.

The Rise of Cities (pages 393–395)

Giving Examples

Read the following general statements. As you read the lesson, write down examples of each statement.

The cities that were centers of transportation grew larger.

Example

Example

Example

Immigrants were no longer mainly from Britain, as before the early 1800s.

Example

Example

Example

Immigrants faced prejudice and discrimination.

Example

Example

Example

Terms to Know

Write a sentence using each of the following terms from this lesson.

famine

Know-Nothing Party
Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. Most of the nation’s factories were located in the growing cities of the North and Midwest.

2. Many Irish immigrants did manual labor, such as working on railroads.

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

How did working conditions in industries change?

How did immigration affect American economic, political, and cultural life?
Chapter 13, Section 3
Southern Cotton Kingdom
(pages 397–400)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did settlement expand in the South?
• Why did the economy of the South rely on agriculture?

Main Idea

As you read pages 397–400 in your textbook, complete this graphic organizer by giving reasons why cotton production grew in the South while industrial growth grew slower.

Cotton Production

Industry

Sequencing Events

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

_____ 1. 1793
a. cotton first cultivated in Mississippi

_____ 2. 1840s
b. Gregg opens textile factory in South Carolina

c. first railroad built in South

d. invention of cotton gin

e. Anderson takes over Tredegar Iron Works

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

1. Identify one geographic change that occurred in the South between 1790 and 1850.

2. Why did this change take place?

3. Which part of the South had a more varied economy?

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

1. The cotton gin dramatically changed the economy of the South.

2. The Upper South became a center for the transport of enslaved African Americans to the Deep South.
**Summarizing**

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

**Academic Vocabulary**

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

A Texas politician summed up the Southerners’ belief that having industry was not important to the South’s economy.

a. expressed forcefully       b. gave a brief version       c. spoke emotionally

**Section Wrap-up**

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

How did settlement expand in the South?

________________________________________________________________________

________________________________________________________________________

Why did the economy of the South rely on agriculture?

________________________________________________________________________

________________________________________________________________________
Chapter 13, Section 4
The South’s People
(pages 401–407)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What was life like on Southern plantations?
• How did enslaved workers maintain strong family and cultural ties?

Main Idea
As you read pages 401–407 in your textbook, complete this graphic organizer by describing the work that was done on Southern plantations.

Sequencing Events
Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. Congress banned the slave trade in (1800, 1808), which meant no new slaves could be brought into the United States.
2. Nat Turner led a revolt of enslaved African Americans in (1820, 1831) that frightened white Southerners.
3. By (1850, 1860), Baltimore had more than 200,000 people and New Orleans had nearly 170,000.
Read the material on small farms in the South and try to picture a scene of daily life from one of these farms. Describe what you see.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Define or describe the term yeomen from this lesson.

________________________________________________________________________

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

1. Some plantation owners were so wealthy they had vast estates.
________________________________________________________________________
________________________________________________________________________

2. One group of Southern whites were the tenant farmers.
________________________________________________________________________
As you read each subsection, ask yourself: what is an important detail? Write one of those details about work on the plantation in the spaces below.


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

1. Planters often had to buy goods on (credit, debt) because they had to wait for their agents to sell their cotton before they received any cash.

2. The (overseer, supervisor) was the person who managed the work of the field hands.

3. Planters had many (fixed costs, variable costs) such as the expense of housing and feeding workers and maintaining equipment.

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

1. Only about 4 percent of all white Southerners owned large plantations with 20 or more slaves.

2. Some enslaved African Americans worked on household chores. They were called domestic slaves.
Analyze the information in this lesson by answering the following questions.

1. Why did African Americans develop extended families as a part of family life?

2. What role did Christianity play in the lives of enslaved African Americans?

Define or describe the following key terms from this lesson.

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

Enslaved people who were married had the constant worry that either the husband or wife might be sold to another plantation and separated from the rest of the family.

____ fearful

____ intense

____ steady
As you read the lesson, respond to these questions.

1. What important role did Southern cities play?

2. How would you describe the lives of free African Americans?

3. How did education change in the middle 1800s in the South?

4. What was the effect of the lack of strong public education in the South?

In the space available, define the term literacy, which you studied earlier.
What was life like on Southern plantations?

________________________________________________________________________

________________________________________________________________________

How did enslaved workers maintain strong family and cultural ties?

________________________________________________________________________

________________________________________________________________________
Chapter 14, Section 1
Social Reform
(pages 412–415)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did religious and philosophical ideas inspire various reform movements?
• Why did educational reformers think all citizens should go to school?

Main Idea

As you read pages 412–415 in your textbook, complete this chart organizer by identifying these reformers’ contributions.

<table>
<thead>
<tr>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyman Beecher</td>
</tr>
<tr>
<td>Horace Mann</td>
</tr>
<tr>
<td>Thomas Gallaudet</td>
</tr>
<tr>
<td>Dorothea Dix</td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, write the number in the appropriate circle on the time line:
1. First college for African Americans founded
2. Owen establishes New Harmony, Indiana
3. Lyon founds first women’s college in America
The Reforming Spirit

Complete this outline as you read the lesson.

I. The Reforming Spirit
   A. _________________________________
      1. _______________________________
      2. _______________________________
   B. _________________________________
      1. _______________________________
      2. _______________________________
      3. _______________________________

II. The Religious Influence
   A. _________________________________
      1. _______________________________
      2. _______________________________
   B. _________________________________
      1. _______________________________
      2. _______________________________

III. War Against Alcohol
   A. _________________________________
      1. _______________________________
      2. _______________________________
      3. _______________________________
   B. _________________________________
      1. _______________________________
      2. _______________________________
      3. _______________________________
      4. _______________________________
**Terms to Know**

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

1. revival
2. Second Great Awakening
3. temperance
4. temperance movement
5. utopia

- a. community based on vision of ideal society
- b. deep religious feeling
- c. campaign against alcohol use
- d. religious camp meeting
- e. group composed of reformers
- f. wave of religious fervor
- g. drinking little or no alcohol
- h. fierce anger against reformers

**Reforming Education** *(pages 413–415)*

**Summarizing**

As you read pages 413–415, write a one-sentence summary for each of these topics.

**Higher Education**

**People With Special Needs**

**Terms to Know**

Define or describe the following term from this lesson.

- normal school

**Academic Vocabulary**

Select the academic vocabulary word from this lesson that best completes the sentence. Write your answer in the space provided.

founded focused accepted

1. Some reformers ________________ on improving the education of people with special needs.
2. The Perkins School provided education to students who were______________ impaired.

Cultural Trends (page 415)

Synthesizing

Read the information on cultural trends and then write three sentences stating the main trends in the age of reform.

____________________________________

____________________________________

____________________________________

Define or describe the following key terms from this lesson.

civil disobedience

transcendentalist

Section Wrap-up

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

How did religious and philosophical ideas inspire various reform movements?

____________________________________

____________________________________

Why did educational reformers think all citizens should go to school?

____________________________________
Chapter 14, Section 2
The Abolitionists
(pages 418–424)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did some Americans work to eliminate slavery?
• Why did many Americans fear the end of slavery?

Main Idea
As you read pages 418–424 in your textbook, complete this graphic organizer by identifying five abolitionists and writing a sentence describing his or her role in the movement.

Abolitionists

Sequencing Events
Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. White Virginians formed the American Colonization Society in (1816, 1836) to free enslaved people by buying their freedom and sending them abroad to start new lives.
2. The first African American newspaper, Freedom’s Journal, was first published in (1822, 1827).
3. William Lloyd Garrison founded his newspaper The Liberator in (1831, 1851).
5. Frederick Douglass gained his freedom by escaping from slavery in (1833, 1838).
Early Efforts to End Slavery (pages 418–419)

Questioning

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

The Foundation of Abolitionism

American Colonization Society

Terms To Know

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

1. The people who fought to end slavery were called (abolitionists, emancipationists).

2. The (American Anti-slavery Society, American Colonization Society) was formed by a group of white Southerners.

Terms To Review

compromise
(Chapter 7, Section 2)

Write two words that are related to the term compromise, which you studied earlier.
Answer the following questions to explore how the abolitionist movement changed starting around 1830.

1. What did Garrison call for, and how was this different?
   
   
   
2. What was distinctive about Sarah and Angelina Grimké?
   
   
   
3. How did the roles of white and African American abolitionists compare?
   
   
   
Define or describe abolitionist movement, a term in this lesson.

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

1. The Grimké sisters lectured many audiences in their campaign against slavery.
   
   a. entertained  
   b. met  
   c. spoke to

2. Douglass said that, to the African American slave, the fourth of July reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.
   
   a. highlights  
   b. intensifies  
   c. obscures
3. African Americans in the North were free. Still, laws excluded them from many rights.

a. barred  b. guaranteed  c. helped

The Underground Railroad (pages 422–424)

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

Main Idea

Terms to Know

Underground Railroad

Academic Vocabulary

Define or describe the following term from this lesson.

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

The abolitionist movement met with intense opposition, not only in the South but also in the North.

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

How did some Americans work to eliminate slavery?

________________________________________________________________________

________________________________________________________________________

Why did many Americans fear the end of slavery?

________________________________________________________________________

________________________________________________________________________
Chapter 14, Section 3
The Women’s Movement
(pages 425–428)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How were the antislavery and women’s rights movements related?
• What progress did women make toward equality during the 1800s?

Main Idea
As you read pages 425–428 in your textbook, complete this graphic organizer by identifying the contributions these individuals made to women’s rights.

<table>
<thead>
<tr>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucretia Mott</td>
</tr>
<tr>
<td>Elizabeth Cady Stanton</td>
</tr>
<tr>
<td>Susan B. Anthony</td>
</tr>
<tr>
<td>Elizabeth Blackwell</td>
</tr>
</tbody>
</table>

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

____ 1. 1848   a. women granted right to vote for first time but only in Wyoming Territory
____ 2. 1850   b. first woman elected to Congress
____ 3. 1866   c. Seneca Falls Convention
d. women granted right to vote for first time but only in New York State
____ 4. 1869   e. first national women’s rights convention
____ 5. 1920   f. women granted right to vote nationwide
g. formation of Equal Rights Association
Interpreting

Interpret the information you read about women reformers by answering the following questions.

1. How were Quaker women different from women in society at large?

2. Why did the people at the Seneca Falls Convention not support the idea of woman suffrage at first?

3. Who led the women’s rights movement in the late 1800s?

Terms To Know

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

1. Anthony worked for (coeducation, free education) and equal pay for women.

2. Many reformers joined the (feminist, women’s rights) movement of the 1800s.

Terms To Review

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

discrimination
(Chapter 13, Section 2)

suffrage
(Chapter 11, Section 1)
1. Women made some progress in education reform.

2. During the 1800s, some marriage and family laws were changed to be more fair to women.

3. A handful of women in the 1800s broke professional barriers.

Look up the academic vocabulary word ministry, from this lesson, and define it in the space below.

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

How were the antislavery and women’s rights movements related?

What progress did women make toward equality during the 1800s?
Chapter 15, Section 1
Slavery and the West
(pages 436–439)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How was the debate over slavery related to the admission of new states?
• What did the Compromise of 1850 accomplish?

Main Idea
As you read pages 436–439 in your textbook, complete this graphic organizer by describing how these compromises answered the question of admitting new states.

<table>
<thead>
<tr>
<th>Admission of new states</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Missouri Compromise</td>
</tr>
</tbody>
</table>

Sequencing Events
Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. The Fugitive Slave Act was passed in (1820, 1850), as part of the compromise Congress worked out that year.
2. Congress reopened the question of slavery when it passed the Kansas-Nebraska Act in (1852, 1854).
3. By January (1855, 1856), groups in Kansas had formed two rival governments, one free and one slave.
As you read this lesson, answer the following questions to clarify the information about the Missouri Compromise.

1. Why was Missouri’s request to be admitted as a state in 1819 a problem?

2. How did the Missouri Compromise settle that problem?

3. How did the Missouri Compromise try to resolve the issue of slavery in the territories in the future?

Terms To Know

Missouri Compromise

sectionalism

Academic Vocabulary

Read the sentence below. Explain in your own words what is meant by the academic vocabulary word volume from this lesson.

John Quincy Adams called the debate over Missouri’s admission to the Union a “title-page to a great and tragic volume.”
As you read this lesson, respond to the following questions.

1. Why did slavery become an important issue again in the 1840s?

   [Student response]

2. What happened when California applied for statehood in 1849?

   [Student response]

Define or describe each of the following key terms.

Choose a term from the list below to complete each sentence by replacing the underlined word. Write the correct term in the space. You may have to use a different form of the word.

annex (Chapter 13, Section 2) involve (Chapter 4, Section 1)
regulate (Chapter 3, Section 1) secede (Chapter 9, Section 2)

1. Some Southerners backed a bill that would prevent Congress or territorial governments from trying to ________________ slavery.

2. Some Southerners began to argue that their states should ________________ from the Union.
3. In the late 1840s, the debate over slavery _____________________ areas that had once belonged to Mexico.

A New Compromise (pages 438–439)

**Evaluating**

*Read the lesson and then answer the questions to evaluate what you read.*

1. What did those opposed to slavery gain from Clay’s compromise proposal?

________________________________________________________________________

________________________________________________________________________

2. What did those who favored slavery gain from Clay’s compromise proposal?

________________________________________________________________________

________________________________________________________________________

**Terms To Know**

*Define or describe the following key terms.*

- **abstain**

- **Compromise of 1850**

**Terms To Review**

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

Webster believed that because of climate, the new territories in the West would not be useful for **plantation** agriculture.

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

How was the debate over slavery related to the admission of new states?

______________________________________________________________________________

______________________________________________________________________________

What did the Compromise of 1850 accomplish?

______________________________________________________________________________

______________________________________________________________________________
Chapter 15, Section 2
A Nation Dividing
(pages 441–444)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did the Fugitive Slave Act and the Kansas-Nebraska Act further divide the North and South?
• How did popular sovereignty lead to violence?

Main Idea
As you read pages 441–444 in your textbook, complete this graphic organizer by describing how Southerners and Northerners reacted to the Kansas-Nebraska Act.

<table>
<thead>
<tr>
<th>Kansas-Nebraska Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern reaction</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

   A. Franklin Pierce becomes president.
   B. Fugitive Slave Act is passed.
   C. Uncle Tom’s Cabin is published.
   D. Elections take place in Kansas.
The Fugitive Slave Act (pages 441–442)

Answer the following questions to describe the Northern and Southern responses to the Fugitive Slave Act.

1. Once the Act was passed, what did Southerners do?

2. How did Northerners react to those actions?

Define or describe the Fugitive Slave Act.

The Kansas-Nebraska Act (pages 442–443)

As you read the lesson, identify the cause and two effects of the Kansas-Nebraska Act.
Define or describe the following key terms.

Kansas-Nebraska Act

popular sovereignty

Conflict in Kansas (pages 443–444)

Complete an outline of “Bleeding Kansas” you read the section.

I. “Bleeding Kansas”
   A. ____________________________
      1. ____________________________
      2. ____________________________
   B. ____________________________

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

border ruffians

civil war
<table>
<thead>
<tr>
<th>How did the Fugitive Slave Act and the Kansas-Nebraska Act further divide the North and South?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How did popular sovereignty lead to violence?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Chapter 15, Section 3
Challenges to Slavery
(pages 445–448)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• Why was the Republican Party formed?
• How did the Dred Scott decision, the Lincoln-Douglas debates, and John Brown’s raid affect Americans?

Main Idea
As you read pages 445–448 in your textbook, complete this graphic organizer by listing major events for each year.

1846 1854 1856 1858

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

_____ A. Lincoln and Douglas debate slavery.

_____ B. Supreme Court issues Dred Scott decision.

_____ C. John Brown carries out raid on Harpers Ferry.

_____ D. Northern Democrats suffer heavy losses in elections.
Interpreting

Interpret the information you read about the Republican Party by answering the following questions.

1. What groups formed the Republican Party?

2. Why did the Republican Party have almost no support in the South?

3. What issues did the three parties support in the 1856 presidential election?

Terms to Know

Define or describe the following key term from this lesson.

Republican Party

The Dred Scott Decision

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

1. Why did Dred Scott believe that he should be freed?

2. What did the Supreme Court rule in Dred Scott’s case?
3. How did Northerners and Southerners respond to the decision?

_____________________

_____________________

4. What were the results of the Illinois election for senator in 1858?

_____________________

_____________________

5. What were the results of John Brown’s raid?

_____________________

_____________________

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

____ 1. arsenal
   a. person who dies for a cause
   b. person who leads a revolt
   c. place where weapons and ammunition are kept
   d. Douglas’s plan for handling slavery in territories
   e. Lincoln’s plan for handling slavery in territories

____ 2. Freeport Doctrine

____ 3. martyr

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

The Supreme Court decided not only Dred Scott’s **status**, but also the whole question of slavery in the territories.

___ condition as free or enslaved

___ level of society

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

Why was the Republican Party formed?

____________________________________________________________________

____________________________________________________________________

How did the Dred Scott decision, the Lincoln-Douglas debates, and John Brown’s raid affect Americans?

____________________________________________________________________

____________________________________________________________________
Chapter 15, Section 4
Secession and War
(pages 449–453)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the 1860 election lead to the breakup of the Union?
• Why did secession lead to the Civil War?

Main Idea

As you read pages 449–453 in your textbook, complete this graphic organizer by listing the major events at each time.

Nov. 1860  Dec. 1860  Feb. 1861  March 1861  April 1861

Sequencing Events

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

____  A. Crittenden proposes constitutional amendments to end secession crisis.

____  B. Fort Sumter attacked.

____  C. Confederate States of America formed.

____  D. South Carolina secedes from Union.

____  E. Lincoln elected president.
The Election of 1860 (pages 449–450)

Analyze the information on pages 449–450 by answering the following questions.

1. What chance the Democrats have to win the 1860 election once they had both a Northern and Southern nominee? Why?

2. Why did Southerners fear a Republican victory?

3. Why is it accurate to say that the 1860 election was decided strictly on sectional grounds?

The South Secedes (pages 451–452)

Before reading the lesson, answer the following questions.

1. Based on the main heading for this section, what do you think happened after the 1860 election?

2. Look at the map on page 453. How many states seceded? Did they all do it at the same time, or in groups?

Define or describe the following key terms.

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

1. amendment
   (Chapter 7, Section 3)

2. contract
   (Chapter 7, Section 3)

3. states’ rights
   (Chapter 8, Section 3)

4. theory
   (Chapter 7, Section 3)

a. formal legal agreement
b. belief that the power of the national government exceeds that of the states
c. belief that the state power exceeds power of the national government
d. belief or idea
e. official change to a formal body of laws
f. basic part of a written constitution

Fort Sumter (page 453)

Write down the main idea of this lesson and at least three details that support that idea.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the 1860 election lead to the breakup of the Union?

________________________________________________________________________________________

________________________________________________________________________________________

Why did secession lead to the Civil War?

________________________________________________________________________________________

________________________________________________________________________________________
Chapter 16, Section 1
The Two Sides
(pages 460–464)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why did the border states play an important part in the war?
• How did the North and South compare in terms of population, industry, resources, and war aims?

Main Idea

As you read pages 460–464 in your textbook, complete this graphic organizer by listing the strengths and weaknesses of the Union and Confederacy.

<table>
<thead>
<tr>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td>Strengths:</td>
</tr>
<tr>
<td>Weaknesses:</td>
<td>Weaknesses:</td>
</tr>
</tbody>
</table>

Comparing the Union and the Confederacy

Sequencing Events

As you read, write the significant event that took place on each of the following dates:

February 1861
April 1861
Summer 1861
June 1863
Reread “Choosing Sides” on pages 460–462 and list two key facts.

Write a sentence that explains the meaning of border state in the spaces below.

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

With its _________________ location, Missouri controlled parts of the Mississippi River.

Write two words or phrases that are related to each of the terms you studied earlier.

Comparing North and South (pages 462–463)

Under each heading below, compare the North and the South by stating how they were similar and how they were different.
Define or describe the following key terms from this lesson.

Terms to Know

- blockade
- offensive

Academic Vocabulary

- obvious
- primary

American People at War (pages 463–464)

Inferring

Answer the question in the spaces provided to make an inference about the Civil War.

- Were the Confederates likely to have more soldiers in their armies than the Union? Why or why not?
Read the following sentence from the lesson. Then use the spaces below to explain the meaning of the two underlined academic vocabulary words used in this section.

The first spring of the war proved that Sherman's prediction was accurate.

**prediction**

**accurate**

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

Why did the border states play an important part in the war?

How did the North and South compare in terms of population, industry, resources, and war aims?
Chapter 16, Section 2
Early Years of the War
(pages 466–472)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What successes and failures did the North and the South have in the early years of the war?
• How did the North’s naval blockade hurt the South?

Main Idea
As you read pages 466–472 in your textbook, complete this graphic organizer by describing the outcome of each of these battles.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Battle of Bull Run</td>
<td></td>
</tr>
<tr>
<td>(Manassas)</td>
<td></td>
</tr>
<tr>
<td><em>Monitor v. Merrimack</em></td>
<td></td>
</tr>
<tr>
<td>Antietam</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Grant captures Fort Henry and Fort Donelson
• First Battle of Bull Run (Manassas)
• Battle of Antietam
• Battle of Shiloh
First Battle of Bull Run (pages 466–467)

Analyzing

Answer the following questions to analyze the First Battle of Bull Run (Manassas).

1. Why did the Union troops retreat?

2. What effect did the battle have on people in the North?

Academic Vocabulary

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

1. Northerners were shocked by the outcome of the First Battle of Bull Run.
   _____ defeat _____ result _____ retreat

2. The Confederate forces were too tired and disorganized to pursue the retreating Union soldiers at First Bull Run.
   _____ go after _____ fight further _____ make suffer

War at Sea (pages 467–468)

Questioning

As you read each subsection, ask yourself: what is an important detail? Write one detail about the naval blockade in the spaces below.

______________________________________________________________

______________________________________________________________

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

1. blockade runner  
2. ironclad  
3. Merrimack  
4. Monitor  

Choose a term from the list below to complete each sentence by replacing the underlined words. Write the correct term in the space. You might have to change the form of the word to fit the sentence.

- abandon
- enforce
- export

1. Lincoln ordered the navy to put into effect ____________________ the blockade of Southern ports.

2. Union troops left behind ______________________ a ship, which the Confederates turned into the Merrimack.

War in the West (pages 468–469)

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Define or describe the following key terms from this lesson.

- Battle of Shiloh
- casualties

War in the East (pages 469–472)

Reread pages 469–472 and list two key facts about each of these events.

- Union Defeat at Richmond
  1. 
  2. 

- Gloom in the North
  1. 
  2. 

- The Battle of Antietam
  1. 
  2. 

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

When faced with the prospect of battle, McClellan was cautious and worried that his troops were not ready.

- outcome
- possibility
- view

“The slain lay in rows precisely as they had stood in their ranks a few minutes before.”

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

What successes and failures did the North and the South have in the early years of the war?

________________________________________________________________________

________________________________________________________________________

How did the North’s naval blockade hurt the South?

________________________________________________________________________

________________________________________________________________________
Chapter 16, Section 3
A Call for Freedom
(pages 473–477)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did Lincoln issue the Emancipation Proclamation?
• What role did African Americans play in the Civil War?

Main Idea
As you read pages 473–477 in your textbook, complete this graphic organizer by describing what the Emancipation Proclamation and the Thirteenth Amendment to the Constitution were meant to accomplish.

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Proclamation</td>
</tr>
<tr>
<td>Thirteenth Amendment</td>
</tr>
</tbody>
</table>

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

_____ A. Nearly half of the 54th Massachusetts regiment is wiped out
_____ B. Lincoln signs the Emancipation Proclamation
_____ C. African Americans are allowed to serve in the Union army
_____ D. Thirteenth Amendment is ratified
Analyze the information in this lesson by answering the following questions.

1. Why did Lincoln hesitate to move against slavery?
   
   ____________________________________________________________

2. What are the three reasons that Lincoln decided to end slavery?
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. After deciding to end slavery, why did Lincoln wait to announce his decision?
   
   ____________________________________________________________
   ____________________________________________________________

4. What effects did the Emancipation Proclamation have?
   
   ____________________________________________________________

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

emancipate    Emancipation Proclamation
ratify    Thirteenth Amendment

1. The __________________________ had little actual impact on slavery, but it caused many changes to the war effort.

2. The __________________________ actually ended slavery throughout the United States.

3. In 1862, Lincoln decided to __________________________ the slaves.
Write two words that are related to each academic vocabulary word from this lesson.

- attitude
- respond

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

- border states (Chapter 16, Section 1)
- ratify (Chapter 6, Section 4)

African Americans in the War (pages 476–477)

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

Main Idea: ____________________________________________

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
In the space provided, write a definition of the following term.

---

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

Why did Lincoln issue the Emancipation Proclamation?

---

What role did African Americans play in the Civil War?

---
Chapter 16, Section 4
Life During the Civil War
(pages 478–483)

Reason To Read

Setting a Purpose for Reading
Think about these questions as you read:
• What was life like for the soldiers?
• What role did women play in the war?
• How did the war affect the economies of the North and South?

Main Idea
As you read pages 478–483 in your textbook, complete this graphic organizer by describing the roles of these individuals during the Civil War.

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loretta Janeta Velázquez</td>
</tr>
<tr>
<td>Dorothea Dix</td>
</tr>
<tr>
<td>Clara Barton</td>
</tr>
</tbody>
</table>

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

______________ Union Congress passes income tax
______________ Confederate Congress passes draft law
______________ Union passes draft law
______________ Angry mobs oppose the draft in New York City
The Lives of Soldiers (pages 478–479)

Summarizing

Write a one-sentence summary of the subsection “The Reality of War.”

The Reality of War

Academic Vocabulary

Write two words or phrases that are related to the academic vocabulary word from this section.

medical

Terms To Review

In the space available, define the following words you studied earlier.

casualties
(Chapter 16, Section 2)

desert
(Chapter 6, Section 2)

Women and the War (pages 479–481)

Synthesizing

Read the section on women and the war, and then write three sentences describing the contributions that women made to the war effort.

Women and the War
Women on both sides worked to make bandages, ammunition, clothing, and medicine that could be distributed to the troops.

_____ handed out _____ manufactured _____ sold

**Opposition to the War** *(pages 481–482)*

*Check how well you have understood this subsection by answering the following questions.*

1. Why did the governments of the North and South pass laws creating the draft?

   __________________________________________________________

   __________________________________________________________

2. How did people in the North and South respond to the draft?

   __________________________________________________________

   __________________________________________________________

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

- bounty
- draft
- free speech
- enlistment
- habeas corpus

1. The South was the first to enact a _______________________ law, but the North later passed one also.

2. Lincoln and Davis both temporarily suspended ______________________
   ________________________, which allowed the government to jail opponents without a trial.

3. The drop-off in the number of volunteers led the North to pass a law giving a(n) ______________________ to any civilian who joined the army.
After reading the subsection, which section—North or South—do you think would have the better economy after the war? Why?

Define or describe the following terms.

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

1. The governments of the North and South both had to borrow money and enact ________________ taxes to get the sums needed to pay for the war.

2. The Civil War had a deep effect ________________ on the economies of the North and South.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What was life like for the soldiers?

________________________________________________________________________________________

________________________________________________________________________________________

What role did women play in the war?

________________________________________________________________________________________

________________________________________________________________________________________

How did the war affect the economies of the North and South?

________________________________________________________________________________________

________________________________________________________________________________________
Chapter 16, Section 5
The Way to Victory
(pages 485–491)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What battle turned the tide of the war in 1863?
• What events led the South to surrender in 1865?

Main Idea

As you read pages 485–491 in your textbook, complete this graphic organizer by describing the strategy Grant adopted to defeat the Confederacy.

Sequencing Events

As you read, place the following events on the time line:
• Battle of Gettysburg
• Grant takes over Union command
• Lee surrenders to Grant
• Lee wins Battle of Fredericksburg

Events of the Civil War

1862  Dec. 1863  July  Mar.  1864  Apr. 1865
As you read the subsection “Fredericksburg and Chancellorsville,” ask yourself: what is an important detail? Write one of those details in the spaces below.

____________________________________________________________________
____________________________________________________________________

Identify the battle in which the Union army suffered heavy losses because it attacked Confederate forces that were entrenched. Then, in the space provided, explain what entrenched means.

____________________________________________________________________
____________________________________________________________________

Use the spaces provided to write a conclusion about the Union victory at Vicksburg.

____________________________________________________________________
____________________________________________________________________

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

___ 1. Gettysburg  
    a. attack by about 14,000 Confederate soldiers

___ 2. Gettysburg Address  
    b. Confederate city on the Mississippi River

___ 3. Pickett’s Charge  
    c. speech by Lincoln

___ 4. Vicksburg  
    d. Pennsylvania town that was the site of an important battle

    e. Confederate defense of Richmond
As you read the subsection, put the following events in the correct order by writing a number from 1 to 6 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

___ A. Sherman reaches Savannah.
___ B. Lincoln wins reelection.
___ C. Farragut captures Mobile Bay.
___ D. Grant loses thousands at the Wilderness, Spotsylvania Courthouse, and Cold Harbor.
___ E. Grant is bogged down at Petersburg.
___ F. Sherman takes Atlanta.

Define or describe the following key term from this lesson.

Terms To Know

total war

Academic Vocabulary

Read the sentence below. Put a checkmark in the space before the word or words that best explain what the bold-faced academic vocabulary word from this lesson means in this passage.

Sherman convinced Grant to allow him to carry out the “march to the sea.”

_____ ordered  _____ persuaded  _____ urged

Victory for the North (pages 490–491)

Responding

Use the spaces provided to respond to the questions.

1. Why did Lee withdraw from Petersburg?

__________________________________________________________________________
2. How did Grant treat Confederate soldiers when Lee surrendered?

_________________________________________________________________________

_________________________________________________________________________

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

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Read the sentence below. Put a checkmark in the space before the word or words that best explain the meaning of the boldfaced academic vocabulary word that you studied earlier.

The federal government was strengthened and was now clearly more powerful than the states.

____ local ______ municipal ______ national

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

What battle turned the tide of the war in 1863?

_________________________________________________________________________

_________________________________________________________________________

What events led the South to surrender in 1865?

_________________________________________________________________________

_________________________________________________________________________
Chapter 17, Section 1
Reconstruction Plans
(pages 500–503)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the Reconstruction plans of Lincoln and the Radical Republicans differ?
• What were President Johnson's Reconstruction plans?

Main Idea
As you read pages 500–503 in your textbook, complete this graphic organizer by describing each of the Reconstruction plans.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Percent Plan</td>
<td></td>
</tr>
<tr>
<td>Wade-Davis Plan</td>
<td></td>
</tr>
<tr>
<td>Restoration</td>
<td></td>
</tr>
</tbody>
</table>

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

_____ A. Congress passes Wade-Davis Bill.

_____ B. Johnson announces his own Reconstruction plan.

_____ C. Lincoln assassinated.

_____ D. Lincoln announces Ten Percent Plan.

_____ E. Freedmen’s Bureau formed.
Reconstruction Debate (pages 500–502)

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

The Freedmen’s Bureau

Write a sentence that uses both of the terms in the following pairs of terms from this lesson.

Wade-Davis Bill; Reconstruction

Ten-Percent Plan; amnesty

radical; Radical Republicans

freedmen; Freedmen’s Bureau

Lincoln Assassinated! (pages 502–503)

After you read the subsection, use the spaces below to answer the questions.

1. How do you think the Radical Republicans will view Johnson’s plan? Why?

2. What do you think will happen as a result?
Use the spaces below to describe the Thirteenth Amendment, a term in this lesson.

Thirteenth Amendment

Read the passage below. In the spaces that follow, explain in your own words the meaning of the terms you studied earlier.

Johnson’s plan required Southern state conventions to denounce secession and ratify the Thirteenth Amendment. To punish the wealthy slaveholders who had dominated the South before the war—and who he thought had tricked the Southern states into leaving the Union—he forced them to apply to him for a pardon.

secession
(Chapter 15, Section 4)

ratify
(Chapter 6, Section 4)

dominate
(Chapter 1, Section 5)

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

How did the Reconstruction plans of Lincoln and the Radical Republicans differ?

What were President Johnson’s Reconstruction plans?
Chapter 17 Section 2
Radicals in Control
(pages 504–508)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What did some Southerners do to deprive freed people of their rights, and how did Congress respond?
• What were the main features of Radical Reconstruction?

Main Idea
As you read pages 504–508 in your textbook, complete this graphic organizer by providing information about impeachment.

<table>
<thead>
<tr>
<th>Impeachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
</tr>
<tr>
<td>Who was impeached?</td>
</tr>
<tr>
<td>Outcome of the trial?</td>
</tr>
</tbody>
</table>

Sequencing Events
Read the following sentences. Choose the correct date from this lesson to complete the sentence by circling the date.

1. Congress passed the first Civil Rights Act in (1865, 1866) to challenge the black codes passed in the South.
2. Congress passed the Fourteenth Amendment in 1866; it became official when it was ratified by Tennessee in (1868, 1878).
3. Congress passed the First Reconstruction Act in (1867, 1869).
4. Johnson was impeached in March (1867, 1868), but the Senate did not convict him.
Reread pages 504–506 and list a key fact about these topics.

Terms to Know

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

1. After the Civil War, new Southern state governments enacted (black codes, freedmen’s codes) to limit the rights of African Americans.

2. Johnson vetoed the Freedmen’s Bureau Act, but Congress voted to (override, uphold) that veto, making the Act a law.

3. The (Civil Rights Act of 1866, Freedmen’s Bureau Act) gave full citizenship to African Americans.

4. Congress passed the (Fourteenth, Thirteenth) Amendment to make sure that African Americans were guaranteed their civil rights.

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

exploit
### Identifying Cause and Effect

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Many white Southerners do not vote for constitutional conventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Congress impeaches Johnson.</td>
<td></td>
</tr>
</tbody>
</table>

### Terms to Know

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

1. 1. Fifteenth Amendment
2. 2. First Reconstruction Act
3. 3. impeach
4. 4. Second Reconstruction Act
5. 5. Tenure of Office Act

- a. law that put Southern states under military rule
- b. remove a president from office
- c. constitutional change banning slavery
- d. formally charge a president with wrongdoing
- e. law that accepted newly formed Southern governments
- f. constitutional change saying that African Americans were citizens
- g. law that called for registration of new voters in the South
- h. law barring presidents from firing top officials without Senate approval
- i. constitutional change protecting African Americans’ right to vote

### Academic Vocabulary

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

- confer
Write a definition of these words, which you studied earlier.

register

cabinet
(Chapter 8, Section 1)

guarantee
(Chapter 16, Section 4)

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

What did some Southerners do to deprive freed people of their rights, and how did Congress respond?

What were the main features of Radical Reconstruction?
Chapter 17 Section 3

The South During Reconstruction

(pages 509–512)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What groups participated in Reconstruction in the South?
• How did Southern life change during Reconstruction?

Main Idea

As you read pages 509–512 in your textbook, complete this graphic organizer by listing the improvement in education that took place in the South during Reconstruction.

Sequencing Events

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

1. Hiram Revels was elected to the Senate from Mississippi in (1868, 1870).
2. Congress passed the first of several laws aimed at breaking the power of the Ku Klux Klan in (1871, 1872).
3. In (1865, 1875), the Freedmen’s Bank was established.
As you read this lesson, answer the following questions to clarify the information about the South during Reconstruction.

1. What three groups formed the Republican Party in the Reconstruction South? What were they called?

2. What kind of representation did African Americans have in the new governments?

3. What did the Ku Klux Klan do?

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

1. White Southerners who joined the Republicans were called (scalawags, scoundrels) by former Confederates.

2. Northern Republicans who came South during Reconstruction were given the name (carpetbaggers, invaders).

3. The (Knights of the South, Ku Klux Klan) used terror tactics to try to intimidate African Americans, especially near elections.

4. White Southerners accused the Republican state governments of (corruption, injustice), but those charges were mostly exaggerations.
Complete an outline that identifies improvements in education as you read the lesson.

Improvements in Education

A. ____________________________________________

B. ____________________________________________

C. ____________________________________________

Define or describe each of the following key terms from this lesson.

integrated

________________________

________________________

sharecropping

________________________

________________________

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

What groups participated in Reconstruction in the South?

________________________

________________________

How did Southern life change during Reconstruction?

________________________

________________________
Chapter 17 Section 4
Change in the South
(pages 513–520)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What changes occurred in the South during the last years of Reconstruction?
• How were African Americans denied their rights?

Main Idea

As you read pages 513–520 in your textbook, complete this graphic organizer by listing the advantages and disadvantages of an agricultural economy.

<table>
<thead>
<tr>
<th>Agricultural Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Advantages</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, write the number of the event in the appropriate circle on the timeline:

1. Poll taxes and literacy tests begin in Mississippi
2. Hayes wins presidency; Reconstruction ends
3. Supreme Court, in *Plessy v. Ferguson*, says segregation is constitutional
4. Congress passes Amnesty Act
Interpreting

Interpret the information you read about the decline of Reconstruction by answering the following questions.

1. What factors led to the decline of Reconstruction?

2. What two issues caused Republicans to split from their party in 1872?

3. How did Democrats regain control of state governments in the South?

Define or describe the following terms from this lesson.

Amnesty Act

reconciliation

Horace Greeley, a newspaper ________________________ , ran for president in 1872.
Skim the lesson by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

**The Election of 1876**

Define or describe the following key term from this lesson.

**commission**

As you read the lesson, synthesize the information by answering the following questions.

1. How did the South change politically after the election of 1876?
   
2. How did the South change economically?
   
3. What happened in the rural South?
Define or describe each of the following terms from this lesson.

- **Bessemer process**
- **cash crops**
- **Redeemers**

**A Divided Society (pages 519–520)**

As you read each subsection, write a one-sentence summary about each of these topics.

- **Jim Crow Laws**
- **Reconstruction's Impact**
Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

1. grandfather clauses
2. Jim Crow laws
3. literacy test
4. lynching
5. Plessy v. Ferguson
6. poll tax
7. segregation

a. law requiring voters to prove they could read
b. Supreme Court decision that allowed unequal facilities for African Americans and whites
c. policy of providing the same facilities for African Americans and whites
d. law allowing people to vote if ancestors had voted before Reconstruction
e. Supreme Court decision that struck down voting limits on African Americans
f. law that gave voting rights to females whose grandfathers had voted
g. having separate facilities for African Americans and whites
h. law that forced voters to pay money before voting
i. general name for laws that limited the rights of African Americans
j. killing by hanging

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

What changes did the Redeemers and economic leaders play in the South?

________________________________________________________________________

________________________________________________________________________

How were African Americans denied their rights?

________________________________________________________________________

________________________________________________________________________
Chapter 18, Section 1
The Mining Booms
(pages 528–532)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did the rush to find gold and silver lead to the growth of new communities in the West?
• How did the development of the railroads affect the nation?

Main Idea
As you read pages 528–532 in your textbook, complete this graphic organizer by explaining why these places were significant to the mining boom.

<table>
<thead>
<tr>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pikes Peak</td>
</tr>
<tr>
<td>Comstock Lode</td>
</tr>
<tr>
<td>Promontory Point</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Transcontinental railroad completed
• Comstock Lode discovered
• Gold found on Pikes Peak
Skim pages 528–529 by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

1. Miners hoped to find a rich deposit of minerals in rich streaks of ore called (lodes, veneers).

2. Miners dug out the (ore, vein) and then extracted the metal they wanted.

Expensive equipment was needed to extract the pure mineral from the surrounding rock.
As you read the lesson, give specific examples for each of the general statements.

1. Boomtowns arose in the mining areas.
   ____________________________________________
   ____________________________________________

2. Later in the 1800s, mining operations focused on metals other than gold and silver.
   ____________________________________________
   ____________________________________________

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

boomtowns citizen cities
ghost towns mining camps vigilante

1. After mines were closed, people abandoned the thriving communities and left them as __________________________ .

2. Some people formed ______________________ groups, which dealt out justice without using courts.

3. When mining was being carried out at a high level, nearby communities grew and came to be called __________________________ .

Read the lesson and then answer the questions to evaluate what you read.

1. Why was transportation important to the mining communities?
   ____________________________________________
   ____________________________________________

Chapter 18, Section 1
2. How did the economy benefit from the coming of the railroad to the West?

________________________________________________________________________

________________________________________________________________________

Define or describe the following key terms from this lesson.

subsidiaries

________________________________________________________________________

________________________________________________________________________

transcontinental

________________________________________________________________________

________________________________________________________________________

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

1. When the final work on the transcontinental railroad occurred, the news was telegraphed across the country.

________________________________________________________________________

________________________________________________________________________

2. The government purchased land or obtained it from Native Americans by treaties and gave some of that land to railroad companies.

________________________________________________________________________

________________________________________________________________________

3. Railroad lines needed a way to make it easy for everyone to follow their train schedules, so they created standard time zones across the country.

________________________________________________________________________

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

How did the rush to find gold and silver lead to the growth of new communities in the West?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did the development of the railroads affect the nation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 18, Section 2
Ranchers and Farmers
(pages 534–539)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the railroads help create a “Cattle Kingdom” in the Southwest?
• How did women contribute to the settling of the Great Plains?

Main Idea
As you read pages 534–539 in your textbook, complete this graphic organizer by listing the challenges settlers faced on the Great Plains.

Sequencing Events
As you read, write the year in which these events took place.

_____ Oklahoma opens for settlement

_____ Missouri Pacific Railroad reaches Missouri

_____ Congress passes Homestead Act
### Identifying Cause and Effect

As you read the lesson, list the causes and effects of the first cattle drive.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Terms To Know

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brand</td>
<td>a. destination for cattle drive</td>
</tr>
<tr>
<td>2. Chisholm Trail</td>
<td>b. route from Texas through New Mexico to the north</td>
</tr>
<tr>
<td>3. cow town</td>
<td>c. herding of cattle 1,000 miles or more</td>
</tr>
<tr>
<td>4. Goodnight-Loving Trail</td>
<td>d. symbol marking cattle trail</td>
</tr>
<tr>
<td>5. Long Drive</td>
<td>e. breed of cattle raised in Texas</td>
</tr>
<tr>
<td>6. longhorn</td>
<td>f. route from Texas through Louisiana to the north</td>
</tr>
<tr>
<td>7. open range</td>
<td>g. land not fenced or divided</td>
</tr>
<tr>
<td></td>
<td>h. route from Texas to Abilene</td>
</tr>
<tr>
<td></td>
<td>i. breed of cattle that could not survive drives</td>
</tr>
<tr>
<td></td>
<td>j. symbol placed on cattle’s hide to show ownership</td>
</tr>
<tr>
<td></td>
<td>k. route that brought cattle from Texas to Montana</td>
</tr>
</tbody>
</table>
Use each of these terms, which you studied earlier, in a sentence that reflects the term’s meaning.

decade
(Chapter 10, Section 2)

locate
(Chapter 13, Section 2)

Life on the Trail (pages 535–536)

Read the lesson about life on the trail and try to picture what a cattle drive was like. Then write three sentences describing what you see.

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

chaps  brand  lariat  stampede  vaqueros

1. Cowhands feared a ________________, since thousands of animals would be running in a panic.

2. Hispanic ranch hands of the Spanish Southwest, called ____________________, developed many of the tools and techniques of herding cattle.

3. The rope, or ________________, was one of the cowhand’s most important tools.
4. Cowhands wore leather leggings called _____________________ to protect their legs from brush.

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

Much of the language used by ranchers even today derives from Spanish words used by Hispanic cowhands of the Southwest for centuries.

___ has developed
___ has ignored
___ has been translated from

Farmers Settle the Plains (pages 537–539)

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

1. By passing the (Homestead Act, Plains Act), Congress encouraged people to settle on the Plains.

2. A family could gain land by (homesteading, squatting).

3. African Americans who moved from the South to Kansas were called (“Exodusters,” Free Soilers).
4. Farmers on the Plains used (barbed wire, hurricane) fences because they had no wood.

5. Farmers on the Plains had to develop a new technique called (dry farming, sod farming).

6. Because farmers had to break through the thick grass on the Plains, they were called (grass busters, sodbusters).

7. The people who took part in the Oklahoma land rush of 1889 were called (boomers, okies).

8. Some people had settled on the Oklahoma land before the official opening, gaining the name (cheaters, sooners).

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

1. Several factors influenced thousands of people to settle on the Plains.

2. After settlers filed a claim to land, they could settle on it.

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

How did the railroads help create a “Cattle Kingdom” in the Southwest?

How did women contribute to the settling of the Great Plains?
Chapter 18, Section 3
Native American Struggles
(pages 542–547)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why did the government force Native Americans to move to reservations?
• How did conflict between Native Americans and whites grow?

Main Idea

As you read pages 542–547 in your textbook, complete this graphic organizer by describing how Western settlement affected Native Americans

Western Settlement

Sequencing Events

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

1. In (1870, 1872), hunters began targeting buffalo to sell the hides in the East.
2. Native Americans attacked whites in the Fetterman Massacre in (1864, 1866).
3. White volunteers killed hundreds of Cheyenne at Sand Creek in (1864, 1866).
4. Custer and his troops were wiped out after he ordered an attack on a larger Native American force on June 25, (1870, 1876).
5. The Dawes Act changed Native American policy in (1887, 1890).
6. A confrontation turned into fierce fighting at Wounded Knee in (1887, 1890).
Spanish explorers introduced horses to Native Americans. Analyze how the lives of the Plains peoples in North America might have been changed by having horses.

Define or describe the following key term.

nomadic

Answer the following questions to clarify the information in this lesson.

1. What happened when the government first began pushing its policy of putting Native Americans on reservations?

2. Which group suffered in the Fetterman Massacre? Which group suffered in the attack at Sand Creek?

3. What led to the fighting in the Black Hills?
4. How did government policy toward Native Americans change in 1887?

5. What happened to the Sioux in 1890?

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

1. In the 1860s, the government began to push hard on its policy of placing Native Americans on special tracts of land called (preserves, reservations).

2. In 1866, a Native American attack on fewer than 100 soldiers resulted in an army defeat called the (Fetterman Massacre, Sand Creek Massacre).

3. In 1887, the (Dawes Act, Indian Removal Act) changed policy toward Native Americans in an effort to lead them to adopt white culture.

4. The government’s attempt to stop the (Ghost Dance, Sun Dance) ritual ended in tragedy in 1890.

Write two words that are related to the academic vocabulary word site from this lesson.

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

Why did the government force Native Americans to move to reservations?

__________________________________________________________________________

__________________________________________________________________________

How did conflict between Native Americans and whites grow?

__________________________________________________________________________

__________________________________________________________________________
Chapter 18, Section 4
Farmers in Protest
(pages 548–551)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• Why did farmers face hard times in the late 1800s?
• How did farmers try to solve their problems?

Main Idea
As you read pages 548–551 in your textbook, complete this graphic organizer by identifying the problems farmers faced in the late 1800s.

Farmers’ Problems

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

_____ A. Farmers’ Alliances formed in West and South

_____ B. Populist Party formed

_____ C. Grange issues a declaration of purpose

_____ D. Populist Party nominates Bryan for president
Check how well you understood what you read in this lesson by answering the following questions.

1. What financial problems did farmers have?
   
   

2. What factors did they blame for those problems?
   
   

3. How did the National Grange try to help farmers both individually and as a group?
   
   

4. How did the Alliances plan to help farmers financially?
   
   

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

associations cooperatives Farmers' Alliances National Grange

1. The__________________________ helped break up the loneliness of rural life by staging social gatherings.

2. Regional differences and personality conflicts kept the _______________________ from being very influential.

3. Some farmers joined in _________________, where they bought produce from each other.
Use each of the following terms, which you studied earlier, in a sentence that reflects the meaning of the term.

**Terms to Review**

- **federal**
  (Chapter 16, Section 5)

- **repeal**
  (Chapter 5, Section 1)

**A Party of the People** (pages 550–551)

**Summarizing**

Write a one-sentence summary on each of the following topics.

- **The Populist Party**

- **The Election of 1896**

**Terms to Know**

Define or describe the following key terms from this lesson.

- **free silver**

- **populism**

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

**debtor**
(Chapter 3, Section 4)

________________________________________________________________________

________________________________________________________________________

**inflation**
(Chapter 6, Section 2)

________________________________________________________________________

________________________________________________________________________

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

Why did farmers face hard times in the late 1800s?
________________________________________________________________________

________________________________________________________________________

How did farmers try to solve their problems?
________________________________________________________________________

________________________________________________________________________
Chapter 19, Section 1
Railroads Lead the Way
(pages 556–559)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did the railroad barons make huge fortunes?
• How did the national railroad system change the American economy?

Main Idea
As you read pages 556–559 in your textbook, complete this graphic organizer. Describe how a national railroad system contributed to the growth of industry.

The role of the railroad

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

_____ A. Railroads adopt standard gauge

_____ B. Nation has almost 250,000 total miles of track

_____ C. First transcontinental railroad completed
Complete this outline as you read pages 556–557. The first part has been done for you.

I. The Spread of Railroads
   A. Measures of growth
      1. 1869—transcontinental railroad; 1890s—5 lines
      2. 1860—30,000 miles of track; 1900—250,000 miles
   B. Trend toward consolidation

II. Railroad Barons
   A. ______________________________________________________
      1. ____________________________________________________
      2. ____________________________________________________
      3. ____________________________________________________
   B. ______________________________________________________

Define or describe the following key terms.

consolidation

railroad barons

Railroads Stimulate the Economy (pages 557–559)

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

1. What industries grew partly as a result of the construction of railroads and their spread?
   ________________________________________________________
   ________________________________________________________
2. What was the advantage of adopting a standard gauge?

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

1. By adopting (regular, standard) gauges, railroads cut the time and cost of moving goods.

2. Large railroads offered (Pullman cars, rebates) to their biggest customers, cutting their costs for shipping.

3. By forming (cooperatives, pools), the railroad companies fixed prices in a region.

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

refine

unify

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

How did the railroad barons make huge fortunes?

How did the national railroad system change the American economy?
Chapter 19, Section 2

Inventions

(pages 561–566)

Reason To Read

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

- What changes in transportation and communication transformed America?
- How did labor-saving inventions, such as the vacuum cleaner, affect life?

Main Idea

As you read pages 561–566 in your textbook, complete this graphic organizer by listing each person’s invention.

<table>
<thead>
<tr>
<th>Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Morse</td>
</tr>
<tr>
<td>Alexander Bell</td>
</tr>
<tr>
<td>Thomas Edison</td>
</tr>
</tbody>
</table>

Sequencing Events

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

- Bell invents the telephone
- Field lays telegraph cable across Atlantic Ocean
- Westinghouse invents electrical transformer
- Thurman develops vacuum cleaner
- Burroughs invents adding machine, Kodak invents camera
- Edison invents workable lightbulb
Communication Changes (pages 561–563)

Write at least three details that support the main idea below.

Main Idea

During the 1800s, many new inventions dramatically changed communications.

1. ____________
2. ____________
3. ____________

The Genius of Invention (pages 563–564)

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

___ a. Transformer
___ b. Typewriter
___ c. Vacuum cleaner
___ d. Lightbulb
___ e. Box camera

Academic Vocabulary

Explain how the academic vocabulary words device and mechanism, both found in this lesson, are similar.
Reread each subsection and list two key facts from each.

Henry Ford’s Automobiles

Selling Goods

Write one or more sentences connecting the following key terms from this lesson: assembly line, mass production, and Model T.

Write two words that are related to the academic vocabulary word from this lesson.

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

What changes in transportation and communication transformed America?

________________________________________________________________________________

How did labor-saving inventions, such as the vacuum cleaner, affect life?

________________________________________________________________________________
Chapter 19, Section 3
An Age of Big Business
(pages 567–571)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did new discoveries and inventions help industries grow?
• Why did the development of large corporations bring both benefits and problems?

Main Idea
As you read pages 567–571 in your textbook, complete this graphic organizer by explaining the significance of each of these concepts to business in the late 1800s.

<table>
<thead>
<tr>
<th></th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shareholders</td>
<td></td>
</tr>
<tr>
<td>Stock exchanges</td>
<td></td>
</tr>
<tr>
<td>Mergers</td>
<td></td>
</tr>
</tbody>
</table>

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

_____ Drake drills oil well in Titusville, Pennsylvania
_____ Rockefeller organizes Standard Oil of Ohio
_____ Rockefeller forms an oil trust
_____ Congress passes Sherman Antitrust Act
_____ Morgan and others form U.S. Steel
Foundations for Growth (pages 567–568)

**Questioning**

As you read pages 567–568, write an important detail about each of these topics.

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________
6. _______________
7. _______________
8. _______________

**Terms to Know**

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

1. capital  a. partial owner of a company
2. corporation  b. partner
3. dividend  c. all the human effort needed to make goods
4. factors of production  d. place where livestock is traded
5. land  e. workers organized in unions
6. labor  f. all the buildings, machinery, and tools used to make goods
7. shareholder  g. type of business that can raise large amounts of money
8. stock  h. all the natural resources needed to make goods
9. stock exchange  i. three categories of resources needed to make goods

j. cash paid to a business's owners out of profits the business earned
k. place where shares in corporations are traded
l. paper that represents part ownership in a company
m. one of two or more people who share in founding a company
n. working together
The Oil Business (pages 569–570)

As you read each subsection, write a one-sentence summary about each of these topics.

Rise of the Oil Business

John D. Rockefeller

The Standard Oil Trust

Terms To Know

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

1. horizontal integration  
a. group of companies managed by the same board of directors

2. monopoly  
b. a plant that processes a raw material

c. control of a company by a single set of owners

d. combining competing firms into one corporation

e. almost total control of an industry by a single producer

3. trust

Academic Vocabulary

Define or describe partner, an academic vocabulary word in this lesson.
Read the sentence below. In the spaces that follow, explain the meaning of the boldfaced term you studied earlier.

Rockefeller persuaded the railroads to give him a rebate on his shipping costs.

---

The Steel Business (pages 570–571)

Scan “The Steel Business” by reading the headings. Then write down three topics you think will be covered in “The Steel Business.”

---

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

1. Carnegie used (horizontal, vertical) integration, acquiring his suppliers, to build his steel company.

2. Many corporate leaders grew interested in (philanthropy, philosophy) and gave millions of dollars to cultural and educational organizations.

3. New state laws encouraged corporations to carry out (the Bessemer process, mergers) and grow larger.

4. The Sherman (Antitrust, Anti-Corporate) Act aimed to block corporations from doing business in ways that would hurt competition.
Carnegie bought ships that carried iron **ore** to cut the cost of getting that important raw material.

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

How did new discoveries and inventions help industries grow?

Why did the development of large corporations bring both benefits and problems?
Chapter 19, Section 4
Industrial Workers
(pages 573–575)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did workers demand changes in their working conditions and wages?
• How did the membership of the Knights of Labor differ from that of the American Federation of Labor (AFL)?

Main Idea

As you read pages 573–575 in your textbook, complete this graphic organizer by listing actions that labor unions took to improve working conditions.

Sequencing Events

As you read, place the following events on the time line:
• Haymarket Riot occurs in Chicago
• Triangle Shirtwaist Company fire kills almost 150
• Knights of Labor established
• Pullman strike begins
Interpret the information you read about working conditions in the late 1800s by answering the following questions.

1. How hard did factory workers work?

2. How safe were working conditions?

3. How were women workers treated compared to men workers?

4. Why did child labor laws not fix the problems associated with children working?

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

mass production (Chapter 19, Section 2)
As you study the lesson, respond to the following questions.

1. What groups did the Knights of Labor accept that other unions did not?

   __________________________________________________________

   __________________________________________________________

2. What aims did the AFL have?

   __________________________________________________________

   __________________________________________________________

3. What was the result of the Triangle Shirtwaist Company fire?

   __________________________________________________________

Imagine that you are an industrial worker in the late 1800s. List the advantages and disadvantages of joining a union.

   __________________________________________________________

   __________________________________________________________

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

1. One of the earliest labor movements, which gained more than 700,000 members, was the (Knights of Labor, Laborers’ Collective).

2. The (American Federation of Labor, Congress of Laborers) was formed when several national trade unions joined together.

3. A fire in the factory of the (Triangle Shirtwaist Company, Triborough Textile Company) led to the deaths of nearly 150 workers.
4. Some unions fought for the right of (collective bargaining, collective ownership).

5. (Technical unions, Trade unions) were formed by everyone who worked in a particular craft.

6. The International Ladies' (Garment Workers, Textile Workers) Union tried to get safer conditions for its workers.

The Unions Act (page 575)

Read the section on major strikes and then write two or three sentences summarizing it.

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

Haymarket Riot Homestead Strike injunctions
Pullman Strike strikebreakers corporations

1. The ______________ ended when federal troops were sent to stop the workers.

2. Violence in the ______________ resulted in the deaths of several police officers and cost unions public support.

3. The government sometimes got ______________ to block workers from striking.

4. Some companies used ______________ to replace striking workers.

5. The ______________ produced violence that the Pennsylvania state militia ended.
Use each of the following terms you studied earlier in a sentence.

- depression (Chapter 7, Section 2)
  - ____________________________
  - ____________________________

- militia (Chapter 4, Section 3)
  - ____________________________
  - ____________________________

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

Why did workers demand changes in their working conditions and wages?
  - ____________________________
  - ____________________________

How did the membership of the Knights of Labor differ from that of the AFL?
  - ____________________________
  - ____________________________
  - ____________________________
Chapter 20, Section 1
The New Immigrants
(pages 582–587)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What opportunities and difficulties did immigrants find in the United States?
• How did the arrival of new immigrants change American society?

Main Idea

As you read pages 582–587 in your textbook, complete this graphic organizer by writing the reasons immigrants came to America.

Sequencing Events

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

_____ U.S. and Japan reach “gentleman’s agreement” limiting Japanese immigration

_____ Statue of Liberty first appears in New York Harbor

_____ Ellis Island becomes station for processing immigrants

_____ Congress passes Chinese Exclusion Act

_____ Congress passes Immigration Act
After reading the lesson, answer the following questions to make some comparisons about the immigration of the late 1800s.

1. How did the “new” immigrants compare to the “old” immigrants?

2. What problems in Europe were “push” factors that led people to emigrate? What features of American life were “pull” factors that attracted them to the United States?

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

1. In the late 1800s and early 1900s, millions of people (emigrated, assimilated) from Europe for the United States.

2. Some (ethnic groups, enslaved groups) suffered persecution in their homelands, persuading them to leave for a new life.

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

*discrimination* (Chapter 13, Section 2)
Read the lesson and then answer the questions to draw conclusions about what you read.

1. Why was the journey of immigrants to America difficult?

2. Why were immigrants taken through Ellis Island or Angel Island?

3. What information was taken about the immigrants?

Define or describe each of the following key terms from this lesson.

Statue of Liberty

steerage

The Immigrant Experience (pages 584–586)

As you read the lesson, give examples for the following topics.

Where Immigrants Worked
Write a sentence that explains the meaning of assimilate, a term from this lesson.

Language highlighted the differences among immigrant grandparents, parents, and children.

_____ heightened _____ revealed _____ shined a light on

Nativist Movement (pages 586–587)

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

1. What fears did native-born American workers have about immigrants?

2. How did the government respond to the fears of immigration?
3. What group spoke out in support of immigrants?

___________________________________________________________________________

___________________________________________________________________________

Terms To Know

Using the spaces below, define or describe each of the following key terms from this lesson.

Chinese Exclusion Act

___________________________________________________________________________

___________________________________________________________________________

Immigration Act of 1917

___________________________________________________________________________

___________________________________________________________________________

nativist

___________________________________________________________________________

___________________________________________________________________________

Academic Vocabulary

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

The effects of immigration were most visible in the cities.

_____ easily seen _____ obscured from view _____ unclear

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

What opportunities and difficulties did immigrants find in the United States?

___________________________________________________________________________

___________________________________________________________________________

How did the arrival of new immigrants change American society?

___________________________________________________________________________

___________________________________________________________________________
Chapter 20, Section 2
Moving to the City
(pages 590–595)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did American cities grow and change?
• What problems did cities face and how did people try to solve them?

Main Idea
As you read pages 590–595 in your textbook, complete this graphic organizer by listing three serious problems facing American cities in the late 1800s.

Urban problems

Sequencing Events
As you read, place the following events on the time line:
• Woolworth Building completed in New York
• Brooklyn Bridge opens
• Chicago’s World’s Fair begins
• New York opens first section of its subway

1880 1900 1920
Write down the main idea of this lesson and at least three details that support that idea.

Main Idea

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

Gilded Age  slums  suburbs

tenements  Wealthy Age

1. Many people in the growing middle class lived comfortably in ________________ just outside the cities.

2. Immigrants crowded into ________________, or apartment buildings.

3. Two writers, looking at the lifestyles of the few fabulously wealthy and the poverty of the many poor, called the late 1800s the ________________.

4. The city’s poor lived in run-down neighborhoods called ________________.

Define or describe the following academic vocabulary words from this lesson.

migrate
Cities in Crisis (pages 592–593)

Infering

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

1. How good do you think fire protection was in cities of the late 1800s and early 1900s? Why?

2. How safe would you say cities were? Why?

3. How do you think immigrants responded to the settlement houses? Why?

Terms to Know

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

1. Religious groups set up the (YMCA and YWCA, NBA and WNBA) to provide recreational opportunities for city children.

2. (Halfway houses, Settlement houses) like (Addams House, Hull House) provided teaching and help to immigrant families in the cities.
Complete this outline as you read the section.

I. Building Up—Not Out
   A. ______________________________________________________
      1. ___________________________________________________
      2. ___________________________________________________
   B. ______________________________________________________

II. New Designs
   A. ______________________________________________________
   B. ______________________________________________________

III. New Forms of Transportation
   A. ______________________________________________________
   B. ______________________________________________________

IV. Building Bridges
   A. ______________________________________________________
   B. ______________________________________________________
   C. ______________________________________________________

Terms To Know

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

____ 1. Brooklyn Bridge  
____ 2. Eads Bridge  
____ 3. skyscraper  
____ 4. Woolworth Building

a. high-rising building  
b. office building in New York City  
c. crosses Missouri River  
d. crosses Mississippi River  
e. connects Brooklyn and Manhattan  
f. connects Brooklyn and Long Island  
g. crowded apartment building
Circle the letter of the word or phrase that has the closest meaning to the underlined academic vocabulary word from this lesson.

1. Architect Louis Sullivan and his colleagues changed the face of America’s cities with the new buildings they designed.
   a. fellow architects   b. friends   c. rivals

2. The buildings that American architects designed adapted the appearance of traditional European buildings to create a whole new look.
   a. copied   b. departed from   c. used, but with changes

3. The result of the architects' work was to create a special American style.
   a. design   b. manner of speaking   c. way of dressing

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

How did American cities grow and change?

________________________________________________________________________

________________________________________________________________________

What problems did cities face and how did people try to solve them?

________________________________________________________________________

________________________________________________________________________
Chapter 20, Section 3
A Changing Culture
(pages 597–602)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did education become more widely available?
• How did Americans spend their leisure time?

Main Idea
As you read pages 597–602 in your textbook, complete this graphic organizer by describing the achievements of the persons listed.

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dewey</td>
</tr>
<tr>
<td>George Washington Carver</td>
</tr>
<tr>
<td>Mary Cassatt</td>
</tr>
<tr>
<td>Scott Joplin</td>
</tr>
</tbody>
</table>

Sequencing Events
Read the following sentences. Choose the correct date from this section to complete the sentence by circling the date.

1. By (1904, 1914), most states required children to attend school.
2. The Morrill Act of (1862, 1882) gave states large amounts of land that could be sold to raise money for education.
3. Booker T. Washington opened the Tuskegee Institute in (1871, 1881) to train teachers for African Americans.
4. In (1880, 1881) Andrew Carnegie donated millions of dollars to found libraries.
5. Joseph Pulitzer bought the New York World in (1883, 1888) and began to change journalism.
Expanding Education (pages 597–600)

Clarifying

As you read this lesson, answer the following questions to clarify the information about education in the late 1800s and early 1900s.

1. How many children attended school in this period?

   ____________________________________________________________

   ____________________________________________________________

2. How did a new idea aim to change education?

   ____________________________________________________________

   ____________________________________________________________

Terms To Know

Define or describe the following key terms.

Morrill Act

_____________________________________________________________

_____________________________________________________________

land-grant colleges

_____________________________________________________________

_____________________________________________________________

Tuskegee Institute

_____________________________________________________________

_____________________________________________________________

Academic Vocabulary

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

institute

_____________________________________________________________

_____________________________________________________________
A Nation of Readers (pages 600–601)

Skimming

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

   1. Public Libraries
   2. Spreading the News
   3. Changes in Literature

Terms to Know

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

   1. realism
   2. regionalism
   3. yellow journalism

   a. writing that focused on a particular area of the country
   b. writing that focused on political news
   c. writing that covered news in sensational ways
   d. writing that aimed to portray people’s actual lives
   e. writing that tried to explore new areas of life

Art, Music, and Leisure (pages 601–602)

Outlining

Complete this outline as you read the lesson.

I. American Artists
   A. ____________________________________________
   B. ____________________________________________

II. Music in America
   A. ____________________________________________
   B. ____________________________________________
   C. ____________________________________________
III. Leisure Time

A. ____________________________________________________________
   1. __________________________________________________________
   2. __________________________________________________________
   3. __________________________________________________________

B. ____________________________________________________________

C. ____________________________________________________________
   1. __________________________________________________________
   2. __________________________________________________________

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

1. A new music style called (blues, jazz) arose that combined elements of work songs, gospel music, spirituals, and African rhythms.

2. Another music style, (ragtime, rock and roll), used complex rhythms and became the dominant force in music in the early 1900s.

3. (Participatory, Spectator) sports like baseball and football became popular in this period.

4. (Yellow journalism, Vaudeville) offered many different kinds of entertainment, such as dancing, singing, and comedy.

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

How did education become more widely available?

__________________________________________________________________

How did Americans spend their leisure time?

__________________________________________________________________
Chapter 21, Section 1

The Progressive Movement
(pages 610–614)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did journalists help shape the reform movement?
• How did cities, states, and Congress answer the call for reform of the government?

Main Idea

As you read pages 610–614 in your textbook, complete this graphic organizer by listing two or more reforms for each category.

<table>
<thead>
<tr>
<th>Reforms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Business</td>
<td>Voting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ Tidal wave destroys Galveston, leading to adoption of new form of city government

_____ Congress passes Pendleton Act, creating Civil Service Commission

_____ Seventeenth Amendment ratified

_____ Tom Johnson brings reform to Cleveland, Ohio

_____ Garfield assassinated by unsuccessful office seeker
As you read this lesson, answer the following questions to clarify the information about the progressive movement.

1. How did political machines work in the cities?

2. What steps were made to fight this corruption?

3. How did the way federal government jobs were filled change?

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

1. civil service
2. Civil Service Commission
3. kickback
4. patronage
5. Pendleton Act
6. political boss
7. political machine

a. name for civilians who work alongside the armed forces
b. law that changed the way jobs were filled in the federal government
c. name given to the granting of jobs to friends under the spoils system
d. name for all nonelected government workers
e. the group of corrupt officials who run city government
f. law that outlawed corruption in city politics
g. money which came from charging too much for a government contract and is given by a business to a government official
h. group that set up exams for federal jobs
i. representative of the political machine in a city
Read the lesson and then write three sentences summarizing the actions taken to regulate businesses.

1. The ____________________ was used mostly against unions and not businesses until the early 1900s.

2. The ____________________ was given the role of overseeing the railroad industry.

3. The railroad industry was a(n) ____________________ with just a few firms controlling the industry.

4. Congress passed the ____________________ to lessen the power of railroads.

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

Interstate Commerce Act Interstate Commerce Commission
monopoly oligopoly
Sherman Antitrust Act Sherman Commerce Commission

1. The ________________ was used mostly against unions and not businesses until the early 1900s.

2. The ________________ was given the role of overseeing the railroad industry.

3. The railroad industry was a(n) ________________ with just a few firms controlling the industry.

4. Congress passed the ________________ to lessen the power of railroads.

In the space available, define or describe the following terms you studied earlier.

tariff
(Chapter 8, Section 1)
Check how well you understood what you read in this lesson by answering the following questions.

1. What did socialists believe?

2. What did progressives want to do?

3. What issues did the muckrakers write about?

Define or describe the following key terms from this lesson.

- trust (Chapter 19, Section 3)
- The New Reformers (page 613)
- muckrakers
- Meat Inspection Act
- Pure Food and Drug Act
Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

1. One group of reformers wanted the government to own major industries, running them on behalf of all the people.

2. Progressives brought great energy to the push for reform.

3. Some journalists wrote about the corruption underlying city governments.

Expanding Democracy (pages 613–614)

Complete this outline on state and national reforms as you read the lesson. Part of the outline has been done for you.

I. State Reforms

A. LaFollette in Wisconsin
   1. __________________________
   2. __________________________

B. Oregon System
   1. __________________________
   2. __________________________
   3. __________________________

II. National Reforms

A. __________________________

Outlining

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

initiative Oregon primary recall
referendum Seventeenth Thirteenth Wisconsin

1. Several election reforms spread from one state to others under the name the ________________ System.

2. Many states began to use the ________________ as the method for choosing candidates for political office instead of allowing bosses to make the decisions.

3. Using a(n) ________________, a state’s citizens could place a measure on the ballot for all voters to approve or reject.

4. Another reform, called a(n) ________________, allowed voters to remove elected officials from office before their terms ended.

5. With a(n) ________________, legislators submitted laws to the voters, who had the final say on whether the were adopted.

6. Congress approved the direct election of senators by passing the ________________ Amendment.

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

How did journalists help shape the reform movement?

________________________________________________________________________

________________________________________________________________________

How did cities, states, and Congress answer the call for reform of the government?

________________________________________________________________________

________________________________________________________________________
Chapter 21, Section 2
Women and Progressives
(pages 615–619)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did the role of American women change during the Progressive Era?
• How did women fight for the right to vote?

Main Idea

As you read pages 615–619 in your textbook, complete this graphic organizer by describing the role of each individual.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Role in Progressive Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Church Terrell</td>
<td></td>
</tr>
<tr>
<td>Susan B. Anthony</td>
<td></td>
</tr>
<tr>
<td>Frances Willard</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

____ 1. 1890 a. Anti-Saloon League is formed.
____ 2. 1894 b. Women’s Trade Union League is formed.
____ 3. 1896 c. Wyoming Territory gives women right to vote.
____ 4. 1903 d. National American Woman Suffrage Association is formed.
____ 5. 1916 e. Utah becomes first state to give women right to vote.
f. National Association of Colored Women is established.
g. National Woman’s Party is founded.
h. Congress gives women right to vote nationwide.
Analyze the information in this lesson by answering the following questions.

1. How did women’s clubs change in this period?

2. What activities did the National Association of Colored Women engage in?

As you read “The Fight for Suffrage”, ask yourself: what is an important detail about each of the listed topics? Write one of those details in the spaces below.

- The Drive for Suffrage
- Opposition to Woman Suffrage
- Continuing the Fight
- Women Vote Nationally
Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (American Woman Suffrage Association, National Woman Suffrage Association) aimed to win suffrage by getting a constitutional amendment passed.

2. Some men and even some women opposed the (sufferers, suffragists) and their drive to get the vote for women.

3. The (Nineteenth, Seventeenth) Amendment gave women the right to vote.

**Women and Social Reform (pages 618–619)**

**Summarizing**

As you read pages 618–619, write a short description of the Prohibition Amendment.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Terms to Know**

Define or describe the following key term from this lesson.

Anti-Saloon League

________________________________________________________________________

________________________________________________________________________

**Section Wrap-up**

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

How did the role of American women change during the Progressive Era?

________________________________________________________________________

________________________________________________________________________

How did women fight for the right to vote?

________________________________________________________________________

________________________________________________________________________
Chapter 21, Section 3
Progressive Presidents
(pages 620–624)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did President Theodore Roosevelt take on big business?
• Why did the progressives form their own political party?

Main Idea
As you read pages 620–624 in your textbook, complete this graphic organizer by explaining why each of these acts of legislation is important.

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixteenth Amendment</td>
<td></td>
</tr>
<tr>
<td>Pure Food and Drug Act</td>
<td></td>
</tr>
<tr>
<td>Federal Reserve Act</td>
<td></td>
</tr>
</tbody>
</table>

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

____ A. Roosevelt forms U.S. Forest Service.
____ B. Roosevelt runs for president on Bull Moose Party ticket.
____ C. Roosevelt takes action to end coal strike.
____ D. Roosevelt becomes president.
Roosevelt’s “square deal” meant there would be a considerable amount of government regulation of business.

_____ less than before  _____ more than before  _____ large

1. How did Taft’s policies compare to Roosevelt’s?

2. What effect did Roosevelt’s campaign have on the election of 1912?

---

Define or describe the following terms from this lesson.

Bull Moose Party

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

1. The new income tax generated money for the government.

2. The amendment that created the income tax did not specify how incomes should be taxed. Congress had to pass another law creating rules for taxation.

3. That gain in revenue allowed the progressives to lower the tariff.

4. Taft angered Roosevelt by modifying some of his conservation policies.

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

How did President Theodore Roosevelt take on big business?

Why did the progressives form their own political party?
Chapter 21, Section 4
Excluded from Reform
(pages 628–633)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did progressive reforms not include all Americans?
• How did minorities work to move toward greater equality?

Main Idea

As you read pages 628–633 in your textbook, complete this graphic organizer by describing each person’s accomplishments.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booker T. Washington</td>
<td></td>
</tr>
<tr>
<td>Ida Wells</td>
<td></td>
</tr>
<tr>
<td>W.E.B. Du Bois</td>
<td></td>
</tr>
<tr>
<td>Carlos Montezuma</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Racial riot erupts in Springfield, Illinois
• The anti-Catholic American Protective Association is founded
• California bars Japanese immigrants from buying land
• Alianza Hispano Americo is formed in Tucson
Define or describe the following key term from this lesson.

**Gentlemen’s Agreement**

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

**bias**

**ethnic**

In the space available, define or describe the term which you studied earlier.

**discrimination** (Chapter 13, Section 2)

Answer the following questions to interpret the information in this lesson.

Why did African Americans, Hispanics, and Native Americans form groups of their own?
Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Some Mexican Americans tried to improve conditions in the (barrios, ghettos) where they lived.

2. They formed groups called (associations, mutualistas) to work for better lives.

3. Native Americans formed the Society of (American Indians, the Indian Peoples) to try to work for better treatment.

4. African Americans tried to promote economic growth in the black community through the (National Association for the Advancement of Colored People, National Negro Business League).

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

Why did progressive reforms not include all Americans?

________________________________________________________________________

________________________________________________________________________

How did minorities work to move toward greater equality?

________________________________________________________________________

________________________________________________________________________
Chapter 22, Section 1
Expanding Horizons
(pages 638–641)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What factors contributed to the growth of American imperialism?
• How did the United States expand its economic and political influence in the late 1800s?

Main Idea
As you read pages 638–641 in your textbook, complete this graphic organizer by explaining how the United States made its presence felt in each country or region.

<table>
<thead>
<tr>
<th></th>
<th>U.S. role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Seward buys Alaska.
• U.S. holds Pan-American Conference.
• Congress approves construction of first steel-hulled warships.
• Perry reaches Japan.
Read pages 638–639 and then answer these questions.

1. How did the end of the frontier affect Americans’ view of the world?

________________________________________________________________________
________________________________________________________________________

2. What was the significance of Perry’s voyage?

________________________________________________________________________
________________________________________________________________________

Define or describe the following key terms from this lesson.

expansionism
________________________________________________________________________
________________________________________________________________________

isolationism
________________________________________________________________________
________________________________________________________________________

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

Main Idea
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Use these key terms from the lesson in a sentence.

- **imperialism**

- **Pan-American Union**

In the space available, define the following terms or academic vocabulary words you studied earlier.

- **canal** (Chapter 10, Section 2)

- **dominate** (Chapter 1, Section 3)

- **region** (Chapter 1, Section 3)

- **vision** (Chapter 8, Section 1)

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

What factors contributed to the growth of American imperialism?

________________________________________________________________________

________________________________________________________________________

How did the United States expand its economic and political influence in the late 1800s?

________________________________________________________________________

________________________________________________________________________
Chapter 22, Section 2
Imperialism in the Pacific
(pages 644–648)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the United States gain control of Hawaii and Samoa?
• How did competition for influence in China and the Pacific region lead to new foreign policies?

Main Idea

As you read pages 644–648 in your textbook, complete this graphic organizer by filling in the time line with important events in Hawaii’s history.

Sequencing Events

As you read, write the year in which each of these events took place:

_____ U.S. gains special trading rights in Samoa

_____ U.S. obtains part of Samoa

_____ Boxer Rebellion in China

_____ Roosevelt helps win peace ending Russo–Japanese War
Skim the lesson by reading the text under each heading quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

First Contact with Hawaii

Missionaries and Sugar Growers

American Planters’ Revolt

Annexation

The Islands of Samoa

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

1. Hawaiian sugar planters overthrew Hawaii’s queen and took control, creating a new (permanent, provisional) government.

2. The planters of Hawaii pushed for the (annexation, purchase) of the islands by the United States.

China and the Open Door (page 647)

As you read the lesson, respond to the following questions.

1. How did the imperialist powers treat China?

   ____________________________________________

   ____________________________________________
2. What did the United States propose doing there?

3. Why did other countries accept John Hay's suggestion?

Define or describe the following terms from this lesson.

spheres of influence

Open Door Policy

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

exploit
(Chapter 17, Section 2)

maintain
(Chapter 5, Section 2)

Japan (page 648)

As you read the material under each heading, write a one-sentence summary.

War with Russia
Define or describe the following key terms from this lesson.

Terms To Know

- Treaty of Portsmouth
- Russo-Japanese War
- Treaty of Portsmouth
- “Great White Fleet”

Section Wrap-up

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

How did the United States gain control of Hawaii and Samoa?

________________________________________________________________________

________________________________________________________________________

How did competition for influence in China and the Pacific region lead to new foreign policies?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 22, Section 3
Spanish-American War
(pages 649–654)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• Why did the Spanish-American War begin?
• How did the United States’s role in global affairs grow after the war?

Main Idea
As you read pages 649–654 in your textbook, complete this graphic organizer by listing two reasons the United States went to war over Cuba.

Sequencing Events
As you read, write the correct dates for each of these events from 1898:

_____ Maine explodes
_____ Congress recognizes Cuban independence
_____ Congress declares war on Spain
_____ Dewey defeats Spanish fleet in Manila Bay
_____ Battle of San Juan Hill occurs in Cuba
_____ Spain signs armistice
Scan the lesson by reading the headings and looking at the map on page 651. Then write down three topics you think will be covered in this lesson.

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

1. Newspapers used sensational reporting—a style called (lying journalism, yellow journalism)—to try to convince Americans to go to war against Spain.

2. When a battleship blew up in Havana Harbor, the slogan “Remember the (Alamo, Maine)” became popular.

3. Theodore Roosevelt led a group of volunteers called the (Bull Moose, Rough Riders) to Cuba.

4. The charge up (San Juan Hill, Santiago Hill) ended in the defeat of the Spanish troops.

5. Spain quickly agreed to an (appeasement, armistice).

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

The events in Cuba triggered the Spanish-American War.

_____ prevented  _____ shot off  _____ started
In the space available, define the following words you studied earlier.

**debate**
(Chapter 5, Section 4)

**enforce**
(Chapter 4, Section 2)

**intense**
(Chapter 10, Section 3)

---

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

- anti-imperialists
- Foraker Act
- imperialists
- Jones Act
- Platt Amendment
- protectorate
- territory

1. The United States agreed to Cuban independence, but through the ________________________ forced Cubans to give the U.S. certain rights on the island.

2. Before Cuba’s status was settled, it was a(n) ______________________ of the United States.

3. The ________________________ set up a new government for Puerto Rico.

4. ________________________ argued that the people of the Philippines should be allowed to have their independence as well.
Use the academic vocabulary word clause in a sentence.

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

Why did the Spanish-American War begin?

How did the United States’s role in global affairs grow after the war?
Chapter 22, Section 4
Latin American Policies
(pages 656–661)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What shaped the policies the United States followed in Latin America?
• Where and how did the United States intervene in Latin America?

Main Idea

As you read pages 656–661 in your textbook, complete this graphic organizer by describing these policies.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt Corollary</td>
</tr>
<tr>
<td>Dollar Diplomacy</td>
</tr>
<tr>
<td>Moral Diplomacy</td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ 1. 1879  a. U.S. recognizes Panama’s independence, signs treaty for canal
_____ 2. 1903  b. Panama canal opens to ships
c. French acquire right to build canal at Panama
d. U.S. starts working on canal
e. French abandon efforts to build canal
f. Medical improvements reduce death toll from disease in Panama

_____ 3. 1906
_____ 4. 1914
Check how well you understood what you read in this section by answering the following questions.

1. Why did the United States want to sign a treaty with Colombia to gain the right to build a canal in Panama? What happened to that treaty?

2. What role did the United States play in Panama’s independence?

3. What major problem was an obstacle to building the Panama Canal?

4. What effect did the canal have?

Define or describe the key term from this lesson below.

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

access (Chapter 2, Section 1) acquire (Chapter 5, Section 4)
instruct (Chapter 5, Section 4) reject (Chapter 2, Section 4)
site (Chapter 18, Section 3) undertaking (Chapter 10, Section 2)

1. Many thought that Panama was the perfect location _____________ for a canal.

2. Once the French company failed in its effort to build a canal in Panama, the United States hoped to obtain _____________ the right to do the project.

3. Colombia's senate turned down _____________ the treaty with the United States, seeming to end American chances to build the canal.

4. Once the United States had a treaty with Panama, it still faced the difficult task _____________ of building the canal.

5. Gorgas told _____________ his workers how to rid Panama of mosquitoes.

As you read the lesson, give examples of the general statements written below.

1. Events in Latin America confirmed Roosevelt's fear of disorder.
   ____________________________________________________________
   ____________________________________________________________

2. The United States applied the Roosevelt Corollary soon after it was announced.
   ____________________________________________________________
   ____________________________________________________________
3. Taft hoped to use economic rather than military power in his foreign policy.

Terms to Know

- anarchy
- Roosevelt Corollary
- dollar diplomacy

Academic Vocabulary

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

1. Roosevelt often quoted a proverb that said, “Speak softly and carry a big stick.”
   - complained about
   - misstated
   - referred to

2. Taft hoped to substitute economic influence for military influence.
   - overcome
   - replace
   - undermine

Relations with Mexico (pages 660–661)

Inferring

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

1. Would American business leaders have supported Madero? Why or why not?
2. Why would Wilson support Carranza even though Carranza did not support democratic ideals?

________________________________________________________________________
________________________________________________________________________

3. What fact makes it clear that Mexicans supported Pancho Villa?

________________________________________________________________________
________________________________________________________________________

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

principle
(Chapter 5, Section 4)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

reveal
(Chapter 14, Section 2)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

What shaped the policies the United States followed in Latin America?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where and how did the United States intervene in Latin America?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 23, Section 1
War in Europe
(pages 666–670)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What factors led to World War I?
• How did the early fighting progress in Europe?

Main Idea

As you read pages 666–670 in your textbook, complete this graphic organizer by identifying four cases of World War I

Causes of WWI

A. Austria-Hungary declares war on Serbia
B. Britain declares war on Germany
C. Ottoman Empire joins Central Powers
D. Germany invades Belgium
E. Archduke Franz Ferdinand assassinated
F. Germany declares war on Russia

Sequencing Events

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

____ A. Austria-Hungary declares war on Serbia
____ B. Britain declares war on Germany
____ C. Ottoman Empire joins Central Powers
____ D. Germany invades Belgium
____ E. Archduke Franz Ferdinand assassinated
____ F. Germany declares war on Russia
Analyze the information in this lesson by answering the following questions.

1. How did nationalism contribute to the tensions building in Europe?

2. Why was there a military buildup in Europe in the early 1900s?

3. What was the danger built into the alliance system?

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

1. alliance system
2. balance of power
3. entente
4. militarism
5. Triple Alliance
6. Triple Entente

- focusing on building up armed forces
- agreement that linked Germany, Austria-Hungary, and Italy
- agreement between Germany, Britain, and France
- agreement that joined Britain, France, and Russia
- an understanding among nations
- rule of a country by the armed forces
- international system in which no country has more power than others
- peace treaty
- structure of defense agreements among nations
Use each of these terms, which you studied earlier, in a sentence that expresses the meaning of the term.

**Terms To Review**

- **ethnic group**  
  (Chapter 20, Section 1)

- **nationalism**  
  (Chapter 9, Section 3)

- **unify**  
  (Chapter 19, Section 1)

---

**Crisis in the Balkans**  
(pages 667–668)

**Previewing**

As you read the section, answer the following questions.

1. Look at the map on page 668. Which countries formed the Central Powers? Which made up the Allies?

2. About how quickly was much of Europe plunged into war?

---

Read the below. Put a checkmark in the space before the word or phrase that best explains the meaning of each term or academic vocabulary word that you studied earlier.

Germany’s invasion of Belgium violated that country’s neutrality. Britain had guaranteed to protect Belgium, so it declared war on Germany.

___ fight for  ___ ignore  ___ solemnly promise

___ having a democratic government

___ lack of armed forces

___ taking no sides
I. The Two Sides
   A. The Allied Powers included Great Britain, France, and Russia.
   B. The Central Powers included Germany, Austria-Hungary, and the Ottoman Empire.

II. Fighting on the Western Front
   A. __________________________________________________________
      1. _______________________________________________________
      2. _______________________________________________________
      3. _______________________________________________________
   B. __________________________________________________________
      1. _______________________________________________________
      2. _______________________________________________________

III. Deadly Technology
   A. __________________________________________________________
   B. _________________________________________________________
   C. _________________________________________________________
   D. _________________________________________________________

IV. On the Seas
   A. _________________________________________________________
   B. _________________________________________________________
Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space.

Allied Powers    battleships    Central Powers    Marne
Somme    trenches    U-boats    Verdun

1. The Germans’ most effective naval weapon was the ships called ____________________.

2. The ____________________ included Britain, France, and Russia.

3. Italy left the ____________________ to join the other side.

4. In France, fighting settled into a pattern of fighting from ____________________ that led to high casualties.

5. The French saved Paris by winning the Battle of the ____________________.

6. Huge battles like the German offensive at ____________________ and the British and French attack at the ____________________ ended with very heavy casualties for very little gain of ground.

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

The use of airplanes in World War I added a whole new dimension to warfare.

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

What factors led to World War I?

________________________________________________________________________

________________________________________________________________________

How did the early fighting progress in Europe?

________________________________________________________________________

________________________________________________________________________
Chapter 23, Section 2
America’s Road to War
(pages 671–676)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did Americans respond to the war in Europe?
• What led to American involvement in the war?

Main Idea

As you read pages 671–676 in your textbook, complete this graphic organizer by listing two reasons the United States found it difficult to maintain neutrality.

Maintaining neutrality

Sequencing Events

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

• Wilson asks Congress for declaration of war
• Lusitania sunk, killing about 1,000 people
• Zimmermann telegram published
• Germany resumes submarine warfare
Write down the main idea of the lesson as you read pages 671–674.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

After attacking the Sussex, Germany feared that the United States would enter the war, so it promised to compensate the Americans injured when the ship was hit.

_____ give money to  _____ pay honor to  _____ treat medically

In the space available, define the following words you studied earlier.

blockade  
(Chapter 6, Section 3)

________________________________________________________________________

________________________________________________________________________

propaganda  
(Chapter 5, Section 2)

________________________________________________________________________

________________________________________________________________________

The End of Neutrality  (pages 674–676)

As you read each part of this lesson, ask yourself: What is an important detail? Write one of those details in the spaces below.

________________________________________________________________________

________________________________________________________________________

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

1. The German message called the (Kaiser Wilhelm, Zimmermann) telegraph outraged many Americans.

2. Rebels in Russia overthrew the ruler, replacing (autocracy, democracy) with more popular rule.

3. In passing the (Draft, Selective Service) Act, Congress created a system for enlisting American men into the army.

Write two words related to the academic vocabulary word from this lesson.

reverse
Read each sentence below. In the spaces that follow, explain the meaning of the boldfaced term or academic vocabulary word you studied earlier.

1. The publication of a German telegram to Mexico offering to help that country regain Arizona, New Mexico, and Texas outraged many Americans.

2. Congress created a draft to fill the army with troops.

3. Millions of Americans registered for the draft.

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

How did Americans respond to the war in Europe?

What led to American involvement in the war?
Chapter 23, Section 3
Americans Join the Allies
(pages 677–681)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What was happening in Europe when the United States entered the war?
• What role did American troops play in the fighting?

Main Idea

As you read pages 677–681 in your textbook, complete this graphic organizer by identifying the events that took place on these dates.

Nov. 1917  June 1918  Oct. 4, 1918  Nov. 11, 1918

Sequencing Events

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

_____ Germany launches offensive on Western Front
_____ First American troops reach Europe
_____ Democratic government established in Russia
Reread each part of this lesson and list two key facts.

**Giving Supplies**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

**Russian Withdrawal**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

**New German Offensive**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

**American Troops in the War**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

Define or describe the following key terms.

**American Expeditionary Force**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

**Bolsheviks**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

**convoys**

______________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________

The End of the War (pages 680–681)

As you read this lesson, answer the following questions to clarify the information about the war’s end.

1. What led the Germans to request an end to the fighting?
   ____________________________________________________________________________________________________________________________________________________________________________________________________________________________

   ____________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________
2. What happened to Germany’s government?

Define or describe each of the following terms from this lesson.

- **armistice**

- **kaiser**

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

- **consent** (Chapter 5, Section 1)

- **republic** (Chapter 7, Section 1)

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

What was happening in Europe when the United States entered the war?

What role did American troops play in the fighting?
Chapter 23, Section 4

The War at Home

(pages 683–686)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What steps did the United States take to organize and prepare for World War I?
• How did the war affect Americans?

Main Idea

As you read pages 683–686 in your textbook, complete this graphic organizer by describing the goals of these agencies.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Administration</td>
<td></td>
</tr>
<tr>
<td>War Industries Board</td>
<td></td>
</tr>
<tr>
<td>Committee on Public Information</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

Read the following sentences. Choose the correct date from this section to complete the sentence by circling the date.

1. The government created the National War Labor Board in (April, August) 1918.
2. Congress passed the Espionage Act in (1916, 1917).
3. In (1917, 1918), Congress passed the Sabotage Act.
As you read the lesson, answer the following questions to identify the causes and effects of the war on the home front.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to mobilize workers and industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to supply food for army and Allies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antiwar feeling remains strong even after U.S. enters the war</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

____ 1. Committee on Public Information
____ 2. Food Administration
____ 3. Liberty Bonds
____ 4. mobilization
____ 5. National War Labor Board
____ 6. rationing
____ 7. War Industries Board

a. limiting people’s use of goods
b. tried to make sure workers and businesses cooperated with war effort
c. supervised nation’s industrial production
d. built support for the war through propaganda
e. prevented factories from increasing production
f. encouraged farmers to grow more and people to eat less
g. censored news accounts about the war
h. blocked workers from striking
i. called on farmers to grow less so food would not reach enemy soldiers
j. technique for financing the war
k. gathering of resources and preparation for war

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

bond

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

emigrate (Chapter 20, Section 1)  export (Chapter 2, Section 3)
impose (Chapter 16, Section 4)  migrate (Chapter 20, Section 2)

1. The government ______________________ higher taxes on wealthy Americans and corporations to help pay for the war.

2. Many ______________________ to the United States during the war to get a job.

3. As production went up, American companies _____________________ more goods.

Americans and the War (pages 685–686)

Inferreing  Read the lesson and then answer the questions to make inferences about what you read.

1. Why did African Americans migrate to the North? What did they find when they did?

________________________________________________________________________

________________________________________________________________________

2. What complaint did socialists have against the war?

________________________________________________________________________

___________________________

3. Would it have been difficult to be a German American during World War I? Why?

________________________________________________________________________

___________________________
Complete each sentence by circling the correct term or phrase.

1. Some people opposed the war because they were (pacifists, socialists) and did not believe that fighting was just.

2. Those who (dissented, withdrew) from the war were treated with suspicion.

3. The movement of large numbers of African Americans to Northern cities to find work is called the (Great Exodus, Great Migration).

4. The (Alien and Sedition Acts, Sabotage and Sedition Acts) made it a crime to speak or write against the war.

5. The (Enemy Aliens Act, Espionage Act) gave a broader definition to the crime of spying.

6. (Pacifists, Socialists) objected to the profits that businesses could make from the war.

7. Under some new laws, many people could be accused of (espionage and sabotage, propaganda and lying).

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

What steps did the United States take to organize and prepare for World War I?

________________________________________________________________________

________________________________________________________________________

How did the war affect Americans?

________________________________________________________________________

________________________________________________________________________
Chapter 23, Section 5
Searching for Peace
(pages 688–691)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
- What principles did Woodrow Wilson propose as the basis for peace?
- Why did many Americans oppose the Treaty of Versailles?

Main Idea

As you read pages 688–691 in your textbook, complete this graphic organizer by identifying these individuals and the role each played in the postwar era.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Identity and Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodrow Wilson</td>
<td></td>
</tr>
<tr>
<td>David Lloyd George</td>
<td></td>
</tr>
<tr>
<td>Henry Cabot Lodge</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ 2. June 1919     b. Senate begins debating treaty
_____ 3. September 1919 c. Wilson collapses in midst of campaign to raise support for treaty
_____ 4. March 1920     d. Versailles conference begins
e. Senate rejects treaty
Read the lesson and then answer the questions to evaluate what you read.

1. What were conditions like in Europe when the war ended?

2. What kind of peace was Wilson seeking?

3. What problems were there in Wilson’s ideas?

Define or describe the following key terms.

- Fourteen Points
- League of Nations
- National self-determination
Compare and contrast the information in this lesson by answering the following questions.

1. How did the attitudes of European leaders toward Wilson’s plans differ from those of their people?

2. What did Clemenceau and Lloyd George think should be done with Germany?

3. How did the final terms of the treaty compare to Wilson’s original ideas?

Define or describe each of the following terms from this lesson.

- reparations
- Treaty of Versailles
Read the lesson on the debate over the treaty of Versailles. Then write the information in your own words in a few sentences.

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

ratify (Chapter 6, Section 4) rebate (Chapter 19, Section 1)
reject (Chapter 2, Section 4)

1. For the United States to be part of the Treaty of Versailles, the Senate had to ________________________ the treaty.

2. In the end, the Senate ________________________ the treaty and U.S. involvement in the League of Nations.

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

What principles did Woodrow Wilson propose as the basis for peace?

........................................................................................................
........................................................................................................
........................................................................................................

Why did many Americans oppose the Treaty of Versailles?

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Chapter 24, Section 1
Time of Turmoil
(pages 700–703)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What factors contributed to prejudice toward foreigners?
• How did the labor and racial unrest of the 1920s affect the nation?

Main Idea

As you read pages 700–703 in your textbook, complete this graphic organizer by answering the question for each blank.

<table>
<thead>
<tr>
<th>What was it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Red Scare</td>
</tr>
<tr>
<td>Sacco-Vanzetti trial</td>
</tr>
<tr>
<td>UNIA</td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Thousands arrested in Palmer raids
• Bolsheviks seize control of Russian government
• Trial of Sacco and Vanzetti
• Steel strike, Boston police strike
Fear of Radicalism (pages 700–702)

Drawing Conclusions

Read the lesson and then answer the questions to draw conclusions about what you read.

1. What concerns troubled Americans at the beginning of the 1920s?

2. What did the Sacco and Vanzetti case reveal?

Terms to Know

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

1. The Senate’s rejection of the Treaty of (Paris, Versailles) was one signal that Americans were tired of world responsibility in the 1920s.

2. (Anarchists, Socialists) wanted no government at all.

3. The government arrested many people it considered suspicious and had a few hundred (deported, exported).

4. The arrests came in the midst of a period called the (Communist Crackdown, Red Scare).

Terms to Review

In the space available, define the following words you studied earlier.

- **capitalism** (Chapter 10, Section 1)
- **commission** (Chapter 8, Section 3)
**Labor Unrest** (pages 702–703)

**Summarizing**
Read the lesson on labor unrest and then write three or more sentences summarizing the information.

<table>
<thead>
<tr>
<th>Sentence 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Terms to Review**
Use each of the following terms, which you studied earlier, in a sentence that reflects the meaning of the term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>decline</td>
<td>(Chapter 2, Section 1)</td>
</tr>
<tr>
<td>occur</td>
<td>(Chapter 12, Section 4)</td>
</tr>
</tbody>
</table>

**Racial Unrest** (page 703)

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

<table>
<thead>
<tr>
<th>Sentence 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What factors contributed to prejudice toward foreigners?

________________________________________________________________________

________________________________________________________________________

How did the labor and racial unrest of the 1920s affect the nation?

________________________________________________________________________

________________________________________________________________________
Chapter 24, Section 2
Desire for Normalcy
(pages 704–707)

Setting a Purpose for Reading Think about these questions as you read:
• What problems faced the Harding presidency?
• What policies did Presidents Harding and Coolidge follow in business and foreign affairs?

Reason To Read

Main Idea
As you read pages 704–707 in your textbook, complete this graphic organizer by describing the policies the Harding and Coolidge administrations followed.

<table>
<thead>
<tr>
<th>Administration policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic affairs</td>
</tr>
<tr>
<td>Foreign affairs</td>
</tr>
</tbody>
</table>

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

_____ A. Harding dies; Coolidge becomes president
_____ B. Coolidge elected president
_____ C. Harding elected president
_____ D. Kellogg-Briand Pact signed
_____ E. Fall leases oil lands in return for payments
Interpret the information you read about Harding and Coolidge by answering the following questions.

1. Why were Harding and Coolidge given the Republican nominations for president and vice president in 1920?

   
   

2. How did Coolidge contrast with Harding?

   
   

3. What pro-business policies did Coolidge pursue?

   
   

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

California Gusher  grant  Kitchen Cabinet
lease  Ohio Gang  Teapot Dome

1. Harding's close friends, called the ________________________, were involved in several corruption scandals.

2. Harding's secretary of the interior made a secret deal to ____________ land filled with oil to an oil company in return for a payment.

3. This scandal was named the ________________________ after one of the well sites.
Read the following sentence. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

If the federal government should go out of existence, the common run of the people would not detect the difference for a considerable length of time.

Foreign Policy (page 707)

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

A New Mood

Promoting Peace

A More Friendly Neighbor

Terms To Review

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

expansionism (Chapter 22, Section 1)  intervene (Chapter 4, Section 1)

isolationism (Chapter 22, Section 1)  involve (Chapter 4, Section 4)

1. Most Americans did not want to be ______________________ in world affairs.
2. They wanted the government to return to ______________________.

3. The Republican presidents chose not to ______________________ in Latin America, taking a different approach to relations with countries there.

Section Wrap-up

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

What problems faced the Harding presidency?
____________________________________________________________________________________
____________________________________________________________________________________

What policies did Presidents Harding and Coolidge follow in business and foreign affairs?
____________________________________________________________________________________
____________________________________________________________________________________
Chapter 24, Section 3
A Booming Economy
(pages 709–712)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the prosperity of the 1920s affect the nation and the American people?
• What impact did the automobile have on American life?

Main Idea
As you read pages 709–712 in your textbook, complete this graphic organizer by describing how these ideas affected the American economy

<table>
<thead>
<tr>
<th>Effect on economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific management</td>
</tr>
<tr>
<td>Assembly line</td>
</tr>
<tr>
<td>Installment buying</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Electricity reaches 70 percent of factories
• Price of Model T drops under $300
• Nation’s GNP reaches $70 billion
• Ford releases Model A
Reviewing

Reread each part of the lesson and list two key facts about each.

1. Economic Growth
2. Scientific Management
3. Worker Relations
4. Consumer Economy

Terms To Know

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

1. gross national product
2. installment buying
3. productivity
4. recession
5. scientific management
6. welfare capitalism

a. business philosophy based on caring for workers’ welfare
b. system based on focusing on precisely crafting products to emphasize quality
c. partnership between business and unions to ensure workers’ welfare
d. the amount of work each worker could do
e. using credit to purchase expensive goods in steps
f. measure of the country’s economic output
g. economic slowdown
h. buying goods only after they have been delivered or installed
i. measure of a country’s foreign trade
j. system based on hiring experts to study how goods could be made more quickly
Check how well you understood what you read in this lesson by answering the following questions.

1. How important was the automobile to the country in the 1920s?

2. How did Ford benefit by paying his workers a high wage?

3. What effect did the growing popularity of cars have on other industries?

4. What groups had problems in the 1920s?

Use the space below to explain the differences between the Model T and the Model A, two terms discussed in this lesson.
Read the sentence below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word potential, from this lesson, means in this sentence.

By paying his workers more than they would typically earn, Henry Ford turned them into potential customers for his cars.

_____ eager  _____ obvious  _____ possible

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

How did the prosperity of the 1920s affect the nation and the American people?

________________________________________

________________________________________

What impact did the automobile have on American life?

________________________________________

________________________________________
Chapter 24, Section 4
The Roaring Twenties
(pages 713–719)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did lifestyles in America change in the 1920s?
• What cultural clashes occurred in the United States in the 1920s?

Main Idea
As you read pages 713–719 in your textbook, complete this graphic organizer by describing the accomplishments of these individuals.

<table>
<thead>
<tr>
<th>Name</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Lindbergh</td>
<td></td>
</tr>
<tr>
<td>Bessie Smith</td>
<td></td>
</tr>
<tr>
<td>Langston Hughes</td>
<td></td>
</tr>
<tr>
<td>Ernest Hemingway</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, write the year in which these events took place.

_____ Lindbergh flies across Atlantic
_____ Prohibition repealed
_____ Scopes trial
_____ First commercial radio broadcast
_____ Hoover elected president
_____ First Miss America Pageant held
_____ Congress passes National Origins Act
Review the lesson and list two key facts about each of the following.

Lindbergh

Changes for Women

Write a sentence that explains the term from this lesson below.

Terms to Know

flapper

Academic Vocabulary

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

The image of the flapper dominated talk about women in the 1920s.

_____ illustration _____ look _____ public perception

Entertainment

Questioning

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

The Movies and Radio

384

Chapter 24, Section 4
I. The Rise of Jazz
   A. Significance and features of jazz
      1. ________________________________
      2. ________________________________
   B. ________________________________
   C. ________________________________

II. Harlem Renaissance
   A. ________________________________
   B. ________________________________

III. A Lost Generation of Writers
   A. ________________________________
   B. Writers
      1. Hemingway
      2. ________________________________
      3. ________________________________
      4. ________________________________

Define or describe the following key term from this lesson.

The Jazz Age (pages 715–716)
Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The 1920s are often called the (Flapper Age, Jazz Age).

2. Jazz was a new form of music marked by dynamic rhythms and (impressionism, improvisation).

3. African American writers enjoyed a flowering of culture called the (Harlem Golden Age, Harlem Renaissance).

4. Some writers moved abroad, becoming (exiles, expatriates).

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

Jazz helped create a unique African American recording industry.

___ important ___ sole ___ ordinary

Prohibition (pages 716–717)

Read the lesson on Prohibition and then write three sentences synthesizing the information.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Key Points**

**Terms to Know**

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

1. bootlegging  
   a. change to Constitution that ended ban on alcohol sales
2. Eighteenth Amendment  
   b. illegally made alcohol
3. Volstead Act  
   c. change to Constitution that put ban on alcohol sales
4. Twenty-first Amendment  
   d. law that made sale of alcohol legal again
   e. making and selling illegal alcohol
   f. law that enforced the ban on alcohol

**Academic Vocabulary**

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

The clash of cultures during the 1920s affected many aspects of American life.

_____ elements     _____ industries     _____ qualities

**Terms to Review**

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

**Prohibition**  
(Chapter 21, Section 2)

**repeal**  
(Chapter 5, Section 1)

**temperance movement**  
(Chapter 14, Section 1)
Quickly scan over the material in this lesson. Then write down two topics you think will be covered in this lesson. As you read, write down a fact about each topic.

**Topic 1**

**Fact**

**Topic 2**

**Fact**

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

1. Emergency Quota Act
2. National Origins Act
3. nativism
4. quota system

- a. law that further reduced the number of immigrants allowed from different countries
- b. law that limited the number of immigrants allowed from different countries
- c. law that banned immigrants from certain countries
- d. belief that Native Americans needed to renew their culture
- e. arrangement of unlimited immigration
- f. belief in the superiority of native-born Americans
- g. arrangement of limits on immigration from different countries
Match the term you studied earlier in the left column with the correct definition or description in the right column by writing the letter in the space to the left of the term.

1. exclude
   (Chapter 14, Section 2)
2. Ku Klux Klan
   (Chapter 17, Section 3)
3. revise
   (Chapter 11, Section 2)

The Scopes Trial (pages 718–719)

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

1. What issue did the debate over evolution highlight?

2. Why did the Scopes trial draw such attention?

3. What happened to fundamentalism after the Scopes trial?

Define or describe the following terms from this lesson.

- evolution
- Scopes trial
Read the lesson and then answer the questions to make inferences about what you read.

1. How did Coolidge surprise people in 1927?

2. Why did Hoover seem well-qualified for president?

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

1. symbol
   (Chapter 1, Section 2)
   a. object of something
   b. sign of something
   c. a narrow passageway

2. target
   (Chapter 3, Section 2)

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

How did lifestyles in America change in the 1920s?

What cultural clashes occurred in the United States in the 1920s?
Chapter 25, Section 1
The Great Depression
(pages 724–728)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What caused the stock market crash?
• How did the Great Depression plunge many Americans into poverty?
• How did Hoover react to the Great Depression?

Main Idea
As you read pages 724–728 in your textbook, complete this graphic organizer by explaining how the Great Depression affected each of these groups.

Effects of the Great Depression

Industrial Workers

Farmers

Homeowners

Sequencing Events
As you read, place the following events on the time line:
• The Great Depression worsens
• Herbert Hoover is elected president
• Bonus Army marches
• Stock market crashes

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

1. How did many investors get the money needed to buy stocks in the 1920s? ______________________________________________________

2. Why did the stock market crash?
   __________________________________________________________________
   __________________________________________________________________

Choose a term from this section to complete each sentence by writing the term in the correct space.

1. Many investors bought stocks ________________________________ , paying only a part of the price and borrowing the money for the rest.

2. The ________________________________ is the system for buying and selling shares of corporations.

3. The day the stock market crashed came to be known as ________________________________

Check how well you have understood what you have read so far by describing four causes of the Great Depression.

Cause
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Define or describe the following key terms from this section.

**Academic Vocabulary**

1. Farmers and consumers both faced a **credit** crisis in the years leading up to the Depression.
   - a. borrowed money
   - b. counterfeit money
   - c. saved money

2. The Depression was marked by a sharp drop in the country’s economic **output**.
   - a. income from taxes
   - b. stock market value
   - c. total value of goods and services produced
Terms to Review

1. The __________________________ industry suffered even before the Depression started.

2. The Depression was a severe __________________________ crisis.

3. People's __________________________ dropped when they were laid off work.

Hoover and the Crisis (pages 727–728)

Clarifying

1. How did Hoover respond to the Depression at first?

________________________________________________________________________

________________________________________________________________________

2. How did Hoover's actions change?

________________________________________________________________________

________________________________________________________________________

Terms to Know

Explain the significance of each of the following key terms from this lesson.

Bonus Army

________________________________________________________________________

________________________________________________________________________

Public works

________________________________________________________________________

________________________________________________________________________
1. In 1931 Hoover authorized the government to give money for public works projects such as highways, parks, and libraries.

2. At first, Hoover thought the Depression had to be solved by the voluntary work of private organizations.

Terms To Review

aid
(Chapter 18, Section 1)
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What caused the stock market crash?

________________________________________

________________________________________

How did the Great Depression plunge many Americans into poverty?

________________________________________

________________________________________

How did Hoover react to the Great Depression?

________________________________________

________________________________________
Chapter 25, Section 2
Roosevelt’s New Deal
(pages 729–734)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did Roosevelt try to restore the confidence of the American people?
• What programs were created in FDR’s first 100 days?

Main Idea

As you read pages 729–734 in your textbook, complete this graphic organizer by identifying each of the listed items.

<table>
<thead>
<tr>
<th>The New Deal</th>
<th>TVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Is It?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>CCC</th>
<th>FDIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____________ Franklin Roosevelt is elected president

_____________ Programs during the Hundred Days improve the economy

_____________ Securities and Exchange Commission is created
As you read this subsection, ask yourself: what is an important detail about the Brain Trust? Write one of those details in the spaces below.

__________________________________________________________________________________

__________________________________________________________________________________

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

persistent

__________________________________________________________________________________

__________________________________________________________________________________

recovery

__________________________________________________________________________________

__________________________________________________________________________________

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

____ a. Emergency Banking Relief Act passed

____ b. Hundred Days completed

____ c. Depression worsens, causing bank crisis

____ d. Roosevelt elected

____ e. Roosevelt gives first fireside chat
Terms to Know

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

1. After becoming president, Roosevelt used (fireside chats, press conferences) to talk informally to Americans about important matters.

2. Roosevelt called a special session of Congress that passed many laws aimed at improving the economy. This period is called the (Hundred Days, Second New Deal).

Academic Vocabulary

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

1. As more and more people withdrew their money from banks, the banking system was collapsing.
   a. falling apart b. losing loan business c. reducing hours

2. Roosevelt's assured people by saying that the reopened banks were safe.
   a. angered b. convinced c. fooled

The New Deal Takes Shape (pages 733–734)

Synthesizing

Read the lesson on the early New Deal and write three sentences describing Roosevelt's programs.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________
Terms to Know

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agricultural Adjustment Act (AAA)</td>
</tr>
<tr>
<td>2.</td>
<td>Civilian Conservation Corps (CCC)</td>
</tr>
<tr>
<td>3.</td>
<td>Federal Deposit Insurance Corporation (FDIC)</td>
</tr>
<tr>
<td>4.</td>
<td>Federal Emergency Relief Administration (FERA)</td>
</tr>
<tr>
<td>5.</td>
<td>National Recovery Administration (NRA)</td>
</tr>
<tr>
<td>6.</td>
<td>National Industrial Recovery Act</td>
</tr>
<tr>
<td>7.</td>
<td>New Deal</td>
</tr>
<tr>
<td>8.</td>
<td>Public Works Administration (PWA)</td>
</tr>
<tr>
<td>9.</td>
<td>Securities and Exchange Commission (SEC)</td>
</tr>
<tr>
<td>10.</td>
<td>subsidies</td>
</tr>
<tr>
<td>11.</td>
<td>Tennessee Valley Authority (TVA)</td>
</tr>
<tr>
<td>12.</td>
<td>work relief</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Vocabulary

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

create promote priority

1. Roosevelt gave importance ______________________ to finding ways to make new jobs.
2. One New Deal law aimed at encouraging businesses to stop hiring child workers so they would hire adults instead.

3. Many New Deal laws established new agencies in the government to oversee new actions to make new jobs.

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

How did Roosevelt try to restore the confidence of the American people?

________________________________________________________________________

________________________________________________________________________

What programs were created in FDR’s first 100 days?

________________________________________________________________________

________________________________________________________________________
Chapter 25, Section 3

Life During the Depression
(pages 735–739)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the Depression affect minority groups?
• What radical political movements gained influence?

Main Idea

As you read pages 735–739 in your textbook, complete this graphic organizer by describing how different groups of people coped with difficult times.

Effects of the Great Depression

Hispanic Americans

Great Plains farmers

African Americans

Sequencing Events

As you read, place the following events on the time line:
• *Gone With the Wind* film is released
• Hattie Caraway is elected first woman senator
• Indian Reorganization Act is passed

1930 1935 1940
### Hard Times in America (pages 735–736)

#### Reviewing

Reread each subsection and list two key facts.

- Impact of the Depression
- Women Go to Work

#### The Dust Bowl (pages 736–737)

#### Analyzing

Using the spaces below, explain what caused the Dust Bowl.

- 
- 
- 
- 

#### Terms to Know

Define or describe the following terms.

- Dust Bowl
- Migrant workers

#### The Plight of Minorities (pages 737–738)

#### Outlining

Complete this outline as you read pages 737–738.

1. African Americans
   - A.
   - B.
Terms To Know

Using the spaces provided, explain what the Indian Reorganization Act did.


Academic Vocabulary

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

decade


Radical Political Movements (pages 738–739)

Responding

After reading the subsection, answer the following questions.

1. How did socialists and communists view the Depression?

2. In what countries did fascism rise?
Choose a term from this lesson from the list below to complete each sentence by writing the term in the correct space.

American Civil War  fascists  radicals
socialists  Spanish Civil War

1. A group of fascists tried to take over the government in one country, leading to the ________________________________.

2. Some ________________________________—people with extreme political views—gained support during the Depression.

3. ________________________________ believed that the individual should be subordinate to the government and support government by dictators.

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

1. The severe economic problems of the Depression caused some people to advocate immediate changes to the economic system.
   ___ argue for ______ reject ______ revolt to achieve

2. Economic problems led more and more people to accept extreme political philosophies.
   ___ governments ___ parties ___ ways of thinking

Give two examples of each of these trends in the arts and entertainment during the Great Depression.

__________________________

__________________________
Write two words that are related to each academic vocabulary word from this lesson.

Social criticism

Topic

Trend

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

How did the Depression affect minority groups?

What radical political movements gained influence?
Chapter 25, Section 4
Effects of the New Deal
(pages 742–746)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• Why did people criticize Roosevelt and the New Deal?
• How did the Second New Deal create new economic and social roles for government?

Main Idea
As you read pages 742–746 in your textbook, complete this graphic organizer by describing the aims of the programs and laws listed.

<table>
<thead>
<tr>
<th>Program</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works Progress Administration</td>
<td></td>
</tr>
<tr>
<td>Social Security Act</td>
<td></td>
</tr>
<tr>
<td>Fair Labor Standards Act</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
Match the date in the left column with the correct achievement in the right column by writing the letter in the space to the left of the place.

1. 1935  a. FDR begins First New Deal
2. 1936  b. FDR launches Second New Deal
c. Liberty League formed
d. Sit-down strike in Flint, Michigan
e. Long develops “Share Our Wealth” plan
f. Roosevelt reelected to third term
Main Idea: ______________________________________________________

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

Write a sentence that explains the meaning of pension in the spaces below.

__________________________

__________________________

The Second New Deal (pages 743–744)

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

Need for Change

Creating Jobs
Explain the significance of each of the following terms from this lesson.

**Second New Deal**

**Social Security Act**

**unemployment insurance**

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

1. Roosevelt used the Revenue Act to help fund the programs of the Second New Deal.
   - a. defeat
   - b. finance
   - c. gain support for

2. Laws that created the social security system and unemployment insurance involved the American government in providing for people’s welfare for the first time.
   - a. education
   - b. health care
   - c. overall well-being
Scanning

Scan the subsection and then use the spaces below to write one or two sentences stating the general idea expressed in it.

Terms To Know

Explain the significance of each of the following terms from this lesson.

Congress of Industrial Organizations

Fair Labor Standards Act (FLSA)

National Labor Relations Act

Academic Vocabulary

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

1. One New Deal law created a minimum wage for all workers.
   ____ average amount  ____ greatest amount  ____ least amount

2. Auto workers in Flint, Michigan, used a new technique by sitting down on the job until their union was recognized.
   ____ form of boycott  ____ method  ____ protest
The Supreme Court (pages 745–746)

As you read, evaluate the information in this lesson by answering the following questions.

1. By January 1936, why might Roosevelt have seen the Supreme Court as a problem?

2. What happened in the 1936 presidential election?

3. After that election, what did Roosevelt want to do with the Supreme Court?

4. What was the effect of that move?
In the space available, write three examples of a political issue, an academic vocabulary word from this lesson.

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

Why did people criticize Roosevelt and the New Deal?

How did the Second New Deal create new economic and social roles for government?
Chapter 26, Section 1
Road to War
(pages 752–755)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did dictators come to power around the world?
• What actions led to the outbreak of World War II?

Main Idea

As you read pages 752–755 in your textbook, complete this graphic organizer by listing three dictators and the countries they ruled in the 1920s and 1930s.

Dictators

From the list, choose the event that completes the time line and write the event on the space provided.
• Hitler sends troops into Rhineland
• Munich Conference gives Hitler the Sudetenland
• Hitler becomes chancellor of Germany

1930 1935 1940
Sept. 1938
1933
1936

Sept. 1938
Comparing and Contrasting

Answer the following questions to compare and contrast political developments in Germany and Japan.

What problems brought new leaders to power in Germany and Japan?

What plans did those new leaders have affecting their neighbors?

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

1. anti-Semitism
2. dictator
3. fascism
4. Fascist Party
5. Nazi Party
7. totalitarian

a. referring to a country in which one party rules and the leader suppresses all opposition and controls all aspects of people’s lives
b. political group that came to control Germany
c. political philosophy that insisted on state ownership of all property and rule by the workers
d. rule by an unelected tyrant
e. political group that came to control Japan
f. prejudice against people from another country
g. U.S. laws calling for trade only with neutral nations
h. leader who controls a nation by force
i. U.S. laws banning the sale of weapons during a war
j. political group that came to control Italy
k. political philosophy combining extreme nationalism and racism
l. hatred of the Jews
Choose a term or academic vocabulary word you studied earlier from the list below to complete each sentence by writing the correct word in the space.

annex (Chapter 11, Section 1)   enforce (Chapter 4, Section 2)
established (Chapter 2, Section 4)   exploiting (Chapter 17, Section 2)
occupy (Chapter 5, Section 2)

1. Hitler and other dictators rose to power by ________________ the fears, anger, and resentment of people in their countries.

2. Once he gained power, Hitler ________________ a dictatorship, taking control of all areas of people’s lives.

3. Italy moved to ________________ Ethiopia, formally claiming that it was part of Italy.

4. The League of Nations condemned Italy’s action, but had no power to ________________ its opposition.

Germany on the March (page 755)

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

____ a. Hitler takes Austria.

____ b. Hitler and Stalin sign a non-aggression pact.

____ c. Hitler announces Germany’s right to take the Sudetenland.

____ d. Chamberlain meets with Hitler in Munich.

____ e. Hitler annexes Czechoslovakia.

____ f. Hitler sends troops into the Rhineland.
Define or describe the following terms from this lesson.

appeasement

Munich Conference

Soviet-German Non-Aggression Pact

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

Why did dictators come to power around the world?

What actions led to the outbreak of World War II?
Chapter 26, Section 2

War Begins
(pages 758–763)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Which European nations fell to Germany in 1939 and 1940?
• How did the United States respond to the war in Europe?

Main Idea

As you read pages 758–763 in your textbook, complete this graphic organizer by explaining the importance of each event.

<table>
<thead>
<tr>
<th>Event</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Battle of Britain</td>
<td></td>
</tr>
<tr>
<td>Signing the Atlantic Charter</td>
<td></td>
</tr>
<tr>
<td>Attack on Pearl Harbor</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Battle of Britain begins
• Japan attacks Pearl Harbor
• FDR and Churchill issue Atlantic Charter
• Hitler invades Poland, launching World War II

<table>
<thead>
<tr>
<th>1939</th>
<th>1940</th>
<th>1941</th>
<th>1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>1940</td>
<td>1941</td>
<td>1941</td>
</tr>
</tbody>
</table>
### Identifying Cause and Effect

As you read the lesson, complete the chart to identify the causes and effects of the early years of World War II.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Action</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Germany conquers Poland.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hitler launches invasion of Soviet Union.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Terms to Know

1. The Germans and their allies were called the (Axis, Central) Powers.

2. Britain, France, and their allies were called the (Allies, Associates).

3. Hitler's strategy of lightning war had the name (blitzkrieg, Nazi storm).

4. Germany's air attack on Britain was given the name the Battle of (Britain, the Skies).
As you read the lesson, ask yourself: What is an important detail? Write one of those details about the presidential election of 1940 in the space below.

Define or describe the following key terms from this lesson.

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

convoy (Chapter 23, Section 3)  draft (Chapter 16, Section 4)
subsidy (Chapter 25, Section 2)

1. The Selective Service and Training Act put in place the country’s first peacetime ________________________________ .

2. Roosevelt ordered American ships to escort a _____________________ of ships carrying supplies to Britain.
Terms
To Review

Choose an academic vocabulary word you studied earlier from the list below to complete each sentence by writing the correct term in the space.

acquire  obtain  default  responded

1. Japan needed to ____________________________ from other countries natural resources such as oil and rubber that it lacked.

2. To fill that need, its leaders decided to ____________________________ resource-rich areas in Asia.

3. The United States ____________________________ to Japan’s aggressive acts by denying it trade and taking other actions.

Section Wrap-up

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

Which European nations fell to Germany in 1939 and 1940?

________________________________________________________________________

________________________________________________________________________

How did the United States respond to the war in Europe?

________________________________________________________________________

________________________________________________________________________
Chapter 26, Section 3
On the Home Front
(pages 764–768)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What steps did the United States take to prepare for fighting the war?
• How did the war affect Americans?

Main Idea
As you read pages 764–768 in your textbook, complete this graphic organizer by identifying three ways Americans on the home front helped the war effort.

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

_____ A. Philip Randolph demands end to discrimination in war industries

_____ Congress passes Revenue Act to fund the war

_____ Supreme Court upholds order placing Japanese Americans in internment camps
Read the lesson and then answer the questions to make inferences about what you read.

1. How did women serving in the armed forces help the war effort if they were not involved in combat?

2. How does government spending show that the United States was more involved in World War II than it had been in World War I?

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

___ 1. Office of Price Administration

___ 2. Revenue Act of 1942

___ 3. WACs

___ 4. War Production Board

___ 5. WAVES

a. name for women who served in the navy
b. law that set terms of bonds the United States would sell to fund the war
c. name for women who served in the air force
d. government agency that worked to prevent inflation
e. government agency that worked to increase farm production
f. name for women who served in the army
g. law that increased taxes to help pay for the war
h. government agency that worked to boost industrial output
Review this lesson and list two key facts under each topic.

Making Sacrifices

Helping the War Effort

Terms to Know

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

1. The government set up an Office of War (Information, Propaganda) to promote patriotism and keep people united behind the war effort.

2. Many consumer goods were (boycotted, rationed), making them available in only limited supplies.

3. Some people joined (civil defense, homeland defense) groups to help protect the country from any possible attacks.

Academic Vocabulary

Read each sentence below. Put a checkmark in the space before the word or words that best explains the meaning of the boldfaced vocabulary word.

1. The government managed to keep prices more or less stable during the war.
   
   _____ at about the same level
   _____ falling
   _____ rising slowly

2. Many items were not available to consumers because they were needed for the war effort.
   
   _____ autos       _____ goods       _____ services
As you read the lesson, respond to the following questions.

1. What was the effect of so many women working in war industries?

2. How did the roles that African Americans played in the armed forces change during the war?

3. What roles did Native Americans and Hispanic Americans play during the war?

4. What happened to Japanese Americans during the war?

Use each of the following terms or phrases in a sentence.

<table>
<thead>
<tr>
<th>Term</th>
<th>Example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>bracero</td>
<td>Braceros were used to harvest crops during the war.</td>
</tr>
<tr>
<td>internment camp</td>
<td>Japanese Americans were interned in camps during the war.</td>
</tr>
<tr>
<td>Nisei</td>
<td>Nisei were second-generation Japanese Americans who served in the armed forces.</td>
</tr>
<tr>
<td>Tuskegee Airmen</td>
<td>Tuskegee Airmen were African American pilots who fought during the war.</td>
</tr>
</tbody>
</table>
Choose a term you studied earlier from the list below to complete each sentence by writing the correct term in the space.

abandon (Chapter 4, Section 4)         assigned (Chapter 19, Section 2)
expatriate (Chapter 24, Section 4)

1. Japanese Americans on the West Coast were forced to
   ___________________________ their homes with very little preparations.

2. African American soldiers were at first not _________________ to integrated units.

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

What steps did the United States take to prepare for fighting the war?

   ______________________________________________________________
   ______________________________________________________________

How did the war affect Americans?

   ______________________________________________________________
   ______________________________________________________________
Chapter 26, Section 4
War in Europe and Africa
(pages 770–776)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What important battles took place in North Africa, Italy, and the Soviet Union between 1942 and 1944?
• What factors contributed to the Allied victory in Europe?

Main Idea
As you read pages 770–776 in your textbook, complete this graphic organizer by identifying important events during the war.

<table>
<thead>
<tr>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>1945</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov.</td>
<td>May</td>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, put the following events in the correct order by writing the numbers 1 through 8 in the spaces to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

____ A. British turn back Germans at El Alamein
____ B. Allies land at Normandy
____ C. Germans reach outskirts of Moscow
____ D. V-E Day
____ E. Germans pushed out of North Africa
____ F. Sicily invaded
____ G. Germany invades Soviet Union
____ H. Germans forced to surrender at Stalingrad
As you read each part of the lesson, write a one-sentence summary.

**Fighting in North Africa**

**The Invasion of Italy**

**Air War Over Germany**

---

**Academic Vocabulary**

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

Churchill thought it would be too difficult to invade Europe in 1942, and Roosevelt concluded that he was right.

_____ admitted  _____ decided  _____ ended

---

**The Tide Turns in Europe**

**Terms to Know**

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

1. Russians were forced to eat horses, cats, and dogs when food ran out during the (blockade, siege) of one of their cities.

2. The Allies planned an invasion of France that was called Operation (Overload, Overlord).

3. The invasion took place on June 6, 1944, a date that was code-named (D-Day, I-Day).
4. In December 1944, the Germans counterattacked, producing the fierce fight called the Battle of (Christmas, the Bulge).

5. When the Germans surrendered in May 1945, the Allies declared (V-E Day, V-G Day) to celebrate their victory.

Read the sentence below. Put a checkmark in the space before the phrase that best explains the meaning of the boldfaced academic vocabulary word you studied earlier.

The Germans suffered heavy casualties in their counterattack of late 1944, which was their last strong attack.

____ difficult defeats to strategy
____ equipment destroyed
____ soldiers killed, wounded, captured, or missing

The Holocaust (pages 775–776)

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

______________________________
______________________________
______________________________
______________________________

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

___ 1. concentration camp
___ 2. death camp
___ 3. genocide
___ 4. Holocaust

a. name given to Nazi attempts to kill all Jews under their control
b. prison camp for civilians
c. camps where prisoners of war were held
d. wiping out an entire group of people
e. camps where Nazis killed thousands of people
f. forcing people out of their homes
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

What important battles took place in North Africa, Italy, and the Soviet Union between 1942 and 1944?

__________________________________________

__________________________________________

What factors contributed to the Allied victory in Europe?

__________________________________________

__________________________________________
Chapter 26, Section 5
War in the Pacific
(pages 777–780)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the United States plan to gain control of the Pacific region?
• What role did the atomic bomb play in ending the war?

Main Idea

As you read pages 777–780 in your textbook, complete this graphic organizer by explaining the importance of each subject.

<table>
<thead>
<tr>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Island hopping</td>
</tr>
<tr>
<td>Manhattan Project</td>
</tr>
<tr>
<td>V-J Day</td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, identify the year in which each of these battles took place. Write the year in the space provided.

____ Battle of Midway
____ Allied victory at Leyte Gulf
____ Allies capture Okinawa
____ Surrender at Bataan
____ Battle of Iwo Jima
____ Allied victory at Guadalcanal
____ Battle of the Coral Sea
Write one or two sentences to describe the strategy of island hopping.

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

___ 1. Bataan Death March
___ 2. Battle of Leyte Gulf
___ 3. Battle of Midway
___ 4. Battle of the Coral Sea
___ 5. island hopping
___ 6. kamikaze

a. suicide pilot
b. sea battle that stopped the Japanese from nearing Australia
c. Japanese strategy of taking one island at a time
d. cry uttered by Japanese soldiers
e. punishment of Allied soldiers who had surrendered in the Philippines
f. sea battle that led to the destruction of four Japanese aircraft carriers
g. Allied strategy of taking one island at a time
h. sea battle that produced Japanese victory in Southeast Asia
i. sea battle that helped ensure retaking of the Philippines

The Atomic Bomb (pages 779–780)

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

1. Why did the United States develop the atomic bomb?
2. Why did Truman decide to use the atomic bomb?

________________________________________________________________________

________________________________________________________________________

Define or describe the following key terms from this lesson.

Manhattan Project

________________________________________________________________________

________________________________________________________________________

Potsdam Declaration

________________________________________________________________________

________________________________________________________________________

The War Ends (page 780)

Read the lesson and write three sentences about the cost of the war.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use the space below to define or describe the term from this lesson.

VJ Day

________________________________________________________________________

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

How did the United States plan to gain control of the Pacific region?

________________________________________________________________________

________________________________________________________________________

What role did the atomic bomb play in ending the war?

________________________________________________________________________

________________________________________________________________________
Chapter 27, Section 1
Cold War Origins
(pages 788–794)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the United States attempt to stop the spread of communism?
• How did foreign policy change as a result of the Cold War?

Main Idea

As you read pages 788–794 in your textbook, complete this graphic organizer by listing important events in the Cold War.

1945

June 1945

1950

June 1947

June 1948

May 1949

Sequencing Events

As you read, put the following events in the correct order by writing the number 1 through 7 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

_____ A. Roosevelt dies; Truman becomes president
_____ B. Marshall announces Marshall Plan
_____ C. NATO formed
_____ D. Soviets blockade West Berlin
_____ E. United Nations charter signed
_____ F. Truman announces Truman Doctrine
_____ G. Roosevelt, Churchill, Stalin meet at Yalta Conference
Analyze the information in this lesson by answering the following questions.

1. What issues divided the Allies as the war drew to a close?

2. What did the leaders agree to at Yalta?

Define or describe the following key term.

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

1. By the late 1940s, the United States had developed a new policy toward the Soviet Union that was based on the idea of (containment, isolationism).

2. Churchill warned of the growing Soviet domination of country’s behind what he called the (“communist curtain,” “iron curtain”).

3. In the (Marshall Plan, Truman Doctrine), the United States pledged to help nations threatened by communism and Soviet expansion.
Read the sentence below. Put a checkmark in the space before the phrase that best explains what the academic vocabulary word sphere, from this lesson, means in this passage.

Churchill said that the countries within the “Soviet sphere” were largely being controlled by the Soviet Union.

_____ area       _____ boundaries       _____ territory

Crisis in Berlin (pages 791–792)

Answer the following questions to connect the material in this subsection to material you read earlier.

1. Where had the Allies decided to divide Germany? How had they divided it?

__________________________________________________________

__________________________________________________________

2. What plan did the Allies announce in 1948? Why might Stalin fear this?

__________________________________________________________

__________________________________________________________

3. How did Stalin respond to this announcement?

__________________________________________________________

__________________________________________________________

4. How did Truman respond to this action?

__________________________________________________________

__________________________________________________________
Define or describe the following terms from this lesson.

<table>
<thead>
<tr>
<th>Terms To Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin airlift</td>
</tr>
<tr>
<td>Berlin blockade</td>
</tr>
</tbody>
</table>

**Two Armed Camps** *(pages 792–794)*

As you read pages 792–794, write a one-sentence summary about the topic “The United States Rearms”.

Define or describe the following key terms from this lesson.

<table>
<thead>
<tr>
<th>Terms To Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold war</td>
</tr>
<tr>
<td>North Atlantic Treaty Organization</td>
</tr>
</tbody>
</table>

Use each of the following academic vocabulary words from this lesson in a sentence that reflects the meaning of the word.

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>mutual</td>
</tr>
<tr>
<td>release</td>
</tr>
</tbody>
</table>
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did the United States attempt to stop the spread of communism?

___________________________________________________________________________

___________________________________________________________________________

How did foreign policy change as a result of the Cold War?

___________________________________________________________________________

___________________________________________________________________________
Postwar Politics
(pages 796–801)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What economic problems did Americans face after World War II?
• What actions did President Truman and Congress propose to deal with the nation's problems?

Main Idea
As you read pages 796–801 in your textbook, complete this graphic organizer by identifying three measures that were part of Truman’s Fair Deal.

The Fair Deal

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

_____ Truman announces plan of domestic reforms

_____ Coal strike

_____ Congress passes Taft-Hartley bill

_____ Truman wins presidential election
Review pages 796–797 and answer these questions.

1. What contributed to inflation after World War II ended?

2. What happened to relations between businesses and unions after the war? What were the effects?

3. How did Truman address these problems?

Define or describe the following term from this lesson:

Terms To Know: consumer goods

Truman Faces the Republicans (pages 797–800)

Questioning: Review pages 797–800 and write an important detail for each of these topics.

- Government Reorganization
- The Election of 1948
**Terms to Know**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td>__</td>
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</tr>
</tbody>
</table>

1. Central Intelligence Agency
2. closed shop
3. Fair Deal
4. National Security Act
5. Taft-Hartley bill

a. law that gave unions the right to organize
b. law that created the Department of Defense
c. workplace where only union members could work
d. group formed in 1947 to collect information on other lands
e. law that created the National Security Agency
f. Dewey’s slogan for his domestic program
g. law that limited workers' rights
h. workplace closed to union members
i. Truman’s slogan for his domestic program

**A Fair Deal for Americans** (pages 800–801)

Read the information on civil rights on pages 800–801. Then, write three sentences summarizing Truman’s policies.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Terms to Know**

Define or describe the following term from this lesson.

desegregate

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

What economic problems did Americans face after World War II?

What actions did President Truman and Congress propose to deal with the nation’s problems?
Chapter 27, Section 3
The Korean War
(pages 802–805)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What events led to the Korean War?
• How did America’s war aims change during the war?

Main Idea
As you read pages 802–805 in your textbook, complete this chart by writing the date or event in the appropriate space.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25, 1950</td>
<td>UN forces capture Pyongyang</td>
</tr>
<tr>
<td>November 26, 1950</td>
<td>MacArthur relieved of command</td>
</tr>
<tr>
<td>July 27, 1953</td>
<td></td>
</tr>
</tbody>
</table>

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

_____ A. Cease-fire in Korea
_____ B. North Korea invades South Korea
_____ C. MacArthur dismissed from command
_____ D. American and Soviet troops divide Korea after Japanese forces leave
As you read the lesson, respond to the following questions.

1. How did Korea become divided in the first place?

2. Why did North Korea invade the South?

3. What was the situation when MacArthur took command? What did he succeed in doing?

Define or describe the following key term.

38th parallel

American Leadership Divided (pages 804–805)

Read the section and then answer the questions to identify the causes and effects of actions in the late stages of the Korean War.

1. Why did MacArthur propose attacking Chinese troops or even China itself?

2. Why did Truman reject that idea?
3. Why did Truman fire MacArthur?

Define or describe each of the following key terms from this lesson.

- demilitarized zone
- stalemate

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

What events led to the Korean War?

How did America’s war aims change during the war?
Chapter 27, Section 4
The Red Scare
(pages 806–809)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What effect did Cold War fears have on domestic politics?
• How did McCarthyism affect the nation?

Main Idea
As you read pages 806–809 in your textbook, complete this graphic organizer by explaining why these individuals are important.

<table>
<thead>
<tr>
<th>Historical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alger Hiss</td>
</tr>
<tr>
<td>Ethel Rosenberg</td>
</tr>
<tr>
<td>Joseph McCarthy</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, place the following events on the time line:
• Senate censures McCarthy
• House Un-American Activities Committee begins hearings
• Chambers testifies that Hiss gave him secret papers in the 1930s
• Rosenbergs executed for spying
• McCarthy makes Wheeling speech

1945 1950 1955
Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. Film companies made (blacklists, “Red Lists”) of people who would not be hired because their loyalty was suspicious.

2. Congress passed the (McCarran, McCarthy) Act, which required all organizations with links to the Communists to register with the government.


4. Many Americans feared (conversion, subversion) by Communists in the government.

5. One former government official was found guilty of (perjury, treason) for lying during an investigation.

In the space available, define the following words you studied earlier.

**Espionage**
(Chapter 23, Section 4)

**Red Scare**
(Chapter 24, Section 1)

**Sabotage**
(Chapter 23, Section 4)
Main Idea

From 1950 to 1954, the hunt for Communists in America was dominated by Senator Joseph McCarthy.

Terms to Know

Choose the term from the list below that best completes each sentence and write the term in the space provided.

alleged censure blacklisted

1. McCarthy ________________ that there were Communists throughout he government but he had no proof.

2. Once McCarthy lost popular support, the Senate voted to ________________ him.

Section Wrap-up

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

What effect did Cold War fears have on domestic politics?

________________________________________________________________________

________________________________________________________________________

How did McCarthyism affect the nation?

________________________________________________________________________

________________________________________________________________________
Chapter 28, Section 1
Eisenhower in the White House
(pages 814–820)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What beliefs and policies characterized the Eisenhower presidency?
• What foreign policy challenges did the Eisenhower administration face?

Main Idea
As you read pages 814–820 in your textbook, complete this graphic organizer by listing examples of actions the United States took to solve problems in world affairs.

U. S. in world affairs

1. Suez crisis; Hungarian uprising
2. Geneva summit
3. U.S. launches Explorer
4. Soviet Union launches Sputnik
5. Eisenhower elected president
6. U-2 incident
7. French surrender after defeat at Dien Bien Phu

Sequencing Events
As you read, place the number representing each event in the appropriate circle on the time line:

1950 1955 1960
Scan the lesson by reading the headings. Then write down two topics you think will be covered in this lesson.

Terms To Review

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

subversion (Chapter 27, Section 4)

Read the lesson and then answer the questions.

1. What moderate financial policies did Eisenhower follow?

2. How did the creation of the interstate highway system stimulate the economy?

3. What moderate social policies did Eisenhower follow?
Define or describe the following key terms from this lesson.

- **surplus**
- **Federal Highway Act**
- **Department of Health, Education, and Welfare (HEW)**

### Eisenhower and the Cold War (pages 816–818)

**Interpreting**

Interpret the information you read about Eisenhower’s foreign policy by answering the following questions.

1. Why were Americans shocked by the Soviet launch of *Sputnik*?

   ________________________________________________________________

2. What new approach to the Cold War did Dulles want?

   ________________________________________________________________

3. What was the effect of the policy of massive retaliation on relations with the Soviet Union?

   ________________________________________________________________
**Terms to Know**

1. **arms race**
2. **Civil Defense Administration**
3. **conventional weapons**
4. **intercontinental ballistic missile**
5. **intermediate range ballistic missile**
6. **massive retaliation**
7. **National Aeronautics and Space Administration**
8. **Project Mercury**
9. **space race**
10. **Vanguard**

**Foreign Policy Challenges** *(pages 818–820)*

**Sequencing**

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

1. a. French forced to surrender in Vietnam
2. b. Founding of Israel
3. c. Castro seizes power in Cuba
4. d. U-2 incident
5. e. Suez Canal crisis
6. f. Geneva summit
Define or describe the following terms from this lesson.

- domino theory
- summit
- peaceful coexistence
- U-2

Circle the letter of the word that has the closest meaning to the boldfaced academic vocabulary word from this lesson.

“I can conceive of no greater tragedy than for the United States to become engaged in all-out war in Indochina.”

a. detect  b. imagine  c. plan

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

What beliefs and policies characterized the Eisenhower presidency?

What foreign policy challenges did the Eisenhower administration face?
Chapter 28, Section 2
1950s Prosperity
(pages 821–826)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What factors helped the economy grow during the 1950s?
• How did the era’s prosperity affect American society and culture?

Main Idea

As you read pages 821–826 in your textbook, complete this graphic organizer by describing three changes that occurred in American life as a result of the strong economy or the growth of technology.

Changes in American life

Sequencing Events

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

_____ First Levittown built
_____ Polio vaccine first given to children
_____ IBM becomes leader in computer industry
_____ Elvis Presley bursts onto the scene
Check your understanding of the information in this lesson by answering the following questions.

1. What prompted the growth of the economy after World War II?

2. What effect did this economic growth have on individual Americans?

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

1. Economic growth meant that the average American enjoyed much higher (personal income, personal wealth).

2. That led to a better (gross personal product, standard of living), a measure of people’s quality of life.

3. One new machine fueling business growth was the (automobile, computer).

In the spaces available, use the following academic vocabulary words in a sentence.

- expert
- overall
A Changing Nation (pages 822–826)

**Questioning**

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

**The Baby Boom**

**Expanding Suburbs**

**A Nation on Wheels**

**A Consumer Society**

**An American Culture**

**Terms To Know**

Define or describe each of the following key terms from this lesson.

affluence

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

Television became an important source for news, information, and entertainment in the 1950s.

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

What factors helped the economy grow during the 1950s?

How did the era’s prosperity affect American society and culture?
Chapter 28, Section 3
Problems in a Time of Plenty
(pages 828–831)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Which groups did not share in the prosperity of the 1950s?
• Why did some people criticize American values of the period?

Main Idea
As you read pages 828–831 in your textbook, complete this graphic organizer by describing the economic problems these groups faced.

<table>
<thead>
<tr>
<th>Kinds of workers</th>
<th>Economic problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small farmers</td>
<td></td>
</tr>
<tr>
<td>Migrant farmworkers</td>
<td></td>
</tr>
<tr>
<td>Factory workers</td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
From the list below, choose the correct year in which the Supreme Court decided the case Brown v. Board of Education of Topeka, Kansas. Circle the correct date.

1952  1954  1956  1958
Answer the following questions to compare and contrast the experience of some groups of Americans in the 1950s.

1. How did the situation of farmers compare to that of affluent Americans?

2. How did the lives of African American farmworkers in the South compare to those of Hispanic American farmworkers in the West?

3. What problems affected the urban poor?

Define or describe the following key terms.

**automation**

**ghetto**

**migrate** (Chapter 20, Section 2)

**surplus** (Chapter 28, Section 1)

Use each of the following terms, which you studied earlier, in a sentence that reflects the meaning of the term.
Review the information presented in this lesson, then answer these questions.

1. Identify a social critic from the period.

2. Summarize the critic’s beliefs and opinions.

3. Do you think that these beliefs and opinions were valid? Why or why not?

Define or describe the key term from this lesson listed below.

materialism

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

Which groups did not share in the prosperity of the 1950s?

Why did some people criticize American values of the period?
Chapter 29, Section 1
The Civil Rights Movement
(pages 838–842)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did a Supreme Court decision help African Americans in their struggle for civil rights?
• Why did Dr. Martin Luther King, Jr., emerge as a leader?

Main Idea
As you read pages 838–842 in your textbook, complete this graphic organizer by describing the roles these people played in the civil rights movement.

<table>
<thead>
<tr>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Brown</td>
</tr>
<tr>
<td>Rosa Parks</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
</tr>
</tbody>
</table>

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

_____ 1. 1896  a. Montgomery bus boycott  
_____ 2. 1954  b. South abandons segregation  
_____ 3. 1955  c. *Plessy v. Ferguson* makes segregation legal  
_____ 4. 1957  d. integration of Central High School in Little Rock, Arkansas  
               e. *Brown v. Board of Education* makes school segregation illegal
Scanning: Scan the lesson by reading the headings and looking at the map on page 839. Then write down three topics you think will be covered in this lesson. As you read, write down a fact about each topic.

____________________________________________________

____________________________________________________

____________________________________________________

Define or describe the following key terms.

Brown v. Board of Education of Topeka, Kansas

integrating

NAACP

Gains on Other Fronts: Read the section and then answer the questions to make inferences about what you read.

1. Why was Rosa Parks arrested for sitting in a certain area of a city bus?

   __________________________________________________________

   __________________________________________________________

2. Was the Montgomery bus boycott easy or difficult for the city's African Americans to carry out? Why?

   __________________________________________________________
3. How did Martin Luther King, Jr., become a leader of the civil rights movement?

Define or describe the following key terms from this lesson.

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

1. The boycott organizers hoped the move would hurt the city bus system financially and force officials to alter their policies.
   
a. apologize for  
b. change  
c. reverse

2. Parks belonged to the Montgomery chapter of the NAACP.
   
a. part of a book  
b. underground cell  
c. unit of a larger group

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

How did a Supreme Court decision help African Americans in their struggle for civil rights?

__________________________________________________________________________

__________________________________________________________________________

Why did Dr. Martin Luther King, Jr., emerge as a leader?

__________________________________________________________________________

__________________________________________________________________________
Chapter 29, Section 2
Kennedy and Johnson
(pages 844–847)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What were the goals for Kennedy’s New Frontier?
• What new programs were created as part of the Great Society?

Main Idea
As you read pages 844–847 in your textbook, complete this graphic organizer by listing four programs that were part of the War on Poverty.

Sequencing Events
As you read, complete the chart by writing the event in the appropriate space on the chart.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1960</td>
<td></td>
</tr>
<tr>
<td>January 20, 1961</td>
<td></td>
</tr>
<tr>
<td>November 22, 1963</td>
<td></td>
</tr>
<tr>
<td>July 1964</td>
<td></td>
</tr>
</tbody>
</table>
Analyze the information about the presidential campaign of 1960 and answer the following questions.

1. Why were the televised debates a turning point in the 1960 election?

2. Do you think candidate debates are a good way for to form an opinion about candidates? Explain your answer.

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

Kennedy countered the concern over his being a Catholic by stressing that he believed that church and state should be separate.

_____ arguing  _____ emphasizing  _____ feeling pressured

The New Frontier (pages 845–846)

Review pages 845–846 and answer these questions.

1. What are domestic policies?

2. What were important domestic policies during the Kennedy administration?
3. What do you think are the two most important domestic issues the nation faces today?

________________________________________________________________________
________________________________________________________________________

**Terms to Know**

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

___ 1. New Frontier  
    a. group investigating civil rights for Kennedy

___ 2. Warren Commission  
    b. group investigating Kennedy’s assassination
    c. Kennedy’s civil rights program
    d. Kennedy’s domestic legislation program

**Academic Vocabulary**

Select the vocabulary term from the list below that best completes the sentence. Write your answer in the space provided.

available  reluctant  committed

Many representatives were _____________ to spend as much money as Kennedy’s programs would require, so Congress voted against them.

**The “Great Society”** (pages 846–847)

Review pages 846–847 and list two important facts about each of these topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fact 1</th>
<th>Fact 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

___ 1. Civil Rights Act of 1964  
a. helped pay for health care of the elderly

___ 2. Department of Housing and Urban Development  
b. helped poor students to attend college

c. minimum income needed to survive

d. agency that provided jobs to the poor

e. similar to the Peace Corps

___ 3. “Great Society”  
f. new cabinet agency aimed to help cities rebuild

g. law guaranteeing voting rights of African Americans

___ 4. Head Start  
h. slogan for Johnson’s programs

___ 5. Job Corps  
i. provided preschool education for poor children

___ 6. Medicaid  
j. law banning discrimination in many areas of life

___ 7. Medicare  
k. helped fund health care for poor people

___ 8. poverty line  
l. what critics called Johnson’s programs

___ 9. Upward Bound  
m. new cabinet agency that funded housing

___ 10. Volunteers in Service to America  
n. agency that provided job training to the poor

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

What were the goals for Kennedy’s New Frontier?

__________________________________________________________________________

__________________________________________________________________________

What new programs were created as part of the Great Society?

__________________________________________________________________________

__________________________________________________________________________
Chapter 29, Section 3

The Struggle Continues

(pages 848–853)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What actions did African Americans take in the early 1960s to secure their rights?
• What African American leaders emerged during this period?

Main Idea

As you read pages 848–853 in your textbook, complete this graphic organizer by describing the roles these people played in the civil rights movement.

<table>
<thead>
<tr>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Meredith</td>
</tr>
<tr>
<td>Malcolm X</td>
</tr>
<tr>
<td>Stokely Carmichael</td>
</tr>
</tbody>
</table>

Sequencing Events

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

_____ A. March on Washington
_____ B. James Meredith enrolls in University of Mississippi
_____ C. Freedom Summer
_____ D. Freedom Riders try to take buses across state lines in South
_____ E. protest in Birmingham
_____ F. Congress passes Voting Rights Act
Review the information on pages 848–852. Then, answer the questions that follow.

1. What did sit-ins accomplish?

2. What happened as a result of the Freedom Rides?

3. What happened regarding the integration of education in the early 1960s?

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

- Congress of Racial Equality
- Freedom Riders
- Freedom Summer
- interstate
- Voting Rights
- Student Nonviolent Coordinating Committee

1. The ________________________ aimed to end segregation in bus transportation.

2. The Supreme Court ruled that ________________________ buses and bus stations had to be integrated.

3. Some students staged ________________________ to force stores to integrate.

4. With the ________________________ Act, Congress ensured that African Americans would have voting rights.

5. The ________________________ took the lead in challenging segregation in transportation.
Read the section and then answer the questions to draw conclusions about what you read.

1. How did Malcolm X’s ideas change?

______________________________________________________________________________

______________________________________________________________________________

2. What are two examples of violence that erupted because of African Americans’ frustration and anger?

______________________________________________________________________________

______________________________________________________________________________

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

____ 1. Black Panther  a. religious group also known as the Nation of Islam
   Party
   b. group of young radicals
   c. movement aimed at running African American candidates for office
   d. movement of racial pride that urged African Americans to develop their own culture

____ 2. Black Power

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

Why was the March on Washington organized?

______________________________________________________________________________

______________________________________________________________________________

Why did some African American leaders criticize the goal of integration?

______________________________________________________________________________

______________________________________________________________________________
Chapter 29, Section 4
Other Groups Seek Rights
(pages 856–860)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What steps did women and minorities take to improve their lives?
• What new leaders emerged?

Main Idea
As you read pages 856–860 in your textbook, complete this graphic organizer by
describing the role each person played in the 1960s and 1970s.

<table>
<thead>
<tr>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phyllis Schlafly</td>
</tr>
<tr>
<td>César Chávez</td>
</tr>
<tr>
<td>Herman Badillo</td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, write the correct dates for each of these events.

_____ Equal Pay Act passed
_____ National Organization for Women founded
_____ Workplace discrimination against women banned
_____ Sandra Day O’Connor named to Supreme Court
Write down the main idea of this section and at least three details that support that idea.

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

1. Women who fought for their rights in the 1960s and 1970s were called (feminists, suffragists).

2. The (Equal Rights Amendment, Women’s Rights Amendment) aimed to guarantee that women would have the same rights as men.

3. The (National Movement for Women’s Rights, National Organization for Women) campaigned to gain rights for women in many areas.

4. According to the (Equal Pay Act, Workplace Equality Act), employers had to pay women the same as men for doing the same job.

As you read pages 868–859, ask yourself: what is an important detail about the farmworkers organizing? Write an important detail under the topic.
Define or describe the following key terms from this lesson.

**Key Points**

**Terms To Know**

- **Hispanic**
- **La Raza Unida**
- **The League of United Latin American Citizens**

**Native Americans** *(pages 859–860)*

**Skimming**

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

**Efforts to Organize**

**American Indian Movement**

**Americans With Disabilities**
Define or describe the following key terms from this lesson.

American Indian Movement (AIM)

Indian Civil Rights Act of 1968

National Congress of American Indians (NCAI)

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

emphasis emphasize

Native Americans increasingly came to ____________________ their own history, language, and culture in their schools in the 1960s.

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

What steps did women and minorities take to improve their lives?

__________________________________________________________

__________________________________________________________

What new leaders emerged?

__________________________________________________________

__________________________________________________________
Chapter 30, Section 1

Kennedy’s Foreign Policy
(pages 866–870)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did the Kennedy administration handle challenges to foreign affairs?
• What happened during the Cuban missile crisis?

Main Idea

As you read pages 866–870 in your textbook, complete this graphic organizer by describing the actions the Kennedy administration took in response to these crises.

<table>
<thead>
<tr>
<th>Response to Crises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin Wall</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events

As you read, place the following events on the time line:
• Cuban missile crisis
• Kennedy and Khrushchev hold summit in Vienna
• Berlin Wall is started
• Bay of Pigs invasion fails

✦ 1961 ✦ 1962 ✦ 1963

<table>
<thead>
<tr>
<th>April</th>
<th>June</th>
<th>August</th>
<th>October</th>
</tr>
</thead>
</table>

Read the section and then answer the questions to evaluate what you read.

1. What approach did Kennedy take toward nuclear weapons?

2. What new military options did he develop and why?

3. How did he use non-military means to strengthen the position of the United States?

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

____ 1. Alliance for Progress  
____ 2. executive order  
____ 3. flexible response  
____ 4. Green Berets  
____ 5. Peace Corps

a. special military unit trained to be ready to fight guerrilla fighters  
b. new defense strategy that emphasized being able to strike anywhere in the world with nuclear weapons  
c. special group formed to send volunteers to other countries to help people as teachers and advisers  
d. mandate that Congress puts on the president  
e. new defense strategy that emphasized special military units  
f. rule issued by the president  
g. new foreign policy plan for Western Europe  
h. development plan aimed at Latin America
promote (Chapter 25, Section 2)

Kennedy hoped to promote economic development in Latin America.

Cold War Confrontations (pages 867–869)

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

_____ a. Bay of Pigs invasion fails

_____ b. Communists build Berlin Wall

_____ c. Castro seizes power in Cuba

_____ d. Khrushchev tells Kennedy to pull troops out of Berlin

_____ e. CIA develops plan for attacking Castro at Bay of Pigs

Define or describe the following key terms from this lesson.

Berlin Wall

exiles

intelligence

In the space available, define the following academic vocabulary word.
The Cuban Missile Crisis (pages 869–870)

Previewing

As you read the section, answer the following questions.

1. Look at the map on page 869. What does it show?

2. Look at the heading on page 870. What issue other than the Cuban missile crisis will be addressed in this section?

Terms To Know

Use the spaces below to write a sentence using each of these key terms from this lesson.

- Apollo project
- Cuban missile crisis
- Hot line

Academic Vocabulary

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

When Kennedy learned of the Soviet missile bases being built in Cuba, he and his advisers discussed their different options.

- chances of survival
- opportunities for success
- possible courses of action
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

Why did the Bay of Pigs invasion fail? How did Kennedy address the Berlin crisis?

________________________________________________________________________________

________________________________________________________________________________

What actions did Kennedy take during the Cuban missile crisis?

________________________________________________________________________________

________________________________________________________________________________
Chapter 30, Section 2
War in Vietnam
(pages 871–876)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did Vietnam become a divided country?
• Why did America increase its involvement in the Vietnam War?

Main Idea
As you read pages 871–876 in your textbook, complete this graphic organizer by filling in the main events that occurred after the Gulf of Tonkin Resolution.

Gulf of Tonkin

A. Vietcong begin war against Diem
B. Geneva Accords divide Vietnam
C. Johnson begins escalation
D. Officers carry out coup in South Vietnam
E. Diem gains control of South Vietnam
F. Gulf of Tonkin incident
As you read each subsection, write a one- or two-sentence summary.

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

Buddhists    coup    National Communist Front
National Liberation Front    revolution    Vietcong

1. The __________________ attacked the U.S. supported government of South Vietnam.

2. Another name for that group is the __________________ .

3. Attacks on __________________ cost South Vietnam’s government much support.

4. Army officers staged a __________________ and overthrew it, with American support.

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

globe  global  globalism

Kennedy viewed the U.S. role in Vietnam as part of the ____________ conflict against communism.
Identifying Cause and Effect

As you read pages 874–876, answer the following questions to identify the causes and effects of actions in the Vietnam War.

1. What did McNamara think about the situation in Vietnam after his fact-finding mission?

2. What was the result of the Gulf of Tonkin Resolution?

3. Why did the United States find it difficult to fight the war?

4. Why did American troops grow frustrated as the war went on?

Terms to Know

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

1. A naval incident near North Vietnam led Congress to approve the (Gulf of Tonkin, North Vietnam) Resolution, which gave President Johnson broad powers to fight a war in Vietnam.

2. The next year, then, he began sending massive numbers of troops in a move called (acceleration, escalation).

3. American forces went out on (reconnaissance, search-and-destroy) missions aimed at finding and killing enemy troops.
4. Meanwhile, North Vietnam sent a steady stream of men and supplies over the (Ho Chi Minh, Liberation) Trail.

5. Both sides used (napalm, nuclear) weapons to start fires and destroy the thick jungle growth that enemy troops hid in.

6. The Americans also sprayed a plant-killer called (Agent Orange, Anti-Grow).

Use a dictionary to look up the following academic vocabulary word from this lesson and write the definition in your own words in the spaces available.

 implicit

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

How did Vietnam become a divided country?

________________________________________________________________________
________________________________________________________________________

Why did America increase its involvement in the Vietnam War?

________________________________________________________________________
________________________________________________________________________
Chapter 30, Section 3
The Vietnam Years at Home
(pages 877–882)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What factors contributed to the rise of the protest movement?
• How did Americans at home respond to the Vietnam War?

Main Idea
As you read pages 877–882 in your textbook, complete this graphic organizer by stating how you think people known as doves and hawks differed on these issues.

<table>
<thead>
<tr>
<th></th>
<th>The Draft</th>
<th>Escalation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequencing Events
As you read, write the correct months from 1968 in which these events took place:

_____ King assassinated
_____ Tet Offensive begins
_____ Nixon wins presidential election
_____ Robert Kennedy assassinated
_____ McCarthy has strong showing in New Hampshire primary
_____ Pueblo captured off North Korea
_____ Johnson announces new peace effort and decision not to seek reelection
### Responding

As you read the section, respond to the following questions.

1. What were the reasons people had for opposing the war in Vietnam?

   [Your response here]

2. What were the views of the two different groups that opposed the draft?

   [Your response here]

3. How did the public climate change during the course of the war?

   [Your response here]

### Terms to Know

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. conscientious objector</td>
<td>a. headquarters of the Defense Department</td>
</tr>
<tr>
<td>2. counterculture</td>
<td>b. opponent of the war</td>
</tr>
<tr>
<td>3. deferment</td>
<td>c. growing gulf between older officers and younger enlisted men in the army</td>
</tr>
<tr>
<td>4. dove</td>
<td>d. group that formed to counter the rising tide of antiwar protesters</td>
</tr>
<tr>
<td>5. generation gap</td>
<td>e. secret group opposed to the war</td>
</tr>
<tr>
<td>6. hawk</td>
<td>f. person who opposed the war on moral grounds</td>
</tr>
<tr>
<td>7. Pentagon</td>
<td>g. supporter of the war</td>
</tr>
<tr>
<td></td>
<td>h. growing mistrust between older and younger adults</td>
</tr>
<tr>
<td></td>
<td>i. paper excusing someone from the draft</td>
</tr>
<tr>
<td></td>
<td>j. movement that rejected traditional American values</td>
</tr>
</tbody>
</table>
As you read each subsection, ask yourself: what is an important detail? Write one of those details in the spaces below.

**The Tet Offensive**

**Impact Back Home**

**The President Responds**

**Define or describe the following key terms from this lesson.**

- credibility gap
- Tet Offensive
- USS Pueblo
Read each sentence below. Put a checkmark in the space before the word or words that best explains what the bold-faced academic vocabulary word from this lesson means in this passage.

1. After **consulting** with his advisers, Johnson decided not to run for reelection.
   
   _____ asking the views of _____ hiring _____ polling

2. The Tet Offensive convinced one newspaper that the **prospect** of winning the war in Vietnam was not high.
   
   _____ difficulty _____ possibility _____ view

**Violence Erupts** (pages 880–881)

**Sequencing**

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

   ____ a. Martin Luther King, Jr., killed
   ____ b. Violence erupts at Democratic convention
   ____ c. Lyndon Johnson withdraws from presidential race
   ____ d. Hubert Humphrey wins Democratic nomination
   ____ e. Robert F. Kennedy assassinated

**Terms To Review**

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

**primary election**

(Chapter 21, Section 2)
Complete this outline as you read.

I. The Wallace Candidacy
   A. __________________________________________________________
   B. __________________________________________________________

II. The “Silent Majority”
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

III. Nixon Wins
   A. __________________________________________________________
   B. __________________________________________________________

Define or describe the key term from this lesson shown below.

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

What factors contributed to the rise of the protest movement?

______________________________________________________________________________

______________________________________________________________________________

How did Americans at home respond to the Vietnam War?

______________________________________________________________________________

______________________________________________________________________________
Chapter 30, Section 4
Nixon and Vietnam
(pages 884–889)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What steps did Nixon take to end the war in Vietnam?
• What were the costs of the Vietnam War?

Main Idea

As you read pages 884–889 in your textbook, complete this graphic organizer by identifying three strategies Nixon used to end the war.

Nixon’s Strategies

As you read, complete the chart by writing the date or the event in the appropriate place on the chart.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1970</td>
<td></td>
</tr>
<tr>
<td>May 1970</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. resumes bombing of North Vietnam</td>
</tr>
<tr>
<td>January 1973</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saigon falls to North Vietnam</td>
</tr>
</tbody>
</table>
A New Strategy (pages 884–885)

Synthesizing

Read the section on Nixon’s strategy for Vietnam and then write at least three sentences describing the main points of the strategy.

______________________________________________________________

______________________________________________________________

______________________________________________________________

Terms to Know

Define or describe the following key term from this lesson.

Vietnamization

______________________________________________________________

______________________________________________________________

Renewed Opposition at Home (pages 885–887)

Interpreting

Interpret the information you read about growing opposition to the war by answering the following questions.

1. Why did North Vietnam not agree to a peace plan?

______________________________________________________________

______________________________________________________________

2. What did critics say about Nixon’s move into Cambodia after civil war erupted there?

______________________________________________________________

______________________________________________________________

3. Who did Nixon apparently hold responsible for the violence on college campuses?

______________________________________________________________
Define or describe the following key term from this lesson.

martial law

As you read this section, answer the following questions to help you organize the information about the last years of the Vietnam War.

1. What military developments occurred in early 1972?

2. What condition did Nixon give up on, which helped the two sides near a peace agreement?

3. What were the terms of the peace agreement?

4. What happened after the United States withdrew from South Vietnam?

Write two words that are related to each of the terms you studied earlier.

“Peace Is at Hand” (pages 888–889)
Read the “Legacy of the War” on page 889. Then write a short summary of the information.

Define or describe the following terms.

MIAs

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

What steps did Nixon take to end the war in Vietnam?

_________________________________________________________________________________

_________________________________________________________________________________

What were the costs of the Vietnam War?

_________________________________________________________________________________

_________________________________________________________________________________
Chapter 31, Section 1
Nixon's Foreign Policy
(pages 896–900)

Reason To Read

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

• How did Richard Nixon change U.S. political relations with the Soviet Union and China?
• What actions did the U.S. take regarding the Middle East and Latin America?

Main Idea

As you read pages 896–900 in your textbook, complete this graphic organizer by describing the goals of these strategies and policies.

Sequencing Events

As you read, write the number next to the event on the appropriate place on time line:

1. Arab oil embargo begins
2. Nixon visits Soviet Union
3. “Ping-Pong diplomacy” begins contact between U.S. and China
4. Nixon visits China
As you read pages 896–898, ask yourself: what is an important detail? Write one detail for each of the topics below.

**Behind the Iron Curtain**

**Détente**

**Academic Vocabulary**

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

Nixon and Kissinger believed in foreign policy based on national interests, not ideology.

___ economic principles

___ wishes

___ philosophy

**The Middle East**

Read the section and then answer the questions to identify causes and effects of issues in the Middle East.

1. What were the results of the Six-Day War of 1967?

2. What did some Arab states do out of anger at American support for Israel during the Yom Kippur War?
3. What did Kissinger’s diplomacy produce?

   

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

- shuttle diplomacy
- Yom Kippur War

Latin America (page 900)

Summarizing

Read the lesson on relations with Latin America and then write three sentences summarizing the information.

   

   

Section Wrap-up

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

How did Richard Nixon change U.S. political relations with the Soviet Union and China?

   

What actions did the U.S. take regarding the Middle East and Latin America?
Chapter 31, Section 2
Nixon and Watergate
(pages 901–908)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did Nixon struggle with domestic problems?
• How did the Watergate scandal affect politics?

Main Idea
As you read pages 901–908 in your textbook, complete this graphic organizer by listing three challenges Nixon faced during his presidency.

Challenges

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

1. June 17, 1972
   a. Saturday Night Massacre

2. May 1973
   b. Nixon releases transcripts of taped conversations

3. October 1973
   c. Watergate break-in discovered

4. April 1974
   d. Nixon releases tapes under court order

5. August 5, 1974
   e. Senate Watergate committee hearings begin

6. August 8, 1974
   f. Nixon resigns
   g. Nixon re-elected to second term
As you read the information on pages 901–903, write a short summary about these topics.

---

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

1. affirmative action   a. Nixon’s slogan for his domestic programs
2. busing               b. new agency intended to end workplace crime
3. deficit              c. combination of slow economic growth and rising prices
4. Environmental Protection Agency d. giving hiring preferences to minorities who had been excluded before
5. New Federalism       e. combination of low economic growth and low prices
6. Occupational Health and Safety Administration f. spending more than the government takes in
7. revenue sharing       g. steps taken to lead people to borrow more
8. stagflation           h. transporting students to achieve integration
9. tight money policy    i. giving state money to the federal government
                        j. steps taken to push people to borrow less
                        k. new agency that focused on the workplace
                        l. giving federal money to state and local governments
                        m. new agency that tried to ensure clean air and water
As you read this section, answer the following questions to organize the information about the Watergate crisis.

1. What caused the Watergate crisis?

2. Why were the White House tapes important, and why could investigators not listen to them?

3. Why did Nixon finally release the tapes, and what did they reveal?

Define or describe the following key terms from this lesson.

executive privilege

impeachment

Saturday Night Massacre

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

1. What major action did Ford take early in his presidency, and what effect did it have?
   
   
2. What economic problems did Ford face?
   
   
3. How did he try to solve them? How effective were those efforts?
   
   
Define or describe the following terms from this lesson.

Helsinki Accords

pardon

underemployment

voluntary (Chapter 25, Section 1)
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the section.

How did Nixon struggle with domestic problems?

________________________________________________________________________

________________________________________________________________________

How did the Watergate scandal affect politics?

________________________________________________________________________

________________________________________________________________________
Chapter 31, Section 3
The Carter Presidency
(pages 910–914)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did President Carter emphasize human rights in foreign policy?
• What actions did Carter take to improve the economy?

Main Idea
As you read pages 910–914 in your textbook, complete this graphic organizer by listing three treaties that the Carter administration negotiated.

Treaties

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

_____ Carter presents National Energy Plan
_____ Camp David Accords announced
_____ Three Mile Island nuclear power plant accident
_____ SALT II treaty signed
_____ American hostages seized in Iran
_____ Soviet Union invades Afghanistan
_____ Refugees begin to leave Cuba in large numbers
Analyze the information in this section by answering the following questions.

1. How did Jimmy Carter capture the Democratic nomination?

2. How did Carter win the November election?

Define or describe the following key terms from this lesson.

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

The value of the goods that Americans bought from abroad exceeded the value of goods American companies sold in other countries, a growing economic problem.

_____ did not equal  _____ fell below  _____ rose above
Write down the main idea of this section in your own words.

Terms to Know

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

1. Carter based his foreign policy on the idea of (civil liberties, human rights).

2. He objected to the (apartheid, integration) policy of the white government of South Africa, which denied rights to the majority black population.

3. Carter helped the leaders of Israel and Egypt reach a peace agreement called the (Camp David, White House) Accords.

4. Carter signed the (SALT II, SALT IV) treaty in an effort to limit nuclear weapons, but the Senate delayed ratifying it.

5. Late in his term, Islamic (Communists, fundamentalists) took control of Iran, leading to a serious crisis for the United States.

The Election of 1980 (page 914)

Read the section and then answer the questions to evaluate what you read.

1. What was Carter’s position going into the election campaign? Why?
2. What made Reagan an attractive candidate?

________________________________________________________________________

________________________________________________________________________

3. What was the result of the election?

________________________________________________________________________

________________________________________________________________________

*In the space available, define the following words you studied earlier.*

______________________________________________

______________________________________________

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

How did President Carter emphasize human rights in foreign policy?

________________________________________________________________________

________________________________________________________________________

What actions did Carter take to improve the economy?

________________________________________________________________________

________________________________________________________________________
Chapter 32, Section 1
The Reagan Presidency
(pages 922–926)

**Reason To Read**

**Setting a Purpose for Reading** Think about these questions as you read:
- How did Ronald Reagan implement supply-side economics?
- How was Ronald Reagan active in foreign policy?
- How did the Soviet Union change?

**Main Idea**

As you read pages 922–926 in your textbook, complete this graphic organizer by providing three actions taken by Ronald Reagan.

Ronald Reagan's Policies

1. Reagan and Gorbachev sign International-Range Nuclear Forces Treaty
2. Congress lowers taxes and slashes domestic spending
3. Congress passed Gramm-Rudman-Hollings Act
4. Reagan wins reelection

**Sequencing Events**

As you read, place the number representing each event in the appropriate circle on the time line.
1. Reagan and Gorbachev sign International-Range Nuclear Forces Treaty
2. Congress lowers taxes and slashes domestic spending
3. Congress passed Gramm-Rudman-Hollings Act
4. Reagan wins reelection
Interpret the information you read about the Reagan revolution by answering the following questions.

1. What conservative values did Reagan support?
   
   [Blank]

2. What did Reagan’s handling of the air traffic controller’s strike reveal?
   
   [Blank]

3. What conservative policies did Reagan put into place?
   
   [Blank]

Define or describe the following key terms.

- deregulation
  
  [Blank]

- federal debt
  
  [Blank]

- Sunbelt
  
  [Blank]
Reagan cut taxes and also cut government spending on such programs as welfare. Because taxes were lower, the government collected less revenue.

Read the passage below. Then in the spaces that follow, explain the meaning of the boldface term or academic vocabulary word you studied earlier.

Reagan’s Foreign Policy (pages 924–925)

As you read pages 924–925, complete this outline on the Reagan administration’s foreign policy.

I. Military Buildup
   A. 
   B. 

II. Latin America
   A. 
   B. 
   C. 

III. The Middle East
   A. 
   B. 

welfare (Chapter 25, Section 4)
revenue (Chapter 21, Section 3)
Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

1. contras
2. Sandinistas
3. Strategic Defense Initiative

- a. Communist rebels who seized government of Nicaragua
- b. those opposed to American involvement in Central America
- c. rationale for attacking Communists in Central America
- d. anti-Communists who received aid from United States under Reagan
- e. Communist rebels in Grenada
- f. antimissile defense system

Reagan’s Second Term (pages 925–926)

As you read the section, respond to the following questions.

1. Why did Reagan win such an overwhelming victory in the 1984 election?  
   
   2. How did Gorbachev change Soviet society?  
   
   Read the following sentences. Choose the correct term from this lesson to complete the sentence by circling the term.

1. The (Iran-Contra, Lebanon-Contra) scandal arose out of the desire of some on the Reagan administration to help the contras and win the release of American hostages in Lebanon.

2. Gorbachev’s policy of (glasnost, perestroika) led to a dramatic opening of Soviet society.
3. With (glasnost, perestroika), he tried to achieve better economic growth by letting local people make economic decisions.

4. Reagan and Gorbachev signed a(n) (Intermediate-Range Nuclear Forces, Short-Range Missile) treaty aimed at reducing both countries' stockpiles of certain nuclear weapons.

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

How did Ronald Reagan implement supply-side economics?

________________________________________________________________________

________________________________________________________________________

How was Ronald Reagan active in foreign policy?

________________________________________________________________________

________________________________________________________________________

How did the Soviet Union change?

________________________________________________________________________

________________________________________________________________________
Chapter 32, Section 2
The Bush Presidency
(pages 928–933)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
  • How did the Soviet Union collapse?
  • How did George Bush use the military overseas?
  • How did George Bush have difficulty domestically?

Main Idea
As you read pages 928–933 in your textbook, complete this graphic organizer by providing three key events leading to the fall of communism.

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

1. 1980  a. coup in Soviet Union fails
3. Nov. 9, 1989  c. Soviet Union breaks up
d. Chinese government cracks down on
democracy protestors
4. Aug. 1991  e. Solidarity union formed in Poland
term
A New World Order (pages 928–930)

Write three details that support the main idea.

During the Bush presidency, many changes in world affairs took place.

Define or describe each of the following key terms from this lesson.

Solidarity

Strategic Arms Reduction Treaty (START)

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

successor

A New Foreign Policy (pages 931–932)

Review pages 931–932 and list an important fact about each of these events.

The Persian Gulf War

Operation Desert Storm
Define or describe each of the following key terms from this lesson.

**envoy**

**Operation Desert Shield**

**Operation Desert Storm**

**Tiananmen Square**

**Academic Vocabulary**

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

After 100 hours of ground fighting, President Bush suspended all military action.

**Domestic Issues** (pages 932–933)

As you read pages 932–933, write a one-sentence summary about each of these topics.

**Savings and Loan Scandal**

**Economic Downturn**
Use the spaces below to write a sentence using the following term from this lesson.

bankruptcy

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

How did the Soviet Union collapse?

How did George Bush use the military overseas?

How did George Bush have difficulty domestically?
Chapter 32, Section 3
A New Century
(pages 936–944)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why was President Clinton impeached by Congress?
• Why did the election of 2000 trigger controversy?

Main Idea
As you read pages 936–944 in your textbook, complete this graphic organizer by describing three domestic programs of the 1990s.

Sequencing Events
As you read, put the following events in the correct order by writing the number 1 through 7 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

____ A. Brady Bill passed, signed into law
____ B. federal budget reaches surplus
____ C. Bush signs tax cut into law
____ D. Clinton impeachment trial
____ E. crime bill passes
____ F. George W. Bush elected president
____ G. Republicans write Contract with America
Scan the lesson by reading the headings. Then write down three topics you think will be covered in this lesson.

Terms to Know

Define or describe the following key terms from this lesson.

- budget surplus
- deficit spending
- grassroots
- gross domestic product
- incumbents
- line-item veto
- perjury
Read the following sentences. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

As Starr learned of other possible cases of wrongdoing by President Clinton, he expanded the **scope** of his investigation.

---

**Foreign Policy (pages 939–940)**

As you read this section, answer the following questions to clarify the information about foreign policy under the Clinton administration.

1. What were the arguments for and against NAFTA?

2. Did the peace plan generated in late 1993 lead to peace in the Middle East? Explain your answer.

---

In the spaces below, write a sentence using each of the following key terms from this lesson.

- **ethnic cleansing**
- **North American Free Trade Agreement (NAFTA)**
As you read pages 940–942, ask yourself: what is an important detail? Write one detail for each of the following topics.

The Election of 2000

Cabinet and Advisers

Tax Cut

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

select selected selection

Gore wanted hand recounts done only in ______________ counties in Florida.

As you read each subsection, ask yourself: what is an important detail? Write one detail about each of the following topics.

The Global Economy

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

air pollution  global warming  terrorism
Internet  nitrogen  telecommunications
ozone  telecommunications

1. Scientists disagree on whether or not ______________________ is affecting the environment.

2. The United States and several other nations took steps to fix one environmental problem, the decline in the ______________________ layer.

3. The rise of the ______________________ has allowed millions around the world to connect with each other by computer.

4. A growing problem is ______________________, the use of violence by groups to achieve political aims.

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

Governments took steps to stop making chemicals that were damaging the layer of ozone in the earth’s atmosphere, which protects people from harmful rays from the sun.
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why was President Clinton impeached by Congress?

__________________________________________________________________________

__________________________________________________________________________

Why did the election of 2000 trigger controversy?

__________________________________________________________________________

__________________________________________________________________________
Chapter 32, Section 4
The War on Terrorism
(pages 945–951)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did Americans respond to terrorism?
• What actions did the government take to fight terrorism?

Main Idea
As you read pages 945–951 in your textbook, complete this graphic organizer by explaining how Americans responded to the events of September 11, 2001.

September 11, 2001

Sequencing Events
As you read, place the number representing each event in the appropriate circle on the time line.

1. Soviet Union invades Afghanistan
2. 9/11 attacks on the World Trade Center and Pentagon
3. First attack on World Trade Center

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

1. How do the views of Muslim fundamentalists differ from those of most Muslims?

2. What terrorist attacks did al-Qaeda carry out against the United States before September 11, 2001?

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

al-Qaeda  USS Alabama  Baath  Buddhists
USS Cole  mullahs  Muslims  Taliban

1. A small number of ______________________, followers of Islam, came to adopt extremist views that threatened the United States and many other countries.

2. A group called the ______________________ took control of the government of Afghanistan and allowed terrorists to set up training camps there.

3. Those terrorists belonged to an organization called ______________________.

4. This group carried out a bombing of a U.S. naval ship called the ______________________.
Read the following sentence. In the space below, write in your own words the meaning of the boldfaced academic vocabulary word from this lesson.

Muslims fighting the Soviets in Afghanistan received technical assistance and training from the United States.

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

**fundamentalist**
(Chapter 31, Section 3)

**identify**
(Chapter 19, Section 4)

A New War Begins *(pages 947–950)*

**Responding**

As you read pages 947–950, answer the following questions.

1. How did people across the nation respond to the terrorist attacks of September 11?

2. What steps did the government take to improve security?

3. What steps did the administration take to combat terrorism abroad?
Term to Know

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

____ 1. anthrax  
   a. group that joined with the United States in Afghanistan
____ 2. counter-terrorism  
   b. law passed in 2001 to strengthen efforts to find and block terrorists
____ 3. Homeland Security  
   c. animal disease carried by mosquitoes
____ 4. Northern Alliance  
   d. deadly gas
____ 5. USA Patriot Act  
   e. agency created to protect Americans from terrorism

   f. collective name for efforts to fight terrorism
   g. law passed in 2001 to pay tribute to those killed in September 11 attacks
   h. agency created in Afghanistan in wake of war there
   i. animal disease that might be used as weapon

Academic Vocabulary

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

The new antiterrorism law gave law enforcement officials the right to search a suspect's home or office without giving prior notice.

_____ formal  _____ previous  _____ public

Widening the War on Terror (pages 950–951)

Responding

As you read pages 950–951, answer these questions.

1. What are weapons of mass destruction? __________________________
   __________________________
   __________________________

2. Why did President Bush order military force against Iraq?
   __________________________
   __________________________
   __________________________
Use each of these academic vocabulary terms in a sentence that reflects the meaning of the term.

regime

nuclear

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

The war on terrorism began during the first decade of the twenty-first century.

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

How did Americans respond to terrorism?

What actions did the government take to fight terrorism?