To the Teacher

American History: The Early Years to 1877 Guided Reading Activities provides help for students who have difficulty comprehending the student text or would benefit from a review of the material. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information organizing exercises as they read the textbook. By focusing attention on key information and concepts, Guided Reading Activities enable students to understand and make appropriate connections between the facts they encounter in the student text.

Customize Your Resources

No matter how you organize your teaching resources, Glencoe has what you need.

The Teacher's Classroom Resources for American History: The Early Years to 1877 provides you with a wide variety of supplemental materials to enhance the classroom experience. These resources appear as individual booklets in a carryall tote box. The booklets are designed to open flat so that pages can be easily photocopied without removing them from their booklet. However, if you choose to create separate files, the pages are perforated for easy removal. You may customize these materials using our file folders or tabbed dividers.

The individual booklets and the file management kit supplied in Teacher's Classroom Resources give you the flexibility to organize these resources in a combination that best suits your teaching style. Below are several alternatives:

• Organize all resources by category
  (all tests, all history themes activities, all cooperative learning activities, etc., filed separately)

• Organize all resources by category and chapter
  (all Chapter 1 activities, all Chapter 1 tests, etc.)

• Organize resources sequentially by lesson
  (activities, quizzes, readings, etc., for Chapter 1, Chapter 2, and so on)

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Guided Reading Activity 1-1

Themes in Geography

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The five themes in geography are ____________, ____________, ____________, ____________, ____________, and ____________.

2. Geographers use the five themes to make connections between the ____________ and the ____________ and to study how the earth has changed over time.

3. ____________ describes the exact position of a place on Earth in degrees north or south of the Equator and east and west of the Prime Meridian.

4. ____________ tells where a place is in relation to other places.

5. Land and water forms, plant and animal life, soil conditions, and climate are all ____________ features of a place.

6. People, their ideas, languages, and religions are all ____________ features of a place.

7. Wherever humans have lived or traveled, they have changed the natural features of the earth, or the ____________.

8. Immigrants coming to our country is an example of the geographic theme called ____________.

9. Of all the geographic themes, movement has affected our country’s ____________ the most.

10. ____________ are areas that have something in common.

11. To describe a region, geographers look at ____________ characteristics such as location, size, landforms, climate, soil, and natural vegetation.

12. To describe a region, geographers also look at ____________ characteristics, such as people’s language, religion, government, and history.
The Tools of Geography

DIRECTIONS: Outlining  Read the section and complete the outline below.  Refer to your textbook to fill in the blanks.

I. Globes
   A. The only accurate way to draw our planet is as a ____________.
   B. Globes show the true ____________ and true ____________ between places.
   C. The starting place for measuring lines of latitude, which are also known as ____________, is the ____________.
   D. The starting place for measuring lines of longitude, which are also known as ____________, is the ____________

II. Map Projections
   A. A map is a ________________ drawing of the earth’s surface.
   B. In the mid-1500s, the ________________ was developed to solve the problem of drawing the curved surface of the earth on a flat map.
   C. Most geographers today use the ________________ projection.

III. Types of maps
   A. Physical maps show ____________ features.
   B. ________________ maps show traits that people have created, such as cities or the ________________ of states and countries.
Landscapes of the Americas

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. The region that is sometimes called Central America is actually part of what continent?
   ____________________________________________________________

2. What are the four major landforms that make up the topography?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What are the highest, most rugged landforms on the earth?
   ____________________________________________________________

4. Which two landforms have flat or gently rolling land?
   ____________________________________________________________
   ____________________________________________________________

5. What are the four major types of bodies of water?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. What is the largest river system in North America?
   ____________________________________________________________

7. What is the largest river system in South America?
   ____________________________________________________________

8. What are the eight major physical regions of the United States?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. Which islands grew out of volcanoes?
   ____________________________________________________________

10. Which region has the tallest mountains?
    ____________________________________________________________

11. What makes Death Valley one of the outstanding features of the Intermountain Region?
    ____________________________________________________________

12. What area of the Interior Plains forms the country’s breadbasket?
    ____________________________________________________________

13. Which region is not good for farming but has many mines?
    ____________________________________________________________

14. Why are the Appalachians lower than the Rockies?
    ____________________________________________________________

15. What region forms lowlands on the East coast?
    ____________________________________________________________
Climate and Resources

DIRECTIONS: Filling in the Blanks Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. Climate is the usual weather pattern of an area over a ____________________ period of time. Weather is the condition of the earth’s atmosphere over a ____________________ period of time.

2. Two main ingredients in weather are temperature and precipitation. Weather is also affected by latitude, elevation, and mountains. ________________ also affect weather.

3. A climate in which citrus fruits and pineapple grow well is ____________.

4. The only place to find a Mediterranean climate in North America is in the state of ________________.

5. A moist and rainy climate commonly found near a coast is ____________.

6. The climate of a ________________ is cool even when it is close to the Equator.

7. The ________________ is covered in bushes and short grasses. It receives little rainfall.

8. Of all the climate regions, the ________________ receives the least rainfall.

9. The lower layers of the tundra are known as ________________ because they stay permanently frozen.

10. The humid continental and humid subtropical climate regions cover nearly ________________ of the United States.

11. Huge forests remain in subarctic ________________.

12. Minerals, waterways, fish, wildlife, and timber are all examples of ________________.
Guided Reading Activity 2-1

The First Americans

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What covered the northern half of the world during the Ice Age? _____________________________________________________________________________________________

2. How did the first Americans cross from northeastern Asia into Alaska? _____________________________________________________________________________________________

3. What name is given to the first Americans who both hunted and gathered food? _____________________________________________________________________________________________

4. What era ended about 10,000 years ago? _____________________________________________________________________________________________

5. What change eventually caused the hunter-gatherers to settle down to live in one place for long periods of time? _____________________________________________________________________________________________

6. What important grain did the first farmers grow? _____________________________________________________________________________________________

7. What are two types of artifacts that reveal cultures that existed more than 10,000 years ago? _____________________________________________________________________________________________

8. What were the two major Native American cultures living in the present-day United States 2,000 years ago? _______ and ________

9. For what purpose were mounds built? _____________________________________________________________________________________________

10. Where did the Adena settle? _____________________________________________________________________________________________

11. In contrast to the Adena, what did the Hopewell rely on for food? _____________________________________________________________________________________________

12. Which was the most advanced of the mound-building cultures? _____________________________________________________________________________________________

13. At first the Anasazi of the Southwest built their homes on the canyon floor. Where did they build them later? _____________________________________________________________________________________________

14. For what reason did the Anasazi come in contact with Native Americans who lived as far away as Mexico? _____________________________________________________________________________________________
Native American Culture Groups

DIRECTIONS: Filling in the Blanks  In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. There were many different groups of Native Americans. A nation of Native Americans was usually made up of people who spoke the same ______________________ and shared other cultural traits.

2. Religious leaders, called shamans, were thought to be able to communicate with the ______________________ .

3. Two Native American groups of the Arctic are the ______________________ and the ______________________ .

4. ______________________ was the most important source of meat for Native Americans living in the Subarctic.

5. The people of the Northwest Coast did not farm because food was so abundant. These people used wood to make large canoes and ______________________ .

6. Several different culture groups lived in California. For example the ______________________ lived on the southern coast of California and were master ocean fishers.

7. In the plateau area, people protected themselves from the cold by building homes that were partly ____________ .

8. People who lived in the Great Basin were called ______________________ because they had to dig in the ground for most of their food.

9. Like their cliff-dwelling ancestors, most people of the Southwest lived in ______________________ .

10. After the people of the Plains acquired ______________________ , they gave up most of their farming and focused on hunting.

11. The two main culture groups in the Northeast Woodlands were the ______________________ and the ______________________ .

12. To bring an end to bloodshed, Hiawatha urged warring groups to form the ______________________ .

13. Southeast groups hunted and fished. Most relied heavily on ____________ .
Empires of the South

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Maya
   A. The Maya were extremely skilled ________________________________ who produced so much food that they had plenty to trade.
   B. The Maya were also master ________________________________.
      At the center of most of their cities were ________________________________.
   C. The most important people in the empire were ________________________________.
      They studied the sky and developed two ________________________________ to keep track of time.
   D. The Maya developed a system of writing using ________________________________.

II. The Aztec
   A. The Aztec built their capital, Tenochtitlán, at the site of present-day ________________________________.
   B. Three large ________________________________ connected the island capital with the mainland around the lake.
   C. Another engineering accomplishment of the Aztec were ________________________________, or channels for flowing water.
   D. Wealth flowed into the Aztec empire from ________________________________ peoples.
   E. The Aztec had a rigid social system with ________________________________ at the top.

III. The Inca
   A. Unlike the Aztec, the Inca conquered many of their subjects by ________________________________ means.
   B. The Incan ruler governed from the capital city of ________________________________.
   C. The ________________________________ owned all the food that was grown.
   D. The government used the labor of the people to build a large system of ________________________________.
**Guided Reading Activity 3-1**

**A Changing Europe**

**DIRECTIONS: Filling in the Blanks** In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Trader and sailor __________________________ convinced other Norse to go to the North American coast.

2. The Norse called their settlement __________________________.

3. Written evidence of the Norse journeys exists only in Norse legends known as __________________________.

4. The fall of the __________________________ in 476 marked the beginning of the Middle Ages.

5. Landowners called ________________ ruled their lands, called ________________, like kingdoms.

6. As part of the __________________________ system, small farmers and landowners turned over all their land to a feudal lord in exchange for ________________.

7. Beginning around the year 1000, many workers who had been tied to the manors began to long for __________________________.

8. The growth of towns began the fall of the feudal system. The disaster that broke down the last of the feudal system was called the __________________________.

9. Life in towns caused the growth of a new __________________________ class.

10. Around 1071 the Catholic Church called for warriors to free Palestine, or the __________________________ from the __________________________.

11. New knowledge and goods returned to Europe with the __________________________.

12. Starting in the 1200s, new countries began to form, such as __________________________, __________________________, __________________________, __________________________, and others.

13. The Renaissance was a time of creativity. Artists such as __________________________ and __________________________ created paintings. __________________________ produced many great poems and plays.
Portugal and the Age of Exploration

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Prince Henry of Portugal was affected by the Renaissance search for knowledge. He also wanted to spread the Catholic faith.

1. Detail: Prince Henry wanted to find an ocean route around ___________ to ___________________.

2. Detail: He also wanted to locate the source of the gold that came from lands far south in ________________.

3. Detail: To accomplish his goals, Prince Henry realized that sailors needed to know more about ________________, or the science of piloting ships.

4. Detail: Prince Henry helped _______________ lead the rest of Europe into the Age of Exploration.

Main Idea: During Europe’s Middle Ages, three large kingdoms controlled trade routes that ran from North Africa to the West African coast.

5. Detail: The people of _____________ traded gold, salt, dates, and ivory.

6. Detail: The ______________ trading city of Timbuktu became a leading center of Islamic culture.

7. Detail: The largest of the three empires, ____________________, grew rich from trade in gold and ivory.

Main Idea: Portugal’s search for riches affected Africa and Africans.

8. Detail: The Portuguese named three coastal areas of Africa:

__________________________
__________________________
__________________________

9. Detail: The Portuguese captured Africans and sold them. An ________________ is forced to serve another person in ways decided by a slaveholder.

Main Idea: Portuguese navigators continued to seek a route around Africa that would lead to Asia.

10. Detail: Explorer ______________ rounded the southern tip of Africa; The king of Portugal named this tip the ________________.

11. Detail: Explorer ______________ rounded Africa and crossed the Indian Ocean. He landed on the west coast of ________________.
Guided Reading Activity 3-3

Columbus Reaches the Americas

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who wrote the Description of the World that formed the basis of Christopher Columbus’s geography?

2. What island group attracted Columbus’s attention?

3. Who taught Columbus sailing skills and theories about geography?

4. What country refused to finance a westward voyage toward Asia by Columbus?

5. What country refused Columbus’s requests at first but eventually supplied his voyage?

6. Where did Columbus and his crew first arrive and claim land?

7. Where did Columbus believe he had landed?

8. What group of island people did Columbus meet?

9. What two additional islands did Columbus explore? _______ and _______

10. When Columbus returned to Spain, what interested the Spanish monarchs most about Columbus’s reports?

11. How many return voyages did Columbus make to the Americas?

12. What was the name of the first permanent European colony in the Western Hemisphere?

13. What did the Italian explorer Amerigo Vespucci claim to have discovered?

14. Where did the name America first appear?
Early European Claims to the Americas

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Spain Conquers the Caribbean
   A. The first workers on Spanish plantations were _______________.
   B. When the Spanish needed more workers, they brought _______________ to the islands.
   C. A priest who asked the Spanish government to help the Native Americans was _______________.

II. Balboa and the Pacific/Magellan Sails Around the World
   A. Vasco Núñez de Balboa and his men crossed a narrow strip of land called the _______________.
   B. Although Ferdinand Magellan was not the first to see the _______________, he named it.
   C. On his voyage around the world, Magellan’s final stop was the _______________.

   Only 18 of the original 241-person crew completed the trip.

III. The English Sail West
   A. Like Columbus, John Cabot assumed he had reached Asia, but he actually landed off the coast of _______________, in what is present-day _______________.
   B. What happened to the captain, _______________, is still a mystery.
   C. His voyages, however, gave _______________ its first claim to land in North America.

IV. The French and the Northwest Passage
   A. While searching for the Northwest Passage, _______________ became the first European to sail into the harbor of present-day New York City.
   B. Jacques Cartier claimed present-day _______________ for France.
   C. The _______________ were not interested in a Northwest Passage and continued to explore in the South.
The Fall of Two Empires

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who was the Aztec emperor?

2. What god did Montezuma believe might have come to reclaim his throne?

3. What did Hernán Cortés tell Montezuma’s messengers that he wanted?

4. Who served as interpreter for Cortés?

5. What languages did Cortés’s interpreter use?

6. When did Cortés and his allies arrive at Tenochtitlán?

7. Whom did the Spaniards immediately take as prisoner?

8. When did the Aztec unite and drive the Spaniards from Tenochtitlán?

9. What caused the deaths of many Aztec?

10. Where was Mexico City built?

11. Who led the attack against the Inca?

12. Whom did the Spaniards take captive?

13. What promise did Francisco Pizarro break?

14. Where did Pizarro set up his capital?

15. Why did Pizarro send out expeditions from his newly established capital?
Spain Builds a Vast Empire

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The friars’ influence over Hernán Cortés was just one sign that __________________________ played an important role as Spain continued to strengthen and enlarge its empire in the Americas.

2. Spain divided its empire into two parts, the southern part was called __________________________ and the northern part—________________________.

3. Each part of Spain’s empire was put in charge of a __________________________.

4. Spanish law called for three types of settlements in the Americas: __________________________, __________________________, and __________________________.

5. The highest positions in Spanish colonial society were held by __________________________.

6. People who had Spanish parents but had been born in New Spain were __________________________.

7. People of mixed Spanish and Native American descent were __________________________.

8. Although Spain passed laws to end __________________________ in 1542, they were hard to enforce.

9. The oldest city in the United States started by Europeans is __________________________.

10. Two survivors of the lost Spanish expedition through the borderlands were __________________________ and __________________________.

11. __________________________ who organized a large expedition to find the Seven Cities of Cibola, explored much of the present-day southwestern United States.

12. Another explorer in search of gold was __________________________, who traveled to large parts of present-day southeastern United States.

13. Spain set up hundreds of __________________________. Some __________________________ enjoyed the benefits they provided, but others rebelled against them.

14. Native Americans were expected to accept the __________________________ faith, practice Spanish customs, and work at the missions.
French, Dutch, and Swedish Colonies

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Establishing New France
   A. On the lands that had been first explored by _______ ________, French fur companies sent _______ ________ and others.
   B. Unlike the Spanish, French settlers tried to __________________ Native American ways.
   C. The economy of New France was based on the ____________________________.
   D. Traders sent _______ ________, otter, and fox skins back to France.

II. Exploring the Mississippi
   A. The Mississippi was explored by _______ ________ and _______ ________ and others.
   B. Robert de La Salle claimed all the lands of the ____________________________ for France.
   C. He named it __________________ for the French king.

III. Attracting French Settlers
   A. To encourage settlement, King Louis XIV set up a ____________________________.
   B. A network of forts connected Canada with ____________________________ and French claims along the ____________________________ River.

IV. Arrival of the Dutch and Swedes
   A. The Dutch established the settlement of ____________________________ on Manhattan Island.
   B. Sweden settled an area just south of New Netherland that they called ____________________________.
   C. The Dutch in New Amsterdam were troubled by the presence of New Sweden because ____________________________.

Guided Reading Activities  "14" American History: The Early Years to 1877
English Settlers in Virginia

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. When sailors from England came to Roanoke Island in 1590, they found that the colonists left there two years before had __________________________.

2. As a way of sharing the costs of starting a colony, what two companies did English merchants form? __________________________
   __________________________
   and __________________________
   __________________________

3. Who actually paid the costs of settlement? __________________________

4. After whom did the first colonists in Virginia name their settlement and the river that led to it? __________________________

5. As English “gentlemen” the Jamestown colonists did not have the practical skills they needed for __________________________
   __________________________
   __________________________

6. Who took charge of the troubled Jamestown settlement? __________________________

7. Who supplied the corn and freshwater that helped the colony survive? __________________________

8. What crop made the economy of the colony successful? __________________________

9. How did planters treat the first Africans brought to America? __________________________

10. What group sailed into Jamestown in 1620? __________________________

11. The Native Americans mistrusted the English. What else did Native Americans resent? __________________________

12. Who first granted colonists a voice in running the colony’s government? __________________________

13. When King James I took back the Virginia Company of London’s charter, who controlled Virginia? __________________________
Pilgrims Found Plymouth Colony

**DIRECTIONS:** Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** did both the Puritans and the Separatists have strong feelings about?

2. **How** did the Puritans differ from the Separatists concerning religion?

3. **Where** in Europe did the Separatists seek religious tolerance?

4. **What** name did groups of Separatists who moved for the sake of religious tolerance call themselves?

5. **Where** were the Separatists granted permission to set up a colony?

6. **Who** arranged financial backing and found a seaworthy ship for the Pilgrims?

7. **Why** did Pilgrim leaders decide to write the Mayflower Compact?

8. **Where** did the Pilgrims settle?

9. **What** brought hardship and death to the Plymouth Colony?

10. **What** Native American group helped the English?

11. **What** Native American taught the English to hunt, to plant corn, and to fish?

12. **When** was the first Thanksgiving held?
Settling the New England Colonies

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The year ____________ marked the beginning of the Great Migration.
2. Because Charles I despised the ____________ , they petitioned for a colony and formed the ____________.
3. John Winthrop called the colony “a ____________” because it was to be a model for the world.
4. The colony’s capital was ____________.
5. The first General Court, which made the laws, included only ____________ who were investors, but later all adult freemen were included if they were ____________.
6. The Puritans sought freedom of religion, but they did not believe in religious ____________ for others.
7. Roger Williams believed in separation of ____________ and ____________, which became a basic principle of American government.
8. Banished from the Massachusetts Bay Colony, Williams spent a winter with the ____________.
9. He bought land from them for a community called ____________.
10. Williams accepted everyone into his community. Nearby towns eventually joined, and started the colony of ____________.
11. Others left Massachusetts Bay and settled the ____________ River valley.
12. ____________ had a government plan called the Fundamental Orders of Connecticut.
13. In 1622 John Mason and Sir Fernando Gorges receive a land grant in the area that is today ____________, and ____________.
14. Because the English pushed the ____________ in Connecticut from their land, violence arose.
15. The Wampanoag chief ____________ joined with allies to make a war. It came to an end with his ____________.
Settling the Middle Colonies

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: The Dutch West Trading Company set up a colony in North America.

1. Detail: It was located in territory that had been explored by ____________________________ and claimed for the ____________________________.

Main Idea: The Dutch West India Company wanted to attract settlers to its colony and protect its trade.

2. Detail: The center of the Dutch colony was ____________________________.

Main Idea: The Dutch West India Company set up a colony in North America.

3. Detail: The company gave huge tracts of ____________________________ to anyone who would bring 50 new settlers to New Amsterdam.

Main Idea: Changes in England caused changes in North America.

4. Detail: The Dutch governor ____________________________, seized the colony of ____________________________ because it was a trade rival.

Main Idea: Other Middle Colonies formed.

5. Detail: Charles II realized that only the colony of ____________________________ kept England from holding all of the Atlantic coast.

Main Idea: Other Middle Colonies formed.

6. Detail: He sent his brother James, Duke of ____________________________, to seize the Dutch colony.

7. Detail: The territory was renamed ____________________________ for the king’s brother.

Main Idea: Other Middle Colonies formed.

8. Detail: The Duke of York gave away land between the Hudson and Delaware Rivers. It became ____________________________.

Main Idea: William Penn, a champion of tolerance for all, influenced the development of two colonies.

9. Detail: ____________________________ became a home for the Quakers.

Main Idea: William Penn, a champion of tolerance for all, influenced the development of two colonies.

10. Detail: Penn named his new colony in honor of ____________________________.

11. Detail: Penn’s plan of government was based on ____________________________.

12. Detail: Penn governed three lower counties along the Delaware River that eventually formed the colony of ____________________________.
Settling the Southern Colonies

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Maryland, a Religious Refuge
   A. Lord Baltimore wanted to establish a colony where he and other people could safely practice
      ________________________________.
   B. Lord Baltimore was granted a charter for the colony of
      ________________________________.
   C. To protect both the Catholics and the Protestants who outnumbered them, _______ ________ issued the Toleration Act in 1649.

II. The Two Carolinas
   A. King Charles II granted ________
      ______________ nobles pieces of land that came to be called
      ________________________________.
   B. The northern part was settled mostly by people from
      ________________________________.
      They settled on farmland and made a profit on products from the thick ________ ________.
   C. Settlers from the West Indies, England, and other parts of Europe settled the southern part and founded the major city of
      ________________________________.
      Settlers from the West Indies introduced the growing of ________ , a plant that produces a blue dye.
      Some settlers grew ________ on plantations.

III. Georgia, a Colony for the Poor
   A. The colony of Georgia was founded by ________________________________
      ________________________________.
   B. He wanted to help people who had landed in ________ prison.
   C. The king, however, wanted the colony to be a ____________________ between South Carolina and Spanish Florida.
   D. The colony of Georgia was named in honor of ____________________
      ________________________________.
The New England Colonies

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: New Englanders made their living in many ways—not just by farming.

1. Detail: Because of poor _______, and a short growing season, New Englanders generally produced only ______________ crop per season.

2. Detail: New Englanders caught enough fish to be able to ________ it.

3. Detail: Nantucket and other communities became centers of the ______________ industry.

4. Detail: Forest resources helped New England become a center of ______________.

5. Detail: By 1740 Boston was the ______________ city in the colonies.

6. Detail: Three stops on the triangular trade routes were the West Indies, New England, and ________________

7. Detail: On the final leg of the route, the ships carried ______________ to the planters in the West Indies.

Main Idea: New Englanders valued education.

8. Detail: Children could be seen reading from a shared book at ________________

9. Detail: The first public school system was set up under the ________________

10. Detail: The first college in the colonies, ________________, was in New England.

Main Idea: The town, the family, and religion were central to New England community life.

11. Detail: Another name for a church was the ________________

12. Detail: The ________________ was important in New England; many were close and devoted to each other.

13. Detail: The ________________ was a high point of the week.

14. Detail: The ________________ was held to deal with community problems and other issues.
The Middle Colonies

DIRECTIONS: Filling in the Blanks  In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The people in the Middle Colonies were more ________________ in background than those in New England.

2. Cash crops included ________________ and other grains, and beef and ________________.

3. Because they produced so much grain, the Middle Colonies became known as the “_____________ ______________.”

4. Two key port cities were ________________ and ________________ ________________.

5. In New York State tenant farmers worked the lands of wealthy ________________.


7. The two largest cities in the Middle Colonies were ________________ and ________________ ________________.

8. Most people belonged to one of several ________________ denominations.

9. The German custom of ________________ ______ along with sheepshearing, cornhusking, and ________________ were events that settlers often shared.

10. Children in the Middle Colonies were educated by private tutors, or at ________________ schools or charity schools.

11. In the 1600s the frontier of the Middle Colonies was the eastern foothills of the ________________ ________________.

12. Frontier families developed a spirit of ________________ and ________________ because of the common dangers and hardships they faced.

13. Unlike in the cities, few ________________ ______ distinctions were common in the frontier.
The Southern Colonies

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. An Agricultural Economy
   A. Farmers in the Southern Colonies grew three cash crops: __________, ________________, and ________________.
   B. Using the Potomac, James, and York Rivers, _______________ farmers shipped their crop down-stream to the coast and then directly to England. For this reason Southern Colonies had fewer _______________ cities than New England and the Middle Colonies had.
   C. Planters used the swampy coastal lands near the _______________ _______________ for growing rice.
   D. The _______________ crop became an important second crop for Carolina planters.

II. The African Population
   A. The Middle Passage was the route between _______________ _______________ _______________ and _______________ _______________.
   B. Under the slave codes enslaved people were regarded as _______________.
   C. Rebellions and _______________ by the enslaved people occurred both on slave ships and on plantations.
   D. Some enslaved Africans became _______________ _______________, such as carpenters or seamstresses.
   E. Eventually a few slaveholders gave trusted servants their _______________.

III. The Southern Plantation
   A. The wealthy upper class in the South consisted of _______________ _______________ _______________, who developed their own way of life on their plantations.
   B. A plantation often consisted of a family mansion called the _______________ _______________.
   C. With so many workers, _______________ plantations tended to be _______________.

Guided Reading Activities 6-3
Democracy Takes Root

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How did Charles II change the charters of Massachusetts and New Hampshire? __________________________

2. What areas did James II try to unite as the Dominion of New England? __________________________

3. Who served as the dominion’s governor? __________________________

4. Who came to power during the Glorious Revolution? __________________________

5. What kind of action did Nathaniel Bacon lead? __________________________

6. Whom did Bacon’s volunteers fight later? __________________________

7. What did the first of the Navigation Acts say? __________________________

8. According to the Navigation Acts, what was the only country in which the colonists could sell some of their goods, including tobacco, cotton, and indigo? __________________________

9. What two rights did the colonists have as English citizens that they would not have had as citizens of most European countries? __________________________

10. Most colonial governments had an appointed governor. What other government body did they have? __________________________

11. What were four requirements for voting in most colonies? __________________________

An American Way of Life Develops

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In Great Britain social standing was based on family and tradition; in the colonies, it depended on _______________ and _______________

2. Because colonists could move from one class to another, lower classes could improve their ________________ _________________. Only ________________ did not enjoy social mobility.

3. By the 1700s religious leaders believed that colonists were becoming more interested in wealth and success than in ________________ _________________.

4. The Great Awakening marked a ________________ in religion.

5. The movement emphasizing science and reason was called the Enlightenment. It was also known as ________________ _________________.

6. John Locke believed the purpose of government was to protect people’s “natural rights”: ________________, ________________, and ________________ _________________.

7. The ideas and methods of scientists such as ________________ and ________________ encouraged interest in science in the colonies.

8. One important figure in the development of American science was ________________ _________________.

9. Two women who became well-known as poets in the colonies were ________________ ________________ and ________________ _________________.

10. ________________ ________________ sparked increased political activity.


12. By 1760 ________________ were traveling on the roads that linked major cities.

13. Improvements to the mail service among the colonies were made by ________________ ________________.
### Guided Reading Activity 7-2

**The French and Indian War**

**DIRECTIONS:** Recording Who, What, When, Where, Why, and How. Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **Where** were Russia’s fur-trading posts? ________________
2. **What** country claimed a large part of the Southwest? ________________
3. **Where** was New France located? ________________
4. **What** two countries claimed the land west of the thirteen colonies? ________________ and ________________
5. **Where** did the English and the French compete for control of land? ________________
6. **Who** was more successful at forming good relations with the Native Americans—the French or the English? ________________
7. **Whom** did the Iroquois support? ________________
8. **What** larger conflict was the French and Indian War part of? ________________
9. **Who** ordered an attack on a French scouting party near Great Meadows? ________________
10. **Who** built Fort Necessity? ________________
11. **Who** presented the Albany Plan? ________________
12. **How** would the Albany Plan of Union have united the colonies? ________________
13. **When** did British and colonial troops set out to capture Fort Duquesne? ________________
14. **When** did France and Britain formally declare war? ________________
15. **Why** did William Pitt send the military to America? ________________
16. **Whom** did James Wolfe defeat in Quebec? ________________
17. **What** treaty officially ended French power in North America? ________________
Taxes and Boycotts

**DIRECTIONS:** Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** Great Britain faced problems after the French and Indian War.

1. **Detail:** A Native American alliance, led by ______________ _______, captured forts and frontier settlements.

2. **Detail:** The Proclamation of 1763 forbade colonists to settle west of the ______________ ______________.

3. **Detail:** After the French and Indian War, Britain turned to the ______________ to solve its money problems.

**Main Idea:** Britain made harsh new laws to raise money in the colonies.

4. **Detail:** The ______________ Act of 1764 taxed foreign molasses and sugar.

5. **Detail:** The ______________ ______________, required colonists to pay for housing and feeding British soldiers.

**Main Idea:** When Britain passed the Stamp Act, the colonists protested.

6. **Detail:** A small angry group called the ______________ ______________ formed and the ______________ ______________ was held in New York City.

7. **Detail:** In 1766 Britain ______________ the Stamp Act.

**Main Idea:** Parliament still wanted to raise money in the colonies and the colonists were angry.

8. **Detail:** The Townshend Acts placed ______________ taxes on goods coming into America, and allowed officials to obtain blank ______________ ______________.

9. **Detail:** Colonial women organized as the ______________ ______________.

10. **Detail:** ______________ ______________, leader of the Sons of Liberty, stirred up public anger against Britain.

11. **Detail:** British soldiers fired into an angry crowd in Boston in an event called the ______________ ______________.

**Main Idea:** The colonists organized.

12. **Detail:** Passage of the ______________ ______________ in 1773 angered colonists.

13. **Detail:** In protest colonists dumped tea into the Boston Harbor in an action that is now called the ______________ ______________.
On the Brink of War

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Punishing the Colonies
   A. The colonists called the
      ____________________________ the Intolerable Acts. These acts closed
      the __________________________
      __________________________ until the tea
      destroyed at the Boston Tea Party
      was paid for.
   B. In response the __________________________
      __________________________ united the colonies more than
      ever before.

II. The First Continental Congress
   A. Among other things the __________________________, proposed by
      Paul Revere, demanded an end to
      trade with Great Britain and its
      West Indian colonies.
   B. The colony of __________________________
      proposed forming a militia.
   C. The colonists asked the king to
      make __________________________ between
      Parliament and the Americans.

III. Moving Toward a Crisis
   A. As tensions rose, the English writer
      __________________________ called for compromise.
   B. In a speech to the House of
      Burgesses, __________ __________
      said the choice was liberty or
      death.
   C. The British planned to seize
      _______ and _______
      stored in Concord and to arrest two
      colonial leaders, _______ _______
      and _______ _______
   D. On April 18, 1775, __________
      __________ and __________
      __________ warned that the
      British were coming.
   E. Which side fired the first shot at
      Lexington? ________________
   F. By day’s end, the ________________
      retreated.

IV. The Second Continental Congress
   A. The congress chose __________
      __________ to build
      a Continental Army.
   B. The colonists also tried to avoid
      war by sending the king an
      __________ _______
      __________.
Declarating Independence

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: The Second Continental Congress acted as a central government that put together the colonies' defense.

1. Detail: The Olive Branch Petition assured the king that most colonists were still loyal both to him and to __________ __________. Nevertheless, colonists named _______________ ________________ as commander of the Continental Army.

Main Idea: Colonists knew the countryside and wilderness and __________ in their cause.

2. Detail: The Olive Branch Petition assured the king that most colonists were still loyal both to him and to __________ __________. Nevertheless, colonists named _______________ ________________ as commander of the Continental Army.

Main Idea: The British army had many strengths.

3. Detail: The British had the world’s most powerful ________________ .

4. Detail: The British hired professional soldiers called ________________ .

Main Idea: The colonists enjoyed some early victories.

5. Detail: Ethan Allen joined with ________________ to lead a successful attack on ________________ ________________ .

6. Detail: Most of the Battle of Bunker Hill took place on ________________ .

Main Idea: Several factors led to the declaring of independence.

7. Detail: __________ __________ ’s pamphlet, ________________, said England was taking advantage of the colonies.

8. Detail: Supporters of a resolution put forth by ________________ ________________ ________________ formed a committee to prepare a formal ________________ ________________ . ________________ ________________ wrote it.

Main Idea: The Declaration of Independence divided the country.

9. Detail: People who supported ties with Great Britain were ________________ .

10. Detail: People who favored separation were ________________ .

11. Detail: The ________________ were Loyalists who concentrated on preparing for the fight that was sure to come.
The Colonies at War

DIRECTIONS: Filling in the Blanks  In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Forces led by __________ __________ captured Montreal, but __________ __________ ____________ and his troops were unsuccessful in their attack on __________ ____________.

2. When George Washington aimed cannons at __________ ____________, the British fled.

3. Washington tried to defend New York, but his troops failed at the __________ ____________ ____________ ____________.

4. Washington launched a successful surprise attack on the British camp at __________ ____________, New Jersey.

5. The victory at __________ ____________, New Jersey, gave the Continental Army hope.

6. The British planned to stop the Americans, but the Battle of __________ ____________ was a key victory for the Patriots.

7. After this victory, __________ ____________ signed the Treaty of Alliance.

8. Washington’s army had to endure a harsh winter at __________ ____________.

9. Europeans who helped the colonists included __________ ____________ ____________ ____________ ____________, who helped train troops at Valley Forge, and __________ ____________, who fought with Washington in Pennsylvania.

10. Three other Europeans who contributed to the American cause were __________ ____________, __________ ____________, and __________ ____________.

11. Leading volunteers, __________ ____________, weakened British influence in the Ohio Valley.

12. Although the Continental Congress established the Continental Navy in 1775, the colonists relied on armed private ships, or ____________, to protect their ports.

13. After a battle between the American Bonhomme Richard and the British Serapis, the American captain, __________ ____________, became known as the “Father of the American Navy.”
The War Moves South

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. War in the South
   A. Patriot forces crushed a Loyalist uprising at __________ __________ __________, North Carolina.
   B. In addition to heavy losses in the South, George Washington was unhappy that __________ __________ joined the British.
   C. “Swamp Fox”, or __________ __________, became known for successful raids on the British.
   D. At the Battle of Cowpens, General __________ __________ defeated the British.
   E. The Battle of Guilford Courthouse took place in __________ __________.

II. African Americans and the War
   A. The __________ __________ offered enslaved persons their freedom in return for military service.
   B. The first African American to die for the revolutionary cause had been __________ __________.
   C. Fellow soldiers recommended that the Continental Congress recognize __________ __________ for his bravery.
   D. As a result of the war efforts of African Americans, __________ __________, __________ __________, and __________ __________ attempted to end slavery in their states.

III. Women and the War
   A. With men away at war, women ran family __________ and __________.
   B. One woman who carried water pitchers to soldiers came to be known as __________ __________.
   C. Two other women who helped the war effort were the spy __________ __________ and the journalist __________ __________.
Guided Reading Activity 8-4

Victory at Yorktown

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who was the British commander at Yorktown? __________ __________ __________

2. What geographic feature of Yorktown made it a good military site?

3. Who was the commander of the French fleet? __________ __________

4. How did François de Grasse keep the British from getting supplies?

5. What four commanders and their troops met at Yorktown?

6. When did the British request a cease-fire? __________________________

7. Where were the official details of the terms of peace worked out?

8. What three delegates from the Continental Congress represented America at the negotiations?

9. Where were the new boundaries of the United States in the West?

10. Where were the boundaries of the United States in the North?

11. Where were the boundaries of the United States in the South?

12. Where did George Washington go after the war ended?
Forming a Union

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Because the colonists felt concerned about giving too much power to too few, they divided power among branches of government.

1. Detail: The legislative branch became the ________________ branch.

2. Detail: All states except __________ and __________ created bicameral, or two-house, legislatures.

3. Detail: A state ________________ headed each executive branch.

4. Detail: Rights spelled out in a bill of rights included __________ __________ __________ and __________ __________ __________ __________.

Main Idea: Although many states were unwilling to turn power over to a national government, the congress finally drafted the Articles of Confederation.

5. Detail: At first the state of __________ would not ratify the Articles because of land claims such as those made by Virginia.

6. Detail: The Articles established a loose alliance among the states rather than a strong ________________ ________________.

7. Detail: The Articles made the ________________ ________________ the national lawmaking body.

Main Idea: The national government was extremely weak under the Articles of Confederation.

8. Detail: The national government had no authority over ________________ ________________.

9. Detail: The Articles made no provision for a ________________ system.

10. Detail: All states had ______ vote(s).

11. Detail: The government could not collect ________________.

12. Detail: Without the power to raise money, congress’s ________________ powers proved useless.
The Confederation Era

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Settling the West
   A. During the Confederation period, the West lay just beyond the
      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
   B. The ____________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
      divided land into townships and provided the first federal aid for
      ____________________________________________.
   C. The ____________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
      made provisions for governing the new territory and was the first law in United States history to restrict the practice of _____________.
   D. The five states that arose from the Northwest Territory were
      ____________________________ , ____________________________
      ____________________________ , ____________________________
      ____________________________ , ____________________________
      and ____________________________.

II. A Failing Economy
   A. Worthless money and disputes about the value of each state’s
      currency made ____________ among the states difficult. Some
      resorted to a system of ____________.
   B. The country entered an economic depression in which business
      activity ____________ and unemployment ____________.
   C. After the American Revolution, demand for farm products
      ____________________________.
   D. Farmers who viewed government authorities as tyrants took part in a
      rebellion led by ____________________________
      ____________________________.
   E. More than 1,000 upset farmers attacked an arsenal in ____________.
      ____________________________.
   F. This rebellion and other problems caused state leaders to call for a
      convention to discuss ways of revising the ____________________________
      ____________________________.
The Constitutional Convention

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did the first Constitutional Convention take place?

2. Which state did not send a delegate?

3. What name was given to those who attended the convention?

4. Who presided over the proceedings?

5. Who arrived with a draft of a completely new framework of government?

6. Why did the delegates decide to keep the proceedings secret?

7. By what name did James Madison’s proposal come to be known?

8. In Madison’s proposal, what three branches would the national government have?

9. Which provision of the Virginia Plan caused concern among the smaller states?

10. According to the Virginia Plan, who would choose the President and national judges?

11. Who presented the New Jersey Plan?

12. Which states tended to favor the New Jersey Plan?

13. What was the compromise that called for two senators from all states but a varying number of representatives?

14. What was the compromise that determined how enslaved persons would be counted for both taxation and representation?

15. What three delegates refused to sign the new Constitution?
A More Perfect Union

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. One model for the Constitution was the ____________________________
   ____________________________, in which member nations governed their own affairs but joined together for defense.

2. The idea of limiting the power of a ruler was taken from England’s ____________________________

3. Another influence was ____________________________, who said a government is a contract between the ruler and the ruled.

4. The concept of separation of powers had been proposed by ____________________________

5. Although the Articles gave the states more power, the Constitution divided power between the states and the ____________________________

6. Among the powers of the federal government are the powers to ____________________________,
   ____________________________,
   ____________________________,
   ____________________________,
   and ____________________________.

7. State powers included regulating ____________________________ within their borders.

8. Overlapping powers include the right to ____________________________, to try ____________________________,
   and to build ____________________________.

9. The legislative branch of the national government is called ____________________________.

10. The executive branch consists of the ____________________________, ____________________________, ____________________________, and advisers.

11. The highest court in the land is the ____________________________.

12. Instead of citizens directly electing the President, the __________ votes.

13. On the question of ratification, ____________________________, favored the Constitution, and ____________________________ did not.

14. To respond to objections, people who favored the Constitution promised to provide a ____________________________
   ____________________________ to protect the people.
Establishing the New Government

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Shaping a New Government
   A. Members of the ____________________
      ________________ unanimously elected
      ____________________
      as President. They elected
      ____________________
      as Vice President.
   B. Among the many challenges the
      United States faced was its
      inability to raise ____________.

II. The Branches of Government
   A. The sponsor of the Bill of Rights
      was ________________.
   B. As part of the executive branch, the
      office of ________________
      was created by the Judiciary Act
      of 1789.
   C. George Washington appointed
      ____________________
      as secretary of state,
      ____________________
      as secretary of the treasury, and
      ____________________ as the
      first chief justice.

III. A Nation in Debt
   A. The country had borrowed heavily
      to finance the ________________
      ________________.
   B. In favor of paying these huge debts
      was ________________.
      Others, disagreed. In particular,
      people from the ________________
      opposed paying the debts because
      most of their states had already
      paid off their debts and did not
      want to see the power of the state
      governments weakened.
   C. A special territory, the ________
      ________
      was created so no one state could
      claim the capital city.

IV. The Bank of the United States
   A. Alexander Hamilton favored
      the establishment of a national
      ____________________.
   B. The ____________________
      Rebellion challenged the power of
      the new federal government to
      collect taxes.
Dealing With Other Nations

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did Great Britain still have forts in the 1790s? ________________

2. What three Native American groups formed an alliance to resist the takeover of their lands? ____________________, ____________________, ____________________

3. In what battle did General Anthony Wayne finally crush Native American resistance in present-day Ohio? ____________________

4. In what treaty did Native Americans in present-day Ohio agree to surrender most of their lands? ____________________

5. With what country did Americans argue over the right to use the Mississippi River and the port of New Orleans for trade? ____________________

6. Why did the United States pay tribute to pirates of the Barbary Coast States? ____________________

7. What treaty did France cite when it called on the United States for aid? ____________________

8. Although George Washington recognized the new French Republic, what did he issue that made it clear that he gave no support? ____________________

9. What French diplomat plotted to ignore Washington’s order of neutrality? ____________________

10. In what two ways did the British government challenge American neutrality at sea? ____________________

11. As a result of the Jay Treaty, signed in 1794, from what part of North America did Britain withdraw? ____________________

12. What treaty allowed American ships to use the lower Mississippi and to trade through the port of New Orleans? ____________________

13. In his Farewell Address, what course of action in world affairs did Washington suggest? ____________________

14. What two developments did Washington warn against? ____________________

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Political Parties Develop

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Differences divided the new country.

1. Detail: A group led by ____________, whose followers supported most decisions made by the government, was known as the ______________.

2. Detail: The opposition group, known as Democratic-Republicans, was led by ______________ and ______________.

Main Idea: Some issues deeply divided the Framers of the Constitution.

3. Detail: George Washington and ______________ favored a ______________ federal government while ____________ favored a ______________ one.

4. Detail: While the Federalists drew much of their support from wealthy people and those living in ____________ the Democratic-Republicans drew much of their support from those living in the ______________.

5. Detail: A champion of the farmer, ____________ saw cities as evil.

6. Detail: The editor and publisher of the Federalists’ newspaper, the Gazette of the United States, was ______________.

7. Detail: Thomas Jefferson and James Madison chose ______________ to start a rival newspaper, the ______________.

Main Idea: Politics dominated the election of 1796.

8. Detail: The Federalists supported ______________ for President and ______________ for Vice President.

9. Detail: The Democratic-Republicans supported ______________ for President and ______________ for Vice President.

10. Detail: The two candidates who received the highest number of votes were ______________ and ______________.
Troubled Times for John Adams

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The French were unhappy with the __________ ____________ which protected trade with Great Britain.

2. To avoid war with France, John Adams sent __________ ____________, __________ ____________, and Elbridge Gerry to Paris.

3. When France offered a treaty for a price and the affair became public, the two countries moved closer to __________.

4. In response to the tensions, Congress quickly voted to enlarge the __________ ____________ ____________.

5. When __________ ____________ came to power in France, the situation changed. In the __________ ____________ ____________, France and the United States agreed on terms for peace.

6. Three laws, known as the __________ Acts, supposedly were passed to protect the country from foreigners living in the United States. Among other things, these acts gave the President power to deport any foreigner who was considered ________________.

7. The ________________ Act made it a crime to speak or write critically about the government or those who ran it.

8. The Sedition Act violated the __________ ____________ to the Constitution.

9. The ________________ and ________________ Resolutions were based on the theory of states’ rights.

10. As Adams lost support, Thomas Jefferson gained it. In many people’s minds, Jefferson stood for more __________ and less __________.

11. In the election of 1800, both __________ ____________ ____________ and __________ ____________ received an equal number of votes.

12. The __________ ____________ called for separate ballots for President and Vice President.

13. After the election of ____________, the Federalist party lost power. Among its many accomplishments was the creation of Washington, D.C., planned by ____________ ____________.
Jefferson Takes Control

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Thomas Jefferson regarded his election to the presidency as a peaceful revolution.

1. Detail: Jefferson was sworn in by Chief Justice .

2. Detail: Jefferson pleaded for national after the bitter election.

Main Idea: Jefferson wanted to simplify the government.

3. Detail: To cut spending, Jefferson appointed as secretary of the treasury. He wanted to avoid the high costs of and .

4. Detail: Jefferson also ended all taxes.

5. Detail: Jefferson did not renew the Acts, and he the journalists and others who had been convicted under them.

Main Idea: Jefferson clashed with the judicial branch.

6. Detail: Jefferson repealed the

7. Detail: Republicans tried to remove Federalist judges by them.

8. Detail: When Jefferson clashed with Marshall over the judgeship of William Marbury, the Supreme Court ruled that it could declare a law passed by Congress to be .


10. Detail: Although the Constitution said nothing about the Court’s new power of , Jefferson and Congress accepted the ruling.
The Louisiana Purchase

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Why was Spain able to stop American shippers from using the lower Mississippi? __________________________
   __________________________

2. What country had granted the Louisiana Territory to France? ________________

3. Where did Thomas Jefferson fear that Napoleon Bonaparte would want to build an empire? __________________________

4. Whom did Thomas Jefferson send to France to negotiate a purchase of land? __________________________

5. Where did rebels gain and regain their freedom from France? __________________________

6. Why did Napoleon Bonaparte need the money that selling the Louisiana Territory would bring him? __________________________

7. When did the United States purchase the Louisiana Territory? ________________

8. How much did the United States pay for it? __________________________

9. What group criticized the Louisiana Purchase? __________________________

10. Whom did Jefferson appoint to explore the territory? ___________ ___________ and ___________ ___________

11. Where did the expedition begin? ________________

12. Who served as guide and interpreter as the expedition crossed the Rocky Mountains? __________________________

13. When did the expedition reach the Pacific coast? __________________________

14. What United States’s claim did the expedition strengthen? __________________________

15. Who discovered Pikes Peak? __________________________

16. Why did Aaron Burr challenge Alexander Hamilton to a duel? __________________________

Guided Reading Activity 11-2

American History: The Early Years to 1877 ★ 41 ★

Guided Reading Activities
Troubles With France and Britain

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Piracy in the Mediterranean
   A. Pirates from the ________________
      ________________ interfered with American trade.
   B. War broke out when the United States refused to pay an increased amount of ________________.
   C. When war was declared on the United States, Thomas Jefferson ordered a blockade of the port of ________________.
   D. An American officer, ________________, led the raid on this port.
   E. The war that resulted showed that the United States needed a ________________.

II. American Neutrality Challenged
   A. Jefferson declared that the United States was neutral in the ________________ Wars.
   B. The British practice of impressing ________________ angered the United States government.
   C. The British claimed that these captives were the ________________
      ________________.
   D. When the British attacked the American warship the ________________, both sides were outraged.

III. A Ban on Foreign Trade
   A. Jefferson placed an embargo on trade with ________________ and ________________.
   B. The Embargo Act was a disaster for American trade and for ________________ popularity.
   C. In the election of 1808, ________________ won the presidency.
   D. The ________________ replaced the Embargo Act.
The War Hawks

DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. To what two regions of the country did James Madison mainly owe his presidential victory? ________________

2. In whose footsteps had Madison planned to follow? ________________

3. Who often assisted Native Americans in their fight against white settlers? ________________

4. Who united Native Americans east of the Mississippi River? ________________

5. Which Native American leader was known as “The Prophet”? ________________

6. Who was the governor of the Indiana Territory at the time of the confederation? ________________

7. What battle took place between the confederation and the United States Army? ________________

8. Whose death destroyed the dream of a Native American confederation? ________________

9. What name was given to people who wanted to go to war against Britain? ________________

10. In what two regions of the country were anti-British feelings the strongest? ________________

11. Who called for war to protect free trade and the rights of sailors? ________________

12. Who called for the conquest of all British land in North America? ________________

13. Why did Madison ask Congress for a declaration of war against Britain when Great Britain had already decided to stop interfering with American shipping? ________________
The War of 1812

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. When President James Madison sent his war message to Congress, he blamed the British for frontier warfare with *************** ***************.
2. The United States entered the war at a great *************** ***************.
3. In the first year of the war, Congress failed to authorize the building of badly needed *************** *************** . The government had to hire armed ships called *************** ***************.
4. One major goal of the war was the conquest of *************** ***************.
5. William Hull surrendered *************** to the British.
6. By joining forces with the *************** *************** , the British gained control of much of the Northwest Territory.
7. The Constitution earned the nickname, *************** *************** , when it held out against the British attack.
8. A naval officer named *************** *************** became a hero when he attacked British warships.
9. A large American army defeated a smaller British and Native American force at the *************** ***************  ***************  ***************  ***************.
10. When the British attacked Washington, D.C., *************** *************** acted quickly to save many historic government papers.
11. The troops at Fort McHenry protected *************** and its harbor from British attack.
12. During the attack on the fort, *************** *************** wrote the poem that was later set to music as the national anthem.
13. At the *************** ***************  ***************  *************** , Andrew Jackson won a stunning victory over the British.
14. Delegates to the *************** ***************  *************** talked about forming a confederacy of New England states.
15. The *************** ***************  *************** ended the fighting.
Industries Take Root

**DIRECTIONS: Outlining** Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

**I. A Revolution in Industry**

A. The Industrial Revolution began in ____________ ____________ in the middle of the 1700s.

B. The first industry to be affected by the Industrial Revolution was the ________________ industry.

C. Revolutionary inventions included James Hargreaves’s ____________ ____________, Richard Arkwright’s ________________-powered device for producing thread, Edmund Cartwright’s steam-powered ________________, Eli Whitney’s ________________ ____________, James Watt’s improved design of the ________________ ____________, and Oliver Evans’s first high-pressure ________________ ________________ for powering machinery.

**II. Industry in the United States**

A. Before the American Revolution, the colonies had depended on ________________ ________________ for manufactured goods.

B. The first successful cotton mill in the United States was established through the efforts of ____________ ____________, who carried production secrets from England.

C. Francis Cabot Lowell built power looms and a new factory at ________________ ________________.

D. One of the early supporters of the use of interchangeable parts was inventor ____________ ____________.

**III. Industrial Working Conditions**

A. Factory workers worked ____________ to ____________ hours a day, six days a week in unsafe and unhealthy working conditions.

B. In response to their working conditions, workers organized into ________________ ________________.

C. The spread of the factory system caused ________________ ________________ to grow.

D. Cities were still troubled by problems with ________________ ____________, fire protection, and ________________ ________________.
Moving West

**DIRECTIONS:** Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** Americans and newcomers went west for land.

1. **Detail:** Pioneer families often carried everything in ___________ wagons.

2. **Detail:** Survival of the pioneers depended on the long-handled ax and the ____________ .

**Main Idea:** Pioneers traveled by different routes.

3. **Detail:** Some traveled the Wilderness Road, which had been cleared by ____________ and 30 lumberers.

4. **Detail:** Others made their way through the ____________ over rough wagon roads.

5. **Detail:** New Yorkers sometimes traveled across the ____________ valley to ____________ .

**Main Idea:** Many improvements in road travel were made at this time.

6. **Detail:** Private companies began constructing ____________ , or toll roads.

7. **Detail:** The building of the National Road was paid for with ____________ funds.

**Main Idea:** Rivers were an important means of travel, but challenges of river travel had to be overcome.

8. **Detail:** Robert Fulton’s ____________ marked the beginning of a new era in water travel.

9. **Detail:** For moving heavy goods, Americans depended on ____________ .

10. **Detail:** The ____________ connected the Great Lakes with the Mohawk and Hudson Rivers. It was so successful that other, similar waterways were built.
Nationalism and Sectionalism

DIRECTIONS: Filling in the Blanks Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The _______ ________ ________ stirred strong feelings of nationalism.

2. At the time a Republican President and Congress, and support for the Republican party united the nation. It was the Era of ________ ________ ________ _______.

3. President _______ ________ ________ was reelected without opposition.

4. _______ ________ ________ proposed a national system for improving the country called the ________ ________ ________ ________.

5. State banks had made too many loans and placed too much money in circulation. The result was ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ 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Monroe and Foreign Affairs

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Which governor of Canada advised Parliament to unite Upper and Lower Canada and to allow Canadians to control local affairs? _____________

2. Whose military actions focused attention on Florida? _____________

3. Under what treaty did Spain cede Florida to the United States? _____________

4. Mexico won its freedom from ___________________ in 1821.

5. By 1825 Spain lost all its colonies in Latin America except _____________ _____________ and ____________.

6. The United States granted ___________________ to the new countries of Latin America.

7. Spain planned to recapture its colonies with the help of its European allies. The _____________ and _____________, however, opposed this plan.

8. Whom did the Monroe Doctrine suggest would protect both of the American continents from European colonization? _____________

9. What country in Europe supported the Monroe Doctrine? _____________

10. Why was a proposal for cooperation between the United States and this country turned down? _____________

11. Why did the Monroe Doctrine startle other European nations? _____________

12. Which countries in Europe challenged the Monroe Doctrine? _____________
The People’s President

DIRECTIONS: Using Headings and Subheadings  Locate each heading in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Broadening Political Power
   A. Explain how more people got more political power in the early 1800s.

   B. Who lost political power at this time, and in what way?

   C. Explain why nominating conventions gave more people more power in politics than caucuses had given them.

II. The Disputed Election of 1824
   A. Which four Democratic-Republicans ran for office in the election of 1824?

   B. Who won the popular vote?

   C. Why didn’t Andrew Jackson become President?

   D. How did John Quincy Adams become President?

III. New Political Parties
   A. Write the name of each party after the candidate(s) it supported.
      1. Adams and Henry Clay
      2. Jackson

   B. Who ran for President in 1828?

   C. Jackson won a landslide victory in the election of 1828. Where did his support come from?
### A New Spirit in the White House

**DIRECTIONS:** Recording Who, What, When, Where, Why, and How  Use your textbook to identify key ideas in this section.

#### The Spoils System

1. **What** were the spoils of a political victory according to Andrew Jackson?

2. **Who** gave out the “spoils,” or rewards?

3. **Who** received the “spoils,” or rewards?

4. **When** did the spoils system come into being?

5. **How** did Jackson justify the spoils system?

6. **What** was the kitchen cabinet?

#### War with the Bank

7. **Who** fought whom in the “war with the Bank”?

8. **Why** didn’t Jackson like the Bank of the United States?

9. **How** did Henry Clay get involved in the “war”?

10. **Who** won the “war”?

11. **Where** did the money go?

12. **What** role did Roger Taney play?

13. **What** happened when Nicholas Biddle restricted the flow of money?
Crisis and Conflict

DIRECTIONS: Identifying Main Ideas and Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Because the Tariff of Abominations taxed imports, people in different parts of the country had different responses to it.

1. Detail: The Northern manufacturers and Western farmers liked the tariff because ____________________________

Main Idea: The Southerners hated the tariff because ________________________

3. Detail: The argument for states’ rights said ____________________________

4. Detail: The argument in favor of the Union said ____________________________

Main Idea: Andrew Jackson and John C. Calhoun disagreed sharply on the issue of states’ rights.

5. Detail: Calhoun believed ____________________________

6. Detail: Jackson believed ____________________________

Main Idea: South Carolina wanted to leave the Union if the federal government challenged its right to nullify the tariff, or to say it was not a law.

7. Detail: Congress responded by ____________________________

8. Detail: In response to Congress’s action, South Carolina ____________________________

Main Idea: Jackson believed Native Americans should give up their lands to settlers.

9. Detail: He ignored a Supreme Court ruling that said ____________________________

10. Detail: He convinced his supporters to pass ____________________________

11. Detail: The Cherokee were removed from their lands and sent on a long journey that has come to be known as ____________________________

12. Detail: Resistance to federal troops by the Seminoles was led by ____________________________
The End of the Jacksonian Era

DIRECTIONS: Recalling Facts Use your textbook to write an answer to each question.

1. Who was Andrew Jackson’s hand-picked successor?

2. Why was the printing of so much paper money a problem?

3. Why did land prices keep going up?

4. What caused land prices to fall quickly?

5. What event in the South worsened the economic crisis?

6. What event in the West worsened the economic crisis?

7. What happened in the Panic of 1837?

8. What step did Martin Van Buren take to prevent bank crises in the future?

9. Who was the Whig candidate in the election of 1840?

10. What untruthful symbol misrepresented William Henry Harrison to the public?

11. Which two people does the slogan, “Tippecanoe and Tyler Too” refer to?

12. How did John Tyler become President?
The Oregon Country

DIRECTIONS: Recording Who, What, When, Where and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What landform bounded the Oregon Country on the east? ________________

2. What body of water bounded the Oregon Country on the west? ________________

3. How did Europeans and Americans respond to Native American claims to land in the Oregon Country? ________________

4. What four nations tried to take control of the Oregon Country? ________________, ________________, ________________, ________________

5. Who named the Columbia River and provided the basis for the United States’s claim? ________________

6. What two countries agreed to share the Oregon Country for 10 years? ________________

7. Why did mountain men head to a meeting place called the rendezvous? ________________

8. Who explored what is now Yellowstone National Park? ________________

9. Where, along what river, did Manuel Lisa found Fort Manuel? ________________

10. Why did mountain men find themselves out of work in the late 1830s and 1840s? ________________

11. Where did the Oregon Trail begin and end? ________________, ________________

12. How did families travel on the Oregon Trail? ________________

13. What diseases killed many travelers on the Oregon Trail? ________________

14. Who used the campaign slogan “Fifty-four forty or fight”? ________________

15. When did Oregon become a territory? ________________
Texas Independence

**DIRECTIONS:** Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

**I. Colonizing Texas**

A. In 1820, Texas was settled by a few Americans, many Native Americans, and about 3,000

B. ___________ persuaded the Mexican government to let him bring settlers to the area.

C. Those settlers became citizens of ___________.

D. One source of conflict between the Old Three Hundred and the Mexican government arose over the right to hold ___________.

E. In 1833, Stephen Austin petitioned the Mexican government for the creation of a ___________.

**II. The Fight for Independence**

A. Austin was imprisoned by the new head of the Mexican government, ___________.

B. In October 1835, Antonio López de Santa Anna sent troops to the Texas town of ___________. This action began the Texas war for independence.

C. ___________ took command of the Texas army.

D. Defenders at the ___________ included William Travis, Jim Bowie, and Davy Crockett.

E. In the ___________, about 350 Texans were executed by Mexican firing squads.

F. Tejano leader, ___________ fought at the Alamo and the Battle of San Jacinto.

G. After the war, Sam Houston became president of a new independent nation named the ___________.

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Guided Reading Activity 14-3

War With Mexico

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Although the United States recognized the Republic of Texas in 1837, Texas was not immediately annexed.

1. Detail: Like some Texans, many Americans felt their country had a __________ __________, or an obvious future of expansion.

2. Detail: Because of the slavery issue, __________ favored annexing Texas, while __________ did not.

3. Detail: When Texas was admitted, its border with __________ was still undetermined.

Main Idea: President James K. Polk led the nation into the war with Mexico.

4. Detail: United States troops were sent to set up posts just north of the Rio Grande. __________ claimed this area as its southern boundary, but __________ disputed the claim.

5. Detail: Among other critics of the war, __________ considered the war a Southern plot to add more slave states to the Union.

Main Idea: The war led American forces in several directions and had significant territorial results.

6. Detail: General __________ __________ headed toward Monterrey;

General __________ __________ pushed south to Mexico City; and General __________ __________ went to New Mexico and California.

7. Detail: Rebels against the Mexican government announced the creation of the __________ __________ in California in 1846.

8. Detail: Under the terms of the Treaty of __________ __________, Mexicans gave up all the area known as California and New Mexico. This area has since become known as the __________ __________.

9. Detail: As a result of the __________ __________, in which the United States acquired still more territory from Mexico, the country stretched from the Atlantic to the Pacific Ocean.

10. Detail: Mexicans living in the newly acquired territory became American __________, but they still faced a battle in protecting their rights.
Spanning a Continent

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who led his followers to Utah’s Salt Lake Valley? __________ ________
2. What term did most people use to refer to the group that called itself the Church of Jesus Christ of Latter-day Saints? __________
3. Who founded this new Christian group that eventually made its home in Utah? __________ ________
4. What caused these settlers to seek a location in the Far West? __________
   __________________________________________________________________________
5. Where was gold first discovered in California in 1848? __________
   __________________________________________________________________________
6. Gold seekers who went to California became known as the __________
   __________, for the year, 1849.
7. By what two routes did gold seekers sail to San Francisco? __________
   __________________________________________________________________________
8. By what two overland trails did gold seekers travel to California? ________ ________
9. Who often took the law into their own hands in mining towns? __________
10. What did the California constitution prohibit? __________
11. What did the national government create in 1824 to attempt to reduce Native American land claims? __________
12. How did the state of California discriminate against Chinese miners? __________
13. What city within a city did the Chinese create in San Francisco? __________
14. Why did so many ghost towns come into being in California? __________
Literature, Art, and Science

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. Published in 1820, _______________ Sketch Book, included ___________________________ and “The Legend of Sleepy Hollow.”

2. James Fenimore Cooper created __________________________, the first American fictional hero.

3. Nathaniel Hawthorne’s novels included The House of the Seven Gables and __________________________.

4. Moby Dick was written by __________________________.

5. The first African American to publish fiction was ______________.

6. An early American horror writer was __________________________.

7. Writer __________________________ influenced the women’s movement; serial writers included __________________________ and __________________________.

8. The poet __________________________ __________________________ recreated American legends.

9. Important poets were __________________________ __________________________, who cried out against slavery; Walt Whitman, who wrote Leaves of Grass; and __________________________, who was widely read after her death.

10. __________________________ regarded Ralph Waldo Emerson as his “spiritual father.”

11. Hudson River School painters were __________________________ and Asher Durand. Famous genre painters were George Caleb Bingham and __________________________.

12. Painter __________________________ painted Native Americans.

13. Scientists of the era included __________________________, who discovered a comet; __________________________, who invented an electromagnetic motor; and __________________________, who developed ways to predict winds and ocean tides.

14. Medical pioneers were Dr. Crawford Long and Dr. __________________________, who developed ether.
Calls for Widespread Education

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Early Education in the United States
   A. Few __________ __________ were allowed to attend school.
   B. The educational system was different in different parts of the country.
      In New England the __________ paid for the schools. In the __________, few towns existed to provide schools.
   C. In the South wealthy planters hired __________ __________ for their children and later sent them to __________ to finish their education.

II. Educational Reform
   A. The campaign for common schools was led by __________ __________.
   B. The first state board of education was established in __________.
   C. Among the schoolbooks that were used to introduce American values to immigrants were __________ __________.

III. Women, Minorities, and Schools
   A. Reformers __________ __________, __________ __________, and __________ __________ started schools that taught serious subjects to women.
   B. Quaker __________ __________ opened her school in Connecticut to African American girls from all over the Northeast.
   C. Almost none of the institutions of higher learning allowed African Americans to attend. Two exceptions were __________ __________ and __________ __________.
   D. The first free school for hearing-impaired students was opened by __________ __________ in Hartford, Connecticut.
   E. Hired by the state of Massachusetts, Dr. Samuel Gridley Howe organized the __________ __________.

GUIDED READING ACTIVITY 15-3

SOCIAL AND CULTURAL CHANGE

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Reformers such as Dorothea Dix worked to change American thinking about prisons and their inmates.

1. Detail: Reform者 _______ ________ led a pamphlet crusade against cruelty in New England prisons.

Main Idea: Reformers also targeted the abuse of alcohol.

4. Detail: The crusade for the nationwide prohibition of alcohol was led by _______ ________ of Virginia.

6. Detail: The first state to ban the manufacture and sale of alcoholic drinks was ____________________ .

7. Detail: As part of the Second Great Awakening, preachers urged listeners to renew their faith and cure the evils of ____________________ .

8. Detail: Ideal communities were founded. Among these was a community at New Harmony, Indiana, founded by _______ ________ .

9. Detail: The ____________________ established communal living in Ohio and later in Utah. The ____________ , founded by Ann Lee, also established communal living.
The Antislavery Movement

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What group organized the first anti-slavery society?

2. What society recruited African Americans to settle in Liberia?

3. Who started the first African American newspaper?

and

4. Who directly addressed enslaved persons in his pamphlet *An Appeal to the Coloured Citizens of the World*?

5. Who founded the antislavery newspaper called *The Liberator*?

6. Unlike earlier antislavery societies, what did societies formed in the 1830s demand?

7. What do Sisters Angelina and Sarah Grimké, Elijah Lovejoy, Horace Greeley, and Wendell Phillips have in common?

8. Who was born into slavery in New York, gained her freedom, and became an antislavery crusader?

9. What African American edited the abolitionist journal called the *North Star*?

10. Enslaved African Americans escaped to the North or Canada by traveling on the __________ _________.

11. Who was the most famous conductor on the Underground Railroad?

12. Many Northerners who disapproved of the abolitionist movement depended on what product from the South?

13. What abolitionist was killed by angry Northerners?

14. What way of life did the antislavery movement threaten?
The Women’s Rights Movement

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Why did many female abolitionists become crusaders for women’s rights?

2. When did women actually have fewer rights than they had had in colonial times?

3. Who observed that “there exists in the minds of men a tone of feeling toward women as towards slaves”?

4. Why did audiences criticize female antislavery speakers?

5. Where were women barred from attending the World Anti-Slavery Convention?

6. What two women, who were not allowed to attend that convention, decided to form a society to work for women’s rights?

7. When did the first women’s rights convention open?

8. Where was it held?

9. What proposed right caused a heated debate at the convention?

10. What did the Seneca Falls Convention mark the beginning of?

11. How did most politicians treat the issue of women’s rights?

12. Who became known as “the morning star of the women’s rights movement”?

13. Who became one of the first women to urge full participation of African Americans in the women’s rights movement?

14. What female African American abolitionist also spoke in defense of women’s rights?
The Changing North

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Before steamboats what kinds of boats did Americans depend on to carry passengers and goods downriver?

2. Who built the steamboat that was able to carry goods and passengers long distances?

3. What two inventors made improvements to the design of the Clermont?

4. What were the swift sailing ships that made the trip from China to the United States in six months?

5. Who designed the first clipper ship?

6. Who was the builder of the fastest clipper ships?

7. What canal shortened the voyage between New York and China by 4,000 miles?

8. What means of transportation quickly replaced steamboats?

9. The first successful use of a steam locomotive in the United States occurred on the __________ ________ ________ railroad line.

10. Who invented the telegraph?

11. What two inventors pioneered new types of farm machinery, and what did each invent?

12. What labor-saving invention was developed by both Walter Hunt and Elias Howe?

13. Who joined up with Elias Howe to mass-produce this invention?

14. The sewing machine helped business move from the _______ to _______.

Guided Reading Activities

American History: The Early Years to 1877
Life in the North

**DIRECTIONS:** Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The ___________ ____________ in Lawrence, Massachusetts, collapsed in 1860.

11. Most Irish immigrants settled near the eastern coast in cities such as ___________ and ___________.

2. In the early textile mills in New England, owners liked to hire ________.

12. Two leaders of the labor movement were Irish American ____________ ____________ and Irish-born ____________ ____________.

3. When the demand for goods increased, factories multiplied. Wages ____________ and working hours ____________.

13. Nativists feared new immigrants. They especially distrusted those who practiced the ____________ religion.

4. The Pemberton Mill tragedy showed the owners’ lack of ____________ for workers.

14. Nativists formed the ____________ ____________ to try to pass laws that would keep immigrants from participating in politics.

5. The ____________ ____________ delayed progress in the labor union movement.

15. African Americans in the North were free, but they were not treated fairly. For example, they could not serve on a ____________, be elected to ____________, or work in the same building with whites.

6. Most early strikes ____________.

16. Despite the obstacles, one African American who established a successful sail-making factory was ____________ ____________ ____________.

7. In 1842 a ____________ court declared that workers had a legal right to strike.

8. One out of every ____________ Americans was born in a foreign country by 1860.

9. When a revolution in ____________ failed, thousands of its citizens fled to the United States.

10. About 40 percent of all immigrants came from ____________ ____________.
Guided Reading Activity 16-3

The Cotton Kingdom

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Southern Economy
   A. The South purchased most of its manufactured goods from the
      ____________________________.
   B. The South had few cities and its cities were small; only _________
      ____________________________ compared in size with Northern cities.
   C. The ____________________________ were a class of Southern citizens who lived on small farms.
   D. The South was a land of chiefly small ____________________________
      and large ____________________________.

II. The Cotton Gin
   A. After the American Revolution, Southern cotton was in demand from _________ ________.
   B. The cotton gin was invented by ____________________________, with the help of a suggestion from ____________________________.
   C. By the time Whitney received a patent for the cotton gin, Southern planters already had _________ his invention.
   D. After the invention of the cotton gin, cotton became the South’s biggest cash crop and the chief ____________________________ of the United States.

E. As cotton production increased, plantations moved west and south and sprang up in southern
   ____________________________, ____________________________, and ____________________________.

F. The invention of the cotton gin made ____________________________ labor once again profitable in the South.

G. By 1860 the number of enslaved persons in the South was ____________________________.

H. The demand for enslaved workers outstripped the supply and caused an increase in _________ from the West Indies.

I. As prices for enslaved workers spiraled upward, the large investments made Southern plantation owners even more reluctant to _________ enslaved workers.
Life in the South

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Different classes of people made up Southern society.

1. Detail: Only about one-______ of all white Southerners held slaves.

2. Detail: Wealthy _________ cultivated the best land and enslaved 50 to 200 or more people.

3. The yeomanry were _________ and _________ who made up a large part of the South’s population.

4. A small percentage of the Southern population consisted of _________ , who rented their land or lived on the rugged frontier.

5. Free African Americans had to live separate from whites. They also had to register, wear special _________ , and pay special _________.

Main Idea: Enslaved African Americans faced endless work, regulations, and deprivation.

6. Detail: Most enslaved African Americans labored in the _________.

7. Detail: Even young _________ had to labor and faced punishment from overseers.

8. Detail: Slave codes denied slaves basic human rights. For example, African Americans could not own _________ or _________.

9. In most states it was _________ to teach an African American to read or write.

10. Detail: Enslaved persons were often separated from their families at _________.

Main Idea: African Americans gained strength through families and religion; they showed strength through resistance and rebellion.

11. Detail: Enslaved persons adapted _________ to fit their needs and expressed hope through spirituals.

12. Detail: In 1822 _________ organized an unsuccessful revolt that led to his execution.

Settling Differences

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. The question of ________________ in the Mexican Cession divided the country.

2. The House of Representatives passed the ________________ ________________, which tried to outlaw slavery in all territory acquired from Mexico, but the Senate defeated it.

3. The debate over slavery in the territories strengthened feelings of ________________ in the country.

4. Senator ________________ ________________ of Michigan recommended that voters who lived in a territory should decide whether the states they formed should be slave or free.

5. Democrat ________________ ________________, Whig ________________ ________________, and Free-Soiler ________________ ________________ ran for President in the election of 1848. ________________ ________________ won.

6. Leaders from the ________________ threatened to leave the Union if it admitted California as a free state.

7. Early threats of secession came from ________________ ________________ of South Carolina.

8. ________________ ________________ proposed the Compromise of 1850.

9. The Compromise of 1850 admitted ________________ to the Union as a free state; organized New Mexico and Utah as territories with ________________ ________________; paid ________________ for giving up some territory in New Mexico; ended the slave trade in the ________________ ________________ ________________; and passed a strict law enforcing the return of ________________ ________________.

10. Daniel Webster, an opponent of slavery, agreed with the Compromise of 1850 because he wanted to save the ________________.

11. The proposals that made up the Compromise of 1850 were guided into law by ________________ ________________. 

Guided Reading Activities  66  American History: The Early Years to 1877
Moving Closer to Conflict

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: The Fugitive Slave Act aroused deep anger in the North.

1. Detail: In response to the new law, Underground Railroad conductor ________________ began guiding runaway slaves all the way to Canada.

2. Detail: One of the famous “slave narratives,” written by __________ and published by William Lloyd Garrison, helped gain support for the abolitionist movement.

3. Detail: The novel __________, by Harriet Beecher Stowe, swayed Northerners against slavery and turned Southerners against the North.

Main Idea: The passage of the Kansas-Nebraska Act further divided the country.

4. Detail: Northerners were outraged by the Kansas-Nebraska Act because it effectively canceled the _________ and opened the _________ to the possibility of slavery.

5. Detail: Proslavery groups moved to Kansas. Free-Soilers responded.

   Settlers built the town of ________________ .

6. Detail: Groups of drifters known as ________________ crossed the border and voted illegally for a proslavery government.

7. Detail: When proslavery Kansans killed abolitionists, the abolitionist ________________ took revenge.

8. Detail: Violence even erupted in the Senate, where _________ _________ beat Senator Charles Sumner with a cane because he had viciously denounced Southern slaveholders.

Main Idea: The Dred Scott decision also divided the country.

9. Detail: Dred Scott was a slave who had lived in free territory. With the help of antislavery lawyers, his suit for freedom eventually was judged by the ________________ ________________ .

10. Detail: Chief Justice ________________ __________ delivered the opinion that Scott had _________ _________ to sue in a federal court.

11. Detail: The Court also ruled that the Missouri Compromise ban on slavery north of the 36°30’ line was unconstitutional; this meant that the ________________ protected slavery.
A New Political Party

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. From what groups did the Republican party form? ________________ ________________

2. Whom did the Republicans nominate as their first presidential candidate in 1856? ________________ ________________

3. Whom did the Democratic party nominate in the same election? ________________ ________________

4. What party nominated former President Millard Fillmore in the same election? ________________

5. Who won the election, and from what region did he gain most of his support? ________________ ________________

6. To which party did Abraham Lincoln belong before joining the Republicans? ________________

7. For which office did Lincoln run against Stephen A. Douglas? ________________ ________________

8. What was Douglas’s nickname? ________________ ________________

9. What did Douglas label Lincoln and his party? ________________ ________________

10. Douglas ridiculed one of Lincoln’s positions on African Americans. Which position was it? ________________

11. What question did Lincoln ask Douglas during the debates that trapped Douglas? ________________

12. What answer did Douglas give to the question above? ________________

13. What did Douglas’s answer come to be called? ________________

14. Who won the 1858 senatorial election? ________________
Election of 1860 and Secession

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. An Uneasy Decade
   A. A serious depression hit the _________ in 1857.
   B. John Brown and his men invaded a federal armory in _________, Virginia, in 1859.
   C. Many Northern abolitionists believed that Brown’s execution would give their cause a _________ and a _________. Many Southerners became more fearful about the possibility of a _________ _________.

II. The Election of 1860
   A. The Democratic Convention held in _________, _________ split the Democratic party. Northern Democrats nominated _________ _________ for President. Southern Democrats chose _________ _________.
   B. The Republicans nominated _________ _________ for President.

   The Republican platform also called for a _________ _________, a _________ _________, and a _________ _________ _________.

   C. In the election, Abraham Lincoln carried every free state except _________ _________ _________.

III. Moving Toward Secession
   A. A few days after the election, United States senators from _________ resigned from Congress.
   B. Among Southerners who tried to save the Union were _________ of Georgia and _________ of Kentucky, who proposed several constitutional amendments. Lincoln opposed his ideas, which were known as the _________ _________.
   C. The first state to secede in _________ was _________ _________. After more states seceded, the new nation of the _________ _________ _________ _________ was formed.
The War Begins

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. Federal property included ________, ________, ________, and ________ ________.

2. Major ________ ________ was the federal officer in charge of ________ ________ in the harbor of Charleston, South Carolina.

3. General ________ ________ surrounded the fort with cannons.

4. When the general learned of an approaching Union fleet, a bombardment began. On the second day, ________ ________ surrendered.

5. Almost immediately, the ________ declared war on the ________.

6. Abraham Lincoln did not make abolition the goal of the war because not all Northerners agreed on the issue. He also wanted to hold on to the ________ ________.

7. The state of ________ ________ was formed as a result of Southern secession.

8. One reason why Lincoln held so firmly to the border state of ________ was that its secession would leave the Union capital in enemy territory.

9. Lincoln also wanted to hold onto the states of ________ and ________ because they controlled the Mississippi and Ohio Rivers.

10. Advantages of the ________ included a tradition of military excellence and the goal of protecting their way of life.

11. Advantages of the ________ included a larger population and many factories and railroads.

12. For the most part, amateurs led amateurs in the ________ army.

13. At first the Union army was led by ________ ________. Eventually, Lincoln discovered his best leader, ________ ________.

14. Jefferson Davis chose ________ ________ ________ to lead the battles in the West and ________ ________ ________ in the East.
The War in the East

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and refer to your textbook to write the answers to the questions.

1. Who commanded the Confederate troops at the First Battle of Bull Run?

2. What was another name for the Union army?

3. How did General Thomas Jackson earn the nickname “Stonewall”?

4. Who won the First Battle of Bull Run?

5. Who led the Union troops on a campaign that had as its goal the capture of Richmond?

6. What series of battles in June 1862 led to George McClellan’s retreat?

7. Who won the Second Battle of Bull Run?

8. How did some goods slip through the blockade to reach the South?

9. What battle occurred near Sharpsburg, Maryland, and resulted in huge casualties on both sides?

10. Why did Abraham Lincoln make the decision to end slavery?

11. When did the Emancipation Proclamation take effect?

12. How did the Emancipation Proclamation discourage foreign powers from aiding the South?

13. What permitted African Americans to fight for the North?

14. What Union generals did Robert E. Lee defeat at Fredericksburg and Chancellorsville?

15. What speech reminded Americans that their government “of the people, by the people, and for the people, [would] not perish from the earth”?
The War in the West

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Taking the Mississippi Valley
   A. The North and the South both fought to control the __________.
   B. __________ began the Union advance by attacking two confederate forts.
   C. Ulysses S. Grant demanded an unconditional surrender at __________.
   D. Troops led by __________ attacked Grant’s troops on the Tennessee-Mississippi border.

II. Surprise at Shiloh
   A. The two-day battle of __________ in __________, slowed the Union advance.
   B. Confederate General __________ surprised and attacked Grant’s troops.
   C. Grant’s troops had stopped the Confederates from retaking western __________.

III. Capturing the South’s Highways
   A. The city of __________ was important to the South because supplies from the West poured into the South through it.
   B. Grant’s strategy was to capture __________, Mississippi, before capturing Vicksburg.
   C. To capture Vicksburg, Grant laid __________ to it, and shelled the city day and night for more than six weeks.
   D. The __________ surrendered at Vicksburg on __________.
   E. The Confederates’ last important victory in the Civil War was at __________.
   F. The Union victory at __________ signaled the defeat of the South in the West.

IV. Success in the West
   A. After the Confederate army retreated to Georgia, the Union had achieved two of its three goals. Now Northerners had to carry out the final step—invasing the __________.
Behind the Lines

DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Both Union and Confederate leaders increased their powers to raise and supply their armies, finance the war, and suppress antiwar opinions.

1. Detail: A faction of Northern Democrats, called  , or Copperheads, called for an end to the war at any price.

2. Detail: Abraham Lincoln silenced some opposition newspapers by denying the use of the . He used the army to shut down others.

3. Detail: Many Southerners resisted a central government and refused to pay .

Main Idea: Both sides faced the challenge of raising armies.

4. Detail: Both the North and the South enforced , or a draft.

5. Detail: In the North, a man could excuse himself from the draft by or by hiring a substitute.

6. Detail: In the North, opposition to the draft led to in several cities.

Main Idea: While the North’s economy grew stronger during the war, the South’s economy weakened.

7. Detail: The North paid for the war by collecting , and by issuing .

8. Detail: When the South printed paper money, this drastically the price of everyday goods.

9. Detail: The South lacked the to provide some necessities to Confederate soldiers.

Main Idea: War brought suffering, disease, and death.

10. Detail: More than half of those who died in the Civil War died from and not from battle injuries.

11. Detail: Among the many women who played a vital role in the care of the wounded and dying were , , , and .
Surrender at Appomattox

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What war policy meant that Confederate civilians would suffer as much as Confederate soldiers?  
   8. While part of the Union army marched to the sea, at what three sites in Virginia did Ulysses S. Grant and Robert E. Lee’s armies fight?  ,  ,  

2. Who carried out the destruction of the Shenandoah Valley of Virginia?  
   9. Why was the Southern defense of Petersburg crucial to the defense of Richmond?  

3. Who marched across Georgia to Savannah and the sea, destroying everything in the Union army’s path?  

4. After destroying Savannah, what Southern city did the Union soldiers head north to destroy?  

5. What name did the Republicans give themselves in the election of 1864?  

6. Who ran against Abraham Lincoln in the election of 1864?  

7. Who won the election of 1864?  

9. Why was the Southern defense of Petersburg crucial to the defense of Richmond?  

10. What military strategy did Grant use to take Petersburg?  

11. Where did Lee’s surrender to Grant take place?  

12. In the terms of the surrender, what three things did Grant give Lee’s soldiers, or permit them to keep?  ,  ,  

13. When did the Civil War finally end?  

14. How many days after Lee’s surrender was President Lincoln assassinated?  

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Restoring the Union

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Planning for Reconstruction
   A. Among the provisions of Abraham Lincoln’s ____________ was a call for amnesty, or official forgiveness.

   B. Lincoln also supported adding a ____________ ____________ to permanently abolish slavery.

   C. The ____________ ____________ considered Lincoln’s Reconstruction plan too mild. Congress instead passed the ____________ ____________, which proposed putting the South under military rule.

   D. The ____________ ____________ was at first rejected by the House of Representatives, but eventually became law in December 1865.

II. Extending the Olive Branch
   A. At ____________ ____________ second inauguration, in 1865, he gave the famous speech that included the phrase “with malice toward none.”

   B. ____________ ____________ became the first African American to attend an inaugural reception and exchange opinions with the President.

III. The Assassination
   A. Actor ____________ ____________ shot Lincoln in the head.

   B. Although most viewed Lincoln’s death as a tragedy, some ____________ ____________ viewed his death with relief.

   C. Thousands of men, women, and children watched and wept as Lincoln’s funeral train traveled from Washington, D.C., to ____________ ____________.
President and Congress Clash

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. Following Abraham Lincoln’s assassination, __________ __________ became President.

2. The new President cared little about the rights of __________ __________, a point on which he clashed with Radical Republicans.

3. Under Johnson’s Reconstruction plan, Southerners were asked to sign an oath of loyalty, to ratify the __________ __________, to declare __________ illegal, and to agree not to pay __________ .

4. Black codes were designed to reestablish white control over __________ __________ .

5. Radical Republican leaders __________ __________ and __________ __________ fought for African Americans’ rights.

6. When Johnson vetoed a bill to strengthen the Freedmen’s Bureau, Radical Republicans passed the __________ __________ __________ .

7. According to the Fourteenth Amendment, citizenship includes __________ __________ and denied the __________ __________ to most former Confederate leaders.

8. The election of 1866 was a landslide for the __________ __________ , who gained control of both the House and Senate.

9. The Reconstruction Act of 1867 placed the South under __________ __________ .

10. In 1867 Congress also passed the __________ __________ __________ Act, which severely limited the President’s power as commander in chief.

11. When Johnson dismissed __________ __________ , secretary of war, Thaddeus Stevens asked the __________ __________ __________ to impeach Johnson. The impeachment __________  .

12. __________ __________ , presidential candidate of the Radical Republicans, won the 1868 election.
The South During Reconstruction

DIRECTIONS: Recalling Information  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did many Southerners lose after the war because they could not pay their debts or taxes? _________________

2. What two types of farming did landless African Americans and whites do? _________________

3. At first the Freedman’s Bureau gave food and clothing to all families in the South. In addition to these services, what were at least four other ways in which the Bureau tried to help African Americans? _________________

4. For whom was Howard University named, and why was it named after him? _________________

5. Who organized the Ku Klux Klan? _________________

6. Who used the Civil Rights Act of 1871 to arrest Klansmen and attempt to restore law and order in the South? _________________

7. To whom did the Fifteenth Amendment extend the right to vote? _________________

8. What two African Americans did Mississippi elect to the Senate? _________________

9. What African American Civil War hero did South Carolina elect to the House of Representatives? _________________

10. To what two groups of people, many of whom truly wanted to help the South, did Southerners give insulting names? _________________

11. What bill introduced by Charles Sumner and opposed by Alexander Stephens of Georgia, and others, offered civil freedom to African Americans? _________________

12. When was this bill ruled unconstitutional? _________________
Reconstruction Ends

**DIRECTIONS:** Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** As former Confederates regained the right to vote, they tried to destroy the Republican party.

1. **Detail:** In ________________ hundreds of white Democrats provoked riots and killed African Americans.

2. **Detail:** President __________ refused to stop the violence. Former African American state senator ________________ led an effort to distribute weapons to a militia of whites and African Americans.

3. **Detail:** In other Southern states, ________________ terrorized and murdered African Americans to prevent them from voting.

**Main Idea:** The Republicans also faced problems from the economy.

4. **Detail:** The party was hurt by __________ in the Grant administration.

5. **Detail:** A ________________ in 1873 caused most Republicans to focus on the economy rather than on civil rights.

**Main Idea:** The election of 1876 produced a violent struggle between the parties.

6. **Detail:** By 1876 in the South, Republicans remained in power only in ________________, ________________, and ________________.

7. **Detail:** Political violence became so extreme that President Ulysses S. Grant sent in federal troops.

8. **Detail:** Election boards that counted votes were still headed by __________. They declared __________ the presidential winner.

9. **Detail:** To resolve the disputed vote, Congress created an ________________, which declared Rutherford B. Hayes President.

10. **Detail:** A Southern filibuster brought forth a compromise in which Hayes agreed to remove ________________ from the South, appoint a ________________ to his cabinet, and grant economic help.

11. **Detail:** After Reconstruction, Southern states passed "______________ ________________" laws, which separated African Americans from whites.

12. **Detail:** In *Plessy v. Ferguson*, the Supreme Court declared that ________________ was legal.
Westward Expansion

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. When and where was the first transcontinental railroad completed? ____________________________________________

2. Who were three Americans who grew rich and powerful from the construction of railroads? ____________________________________________

3. Where did most of the railroad workers come from? ____________________________________________

4. What name was given to towns that emptied when miners moved on? ____________________________________________

5. Why was there so much opportunity for profits in cattle raising? ____________________________________________

6. How did the Goodnight-Loving Trail get its name? ____________________________________________

7. Why did Kansas railroad centers become known as cow towns? ____________________________________________

8. What are two reasons that the cattle industry declined? ____________________________________________

9. What legislation encouraged farmers to move to the West? ____________________________________________

10. What were some solutions that pioneer families used to adapt to life on the Great Plains? ____________________________________________

11. Who led the Sioux off the reservation in the Black Hills? ____________________________________________

12. When did the Americans capture Geronimo? ____________________________________________

13. What legislation abolished collective land ownership for Native Americans? ____________________________________________

14. When and where did the final defeat of the Native Americans occur? ____________________________________________
New American Industries

**DIRECTIONS:** Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** The United States changed from a nation of farmers to a modern, industrial nation.

1. **Detail:** Four resources, other than natural resources, that made expansion of American industry possible were _________, _________, _________, and _________.

2. **Detail:** Natural resources such as iron ore, lead, zinc, and copper formed the base of _________ in the United States.

3. **Detail:** Important inventions included a transatlantic cable laid by _________.

4. _________ developed the telephone.

5. _________ led in the building of the first large power plants.

6. _________ drilled the first oil well.

**Main Idea:** Wealth became concentrated in the hands of a few.

7. **Detail:** Business empires in oil, steel, and meatpacking were created by _________.

8. **Detail:** Rockefeller’s Standard Oil Company, a corporation that controlled 90 percent of the oil business in the United States by 1878, is an example of a _________.

**Main Idea:** Workers faced difficult working conditions and diminishing control over their own lives.

9. **Detail:** The first national union to include skilled and unskilled workers was the _________ _________ _________.

10. **Detail:** The _________ became the most successful labor group in the country.

11. **Detail:** Few strikes succeeded between 1865 and 1900. In general the public viewed labor unions in a _________ manner.

12. **Detail:** Government authorities usually sided with _________ rather than with _________.
New Immigrants, Modern Cities

DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Starting Over
   A. After 1870 more than one-half of the immigrants came from
      __________, __________, __________, and __________. Most arrived in New York.
   B. Most of the immigrants who entered the country at San Francisco came from __________ and __________.

II. Immigrants Face Discrimination
   A. Immigrants became the target of hostility. Some people, especially workers, blamed immigrants for _________ ____________.
   B. Immigrants became easy targets for Americans who were disturbed by rapid _________.

III. Strangers in the City
   A. Most immigrants settled in American ____________.
   B. African Americans congregated in an area of New York called ____________.

C. Terrible living conditions existed in the cities. Americans were shocked by the photographs that ____________ ____________ took of New York slums.

D. Some ministers demanded that churches help slum dwellers. They called this action the "__________ ____________.

E. Reformers campaigned for ____________ ____________, better ____________, ____________ and demanded ____________ ____________ and plumbing.

F. Fewer people died from diseases like ____________ and ____________ because of mandatory vaccinations.

G. Settlement houses provided food, education, and health care to immigrant families. The leader of the movement to establish these houses was ____________. She established ____________ in Chicago in 1889.
Rural and Urban Reforms

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. In response to farmers’ problems, ________________ founded the Patrons of Husbandry, or the ________________, in 1867.

2. In 1891 farmers created their own political party called the ________________., or ________________, party.

3. Farmers called for nationalization in hopes of ending ________________.

4. Farmers also wanted ________________ to pay a higher percentage of their income in taxes than ________________.

5. In addition, farmers wanted ________________, along with gold, to become the basis for money.

6. “Goldbugs,” who were ________________ and ________________ ________________ pressured Congress to keep the gold standard because it meant enormous profits for them.

7. In the election of 1892, Democrat ________________ defeated Populist ________________.

8. In the election of 1896, the Populist and Democratic candidate ________________ ________________ was defeated by the Republican goldbug candidate, ________________ ________________.

9. The years between 1890 and 1917, known as the ________________ era, brought the realization of many Populist goals.

10. Progressive President ________________ ________________ took office after William McKinley’s assassination.

11. Progressives won an important victory when their goal of ending the manufacture, sale, and transportation of liquor in the United States passed into law as the ________________.

12. This was later repealed, however, by the ________________.

13. Another important Progressive goal was realized with the ratification of the ________________, which gave ________________ the right to vote.
World War I Era

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Becoming a World Power

A. In the late 1800s, the United States saw Asia and Latin America as sources of new ________.

B. In 1898 the United States annexed ____________ to oversee trade with China and Japan.

C. As a result of the Spanish-American War, the United States gained ____________, ____________, and ____________.

D. Theodore Roosevelt used his “big stick” policy to gain control over the ____________ and helped the Panamanians overthrow the ____________.

II. World War I

A. The Central Powers were ____________, ____________, and ____________.

B. In 1914 the Allies were ____________, ____________, ____________, and ____________.

C. Loans to the ____________, the sinking of the ____________ in 1915, the possibility of a secret alliance between Germany and ____________, and the sinking of three American ships in 1917 all helped lead the United States to war.

D. The arrival of ____________ troops turned the tide of battle in favor of the Allies.

III. War’s Aftermath

A. By the end of the war, the world looked to the United States for political, as well as ____________, leadership.

B. Woodrow Wilson’s ____________ demanded freedom of the seas and a reduced military spending. It also suggested forming a ____________.

C. After the war, France, Italy, and Britain wanted to punish ____________.

D. The United States rejected the ____________ on the grounds that the United States should control its own decisions.
Between Two Wars

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: Between 1921 and 1929, some Americans lived better than any people ever before in history.

1. Detail: Earlier inventions such as trolley cars, typewriters, and sewing machines give Americans more __________ _________.

2. Detail: The decade of the 1920s became known as the __________ _________.

3. Detail: Americans enjoyed new forms of entertainment such as __________ and __________ _________.

Main Idea: While some Americans enjoyed the roaring twenties, economic and social problems affected large segments of society.

4. Detail: Farmers were hurt by falling __________ _________ prices.

5. Detail: Some Americans blamed the country’s problems on people who seemed different, including Jews, Roman Catholics, __________ _________, and __________ _________.

Main Idea: America’s economy skidded to a halt in late October 1929.

6. Detail: The __________ _________ crashed when prices dropped, people panicked, and investors who had bought on margin could not pay for their stock.


8. Detail: A drought turned parts of the __________ _________ into a “dust bowl.”

9. Detail: Many blamed President __________ _________ for their hard times.

Main Idea: President Franklin Delano Roosevelt pushed revolutionary laws through Congress to help the needy and aid economic recovery.

10. Detail: FDR promised Americans a “__________ _________."

11. Detail: FDR’s programs produced lasting effects, which included the greatly increased power of the __________ _________ and the greatly increased size of the __________ _________.
Guided Reading Activity 21-3

World War II Era

DIRECTIONS: Recording Who, What, When, Where, Why, and How  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What form of government existed in Italy, Germany, and Japan? __________

2. Who made up the Axis powers? ________________, ________________, and _______________.

3. When did the German army invade Poland? ________________

4. Why did Great Britain and France appease the aggressive countries? ________________

5. Why did the United States declare war on Japan on December 8, 1941? ________________

6. What day is known as D-Day? __________

7. Who became President when Franklin Delano Roosevelt died? __________

8. Where was the atomic bomb dropped? ________________

9. When did Japan surrender? __________

10. How did the United States government raise funds for the war? ________________

11. How did the American workforce change during the war? ________________

12. Who was “Rosie the Riveter”? __________

13. What group of people did the United States move to relocation camps? ________________

14. Whom did Hitler and the Nazi party blame for Germany’s economic problems? ________________

15. Why was the United Nations formed? ________________
The Cold War Years

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What two countries emerged from World War II as the world’s most powerful nations?

2. Why was the rivalry between these two nations called a “cold war”?

3. What part of what continent did the Soviet Union control after World War II?

4. What military alliance against the Soviets did the United States join?

5. What military alliance did the Soviet Union form with other Soviet-controlled countries?

6. Why did America send its troops to Korea?

7. Who was President at the time?

8. Who were the Vietcong?

9. Which American President began sending troops to Vietnam?

10. What happened in the United States as more and more troops were sent to Vietnam?

11. At the end of the war, who took control of Vietnam?

12. Who led a nonviolent struggle for civil rights beginning with a bus boycott in 1955?

13. What tragedy occurred on November 22, 1963?

14. What piece of legislation guaranteed certain rights to African Americans?

15. What happened at the Watergate apartment building in Washington, D.C.?

16. Why did Watergate shake American confidence in government?

17. Why did the cold war come to an end?
Toward a New Century

DIRECTIONS: Filling in the Blanks  Read the section and complete the sentences below. Refer to your textbook to fill in the blanks.

1. In response to the Iraqi invasion of Kuwait, President George Bush assembled an international military coalition that he called Operation

2. The war ended quickly. The ground assault freed

3. By the late twentieth century, more Americans worked in

4. In the 1994 elections, the gained control of both houses of Congress for the first time in 40 years.

5. Bloody wars erupted around the world. President sent troops to Somalia, but President withdrew them because he felt they were not adequately protected.

6. In 1991 the largest of the republics in the former country of Yugoslavia, , began waging war against the republics that had declared independence.

7. In the Middle East on September 13, 1993, a historic peace agreement was reached between Israeli Prime Minister and Palestinian Liberation Organization leader

8. Later, Israel worked out a peace treaty with , ending the state of war that had existed between the two countries for nearly half a century.

9. To stay competitive in the world marketplace, the United States agreed to the

10. At home, Republicans and Democrats agreed on the need for reforms to the system, but argued over ways to reduce the causing temporary government shutdowns.


12. Americans approached the twenty-first century as a free country committed to the truths expressed in the