

NYSTROM

Young Citizens



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NYSTROM

Young Citizens

Investigate

STUDENT BOOK

Nystrom Education

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Publisher

David Weiner, CEO

Aaron Willis, PhD, Chief Learning Officer

Program Consultants

William E. (Bill) White, PhD, Center for American Studies, Christopher Newport University; Dawn P. Dawson, K–12 educational publishing and undergraduate reference publishing executive; Kelly Govain Leffel, M.Ed, former Senior Coordinator/Trainer and Teacher for Professional Development for the Colonial Williamsburg Foundation; Dixie Massey, PhD, Teaching and Learning, University of Washington; Farina King, PhD, Assistant Professor of History and affiliate of the Cherokee and Indigenous Studies Department, Northeastern State University; Michele Perez, Teacher, Glendora Unified School District; Janet Davis-Castro, M.Ed, Instructional Coach, Chapel Hill-Carrboro City Schools.

Editorial

Naomi Adler Dancis, Editorial Director

Amy Barth, Senior Editor

R. Petkovsek, Editor

Chris Nelson, Senior Editor, Geographer

Alex Francis, Editor

Sarah Fuller, Associate Editor

Jonah Kanin, Associate Editor

Greg Parker, Assistant Editor

Art

Mark F. Gutierrez, Art Director

Michael Deverich, Production Manager

Grant Hubert, Cartographer

Joe Diaz, Graphic Designer

Linda Deverich, Senior Production Artist

Elio Barajas, Production Artist

Dan Cota, Production Artist

Erasmio Tapia, Production Artist

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Nystrom Education, a Division of Social Studies School Service

PO Box 802

Culver City, CA 90232-0802

United States of America

(310) 839-2436

(800) 421-4246

www.socialstudies.com

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Introduction

What Can We Learn in This Book?

Although the United States was founded more than 200 years ago, it continues to change every day. The nation's founders fought for a better life, and today, Americans still stand up for what they believe in. By demanding change and challenging inequality, Americans of all ages are helping to shape the future of the United States.

What changes would you like to see in the United States? Maybe you would like more music or art classes at school. Maybe your local park needs to be cleaned up. Maybe you would like the government to fund more explorations of outer space! There are endless possibilities.



Kids Take Action

In Utah, a ten-year-old convinced a state senator that the Utahraptor should be the state dinosaur. The elementary school student even answered questions about the dinosaur at a Utah state **legislature** meeting. The committee voted to make the Utahraptor Utah's official state dinosaur.

In Pennsylvania, three fifth graders wanted their school cafeteria to offer more salad options. The salads on the menu contained meat and cheese that they could not eat for dietary, religious, or cultural reasons. The students presented their argument to school district leaders. Their **civic action** was successful, and more salad options were added to the menu.

In Idaho, a ten-year-old noticed a display about Idaho's first female lawmakers hidden in a stairwell of the state's capitol building. She felt the exhibit should be treated equally to those about male lawmakers, which were in the building's main viewing area. The student wrote a letter to her state senator. Idaho's lawmakers agreed with her. The display was moved so visitors can now easily see the display about women who made a powerful impact on Idaho's history.





Understand the Past, Build the Future

You can stand up for causes you care about too. You can write to your local, state, or federal politicians. You can volunteer with groups that share your interests. Throughout the country, students participate in beach cleanups, food drives, and fundraising for causes they believe in.

The better you understand the country's past, the better you can contribute to its future. In this book, you will find out how the nation's story unfolded over hundreds of years. You will learn about everyday people who changed the course of history. You will read about how laws are made and how unfair laws can be changed.

It is up to us to learn from these past events to build a better future. This book gives you the tools to make smart decisions as you help shape the future of the United States.

Four Ways to Investigate

Each chapter explores our country’s past from four key angles.

History

the story of people, places, and events of the past

What do you think is happening in this painting?
Find out on page 140.

What is a current event that you think will be in history books in 100 years?

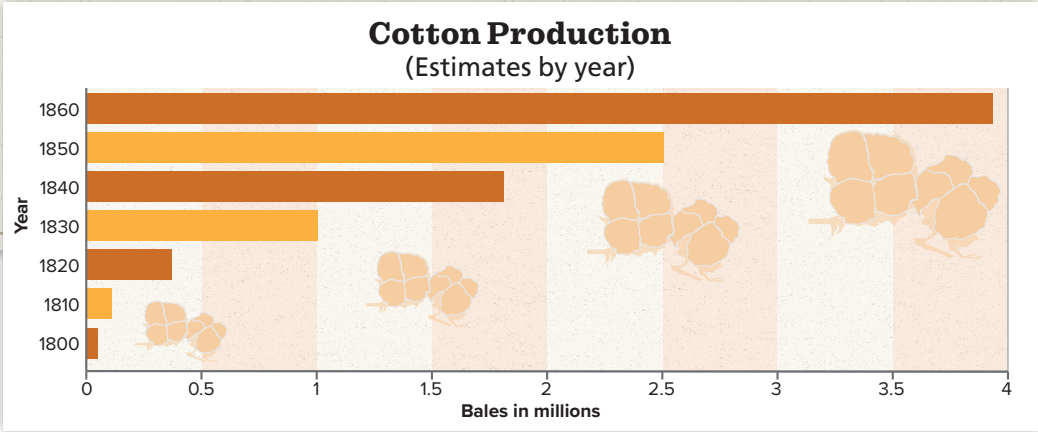


Economics

how people use money and other resources

In the mid-1800s, cotton was one of the most important crops in the country. Southerners grew it, and Northerners used it to make fabric. The cotton and cloth industries fueled the economy.

Can you think of successful businesses in your community?
Why do you think those businesses do so well?

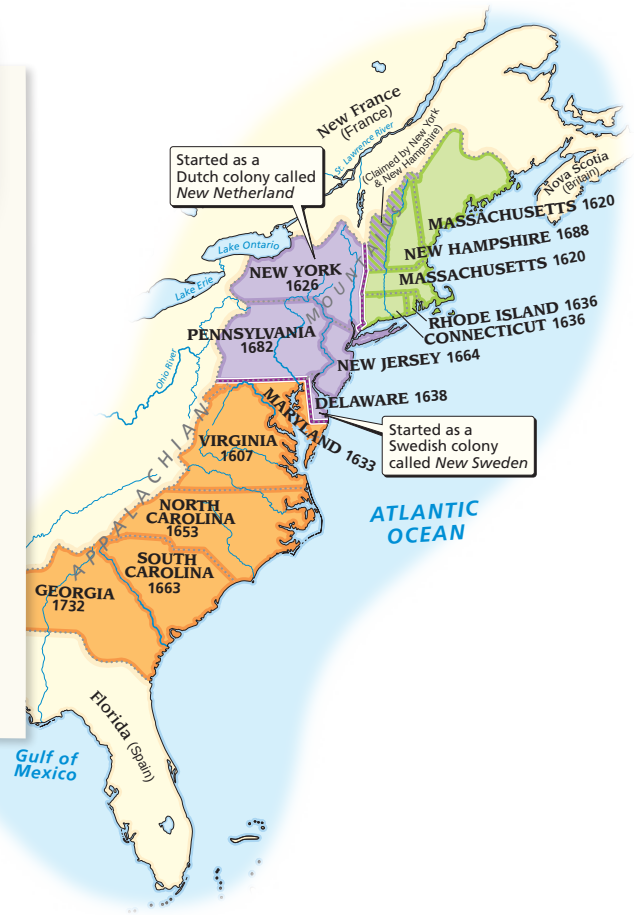


Geography

the locations, shapes, and sizes of places on earth, such as countries and landforms

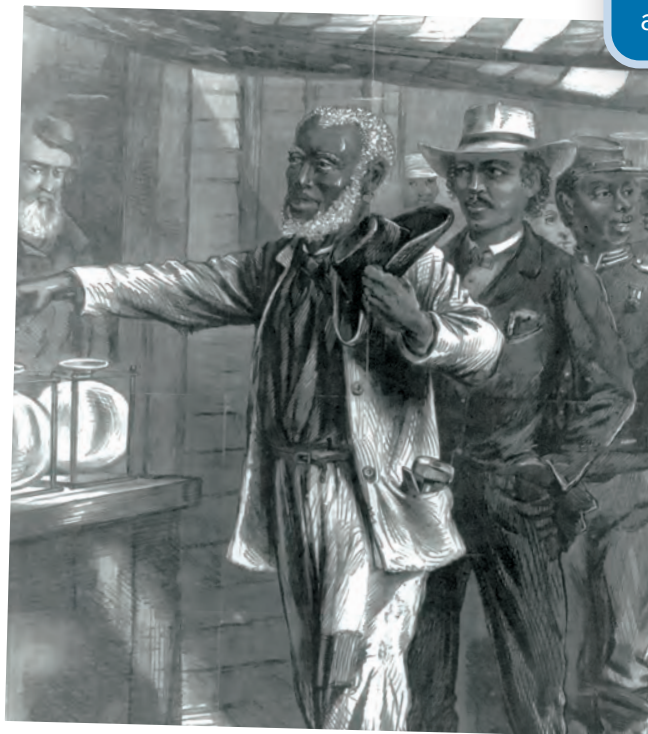
This map shows part of North America before the United States existed, back when there were just 13 English colonies.

Can you think of a map that is useful to you today?



Civics

government, laws, and citizens taking an active role in their community



In 1867, African Americans voted in Virginia for the first time. African Americans and their allies fought for equal voting rights. In 1870, the law was changed to give African American men the right to vote throughout the country.

What laws would you like to change in your community?

How to Use This Book

Each page of this book includes features that help explain the text. Some of these features are titles, maps, photos, captions, and vocabulary words. Before you read the main text on a page, you can look at these features to figure out what the page is about.

LESSON 1

What Was Slavery like in the United States?

Each lesson begins with a question that you will be able to answer by the end of the lesson.

Maps help visualize the locations of places, people, and events.



The Underground Railroad helped people reach safety after they escaped slavery. Routes sometimes led to Mexico or British territory to avoid slave catchers.

Section titles highlight topics within each lesson.

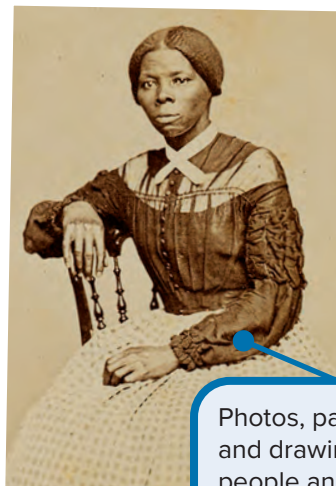
Underground Railroad

Harriet Tubman fled from slavery in Maryland in 1849. After her escape, she returned to the South more than a dozen times to help other people flee slavery.

Tubman became a leader of the **Underground Railroad**, a network of people who helped many runaways flee the South. The network provided secret hiding places, transportation, food, and other items to help enslaved people escape.

When talking about freedom was too risky, people sometimes sang songs that contained codes about freedom and escaping. Tubman used songs to tell people where to meet her or how to escape. For example, she used a song "Wade in the Water" to tell enslaved people to get in the water to avoid being seen. Tubman helped over 300 people get to freedom.

► Harriet Tubman was an American hero. She risked her life to free people from slavery.



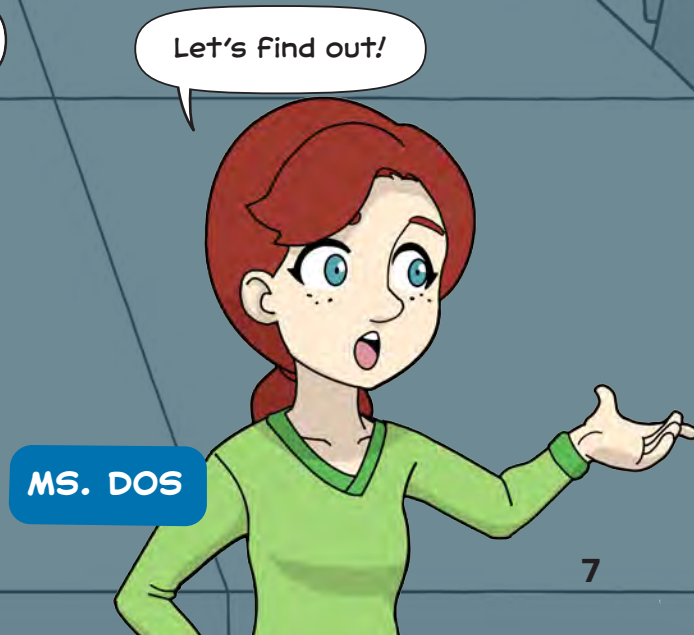
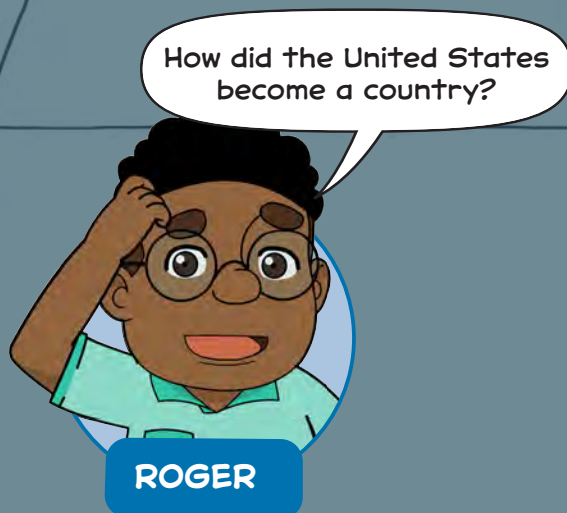
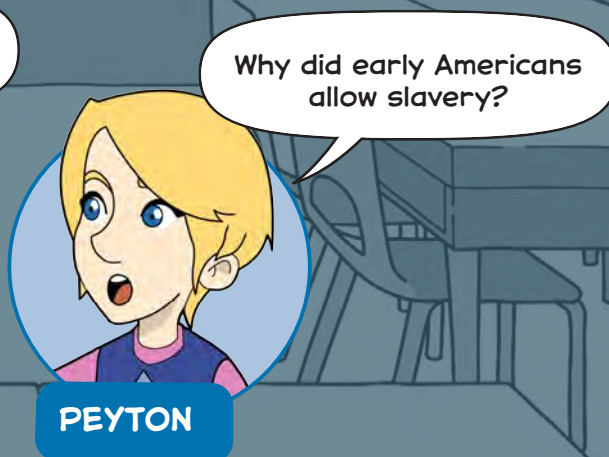
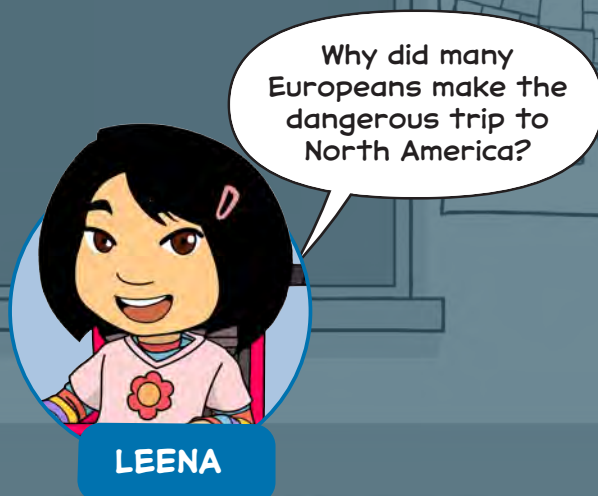
Photos, paintings, and drawings show people and events of the past.

Captions explain what each image is about.

Vocabulary words are in bold, purple type. They are defined in a glossary in the back of the book.

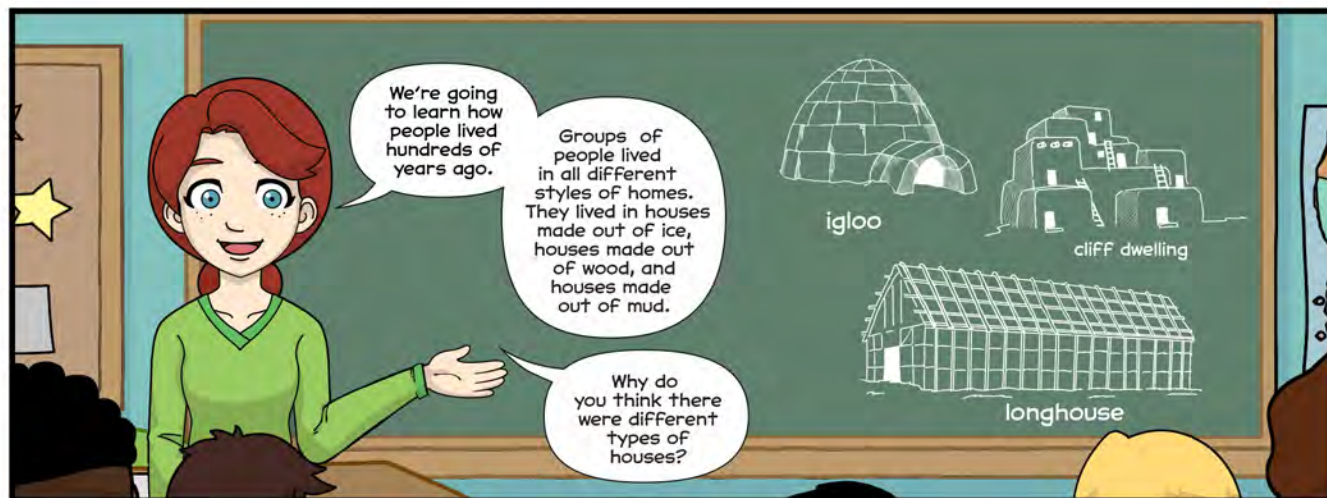
Meet the Comic Characters

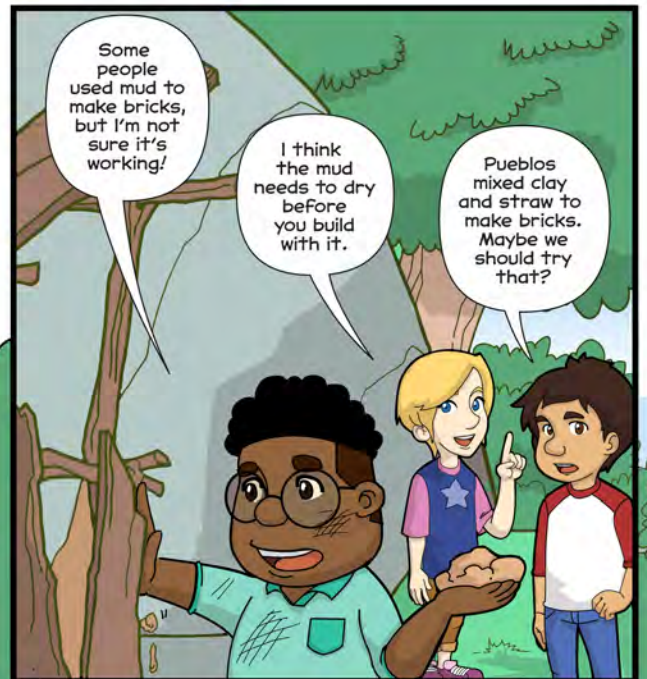
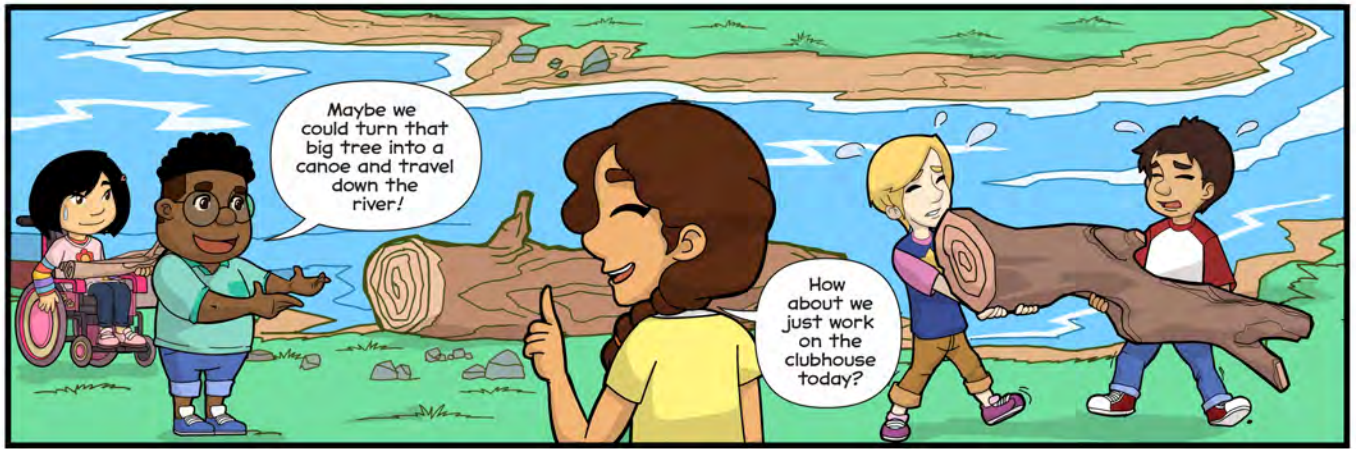
Say hello to Carlos, Leena, Minar, Peyton, and Roger. They are learning about the United States just like you. Their teacher, Ms. Dos, helps them explore the country's past. In each chapter, you can find these characters in a comic strip that relates to the text. They appear in other pages of the book, too!



Chapter 1

What Was Life like for the First People in the Americas?





The First American Civilizations

People moved to the Americas thousands of years ago. Some people developed advanced societies with large cities. Others lived in smaller communities mostly made up of extended families.

The earliest American Indians ate plants, fruits, and nuts that grew naturally in their environment. They also hunted animals such as deer and rabbits. Eventually, American Indians planted and grew food.

Many American Indian tribes and cultures existed when Europeans arrived in 1492. The rich culture of these societies greatly influenced modern-day America.

Today, American Indians still live throughout the Americas. The term American Indian is used in this book. However, people of this background are also known by other names, including indigenous people, native people, and Native Americans.



TIME LINE

13,000 BCE

• **13,000 BCE or earlier**

The first people arrive in the Americas.

650 BCE

• **7000 BCE**
American Indians learn to farm.



1 CE



• **Around 1 CE**

The Mound Builder civilizations have large, complex cities and build huge mounds of earth.

How Long Ago?

Let's say the current year is 2020. To figure out how long ago a **BCE** (Before Common Era) event took place, add the year it happened to the current year. The calculation would be: 13,000 BCE + 2020 CE = 15,020 years ago.

For a **CE** (Common Era) event, subtract the year it happened from the current year. The calculation would be: 2020 CE - 1100 CE = 920 years ago.



650 CE

1300 CE

250 CE

The Maya civilization settles in what is now Mexico and Central America.



Around 1100 CE

Around this time, the nations of the Haudenosaunee confederation are brought together under the Great Law of Peace.



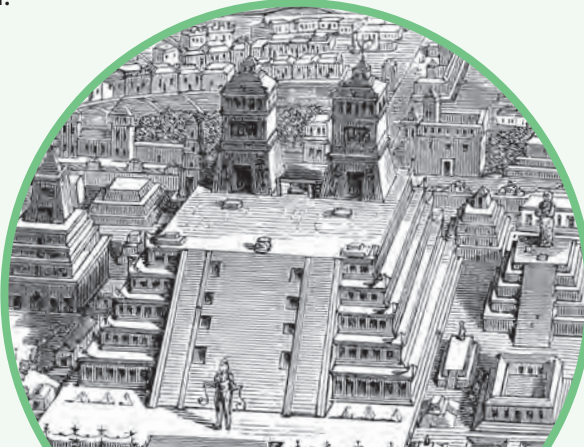
1440 CE

The Inca expand and become a vast empire in South America.



1325 CE

The Aztec city of Tenochtitlán is founded in what is now Mexico City.



LESSON 1

How Did Early American Indians Live?

Vocabulary

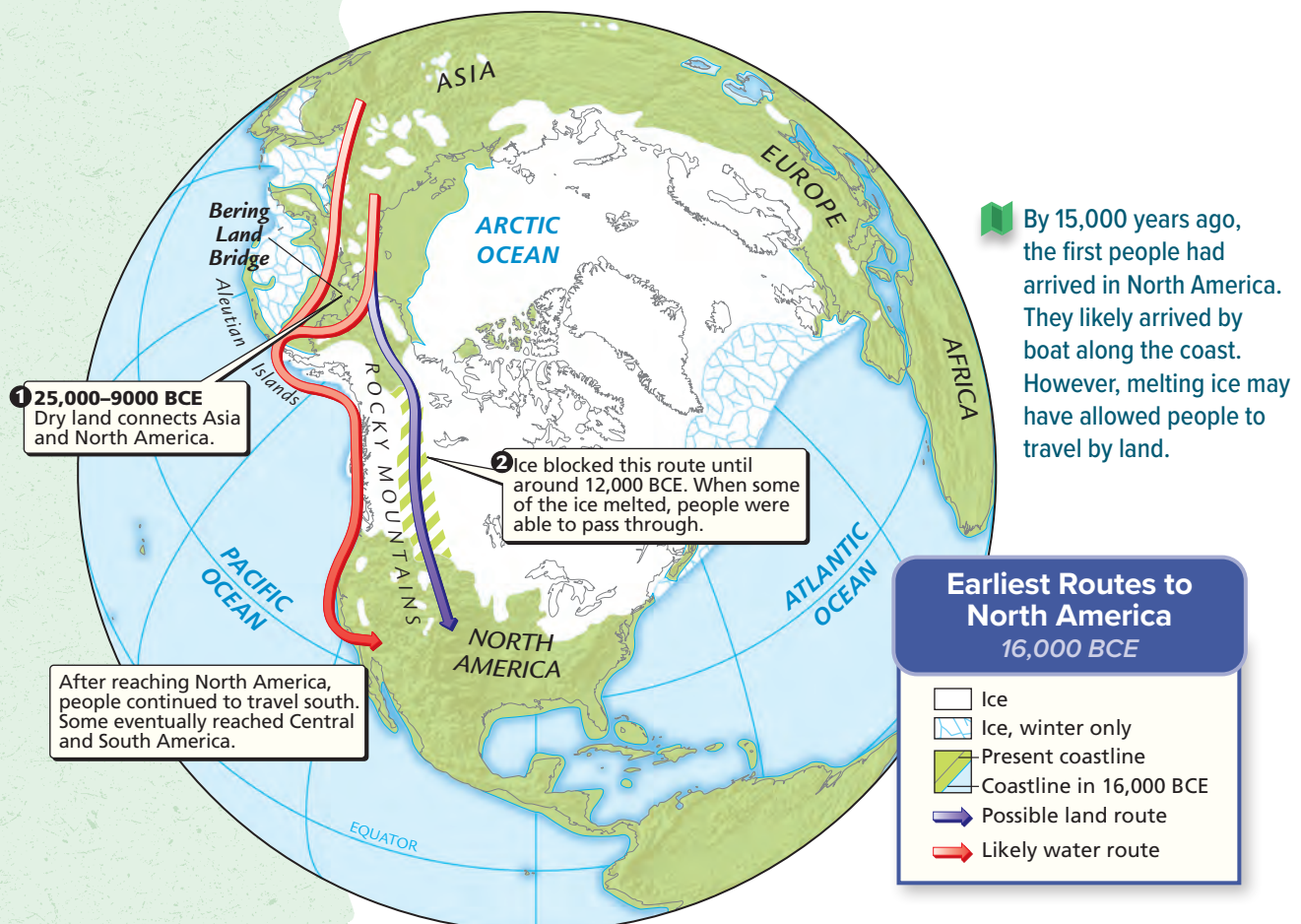
migration
descendant
natural resource
adapt
culture
economy
nomadic
scarce
agriculture

First Humans in the Americas

No one knows exactly how or when the first humans arrived in the Americas. Many experts think the first people likely arrived on foot from Siberia. Others think they might have come by boat over the Atlantic. Ancient fire pits, bones burned from cooking, and stone tools suggest that people arrived at least 15,000 years ago. Back then, woolly mammoths and saber-toothed cats roamed the land. Much of the planet was covered in ice.

The Journey

People probably arrived during several large **migrations** that took place over thousands of years. They were likely hunters who followed herds of animals such as woolly mammoths and bison. They crossed a bridge of land that stretched over the ocean. This region, known as the Bering Land Bridge, connected what are now Asia and Alaska. Today that land strip is under water.



People began to settle in what is now North America and migrated farther south from there. Eventually, they settled in regions of North, Central, and South America. These people and their **descendants** are known as American Indians.

Daily Life

Life for the earliest people in the Americas was very different than it is today. There was no electricity—if people wanted light, they made a fire. There were no cars either. People traveled by foot.

The first humans to inhabit the Americas lived off the land by using its **natural resources**. These materials—including water, trees, soil, seeds, stones, and animals—helped people survive. For example, people used wood to make shelters and fuel fires. They often migrated along routes where these resources were more easily available.

American Indians learned how to use natural resources for food, tools, and weapons. They did not let resources go to waste. When they killed an animal, they used it for much more than just meat. The hide might be used for clothes or shelter. Hair was made into rope, and horns were crafted into dishes and spoons. Many tribes also used animal tissue and wood to make bows and arrows. The resources available in different environments inspired American Indian tools, shelters, and other creations.



▶ These American Indian arrowheads were made 6,000 to 9,000 years ago. They were found in Texas.



▶ The Chumash people of California wove reeds gathered from streams and wetlands into mats to cover their homes.

What do you think would be the most difficult thing about living 1,000 years ago?



Adapting to the Environment

The Americas contained hot deserts, dense forests, and mountains covered in ice. American Indians **adapted** well to the different environments. As a result, housing, clothing, food, and customs varied from region to region.

In the desert, there were fewer large animals to hunt. American Indians who lived there relied on farming for food. Since there was not much rain in the desert, they developed irrigation systems to water their crops. These systems trapped rainwater. Waterways directed the water to fields of crops. Those living by the coast had a different lifestyle. They relied largely on fishing for food.

Culture and Trade

Differences between tribes were also influenced by the background and traditions of the people. Each group had its own creation story explaining the origin of the tribe. The tribes' unique histories and the environments where people lived resulted in many different American Indian **cultures**.

The American Indian **economy** was not based on money like the American economy today. Instead, it was based on trading goods. Tribes traded quite a bit with one another and with other tribes. They exchanged items like corn, dried fish, furs, copper, shells, pottery, and cloth. If they had too much of one particular item, they would exchange it for other items they needed. Shells and beads were also traded. They were often highly valued by American Indians.

► Some American Indian tribes hunted bison. These massive animals once roamed North America in herds numbering in the millions.



American Indians raised some animals for food or pets, or to help with chores. Turkeys and ducks were kept for food in parts of North America. Some American Indian tribes had dogs. They helped hunt and pulled sleds. These dogs probably originally came with the Asian hunters who first settled in the Americas.

Hunting and Gathering

The earliest American Indians were hunters and gatherers. They hunted and trapped various land animals, including bears, deer, and birds. They caught many different kinds of fish. They also gathered edible plants, fruits, and nuts. The survival of hunting and gathering cultures depended on these resources. American Indians often lived near water and forests, where food was plentiful.

Many hunting and gathering tribes were **nomadic**. They traveled to places where food was readily available, and they moved if resources became **scarce**. They also followed the migration patterns of some animals they hunted, such as caribou. Some tribes lived in tepees as they traveled from place to place. Most tepees were big tents made out of wood poles and bison hides. They were easy to set up and take down.

Arctic People

People who lived in the Arctic, such as the Inuit, were nomadic. Life could be tough in this harsh, icy environment. The Inuit survived by hunting and eating caribou, polar bears, and other large animals that roamed the chilly landscape. Some of their food came from sea animals such as fish, walruses, seals, and whales. Most plants cannot grow for much of the year in Arctic conditions. When temperatures warmed in the summer, the Inuit gathered berries and edible plant roots to eat.

▶ The Inuit people continue to live in America today. This photo of an Inuit family was taken in 1899. *What are two interesting things you notice in this picture?*



The Inuit had easy-to-build houses to match their nomadic way of life. In the winter, they lived in igloos made from blocks of ice. In the summer, they lived in tents made of wood and animal skins. Their tools were made out of stone, bone, ivory, or antlers.

Northwest People

Compared with Arctic people, hunter and gatherers in the Northwest had more plentiful food and warmer weather. Because of this, survival was often easier. The Northwest included land that currently makes up parts of Alaska, British Columbia, Washington, Oregon, and northern California.

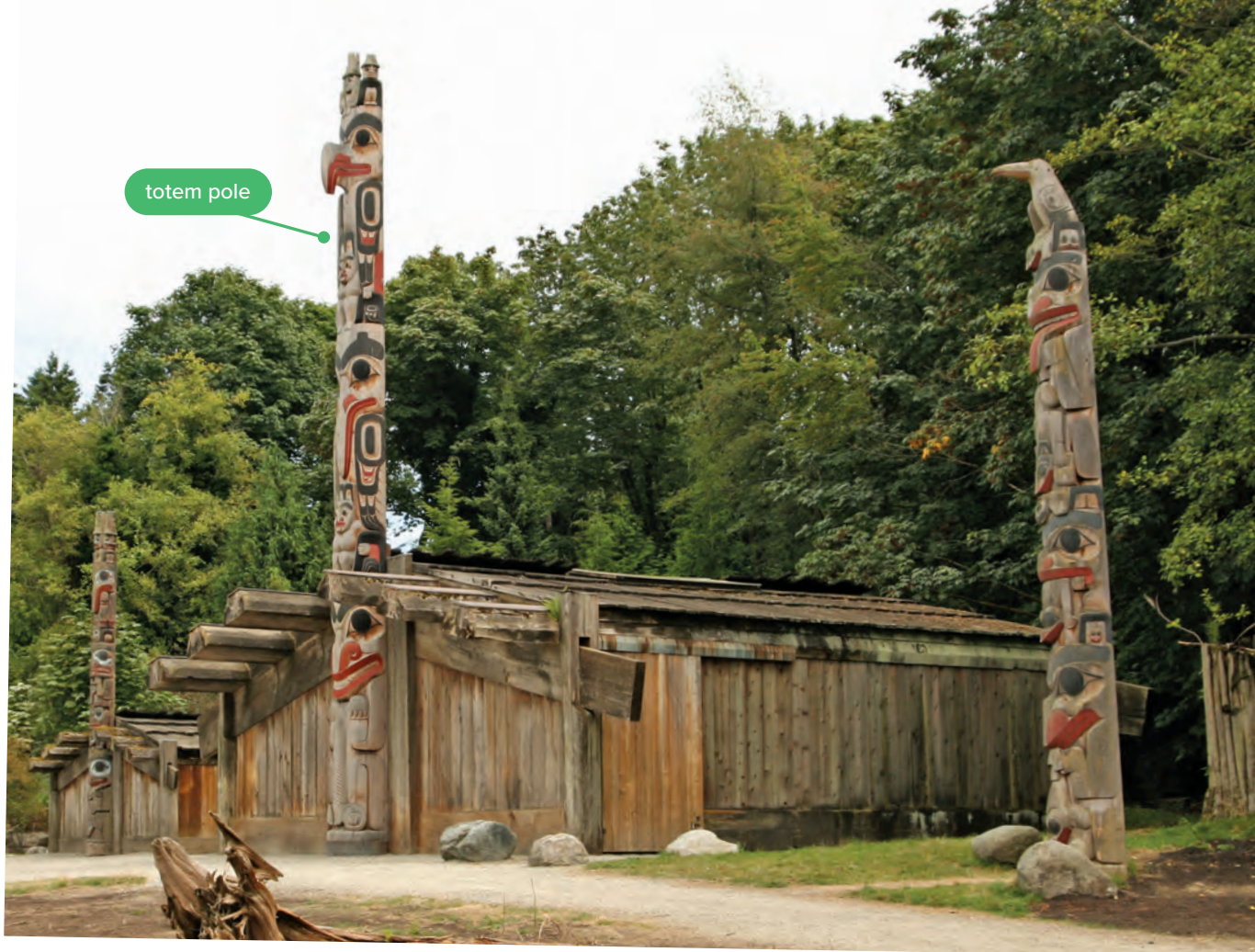
People in the Northwest caught and ate mostly salmon, herring, and halibut. They also hunted sea animals like seals and whales. Summers were spent hunting, as well as storing some of the food to eat in the winter. Animal skins and bones were used to create tools, weapons, and shelter. During summer months, people also gathered seaweed, berries, roots, and a variety of wild plants to eat.



The Kwakiutl

Some Northwest people, such as the Kwakiutl, lived in coastal villages. Their houses were more permanent than those of the Inuit. They were rectangular and made out of planks of red cedar wood. These homes could be as long as 100 feet—about as long as a professional basketball court. One house could shelter up to 50 people. Several families from the same clan would often live together.

► Stone landmarks called *inuksuit*, like this one, were used by the Inuit and other Arctic tribes.



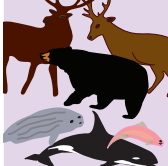
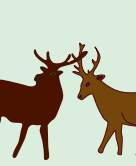
Because food and other resources were plentiful, the Kwakiutl people spent time making and decorating useful tools. For example, everyday items like spoons and paddles were decorated with paint or carvings. The Kwakiutl also used dried red cedar roots to make strands of ribbon. These were woven to make baskets. Woodworking was important to the Kwakiutl. The wood was used to build canoes.

► Symbols on totem poles represent history, legends, and people of the Northwest.

The First Farmers in the Americas

About 9,000 years ago, people living in what is now Mexico made a big discovery. They learned how to plant and grow maize, or corn. Maize does not grow in the wild. American Indian farmers developed it by experimenting with and breeding different plants over hundreds of years. Their discovery paved the way for the corn we eat today. It remains one of the most important crops in North America.

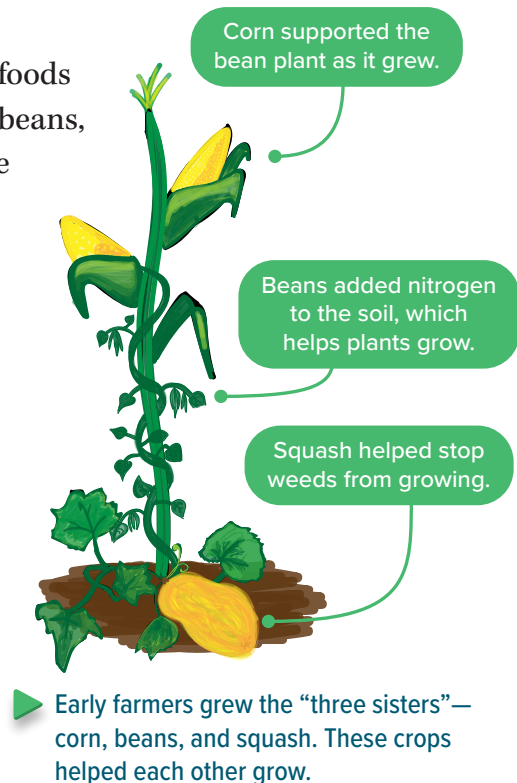
Typical Foods of American Indians

	Northwest Coast	California-Intermountain	Southwest	Middle America	Plains	Eastern Woodlands	Subarctic
Plants	Diet consisted mainly of meat and fish	 nuts, acorns, roots	 beans, corn, cactus, fruit, squash	 corn, cactus, beans	 corn, cactus, beans	 berries, corn, squash, beans	Diet consisted mainly of meat and fish
Animals	 elk, deer, bear, seal, whale, salmon	 rabbit, pronghorn, salmon	 rabbit, pronghorn	Diet was mainly vegetarian	 elk, deer	 turkey, deer	 caribou, whale, seal, arctic char

American Indian diets varied depending on the foods available in different regions. The regions in this chart appear on the map on page 29. *Can you find where the Eastern Woodlands region is located?*

The Three Sisters

These early farmers also planted foods such as beans and squash. Corn, beans, and squash were called the “three sisters” because they were often planted side by side. The corn would grow first. Then beans and squash were planted around the corn. The three crops helped each other. The corn provided a structure to support the bean plant as it grew. The beans added the chemical nitrogen to the soil, which helped the other plants grow. The squash grew along the ground. Chemicals in the plant’s leaves helped stop weeds from sprouting.



These crops were the beginning of **agriculture** in the Americas. Farming provided a reliable source of food. It was so successful that American Indians were able to store some of the food for a later time or trade it for other goods. Agriculture allowed people to stop moving around so much. They no longer had to travel in search of food. American Indians built more-permanent shelters and communities.



Advantages and Disadvantages of Agriculture

Agriculture had many advantages. First of all, there was more food. With enough food, people did not need to spend all their time hunting and gathering. Some people took on other work, such as architecture, which helped civilization grow. Second, American Indians could produce extra food each season. This allowed them to store foods such as grains for long periods of time, which they could also trade with other tribes.

But agriculture also had certain disadvantages. First of all, it was hard on the environment. Certain crops—such as corn—exhausted the soil. This means the soil lost its nutrients. Overfarming made it difficult for more crops to grow. Second, in hunter-gatherer societies, most people had similar tasks and were therefore more or less equal. As agriculture led to different kinds of jobs, society became more unequal. Government and religious leaders became more powerful than farmers as civilizations grew.



► These illustrations of Aztecs farming corn were made by Spanish explorers in the late 1500s.



READING SKILL

Finding the Main Idea and Supporting Details

Finding the main idea of a text is an important skill—it allows you to understand what a text is about. To find the main idea, start by reading the title or heading. This text feature usually tells you the main idea.

Next, look for other information that supports the main idea. These supporting details give more specific information about a topic. Try grouping parts of the text together under a common theme to understand the text more deeply.

1. Read the heading of the section above. Based just on the heading, what is the main idea?
2. Group parts of the text together. What details show the advantages of agriculture? What are the disadvantages, according to the text?
3. Overall, do you think agriculture is more positive or negative? Why?

People of the Early Civilizations



Chinookan child

The Chinookan people lived along the Columbia River in modern-day Washington and Oregon. They practiced head binding, which means that babies' heads were gradually flattened with wooden boards. Having a flattened head was connected to higher status in society. Those who did not do this were known as "round heads" and looked down on.



Itzcoatl

Itzcoatl was a powerful ruler who helped establish the Aztec Empire in the mid-1400s. He greatly expanded the empire by building relationships with nearby states and conquering territory. He also helped build the Aztec capital city, Tenochtitlán. It became the largest city in the Americas. The remains, located in Mexico City, can still be seen today.



Jigonhsasee

Jigonhsasee was a leader within the Haudenosaunee (Iroquois) Confederacy. She played an important role in creating the Great Law of Peace, which brought together five great nations—Mohawk, Oneida, Cayuga, Seneca, and Onondaga. The Haudenosaunee did not have a written language. What we know about Jigonhsasee comes from stories passed down through the generations.

According to oral history, Jigonhsasee worked with Deganawida (page 30) to help create the Great Law of Peace.



Mississippian priest

Roughly a thousand years ago, people called the Mississippian lived in the middle of what is now the United States. They built large soil mounds, which were used for political and religious events. As religious leaders, priests had an important role. They helped the Mississippian worship the spirits of ancestors and animals. They also led celebrations of the harvest, the changing of the seasons, and warfare.



Taíno farmer

The Taíno people lived in the Caribbean (including modern-day Puerto Rico, the Dominican Republic, Haiti, Cuba, and Jamaica). Men and women helped farm many crops, including cassava, a root vegetable that they made into a flat, bread-like food. The people were known for their generosity and hospitality.



Wahunsenacawh

Wahunsenacawh was a leader of the Powhatan tribe of Virginia. He was a successful ruler who united more than 30 different nations and 15,000 people. He was in power when the English first arrived in Virginia in 1607. Wahunsenacawh's daughter, Pocahontas, later became famous for her close relationships with English colonists in Virginia.

LESSON 2

What Were Some American Indian Civilizations?

Vocabulary

settlement
population
enslaved person
empire
merchant
monarchy
artisan
hierarchy
artifact
ancestor
alliance

The Maya

One of the most powerful early civilizations in the Americas was the Maya. Their kingdoms stretched over vast regions of land. They were very advanced compared with other **settlements** at the time. They had a written language, impressive buildings, and large farms.

About 1,800 years ago, the Maya settled in what is now Mexico, Guatemala, Honduras, and Belize. They were a farming culture and focused on the “three sisters” crops. They had a plentiful food supply, which allowed them to feed many people. Their **population** grew into a civilization of more than a million people.

Culture

The Maya cut huge stones from the earth to build large monuments and pyramids. Some of the pyramids were 200 feet high—about as tall as a 20-story building. They had steps that went up the sides and a temple on top. The pyramids were gathering places for religious ceremonies and political leaders. Many of these structures still exist today. They were usually built by **enslaved people**. These people had been captured by the Maya during wars and forced to work.

Religion was very important to the Maya culture. They worshipped many gods and believed different gods controlled different things, such as weather, war, or health. The Maya believed that priests communicated with the gods and knew their wishes. Priests made many of the community’s big decisions. They also performed rituals and led religious festivals. Sometimes priests performed animal or human sacrifices to honor the gods.

The Maya studied the stars, sun, and moon and became great astronomers. They understood mathematics and developed their own calendar to mark the



► This temple was once part of a big city known as Tikal, built by the Maya in what is Guatemala today. *What do you think this scene would have looked like when the Maya ruled?*

passage of time. They also had their own form of writing, called hieroglyphics. They used symbols and pictures rather than letters.

The Fall of the Maya

Around the year 900, people started abandoning Maya cities. No one is sure why this happened, although there are different theories. Some historians think that the area's resources became scarce because the population was too large. Others believe that constant warfare led to the downfall. There are also some historians who think that people left because of an environmental change, such as a drought or natural disaster.

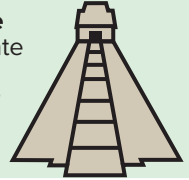
Today, Maya people still live in that area. However, the ruins of temples and buildings are all that is left of their once-powerful empire. Many tourists visit these impressive ruins each year.



Maya Contributions

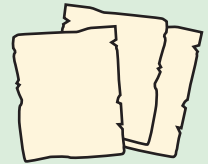
Architecture

Built elaborate limestone pyramids for religious ceremonies.



Paper

Developed paper made from fig tree bark.



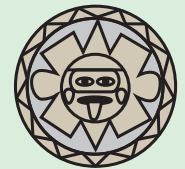
Mathematics

Were among the first to use a zero, represented by a shell symbol.



Calendar

Developed an accurate 365-day solar calendar.



Astronomy

Made many advances, including predicting eclipses.



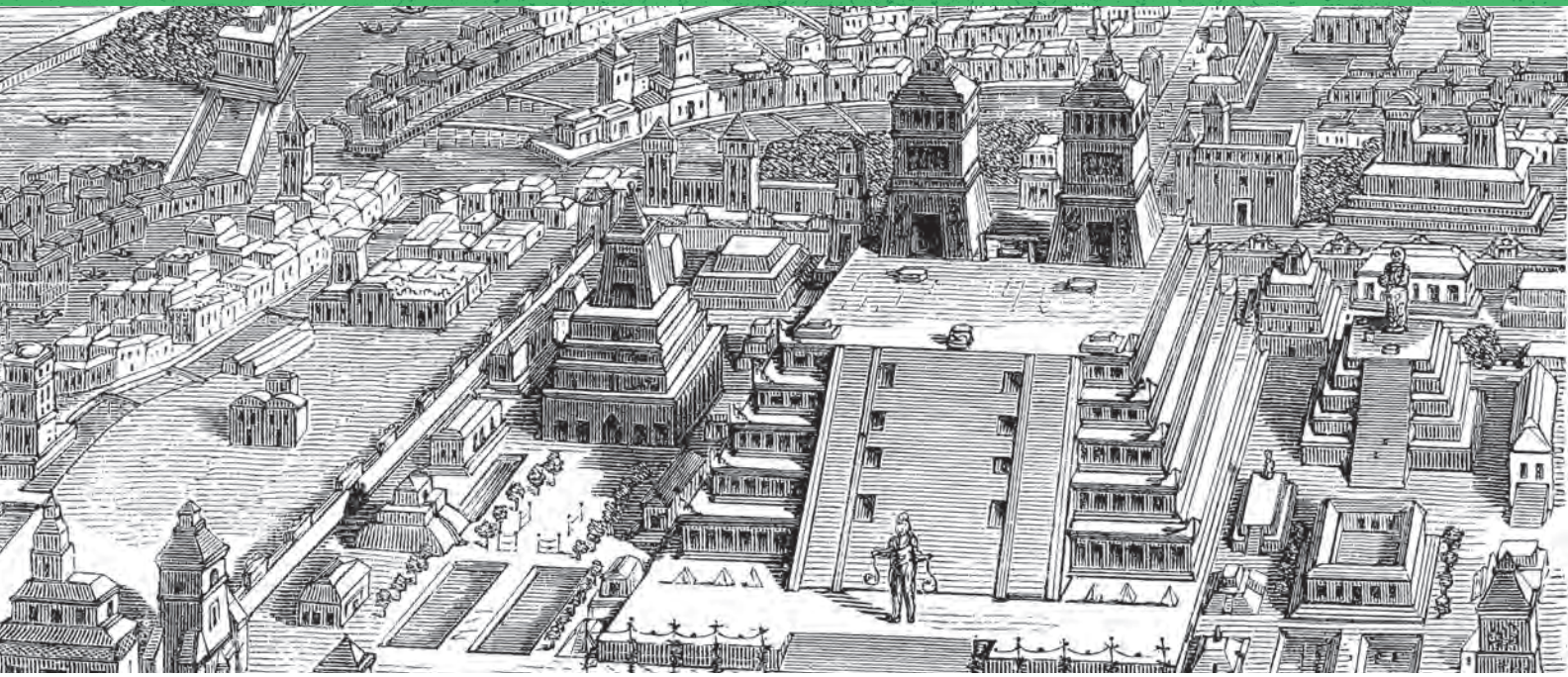
Agriculture

Used advanced farming techniques including irrigation, terraces, and waterways.



● The Maya were advanced for their time. *Why do you think making paper was important to them?*

► Stone monuments called stelae, like this one, were used to record people and important events. The Maya carved each stela from a single slab of stone.



▶ Tenochtitlán, shown here, was one of the largest cities in the world in the early 1500s.



▶ This image of Aztec warriors is part of 1,200 pages of illustrations made by Spanish explorers in the early 1500s. *Why do you think the Spanish created illustrations after visiting the Aztec Empire?*

The Aztec Empire

Hundreds of years after the fall of the Maya civilization, a group of hunters and gatherers roamed through central Mexico. They found an island in Lake Texcoco, part of what is currently Mexico City. They settled there and established the city of Tenochtitlán. These people, known as Aztecs, would rise to become a powerful **empire**.

Tenochtitlán

The Aztecs were ahead of their time in terms of architecture and engineering. Workers began building Tenochtitlán by pulling soil from the bottom of the lake. They used the soil to make bridges from the island to the shore. Then they filled in parts of the lake with earth so they could grow crops. They became a farming culture and set up permanent shelters.

Tenochtitlán was founded in 1325 and grew to become one of the largest cities in the world. By the year 1500, about 200,000 people lived there. The Aztecs built many temples and pyramids from stone. The city attracted thousands of **merchants** who came to trade items at outdoor markets. They traded items such as tools, cotton clothing, and baskets.

Government and Religion

The Aztec government was a **monarchy**. The emperor was the main ruler. The Aztecs believed that this person was a descendant of gods. Their society was a collection of semi-independent territories. Each one of these was ruled by a local lord. The rest of the population

was made up of nobles, commoners, and enslaved people. Nobles were members of the government, military leaders, and priests. Commoners were mostly farmers, **artisans**, and merchants. Enslaved people were often captured from rival tribes during war and forced to work for the Aztecs.

Like the Maya, religion was important to the Aztecs. They performed animal and human sacrifices, which they believed kept their gods happy. They were also advanced in astronomy and mathematics. War was a big part of the Aztec society. The Aztecs were fierce warriors and grew their empire through frequent battles. They would take over many parts of the land, seize the resources, and capture prisoners.

The Inca Empire

The Inca were also a powerful and complex society. In the late 1300s, the Inca were a small community. They lived in the city of Cuzco, high in the Andes mountains of Peru. In the 1440s, the emperor Pachacuti went to war. He gained control over more land and built a great empire. It stretched as far as modern-day Ecuador, central Chile, and the edge of the Amazon basin. It likely contained up to 12 million people.

Cuzco became the empire's capital. All young men were forced to serve in the army. That army was the largest and strongest in the region.

Life in the Empire

The Inca Empire was well organized. The society was based on **hierarchy**. Pachacuti divided the empire into four parts, and a governor ruled each one. The emperor ruled over everyone. People were separated into different social groups and had to marry within their own groups. Women cared for children, prepared food, and did other work around the home. Many Inca women were talented weavers, producing beautiful and valuable products. Some young girls were chosen to serve as priestesses in temples.

Unless they were nobles, the men did labor in exchange for food for their family. They helped with farming and served in the military. They also helped build stone temples. The structures were very strong and could survive earthquakes, which were common in the region. In addition, they created a big system of

Aztec Contributions

Architecture

Built elaborate limestone pyramids for religious ceremonies.



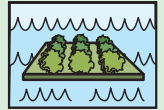
Calendar

Developed an accurate 365-day solar calendar.



Agriculture

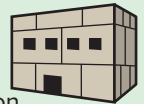
Created floating island gardens with lake mud to grow food.



Inca Contributions

Architecture

Built enormous stone buildings with great precision.



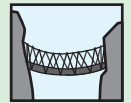
Medicine

Successfully operated on skull injuries.



Transportation

Built a large network of roads and bridges.



● *How do the Aztec and Inca advances shown here compare with those of the Maya on page 23?*



► Inca used *quipu* like this one to record information. The knots, cords, and colors all have meaning.



 The Maya, Aztecs, and Inca were powerful civilizations in Central and South America.

roads with complex engineering. The roads extended from Colombia all the way to southern Chile. They also built impressive bridges connecting mountains. These roads and bridges helped the Inca move armies, transport goods, and relay messages.

The ruins of many Inca buildings can be found in Peru today. One remarkable settlement is the ancient city of Machu Picchu. It was built high on top of a steep mountain. Thousands of tourists visit Machu Picchu every year.

Expert Farmers

The Inca were expert farmers. They built farms into the steep mountains where they lived. They grew the “three sisters” crops and other foods, such as a tiny grain called quinoa. Potatoes were a big part of their diet too.

Llamas were an important part of Inca culture and are still an important part of Peruvian culture

today. They provided the Inca with wool and food. They were also used to carry goods from place to place.

Like the Maya and the Aztecs, the Inca were very religious. They believed the emperor was a descendant of Inti, the sun god. The Inca worshipped the sun, which was needed to grow crops.

 The Inca built the city of Machu Picchu high in the Andes Mountains. Today, ruins of many buildings remain.

The Mississippian

Mound Builders were American Indians who settled in what is now Ohio, Indiana, Illinois, Wisconsin, and Michigan more than 2,000 years ago. They built huge mounds of earth shaped like pyramids with flat tops. On top of those mounds were structures like houses, temples, and graves. The mounds were part of the first complex cities to be built north of Mexico.

Like the Mound Builders, the Mississippian were a large and complex society. The Mississippian period started around 1,000 years ago, when people built mounds across much of the southeastern United States. The Mississippian founded Cahokia, the largest city in North America at the time, in present-day Illinois. It contained 120 mounds. The biggest one was named Monks Mound. It is a site that people can still visit today.

The Mississippian had chiefs, priests, warriors, artisans, merchants, and commoners. Each town had a main ceremonial plaza at its center, where there were one or more earth mounds. They held a temple and a house where the chief lived. The chief, or priest-ruler, was in charge. Each larger town ruled over smaller villages. Some of the larger cities contained thousands of people.

Culture

The Mississippian crafted many beautiful objects. They often engraved designs onto shells to make pendants. Stone and wood were used to make items such as headdresses and masks. The Mississippian were also skilled at making pottery. They would mix crushed pieces of freshwater mussel shells and sand into the wet clay. This made the pottery stronger, allowing potters to create more elaborate pieces.

The Mississippian used copper metal in their art and developed copperworking techniques. Copper was plentiful in the Great Lakes region where they lived. The metal was especially important to them and was used for trade in addition to crafts.

The Mississippian were mainly a farming culture. Most of their food was the “three sisters” crops. They also cultivated other plants and gathered foods like nuts, fruits, and shellfish. They sometimes hunted animals, such as deer and turkey.

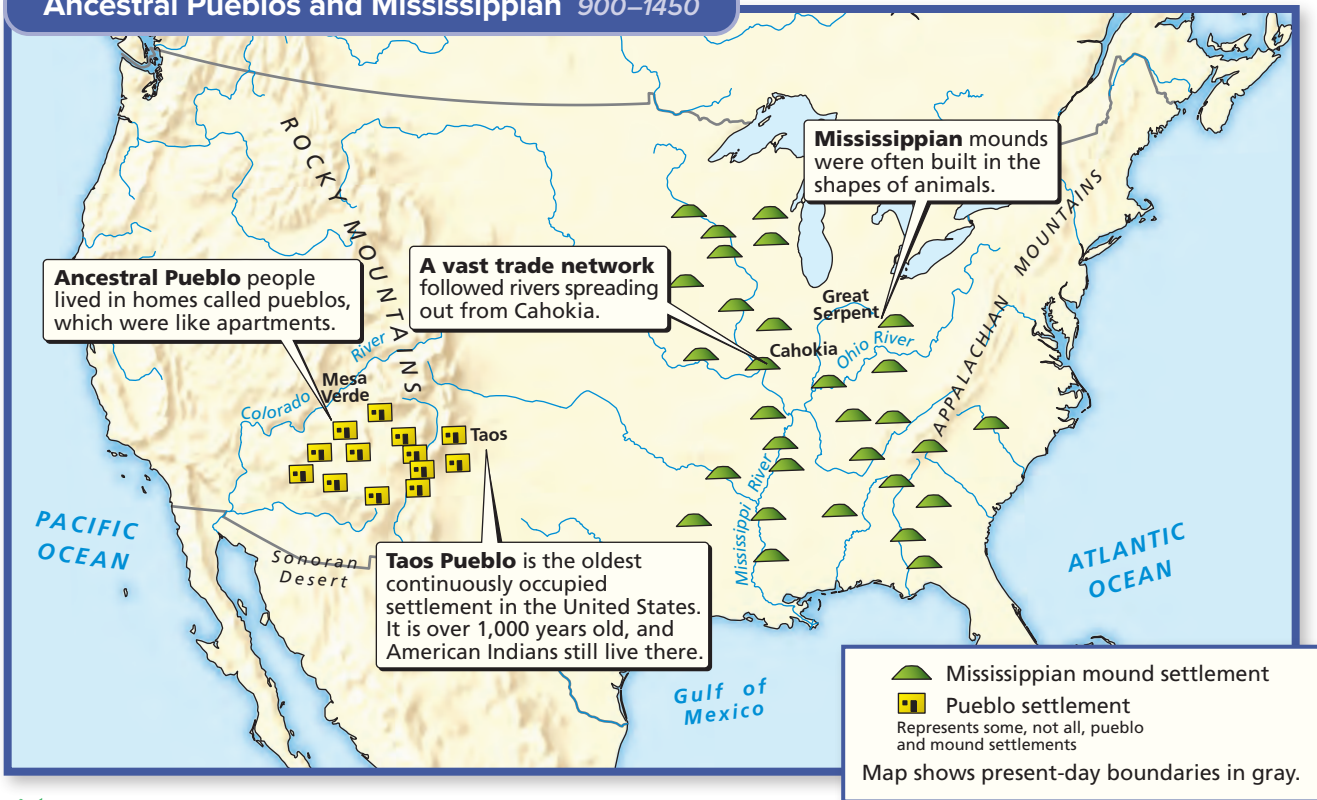


► Monks Mound, in Illinois, is the largest of about 120 mounds that were once in the area. *Why do you think people visit the mound today?*



► The Mississippian made this human figure out of clay.

Ancestral Pueblos and Mississippian 900–1450



The Ancestral Pueblo and Mississippian people lived throughout what is now the United States.

Mesa Verde National Park in Colorado is known for its Ancestral Pueblo cliff dwellings. *Can you find Mesa Verde on the map above?*

The Mississippian began to decline around the 1400s. Disease or overfarming may have been the reason for their decline. They left no written record, so most of what is known about them comes from the **artifacts** they left behind. Descendants of the Mississippian culture live throughout the United States today.

The Ancestral Pueblo People

The Ancestral Pueblo people settled in regions covering what is today southern Utah, southwestern Colorado, northwestern New

Mexico, and northern Arizona. Their settlements were built roughly between the years 100 and 1600. These American Indians relied on agriculture for survival. They mostly grew the “three sisters” crops.

Pueblo Homes

The Ancestral Pueblo people lived in permanent homes called pueblos. These were multistory buildings, like apartments. Pueblos were made out of stone and bricks of dried mud, called adobe. Each unit was home to one family. There were many units, and the Ancestral Pueblos used ladders to move around from floor to floor.



Some Ancestral Pueblo people lived in canyons and cliffs. They were often referred to as cliff dwellers. Their houses were like huge apartment buildings carved right into the cliffs. They had hundreds of rooms that could house thousands of people. The cliffs provided shelter from bad weather and heavy wind.

The Ancestral Pueblo people are **ancestors** of modern Pueblos, who still live in the region today.

The Haudenosaunee

The Haudenosaunee (also known as Iroquois) have lived in what is now New York, Pennsylvania, and eastern Canada for at least 1,500 years. They were originally a group of five nations: the Seneca, the Onondaga, the Oneida, the Cayuga, and the Mohawk. Later, the Tuscarora joined as the sixth nation.

These American Indians did not have a written language at first. Instead, they used traditional shell beads called wampum to record information. Wampum were often woven into belts. They were used for storytelling and recording historical events, such as important battles.

 American Indian nations relied on different types of food and shelter depending on the resources and climates where they lived.



“

[Women] shall own the land and the soil. Men and women shall follow the status of the mother.”

—Great Law of Peace

The Great Law of Peace

The Haudenosaunee were fierce warriors. The nations were frequently at war with one another over territory and resources. In the 1100s, or possibly much earlier, an elder named the Great Peacemaker, or Deganawida, preached the need for peace. Together with some other elders, the Great Peacemaker helped create a political system called the Haudenosaunee Confederacy. The five nations formed a political **alliance** and created the Great Law of Peace.

The law contained many rules for each nation of the Haudenosaunee to follow. The rules encouraged people to work together for the good of the nations. The laws were not recorded in written language. Instead, there were leaders within each nation who memorized them. The laws were also made into wampum symbols to help people remember them. A Grand Council of about 50 leaders of the Haudenosaunee had regular meetings. They helped settle disputes among people. This helped create more harmony.

Daily Life

The Haudenosaunee lived in villages with longhouses—large buildings made of wooden frames and sheets of bark. They were about 150 feet long and dozens of families lived inside each one. A wooden fence surrounded a longhouse to protect it from rival tribes.

Men in the Haudenosaunee were responsible for hunting, fishing, and trade. They were also warriors and protected their villages. Most Haudenosaunee chiefs were men, but women had a lot of power within these tribes. For example, they owned houses, crops, and fields. Property was passed down on the mother’s side of the family.

Women could also choose—or dismiss—the members of the Grand Council. Each nation of the Haudenosaunee was made up of clans, or groups of related families. The women of each clan picked one woman to be the clan mother. Then the clan mothers chose the members of the Grand Council. Clan mothers held a lot of political power.



▶ One longhouse often sheltered dozens of Haudenosaunee families. *What do you think it was like inside a longhouse?* Find out on page 31.

Longhouse

This is what the inside of a longhouse might have looked like.

What do you think it was like living in this kind of home?

Above each fire, an opening in the roof allowed smoke to escape. The opening could be covered in bad weather.

Each compartment had a fire for cooking, warmth, and light.

Above the benches, shelves provided storage for personal items.

A longhouse often sheltered dozens of related families. Parents, children, grandparents, cousins, aunts, and uncles lived together under one roof.

Food such as corn hung from the longhouse's high ceiling.

Firewood was often stored here.

A longhouse was divided into compartments. Two families lived in each compartment, one on each side of an aisle.

People slept, sat, and worked on benches that ran along the walls. Benches were lined with fur and woven mats for comfort.



The Great Law of Peace

The different American Indian groups living in what is now the northeastern United States could not get along. After many years, there was an effort to end the warfare, and the Great Law of Peace was created.

The Haudenosaunee Confederacy joined five nations together in one alliance. Within the alliance, the individual nations kept their independence. But each agreed to work together to make a strong union built on respect and unity. The Great Law of Peace was an agreement that was eventually translated and written down in English. Part of the law is below:

► This is the Haudenosaunee Confederacy flag. The four squares and the tree represent the original five nations joined together under the Great Law of Peace.



The Great Law of Peace

"Five arrows shall be bound together very strong and each arrow shall represent one nation. As the five arrows are strongly bound this shall symbolize the complete union of the nations. Thus are the Five Nations united completely and enfolded together, united into one head, one body and one mind. Therefore, they shall labor, legislate and council together for the interest of future generations."



READING SKILL

Summarizing

To create a summary, describe the main points of something, leaving out small details. A summary is similar to a movie trailer, which sums up the entire movie in a few minutes. When we write a summary, we think about and share the big ideas that we learned.

1. What is the text about? Find the main idea.
2. What are the most important supporting details? Remember, summaries should be short. Do not include every detail. Ask yourself: Who was involved? What was the outcome?
3. Use only information from the text. Do not include your own opinions.

CHAPTER 1 SUMMARY



What Was Life like for the First People in the Americas?

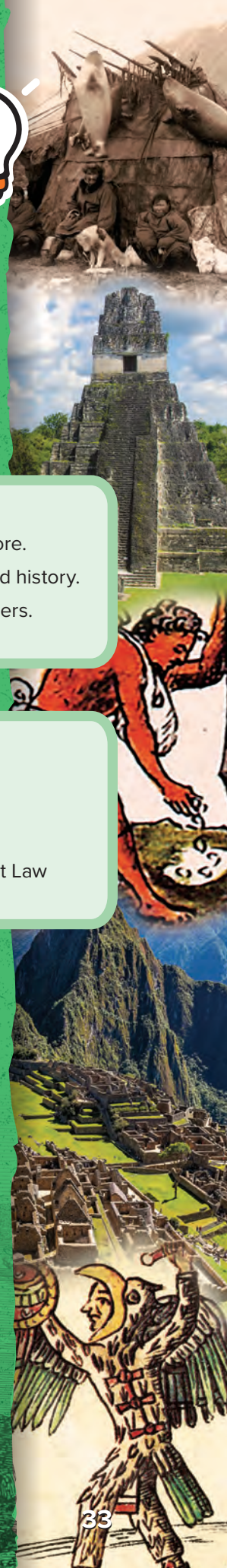
The first humans came to the Americas at least 15,000 years ago. They spread across the land over thousands of years and adapted to the different environments where they lived. Countless cultures and civilizations arose.

LESSON 1 How Did Early American Indians Live?

- Early American Indians used natural resources for food, tools, weapons, and more.
- The culture of each American Indian tribe was influenced by its environment and history.
- The earliest American Indians were hunter-gatherers. Later, some became farmers.

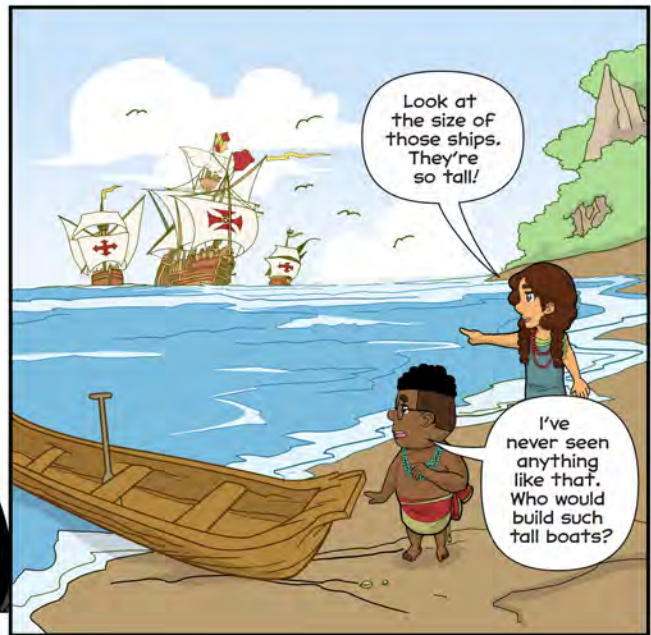
LESSON 2 What Were Some American Indian Civilizations?

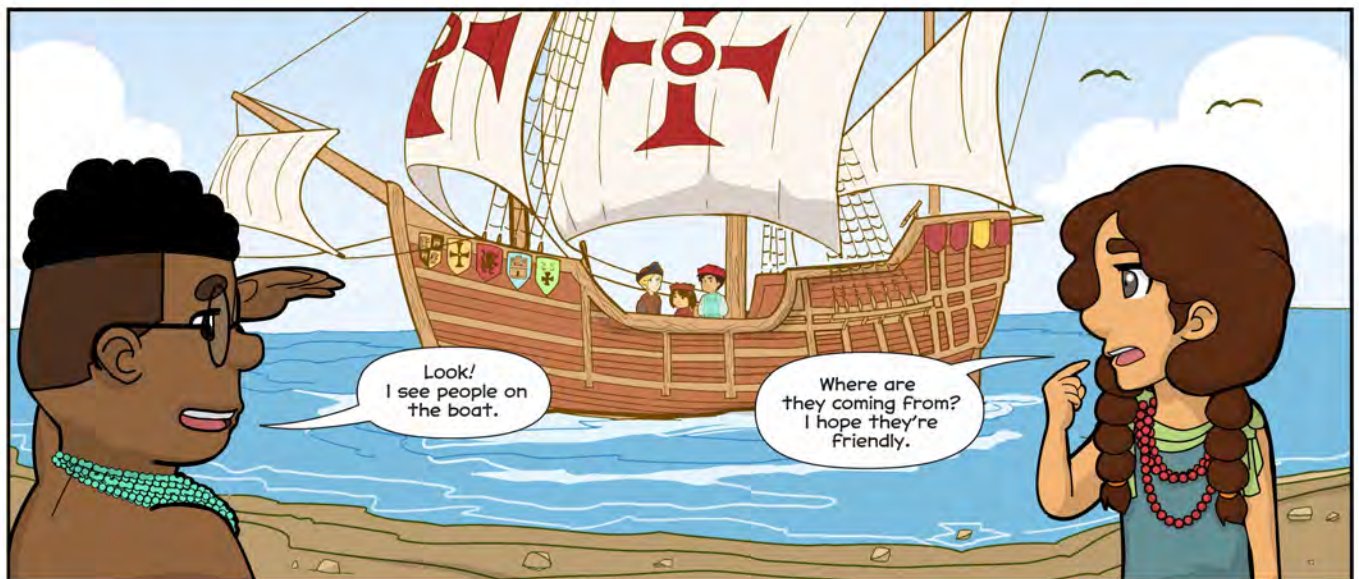
- The Maya, Aztec, and Inca civilizations were in Middle and South America.
- The Mississippian and Ancestral Pueblo peoples had extensive civilizations in North America.
- The Haudenosaunee were an alliance of nations. They were united by the Great Law of Peace.



Chapter 2

Why Did Europeans Come to the Americas?





Europeans in the Americas

In the 1500s, European countries such as England, France, Portugal, and Spain competed to become the most rich and powerful. Rulers wanted to expand trade with other countries to make money and get goods from around the world. Advancements in sailing allowed Europeans to travel farther out to sea than ever before. So explorers set sail to find shorter, faster trade routes.

During this time, Europeans traveled to the Americas, or what they called the New World. Although the land was new to Europeans, they met many native peoples whose families had lived there for centuries.

Europeans claimed territory in the Americas, which led to disagreements with native peoples. However, Europeans kept arriving. Many hoped to make money or escape problems at home.



TIME LINE

1490

1492

Christopher Columbus arrives in the Americas.



1519

Hernán Cortés begins his conquest of the Aztecs.



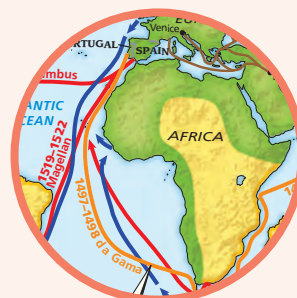
1530

1533

Francisco Pizarro begins his conquest of the Inca.

1522

Explorer Ferdinand Magellan's crew becomes the first to sail around the world.





1570

1565

Spain establishes the city of St. Augustine in what is now Florida.

1610

1607

Jamestown is founded, becoming the first permanent English settlement in the Americas.

1650

1620

Plymouth colonists sign the Mayflower Compact, an agreement that would influence democracy in the United States.

1619

The first enslaved Africans arrive in the English colonies in America.



LESSON 1

Why Did Europeans Try to Cross the Atlantic Ocean?

Vocabulary

colony

expedition

navigation

compass

caravel

Columbian Exchange

Northwest Passage

missionary

Europe and Africa in the 1400s

The continent of Africa was made up of many different cultures and kingdoms in the 1400s. Each had its own language, government, economy, and religion. Trade routes crisscrossed the continent. Salt and cloth from North Africa were traded for gold and ivory from West Africa.

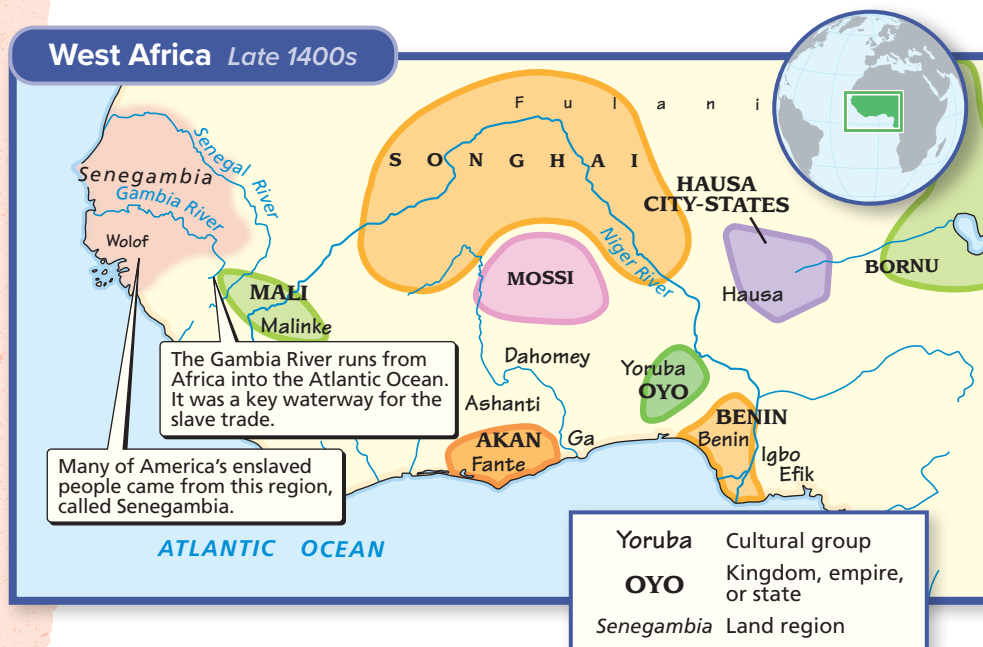
The Mali Empire rose to power under King Sundiata, the “Lion King.” A later ruler of the Mali Empire named Mansa Musa was supposedly one of the wealthiest people in the history of the world. Songhai was another West African trade center. The Songhai Empire became larger than the earlier empires of Ghana or Mali.

There were several powerful kingdoms in West Africa. Ghana, Mali, and Benin had organized governments each headed by a chief. There were also smaller kingdoms that were each ruled by one leader. These political leaders controlled the religious rituals practiced by the people. This structure was very similar to the governments in Europe.

Daily Life in Africa

Most of the daily life and economy in Africa were based on farming, hunting, fishing, mining, and trade. The west coast also had rice fields, livestock, and crops by the riverways.

Many of the first Africans in the Americas came from western Africa. Some countries they came from include Mali, Akan, Oyo, Benin, and Hausa City-States.





People's age and social status determined their daily life and work. Slavery existed within these kingdoms. People were not born into slavery. They often became enslaved if their community was conquered by another society. Enslaved people could often work for their freedom. Some were able to marry out of the system.

The Portuguese began exploring and trading along the African coast in the early 1400s. By 1500, they had begun trading goods for enslaved people. They created outposts in West Africa and brought enslaved people to sell in **colonies** in the Americas.

The First Voyages

Between the years 1096 and 1291, there were religious wars across Europe, Africa, and the Middle East called the Crusades. During these military **expeditions**, crusaders encountered many goods from other parts of the world. European demand for fine goods from Asia increased.

However, the Crusades made trade between Europe and Asia more difficult. Travel along the land route was slow, and goods became expensive along the way. Still Europeans continued to want porcelain, tea, rugs, and other fine goods from Asia. This demand would eventually lead Portugal, Spain, France, and England to investigate new trade routes.

Advances in Sailing

In the years following the Crusades, Europe went through a period known as the Renaissance. This was a time of many new ideas in technology, art, politics, and the economy. Technologies for aiding travel on the ocean became very important. **Navigation**

At the time of the first voyages to America, Europe had many cities. Nuremberg, Germany, is shown above. West Africa also had many cities, including Timbuktu, a much bigger city. **How do you think Nuremberg compares to Timbuktu, described below?**

“

The houses of Timbuktu [West Africa] are huts made of clay . . . with thatched roofs. In the center of the city is a temple built of stone and mortar.”

—Traveler Leo Africanus on visiting West Africa, 1526



Many of the first Europeans in the Americas were from England, France, Portugal, Spain, the Netherlands, and Sweden.



Caravel sailboats like this one helped European explorers through rough waters.

instruments such as the **compass** were improved, making it much easier for sailors to find their way far out on the ocean. A new kind of sailboat called a **caravel** was able to move against the wind. The caravel allowed Europeans to travel through the rough waters of the Atlantic Ocean.

With these advancements, Portuguese explorers were able to sail around the tip of Africa. They reached India by sea by the late 1400s. New trade routes to Asia meant more money for merchants and the monarchs that sent them. Around this same time, Italian explorer Christopher Columbus claimed he could find a shorter route to Asia. He just needed someone to fund his expedition.

Spanish Explorations

Spain funded Columbus's plan to find a shorter route to Asia. He began his journey in August 1492 with three ships named the *Niña*, the *Pinta*, and the *Santa Maria*. It was a difficult journey. The ships were crowded, cold, damp, and smelly. There were rats, fleas, and lice. The crews sometimes protested the difficult conditions.

The ships reached land on October 13, 1492, after about two months at sea. Experts are not sure exactly where Columbus landed, but many think it was on the island of San Salvador in the Bahamas. Columbus claimed the territory for Spain, even though people called the Taíno already lived there. The Taíno were kind to Columbus and his crew. The Spanish were not as kind. In his journal, Columbus described how he believed the Taíno would make “good servants.” The Spanish were often violent as they tried to take over new land.

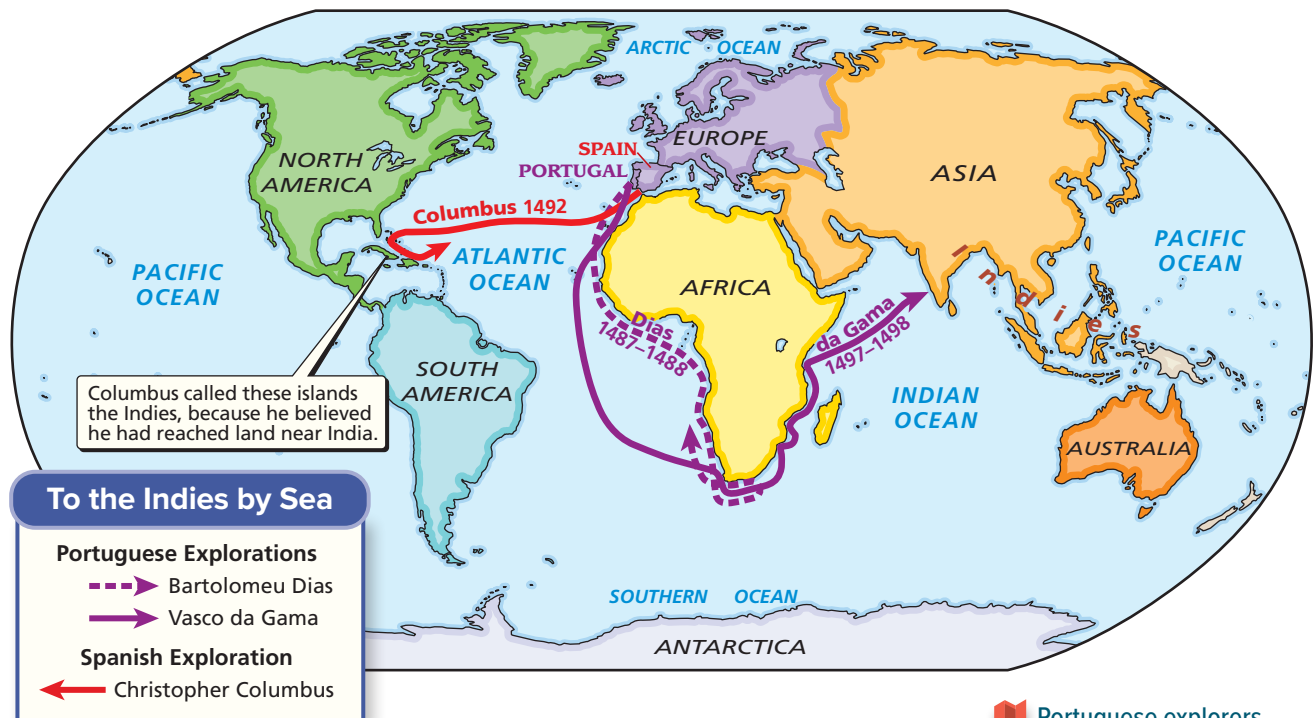
Columbus continued to explore the surrounding islands in hopes of finding gold. He incorrectly believed he had reached land near India, and he called the islands the Indies. Europeans started calling the native people who lived there “Indians.”

In 1493, Columbus went back to Spain to get funding for more voyages. On his next trip to the Americas, he traveled with 17 ships, over 700 soldiers, and 1,000 people. Their goal was to build colonies on the islands.

“

It appears to me, that the people . . . would be good servants.”

—Christopher Columbus, 1492



American Indian Suffering

One of the Taíno people who ruled during the arrival of Columbus and his crew was Anacaona. She was a chief on the island of Hispaniola, which is now the Dominican Republic and Haiti. Where Anacaona lived, women could become local rulers. Like many other Taíno, she died soon after the Spanish explorers arrived. She was executed by the Spanish. Anacaona is remembered for her strong leadership and is mentioned in many Caribbean songs, books, and poems.

Portuguese explorers reached Asia by sailing around Africa and then east. Columbus tried to reach Asia by sailing west, and landed in the Americas instead.

American Indians fought against the colonists' attempts to take control of their people and land. Some even used poisoned arrows to fight the invaders. Most of the native peoples did not lose their lives fighting the colonists. However, they could not fight off the diseases that the Europeans unknowingly brought with them. Many Taíno died from illnesses such as measles, mumps, and smallpox.



► Columbus is greeted by King Ferdinand and Queen Isabella in Spain. The king and queen supported his voyages to the Americas.

The Columbian Exchange

The voyages of Columbus and other Europeans who followed also introduced new plants and animals to Europe, Africa, and the Americas. Ships took corn, sunflowers, potatoes, and other goods from the Americas and brought them to Europe and Africa for profit. Items such as wheat, sugarcane, cattle, and horses arrived in the Americas from Europe.

Diseases were also carried from one continent to another along these trade routes. These illnesses were devastating to American

Indian populations. They had never before experienced smallpox and other deadly diseases from abroad.

This system of transferring plants, animals, people, and diseases from one side of the Atlantic Ocean to the other became known as the **Columbian Exchange**.

Conquering the Americas

As Columbus explored many parts of Central America, he brought great hardship to local American Indians. Eventually, Europeans conquered most of North and South America. How did they take control of nearly two entire continents?

One explanation is that they had superior weapons and military technology. American Indians did not have firepower equal to European guns, cannons, and ships. They often fought with weapons such as bows and arrows, spears, and clubs.

Perhaps more important, diseases destroyed American Indian populations. It is hard to know the full impact on the American Indian population. Some experts estimate that just 100 years after

“The Spaniards still do nothing save tear the natives to shreds, murder them and inflict upon them untold misery, suffering and distress.”

—Spanish missionary
Bartolomé de Las Casas,
1541

Columbus landed in the Americas, as many as 90 percent of American Indians had died of disease.

Columbus conquered and enslaved American Indians. Spanish explorer Juan Ponce de León followed this example, attacking and enslaving the people living in Puerto Rico and Florida. Not all explorers approved of this treatment of natives, but very few spoke out against what was happening.

Most of these expeditions claimed land and took power from the native people. The Europeans then forced American Indians to work the land for them.

Other Explorations

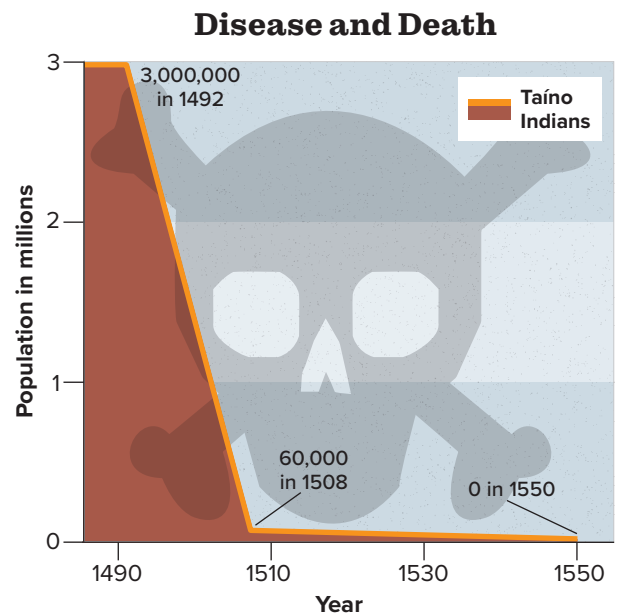
Other explorers continued to search for the fastest and easiest route to Asia. In 1519, explorer Ferdinand Magellan found a narrow passage at the tip of South America. The waters on the other side were very calm, so he named it the Pacific Ocean.

Crossing the Pacific took Magellan almost four months. The crew almost starved during the long journey. They eventually landed on islands that we know today as the Philippines. While there, Magellan was killed in a fight with native people. His crew continued on to Asia without him. Only 18 members of his original crew of 270 returned home. After three years at sea, they became the first people to sail completely around the world.

French Exploration

France wanted to find a **Northwest Passage**—an all-water route west from the Atlantic Ocean to the Pacific Ocean. An explorer named Jacques Cartier was hired to find it.

Cartier was tasked with exploring the St. Lawrence River. He did not find a Northwest Passage, but in 1534, he claimed land that later became Montréal, Canada. The Haudenosaunee people welcomed the Europeans and shared stories of other rivers located further west. However, the relationship between the two groups soon soured. Cartier's crew suffered through the region's harsh winter, then returned to France.



The Taíno people were wiped out by violence and diseases brought by the Spanish. Many other American Indians also died from diseases brought by Europeans.



The French explorer Jacques Cartier landed in what is now Canada around 500 years ago.



The English, French, and Dutch looked for a water route through North America to the Indies. They never found it, but their search led to land claims.

The French continued to explore the region. In 1608, they founded Québec, the first permanent French settlement in North America. Many people still live in Québec, which is part of Canada today. After establishing their first settlements, the French also sent Jesuit **missionaries** and settlers to islands in the West Indies to try to convert the native peoples to Christianity.

English Exploration

The earliest successful attempt by the English to cross the Atlantic was when King Henry VII hired John Cabot to do it in 1497. Cabot returned with maps of the coast of North America. On his second voyage, Cabot and his crew were lost at sea.

England created the English East India Company to expand trade in Asia. It also began taking part in the slave trade in Africa. As England began sailing the oceans more often, it came into more

frequent conflict with Spain. In the 1570s, English sea captain Sir Francis Drake often encountered the Spanish and began to dislike their attempts to control trade routes and make trade difficult for others. He became known for raiding Spanish ships and taking over their ports. Drake would steal their silver and gold.

Drake also led an expedition around South America from 1577 to 1580. He was the second explorer to sail around the world, following Magellan's crew.

Dutch Exploration

In the late 1500s, the Dutch were fighting for independence from Spain. The Dutch had very few natural resources available to them. They were having difficulties farming at the time, and trading was essential to obtain food and other goods they needed to survive.

Facing pressure to expand their ability to trade, the Dutch learned how to build larger ships that could hold more cargo. Each ship could also be operated by a smaller group, unlike earlier ships that sometimes required over 200 crew members. The Dutch created the Dutch East India Company to increase business through the Indian Ocean. Its main outpost was stationed in what is now Indonesia.

The Dutch took control of a trade region known as the spice islands in the Pacific Ocean. Trade goods included items such as sugar, spices, coffee, and tea. The success the Dutch had in Asia allowed them to pay for expeditions to North America and Africa, where they eventually established colonies.

Europeans and American Indians

European rulers saw expeditions to the Americas and Asia as opportunities to increase their wealth and power. Many explorers were not interested in getting to know the American Indian groups that had lived in the Americas before their arrival. Others built relationships with them in order to trade or convert people to Christianity.

Álvar Núñez Cabeza de Vaca was a Spanish explorer who was part of an expedition to reach the west coast of Florida. His crew



▶ Sir Francis Drake captures a Spanish treasure ship off the coast of South America in 1579.

The arrival of Europeans in the Americas changed the course of history for millions of people.



encountered many difficulties along the way, including storms, disease, and a shipwreck off the coast of Texas. Cabeza de Vaca and a few others were forced to live among the local Karankawa tribe as enslaved people. Cabeza de Vaca soon became known as a healer, which got him better treatment and more food from the tribe.

Asking for Better Treatment

When Cabeza de Vaca returned to Spain, he asked for a kinder policy to be put into place when dealing with native peoples. His efforts led to new strategies for initially meeting tribes, but the poor treatment of American Indians by Europeans did not change very much.

Another example of a European who tried to improve the treatment of American Indians was Bartolomé de Las Casas. Las Casas came to the West Indies as a young man and got to know some American Indians. He later became a priest and fought for the rights of the local populations in the Americas. He helped write new laws to protect them from the harsh treatment they were experiencing during colonization.

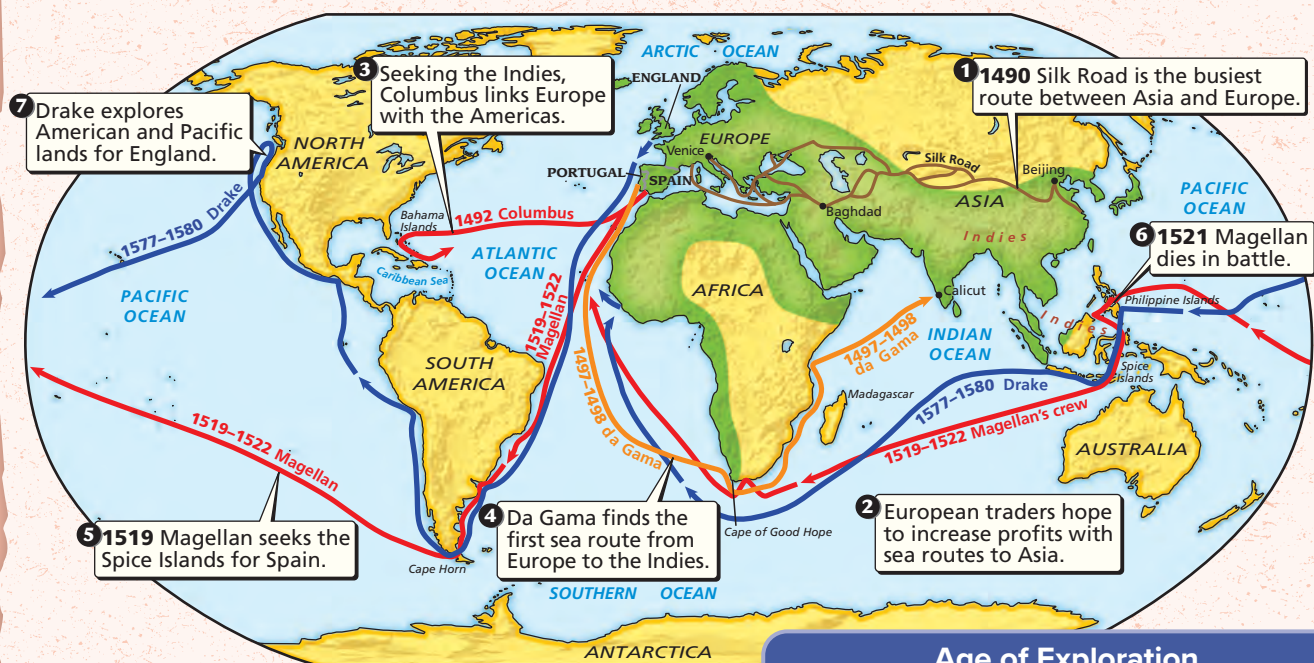
▶ Cabeza de Vaca and American Indians in North America





European Routes to Asia

During the Age of Exploration, European countries raced to find the best sea route to Asia. Their voyages took them all over the globe.



Age of Exploration 1490–1580

- English expedition
- Spanish expedition
- Portuguese expedition
- Lands known by Europeans in 1490
- Trade route



MAP AND GRAPH SKILL

Reading a Map

Maps present information and tell a story in a visual way. Maps can provide a lot of information—if you know what to look for and how to read a map.

1. Ask yourself what the purpose of the map is. To find the purpose, start by reading the map title. In historical maps, like the one above, look for a time period as well.
2. Look at the map key. This explains which details are shown. Think of the map title as the main idea and the information in the map key as the supporting details.
3. Examine the map itself. Look at the area of the map: Is it a map of a city? A country? The world? Find all references from the key. Read any information boxes. Once you have read the map, try to summarize the point of it in one sentence. What is the point of the map above?
4. By reading the map, can you tell a story about Magellan? What are three details you would include in your story?

LESSON 2

How Did the Spanish Conquer and Colonize the Americas?

Vocabulary

conquistador

plantation

mission

import

export

“

[Montezuma's] palaces were so wonderful that it is hardly possible to describe their beauty and extent; I can only say that in Spain there is nothing equal to them.”

—Hernán Cortés to
Emperor Charles V, 1520

Conquest of Central and South America

Following Columbus's voyages to the Americas, Spain's rulers wanted to claim as much land as they could. They hoped to find wealth in the form of gold and silver before other European nations. Many Spanish explorers made their way to the Americas. These men were called **conquistadors**, since their primary purpose was to conquer land for Spain.

The Aztecs and Cortés

Hernán Cortés was one of these conquistadors. In 1519, he led an army into Mexico. His goal was to conquer the Aztec people and bring riches back to Spain. The capital city of Tenochtitlán was very advanced for its time. The Spanish wrote detailed descriptions of the city's beautiful temples. They wrote about the complex water systems that the Aztecs had built to water their crops.

The Aztec emperor Montezuma shared his riches with Cortés. Cortés made alliances with some of Montezuma's enemies and planned to take over the empire. The Aztecs fought back against the Spanish invasion. They pushed the Spaniards out temporarily. The Aztecs also punished Montezuma because they thought he was a traitor for trusting the Spanish.

Diseases that the Spanish brought with them heavily decreased the numbers of Aztecs. After several months of battle, Spanish forces burned the capital city. In its place, Cortés established a new colony for Spain in the Americas. Tenochtitlán became Mexico City.

- ▶ The Aztecs revolt against Cortés and his army, driving them out of the Aztec capital. The Spanish would eventually return and conquer the city.



The Inca and Pizarro

In 1533, conquistador Francisco Pizarro led a much smaller army into South America to conquer the Inca. They captured the ruler Atahualpa in a surprise attack and forced him to hand over the Inca's riches. Pizarro then headed for the capital city of Cuzco, killed Atahualpa, and established a Spanish colony.

However, the Inca continued to fight the Spanish for 40 years before they were defeated.

Other Conquests

Other conquistadors conquered native peoples throughout Central America, South America, and the Caribbean Islands. By the mid-1600s, Spain had a large empire in the Americas.

In these new colonies, the Spanish forced the American Indians to work the land. They worked on farms, ranches, and in mines. This forced labor of native peoples was not allowed by the Spanish crown after 1542. Unfortunately, not everyone followed these new laws, and this treatment continued.

Forcing Africans to the Americas

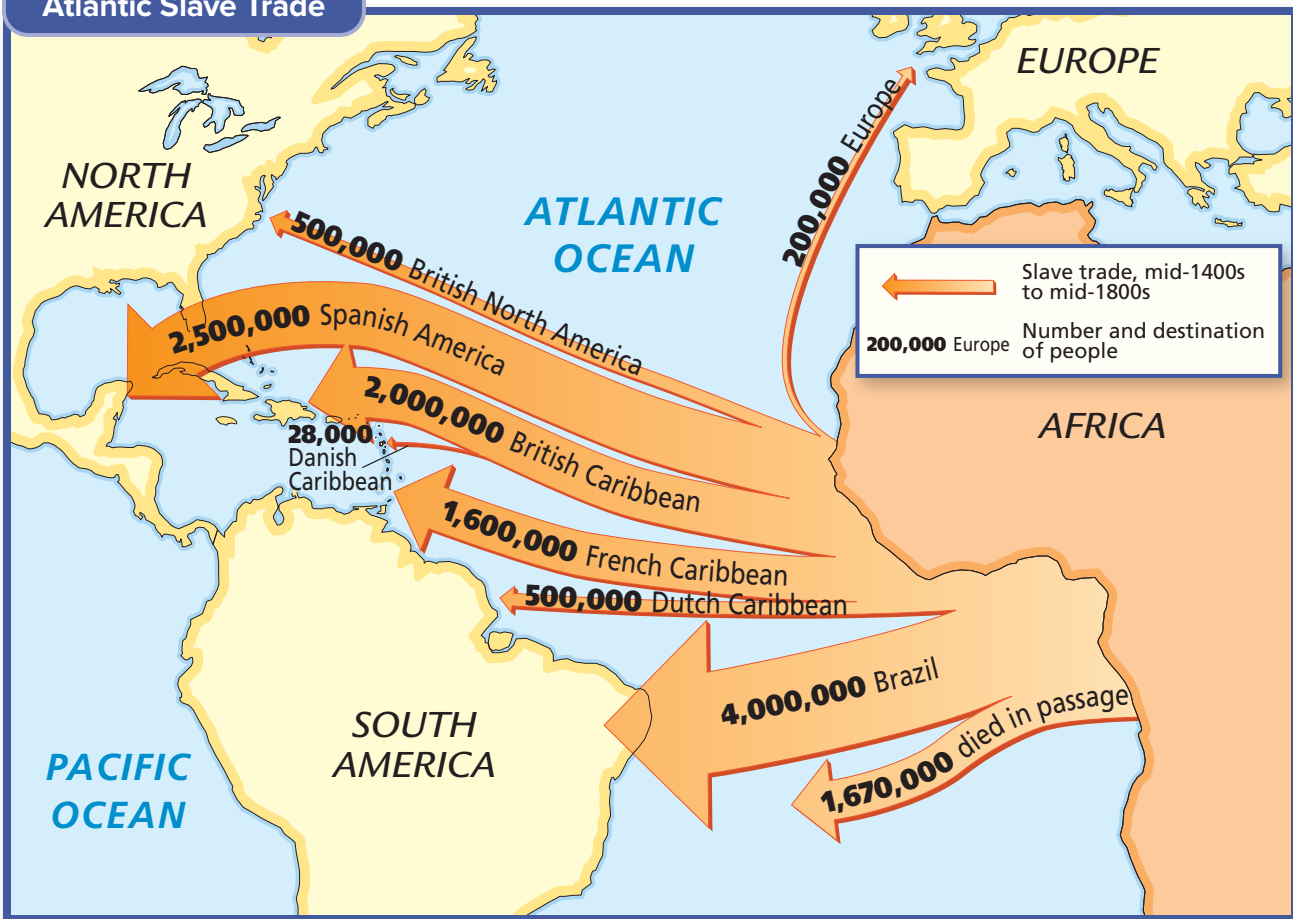
The Spanish saw the Americas as an opportunity to become wealthy. One way they decided to do that was to use unpaid labor to work in the fields, mines, and ranches in their new colonies. Many Europeans believed that using non-Christians for this kind of unpaid work was acceptable.

From the beginning of their explorations in the Americas, Spanish conquistadors forced American Indians into slavery. The enslaved people faced terrible conditions. Their poor treatment combined with exposure to diseases greatly reduced the population. As a result, the Spanish wanted to find more unpaid labor. Their solution was to buy enslaved Africans.

▶ American Indians enslaved in Mexico by the Spanish



Atlantic Slave Trade



By 1650, more than half a million Africans had been sold into slavery in the Americas. They worked on large plantations and smaller farms and in mines.

The Slave Trade

At that time, Portuguese traders were buying and selling people along the coast of Africa. In 1501, the Spanish king gave permission to Portuguese slave traders to transport enslaved people to the Spanish colonies. Less than ten years after Columbus first arrived in America, thousands of enslaved Africans were loaded onto ships and transported to the Western Hemisphere.

The lives of enslaved people were extremely difficult. They were forced to work in fields and live in poor conditions. The treatment of enslaved people only got worse as large **plantations** in the West Indies grew. The harsh climate and working conditions led to many uprisings and rebellions.

The slave trade led to a society that divided people based on their skin color.

“Merchants are taking every day our natives, sons of the land and the sons of our noblemen and . . . our relatives.”

—Nzinga Mbemba, King of Kongo, to the King of Portugal, 1526

Main Spanish Colonies

Spanish colonies were set up in areas that had natural resources to send back to Spain. These resources included gold, silver, iron, tin, copper, and salt.

Sugar in the West Indies

Several of the Spanish colonies began producing sugar on plantations on the islands in the West Indies. The first were in Puerto Rico and Hispaniola. By 1568, there were many sugar presses located on these islands. The high temperatures and rainfall in the West Indies are ideal for growing sugar.

The process of growing and processing sugar was difficult and required a lot of land. The Spanish wanted unpaid labor to harvest the sugarcane and work the mills to process it. Many enslaved Africans were bought and sold on these islands to work on sugar plantations. Enslaved people were often forced to work in the fields in hot weather every day. Masters on sugar plantations were known to inflict harsh punishments on those who did not perform to expectations.

Slavery

The colonies in Central and South America brought in Africans as enslaved workers, but they also continued to use the native populations for labor. The king gave Spanish settlers large pieces of land and rights to control the American Indians who lived on the land. The settlers often forced American Indians to work for them.

Spain benefited greatly from the farming and mining skills of enslaved American Indians and Africans. A small number of enslaved people served in households as the colonies grew. There were some accounts of enslaved people working for artisans in the settlements as well.

Spanish Missions

The Spanish also brought their religion with them when they colonized the Western Hemisphere. The king of Spain felt it was his duty to spread Christianity to all non-Christians in the world.

They set up Christian **missions** as colonization continued in the Americas. The purpose of these missions was to convert native people to Christianity and to introduce them to Spanish culture. The Spanish hoped this would make American Indians more likely to obey their new rulers.

▶ This photo shows remains of Hacienda Yaxcopoil—a large plantation in Mexico dating back to the 1600s. The Spanish forced American Indians to work there, and elsewhere, for little or no pay.



Many American Indians came to missions to receive food or protection. However, American Indians who lived there could no longer practice their own religions. Priests did not allow the practice of any non-Christian rituals and burned any objects associated with them. These practices also led to unrest and anger among many American Indians.

Daily Life

Daily life in the Spanish colonies was largely driven by birthplace and race. People born in Spain ruled the colonies, and those of European descent had the most power and wealth. Even though American Indians lived on the land before the Spanish arrived, Europeans viewed them as the bottom of society, along with people of African descent. People of mixed race were in the middle. They sometimes worked as artisans or supervisors of other workers.

Women were not given the same legal rights as men and rarely received any education. The status of women greatly depended on their skin color.

One person who stood up for the rights of women was Juana Inés de la Cruz. She was born in what is now Mexico in 1651. She became a nun partly because this role was one of the only opportunities for women to study and get an education. She wrote poetry and plays. She is most famous for defending women's rights, specifically to education

Social Structure of the Spanish Colonies

● The Spanish colonial social structure was based on race and where people were born.





Riches of the Colonies

Sugar was a major source of wealth for Spain. Seeing Spain's success with growing and selling it, many other European countries grew the crop. It was very popular in Britain.

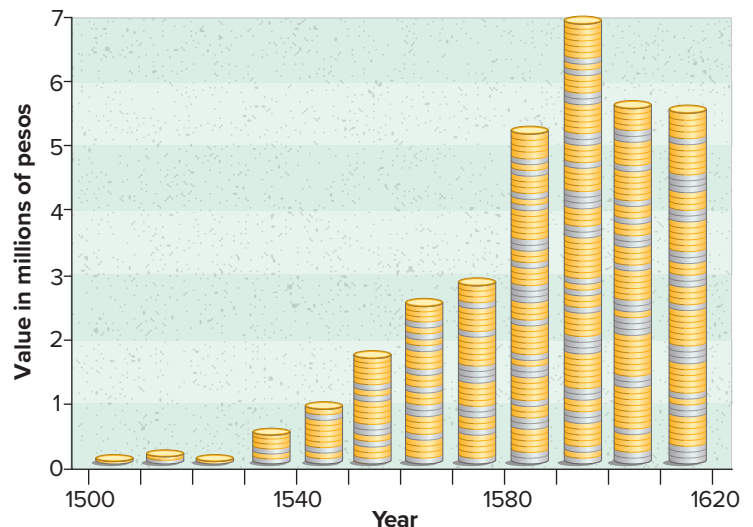
Although sugar sales were successful, Spain's exploration of the Western Hemisphere was focused mainly on finding gold and silver. These metals were used to create coins. The most popular Spanish coin was the Spanish dollar, or peso. This silver coin was accepted all over Europe at the time because of its silver content. Since the Spanish traded throughout the world, the peso became the first type of money recognized worldwide. The peso is still the name of Mexican money today.

As interest in these precious metals increased, Spain decided to control all trade for these items. If colonists wanted to trade their silver or gold for tools, they were allowed to trade only with the Spanish. Colonists were also required to pay bills to Spain in gold and silver. This allowed Spain to collect huge amounts of the precious metals.

▶ Enslaved people gather sugarcane.

● Spanish explorers looked for gold and silver in the Americas. They took gold objects made by the Aztecs and mined silver.

Gold and Silver Sent to Spain



Pirate Attacks

Spanish trading ships were loaded with riches. These riches drew the interest of Spain's enemies, the English, French, and Dutch. All three nations gave ship captains permission to rob Spanish ships. They even hired pirates to capture ships and steal the treasures on board. These robberies were very profitable.

Meanwhile, the Spanish experimented with new trade routes to increase their wealth even more. In the 1560s, a Spanish fleet took on the difficult task of sailing from one of the Spanish colonies in Asia to Central America. Goods from Asia, such as silk, porcelain, and spices, made their way directly to the Americas across the Pacific Ocean.

This journey was a dangerous one, but it took less time and avoided pirate attacks in the Atlantic Ocean. The route ultimately led to increased profits for Spain.

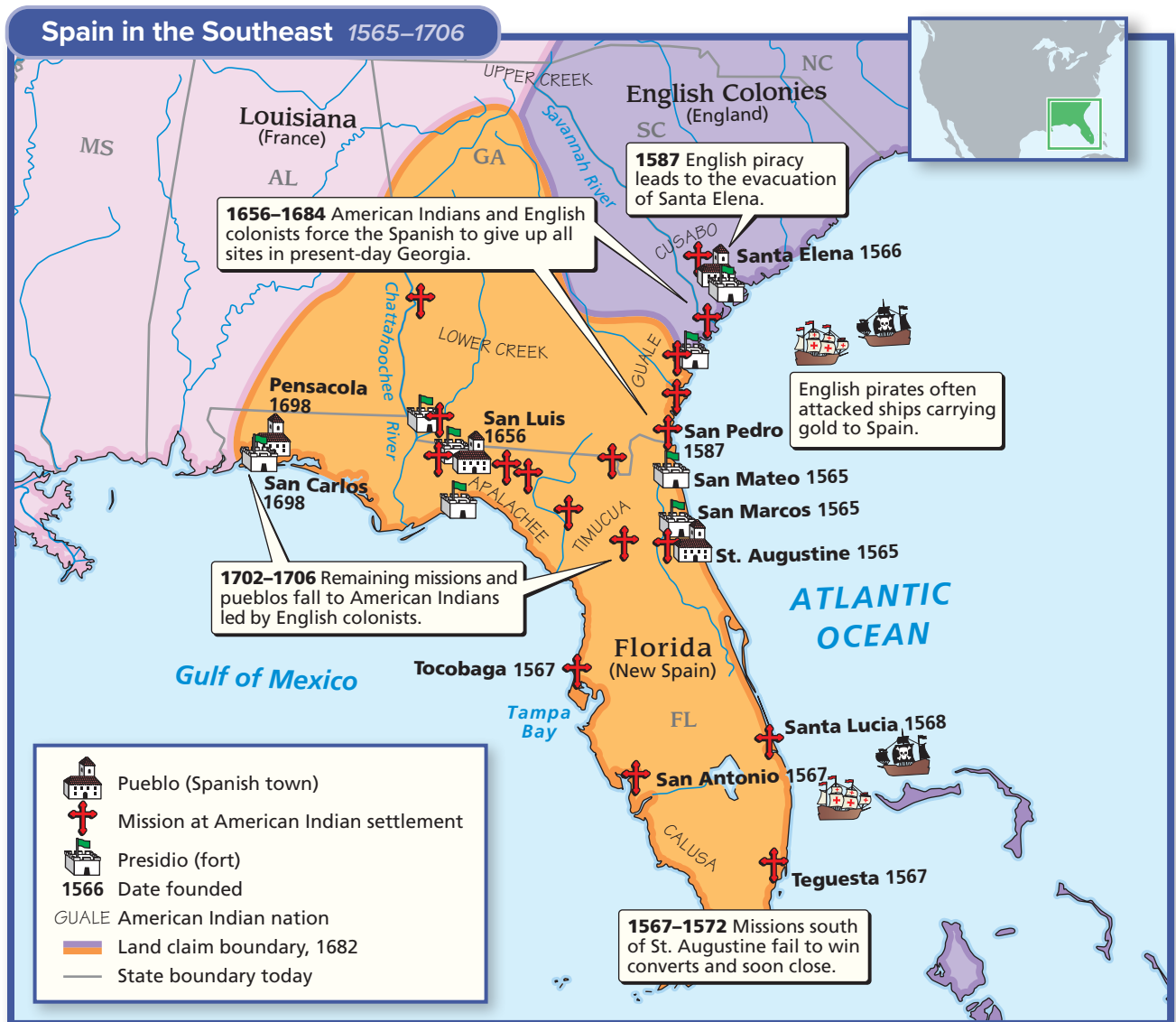
The Spanish in the Future United States

The Spanish decided to start exploring some of the inland areas for gold and other natural resources. Juan Ponce de León explored and claimed Florida for Spain. The Spanish continued exploring this area for nearly 50 years and then decided to leave.

As the Spanish departed, the French set their sights on the region. Florida's position along the Atlantic Ocean made it an ideal place for trade and to raid Spanish ships. When France and other nations became interested, the Spanish changed their minds and defended the territory as their own.



▶ This map, made in 1589, is the earliest known illustration of a European settlement in the future United States. The Spanish kept control of St. Augustine following the attack shown here.

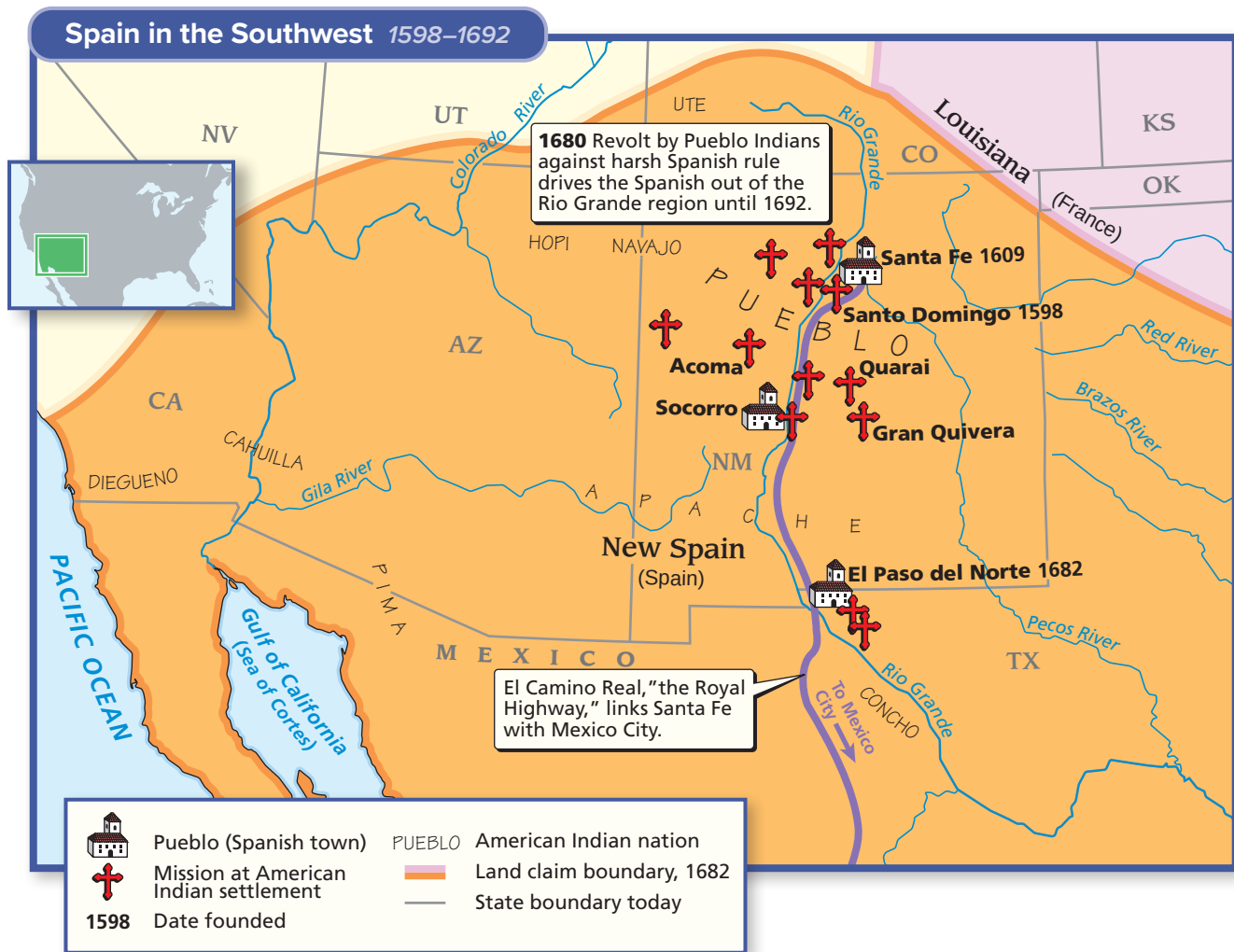


Spain was successful in keeping the French out. The Spanish founded the city of St. Augustine in 1565, just outside of modern-day Jacksonville, Florida. St. Augustine is the oldest city settled by Europeans in the United States today.

Missions and More Exploration

Francisco Vázquez de Coronado led an expedition farther west, continuing to look for precious metals. Although he did not find many riches, the Spanish decided to set up missions along the Rio Grande. The native populations there suffered from diseases brought by the Europeans. Priests brought together survivors from different areas to create new communities.

Spain built its first forts in Florida in 1565. *Why do you think France and other nations were also interested in this region?*



Why do you think "the Royal Highway" was important to this region?

One of these regions was named New Mexico. Its capital city was Santa Fe, or "Holy Faith." Mexico City was in a remote location, far from other Spanish settlements. A 1,500-mile trail was created for business and travel from the city to other Spanish settlements. This road and others became known as El Camino Real, or "the Royal Highway."

Exploration of North America and the work of Spanish missions continued into the 1700s. Several settlements were set up in modern-day Texas. These regions would eventually help protect many Spanish territories when other European nations became interested in the land.



What Were the Incentives for Spanish and Portuguese Exploration?

In 1488, explorer Vasco da Gama sailed from Portugal, around the continent of Africa, to India. On his mission, he collected jewels and spices that were in high demand in Europe. Similarly, Spain was searching for a fast route to Asia when it sent Christopher Columbus west across the Atlantic Ocean in 1492, but he landed in the Americas instead.

When Spain eventually realized that Mexico had gold and silver, it focused on colonizing the Americas. Spain **imported** dyes (for clothing), cacao (for chocolate), sugar, cotton, and tobacco from its colonial plantations.

Portugal also concentrated on building colonies in the Americas. It searched for gold and silver in Brazil, but did not find any at first. Like the Spanish, Portuguese colonizers grew and **exported** sugar, cotton, and tobacco. Brazilwood, which was used as a dye for clothing, was another important product.



▶ This map of Brazil was created by the Portuguese in 1519.



▶ Cerro Potosí, a mountain in South America, was the largest source of silver in the world in the 1500s and 1600s.



READING SKILL

Compare and Contrast

Finding similarities in history texts helps us make comparisons. For example, when we compare groups, we learn more about each group and what they have in common. Use the following steps to search for similarities.

1. Identify key words and phrases such as *similarly*, *like*, *also*, and *same as*. These words often indicate that similarities are present.
2. Look for synonyms. For example, the second paragraph above uses the verb *focus*, and the third paragraph uses the verb *concentrate*. These are synonyms. Can you find any others?
3. Search for common themes. In this text, both Portugal and Spain were searching for access to Asia. What other common themes can you find?

People in the 1500s and 1600s



Antoney

birth and death years unknown

In 1619, Antoney was in the first group of Africans brought to Virginia. He was purchased by colonist William Tucker. His son was the first recorded African American born in Jamestown. Antoney was likely an indentured servant and may have earned his freedom. Little is known about his life, but Antoney was one of many African Americans who helped the American colonies grow.



Estevanico

about 1503–1539

Estevanico was born in Morocco and sold into slavery as a young man. In 1528, he was part of a Spanish expedition to North America. The trip was a disaster, and Estevanico was one of only four survivors (out of 300). The four men traveled thousands of miles on foot from Texas to Mexico City, arriving in 1536. Later, Estevanico guided an expedition to New Mexico, where he was killed by American Indians.

Estevanico and Álvar Núñez Cabeza de Vaca (pages 45–46) traveled great distances together. They were both survivors of Spanish explorer Panfilo de Narváez's failed expedition to North America.



Malinalli

about 1500–1529

Malinalli (also known as Doña Marina, Malintzin, and La Malinche) was the daughter of a chief. When her father died, she was sold into slavery and given as a servant to Spanish conquistador Hernán Cortés. Malinalli became an important translator and guide for the Spanish as they conquered the Aztec Empire. She later married one of Cortés's soldiers and traveled with him to Spain.

Malinalli worked closely with Hernán Cortés (page 48).



Mary Chilton

1607–1679

Mary Chilton was born in England and arrived in America on the *Mayflower* when she was 13 years old. According to legend, she was the first Pilgrim to touch ground at Plymouth Rock. Both of Chilton's parents died within a few months of their arrival. Chilton survived and married several years later. She raised ten children and lived the rest of her life in Massachusetts.



Po'pay

about 1630–1688

Po'pay was born in the Ohkay Owingeh pueblo, in modern-day New Mexico. He was a religious leader who united many groups to fight against their common enemy, Spain. The Pueblo Revolt of 1680 successfully kicked the Spanish out of Santa Fe for 12 years. However, the Spanish returned several years after Po'pay died.



Temperance Flowerdew

about 1590–1628

Temperance Flowerdew grew up in England and joined an expedition to Virginia in 1609. During her first winter in Jamestown, nearly 90 percent of the colonists died—many from starvation—but Flowerdew survived. She went back to England, where she married colonist George Yeardley. When Yeardley became governor of Virginia, she returned to the colony.

Temperance Flowerdew knew Jamestown settler John Rolfe (pages 63–64), who married Pocahontas.

How Did the English Create a Colony in Virginia?

Vocabulary

raw material

joint-stock company

charter

cash crop

House of Burgesses

census

primary source

Would you have volunteered to move from Europe to Jamestown?



England and the Americas

Like Spain, England saw setting up colonies in the Americas as a way to make money. The British hoped to find **raw materials** and precious metals to send back to England. These materials could be used to create goods to sell for profit. Colonists could also increase England's wealth by purchasing goods from England.

In 1585, England tried to set up its first permanent American settlement on Roanoke Island, in what is today North Carolina. The plan was to use the colony as a base for raiding Spanish ships.

However, England was unable to send ships to bring supplies to the colony. By the time supply ships reached the settlement a few years later, the settlers had mysteriously disappeared. England would need to try again to successfully settle in the Americas.

The Virginia Company

Unlike Spanish expeditions that were funded by the crown, English colonies were funded by **joint-stock companies**. Several people contributed money in hopes of gaining profits made by the colony.

The Virginia Company was created to explore the region that explorer Sir Walter Raleigh named Virginia. In 1606, King James I granted this company a **charter**, which gave it official support to settle the area under the name of the crown. The king would receive a portion of the profits gained by the colony.

In December 1606, three ships sailed from England to settle in Virginia. After four months at sea, they approached the coast. They explored the riverways, sailing up Chesapeake Bay and along a waterway they named the James River. They anchored the ships along this river in May 1607. Just over 100 colonists made the voyage.

The colonists called their settlement Jamestown. They created a fort to defend the inland location from Spanish warships that might pass through.

The Beginnings of Jamestown

One of the most well-known settlers of Jamestown was John Smith. On the ship during the journey to North America, Smith was imprisoned for causing trouble. However, the Virginia Company had named Smith as part of the governing body in the new colony. He was freed when the ship docked.

Smith turned out to be a very important member of the colony. He was able to trade with the local Powhatan Indian tribes for food. He also created a policy that said, “He who shall not work, shall not eat.” Many of the men aboard the ships headed for Virginia were wealthy. They were not used to the hard work needed to make the new colony successful.

The Powhatan and John Smith

Smith mapped the area surrounding Jamestown. He traveled up and down the riverways to identify local American Indian communities, natural resources, and possible trade routes. During one of his explorations, he was captured by a Powhatan tribe and taken prisoner.

The chief—whose name was Wahunsenacawh—knew Smith as a leader of the English settlers and wanted to make an agreement with him. The chief hoped the new settlement would become part of his nation. That way he could control the English colony. In exchange, the colonists would receive his protection from neighboring nations as well as access to food and resources.

There are many stories about one of the chief’s daughters, Pocahontas, begging her father to free John Smith. Her actions are said to have saved Smith’s life. Although Pocahontas met

“

[D]o your best . . . to find out a safe port in the entrance of some navigable river, making choice of such a one as runneth farthest into the land.”

—The Virginia Company's instructions to settlers, 1606

 Settlers built a fort around Jamestown for protection against Spain and local Powhatan.





▶ John Smith created this map of the area around Jamestown. It includes more than 200 American Indian settlements.

Smith when she was a child, it is unlikely these tales are true. John Smith was known to exaggerate stories he told. It is unclear why Wahunsenacawh released Smith. Many records indicate that the success of the colony was related to the relationship between the two men that developed after this event.

Women in Jamestown

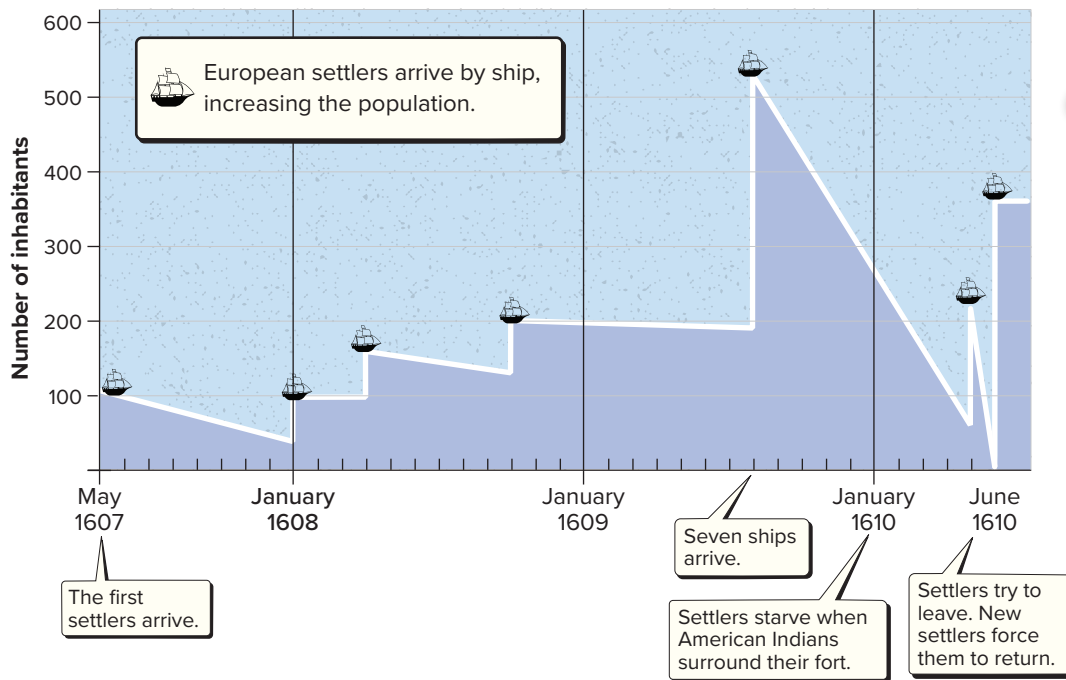
During the first year, only men lived in Jamestown Colony. Many believed they would stay for only a short time—just long enough to make some money. In 1608, women started arriving by ship from England, and the colony slowly became more stable. The settlement at Jamestown could not have survived without the contributions of women, who helped set up permanent homes and a growing society.

One woman who came over in 1608 was Anne Burras. After three months in Jamestown, she married fellow settler John Layden in the colony's first wedding. Burras eventually raised four daughters in Virginia.

Struggles in Jamestown

In 1609, Smith was injured and sent back to England. Without his strong leadership, the colonists suffered. The year he left, fighting

Population of Jamestown



Jamestown's population struggled in its earliest years. But the colony was eventually successful. **What is one thing that surprises you about the chart?**

broke out between the English settlers and the Powhatan tribe. Several people died as a result.

The Powhatan stopped trading food and goods with settlers. They also surrounded the Jamestown fort, preventing the English from leaving. Supply ships did not arrive. The winter of 1609–1610 became known as the “starving time.” Many Jamestown colonists died from starvation.

Of about 500 colonists, only 60 were alive in late May 1610, when a new governor arrived from England. The governor decided to evacuate the colony. The colonists abandoned Jamestown, which could have been the end of the English colonies in America. However, on the way down the river, the colonists met supply ships arriving with yet another new governor. He ordered everyone back to Jamestown, and the colony continued.

In 1614, Pocahontas married English settler John Rolfe. This union led to a period of peace and prosperity between the Powhatan

“
... our nets
broken, the deere
chased, our boats
lost, our hogs
killed, our trade
with the Indians
forbidden, some of
our men fled, some
murdered.”

—Council of Virginia on the
struggles of Jamestown,
1610



Pocahontas married John Rolfe in 1614. **What do you notice about the people in this picture?**

and the colonists. However, when chief Wahunsenacawh died in 1618 and his brother, Opechancanough, became the leader, relations again got worse. Tensions between the English and the Powhatan continued for many years.

The Transformation of Jamestown

All our riches for the present . . . consist in Tobacco."

—John Pory,
Secretary of Virginia, 1619

Jamestown settlers hoped to find gold and silver to bring riches home to England. They did not find any, but they did find a way to make a lot of money: tobacco. American Indians dried tobacco plants and smoked the leaves. They believed tobacco had healing qualities. Many American Indians and Europeans became addicted to it. Colonists in Virginia began to make a lot of money by growing tobacco plants and selling the dried leaves.

John Rolfe was a planter and he experimented with different types of tobacco plants. He found a sweeter-smelling kind from the Caribbean that would appeal to the English. Once this new sweet-scented tobacco arrived in England, it became popular and made Rolfe a lot of money.

Tobacco Takes Off

Other colonists in Virginia started to follow Rolfe's example. Many set up plantations along the river to make it easier to transport their crop. The waterways near Jamestown were deep enough to allow ships to dock right along the shore. Tobacco became Virginia's most important **cash crop**.

By the 1620s, the tobacco business was booming. Virginians were able to afford luxury items from Asia, such as porcelain, silks, and spices. Today, tobacco is still a very big business, although people now know that smoking it is very dangerous to their health.

The Headright System

In 1618, the Virginia Company created a policy to draw new settlers to the colony and to increase tobacco farming. They gave 100 acres of land each to those already in Virginia. They also gave 50 acres each to people willing to pay their own fare to settle in Virginia. New settlers also received 50 acres for each person that came with them.

The policy became known as the "headright system." For people in England who could afford to pay to sail to Virginia, this was an opportunity to build a fortune.



▶ Tobacco leaves drying

The land grants continued throughout the 1600s, and tobacco production grew. Virginia became an important part of the global economy. However, the grants also created many conflicts with local American Indians over land.

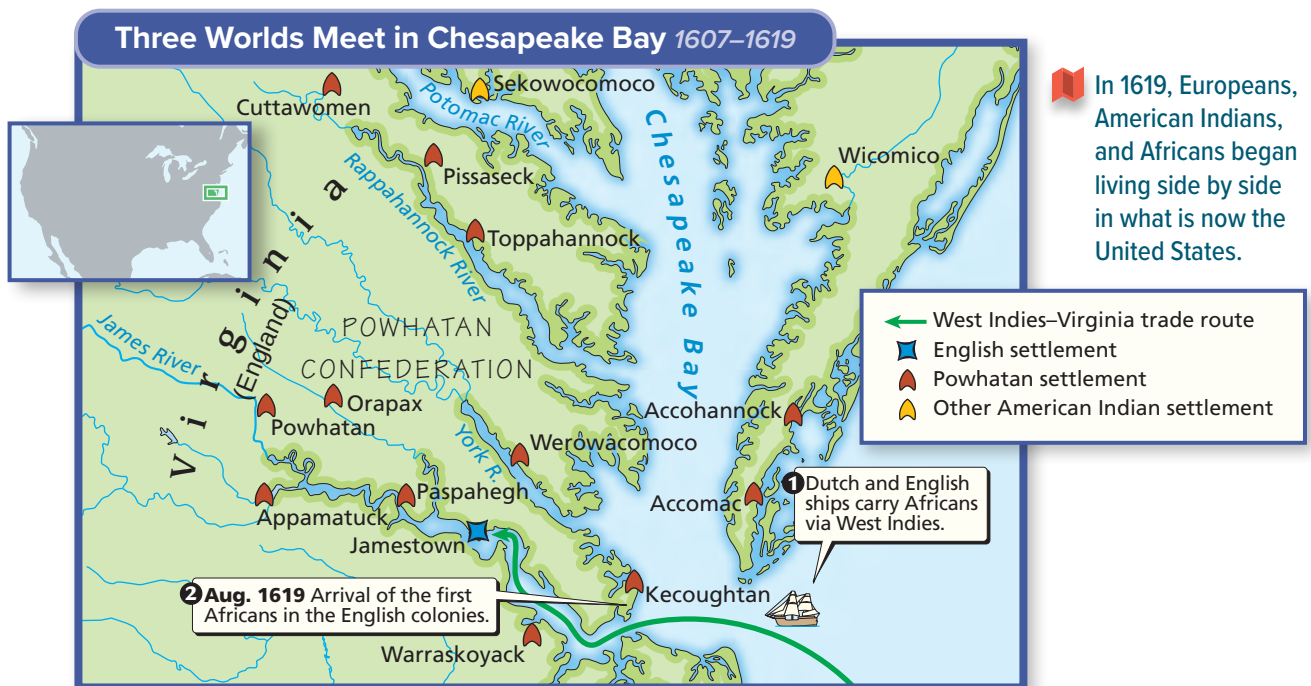
Government

As the colony began to grow, establishing a local government became more important. In 1619, the Virginia Company created a group of government representatives called the **House of Burgesses**.

Members were free, white men elected by people in their communities. They would meet with the governor to decide on laws and taxes, similar to the English system of Parliament. This was the earliest elected assembly in any North American colony.

The Beginning of Slavery at Jamestown

The Portuguese were early participants in the slave trade between Africa and the Americas. In 1619, a Portuguese slave ship carrying hundreds of people captured in Central Africa was raided by English pirates. The African men and women on board were traded to the colonists in exchange for supplies. They were the first Africans to arrive in Virginia and the first enslaved people in what is now the United States.



Most of their identities are unknown. There is record of a woman named Angela. She was purchased by a wealthy planter and was listed in a **census** taken in 1625.

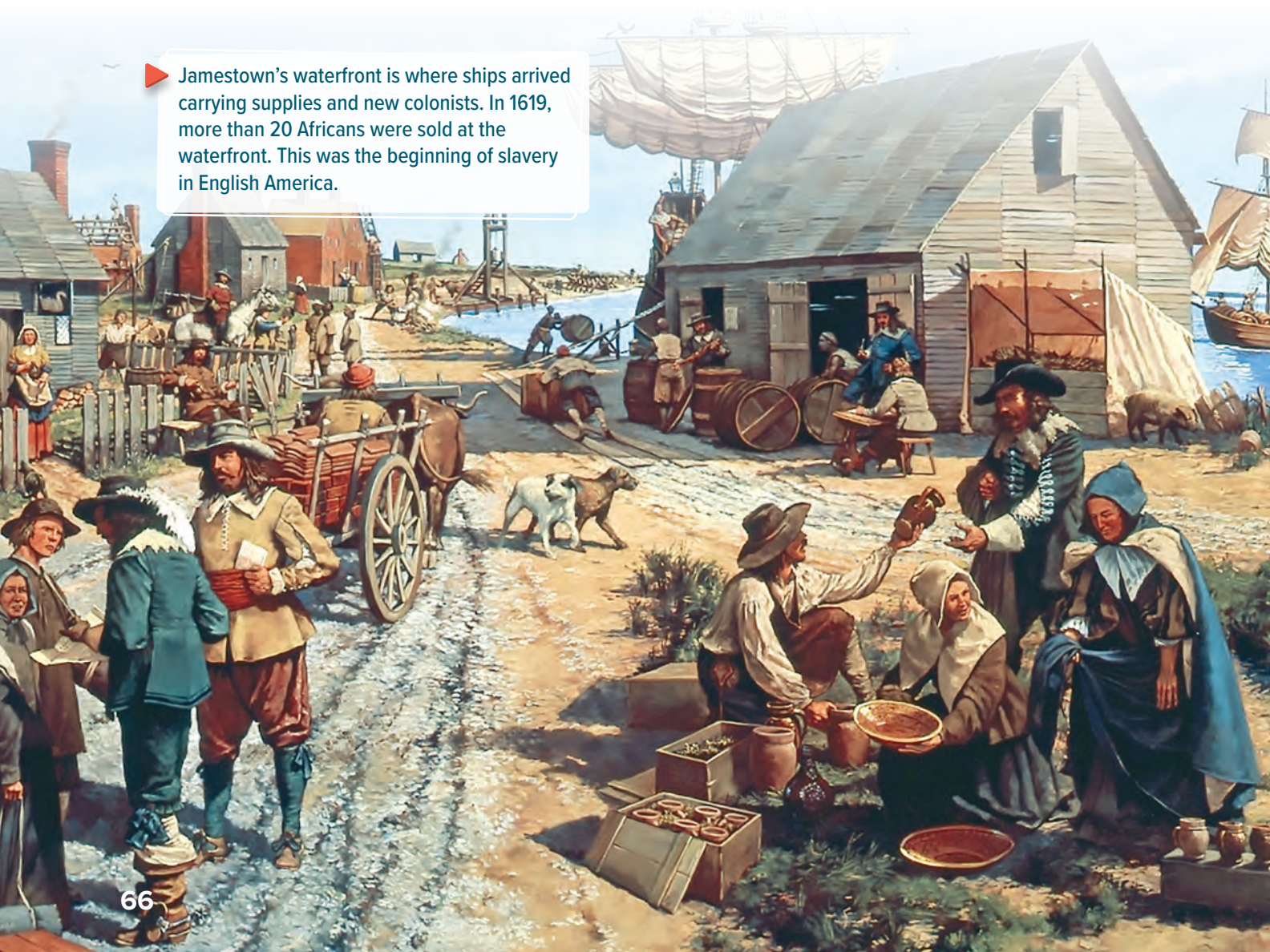
Slavery Laws

When the first Africans arrived, there were no laws about slavery in Virginia. Historians believe that some people were enslaved for life, while others worked for many years and were then set free.

There are records from the 1600s of free men and women of African descent living in counties all over Virginia. In Northampton County in 1670, there were at least 33 African Americans. Some of them were free or had children that were free.

However, most enslaved people were never freed. In the 1660s, slave laws in Virginia began making freedom even more unlikely. These laws established that the condition of being an enslaved person was based on race. If an African woman had a baby, that baby was born into slavery.

▶ Jamestown's waterfront is where ships arrived carrying supplies and new colonists. In 1619, more than 20 Africans were sold at the waterfront. This was the beginning of slavery in English America.





What Do We Know about the First Africans in Jamestown?

John Rolfe was a successful English settler in Jamestown. He was there when the first ship carrying enslaved Africans arrived in 1619. Rolfe wrote about what he witnessed.

We know from Rolfe's letter that the first Africans arrived in Virginia in 1619. But what else do we know about the people? What was life like for them?



▶ Enslaved Africans arrive on the shores of Virginia.

John Rolfe's Letter Describing Virginia, 1619

About the latter end of August, a Dutch man of Warr of the burden of a 160 tunnes arriued at Point-Comfort. . . . He brought not any thing but 20. and odd Negroes, wch the Governor and Cape Marchant bought for victualls (whereof he was in greate need as he prtended) at the best and easiest rates they could. . . .

Simplified Language

At the end of August, a Dutch ship weighing 160 tons arrived at Point-Comfort (Virginia). . . . He did not bring anything except 20-plus Africans, which the governor and merchant exchanged for food (which he desperately needed) at a very affordable rate. . . .



RESEARCHING SKILL

Using Primary Sources

The most important tools for historians are **primary sources**. Primary sources are firsthand accounts of history. Descriptions, images, and even objects can be primary sources because they help tell the story from the point of view of those who were there. The following are examples of primary sources:

Artifact	Recorded interview	Letter	Official record
Photograph	Recorded speech	Diary	

1. What kind of primary source is presented on this page?
2. What information does it provide?
3. Whose perspective does it show? What do we know about this person?
4. When the first Africans were brought to Virginia, cameras had not been invented. It is impossible to find a photograph of people from this time. What other primary sources could we use to learn about the first Africans in Jamestown? Why?

LESSON 4

Why Did the Pilgrims Found Their Own Colony?

Vocabulary

Separatist

Pilgrim

Mayflower Compact
treaty

“

After many difficulties in boisterous storms . . . we espied land which we deemed to be Cape Cod.”

—Edward Winslow,
a leader on the *Mayflower*

The Pilgrims

In the 1500s, some people in Europe wanted to make changes to the Catholic Church. The king of England separated from Rome and set up the Church of England. There were some in England who did not approve of the Church of England. They believed they must break away from the church in order to make the changes they wanted. These people became known as **Separatists**.

In 1608, this group of Separatists left England for the Netherlands to escape persecution. But they did not feel at home in the Netherlands. Many began to talk about going to America to create a new life in an entirely new place.

A group of these Separatists sailed to North America on a ship called the *Mayflower* in 1620. The ship landed near modern-day Cape Cod, Massachusetts. The settlers set up Plymouth Colony. They became known as the **Pilgrims**.

Creating a Government

The Pilgrims wanted to be sure that all settlers would work together to help the colony succeed. The **Mayflower Compact** was a social contract among all the members on board. Many passengers on the ship were not Separatists and did not go for religious reasons. The *Mayflower*



▶ Pilgrims gather before sailing to America.

Compact included a structure for how to govern the settlement, which would have people from many different backgrounds.

The document emphasized that laws should be for the good of the whole colony, not just a select few people. Those who signed the compact promised to follow these rules for the sake of the future of the settlement. This very early document influenced the democratic ideas—especially self-government—that would eventually help form the United States of America.

Survival

Life was extremely difficult for the settlers, especially during the first winter. About half of the people who arrived on the ship died during those first few months.

Of the 19 adult women who made the journey, only five survived that first winter. One was Elizabeth Hopkins. It must have been very difficult for her, as she gave birth on the *Mayflower*. She named her baby son Oceanus. Not only did Hopkins survive, but she would go on to give birth to five more children in America.

Squanto

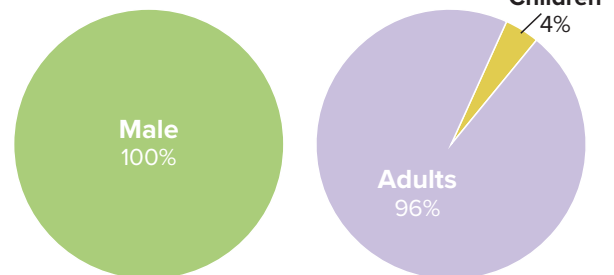
Before the Pilgrims arrived, disease had wiped out many of the American Indians living in Plymouth. As a result, it was many months before the colonists saw any other people. In 1621, Samoset, an American Indian leader from Maine, visited the Wampanoag leader Massasoit in Massachusetts. During the trip, Samoset also visited the English settlers at Plymouth. Samoset knew a few words of English and had a friendly meeting with the Pilgrims.



▶ Colonists needed to construct houses in Plymouth.

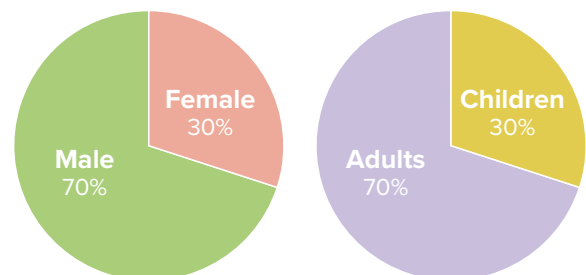
Jamestown, 1607

Total Colonists: 105



Plymouth, 1620

Total Colonists: 101



● Jamestown was founded mainly to make money. Plymouth was founded mainly to help colonists start a new life in a new land. **How do you think these goals are related to the information in these pie charts?**

He introduced the colonists to Squanto, who lived in Massasoit's village and spoke English well. Squanto, short for Tisquantum, had been captured by the English in 1614 and sold into slavery in England. He learned to speak English while in captivity. By the time Squanto returned home in 1619, his entire tribe had died from disease. The Pilgrims had settled where his tribe, the Patuxet, once lived.

Squanto would become very important to the Pilgrims as an interpreter. Plymouth governor William Bradford once said Squanto was "a special instrument sent of God."

In later years, Squanto helped Plymouth colonists and the nearby Wampanoag people create a peace **treaty** with each other. Plymouth Colony would not have been successful without help from American Indians and these early agreements.

The Wampanoag

The Pilgrims were fortunate that the native Wampanoag people lived near Plymouth. The Wampanoag taught the settlers how to survive in their new environment. The Pilgrims learned how to plant and harvest corn successfully. The Wampanoag also taught them new ways to fish and cook.

In the fall of 1621, the Pilgrims marked their first successful harvest with a Thanksgiving celebration. This was a traditional English custom. The local Indians were invited to join since they had helped the Pilgrims grow the food.

The Wampanoag were friendly to the Europeans, but other tribes in the region did not feel the same way. The Nauset did not like the English because an earlier explorer had kidnapped and enslaved some of their people.

▶ Plymouth Plantation is a museum in Massachusetts. The museum models what life was like in Plymouth Colony.



Mayflower Compact

The Mayflower Compact was an agreement made by the first settlers of Plymouth Colony. The document set up the first example of self-government in the 13 colonies.

Colonists were loyal to the king of England.

Their goal was to create "the first colony in the Northern parts of Virginia." Stormy weather forced the *Mayflower* to land in Massachusetts.

Acted by them done (this their condition considered) might be as firme as any patent; and in some respects more sure. The forme was as followeth.

In y^e name of god Amen. We whose names are underwriten, the loyal subjects of our dread soveraigne Lord King James, by y^e graco of god, of great Britaine, franc, & Ireland king, defendor of y^e faith, &c.

Haveing undertaken, for y^e glorio of god, and aduancement of y^e christian ^{faith} and honour of our king & countrie, a voyagd to plant y^e first Colonie in y^e Northern parts of Virginia. God by these presents solemnly & mutually in y^e presence of god, and one of another, Couenant, & combine our selues together into a Ciuill body politick; for y^e better ordering, & preservation & furtherance of y^e ends aforesaid; and by vertue hereof to enacte, constitute, and frame such just & equall Lawes, ordinances, Acts, constitutions, & offices, from time to time, as shall be thought most meeke & convenient for y^e generall good of y^e Colonie: unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Capcodd y^e 11. of Nouember, in y^e year of y^e raigne of our soveraigne Lord king James of England, franc, & Ireland y^e eighteenth and of Scotland y^e fiftie fourth. An^o. Dom. 1620.

After this they chose, or rather confirmed in John carver (a godly & well approved amongst them) their gouernour for y^e year. And after they had provided a place for their goods, they continued long in unlading for want of boats.

They promised to obey the compact.

The agreement was signed in 1620.

They agreed to create "just and equal laws . . . for the general good of the colony . . ."

To survive, the colonists agreed to join together in a political body.



No one knows who wrote the Mayflower Compact, but William Brewster is often given credit. He was a leader in Plymouth Colony.



Social Contracts

When the Pilgrims sailed to Massachusetts in 1620, they wrote the Mayflower Compact. This document was a kind of social contract for the members of this small community.

A social contract is an agreement between members of a community and their government. Social contracts explain the rights, limits, and responsibilities of each side.



▶ A painting of Pilgrims signing the Mayflower Compact

The Mayflower Compact, 1620

[We] combine our selves together into a civil body politic . . . to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colonie, unto which we promise all due submission and obedience.

Simplified Language

We agree to join and work together to make a government for the people. That government will make fair and equal laws and rules. The goal of this government is to benefit the colony, and we promise to follow the rules to meet that goal.



READING SKILL

Drawing Conclusions

Use what you read in the text and your own knowledge to draw conclusions. What conclusions can you draw about the Mayflower Compact? Who was given power? Why is this document considered to have been an important influence on American democracy? Ask yourself the following questions:

1. What did I read about?
2. What do I already know about the topic?
3. What conclusion can I come to?

CHAPTER 2 SUMMARY



Why Did Europeans Come to the Americas?

Europeans often came to the Americas in search of land and riches. They fought American Indians and took over their land. They grew crops and gathered natural resources to sell abroad. In the early 1600s, English colonists began settling in North America. Many came to make money or find religious freedom.



LESSON 1 Why Did Europeans Try to Cross the Atlantic Ocean?

- In the 1400s, European explorers were looking for new trade routes to Asia.
- Christopher Columbus sailed west from Europe and accidentally found the Americas.
- Soon many Europeans set off for the Americas, hoping to find riches and claim land.

LESSON 2 How Did the Spanish Conquer and Colonize the Americas?

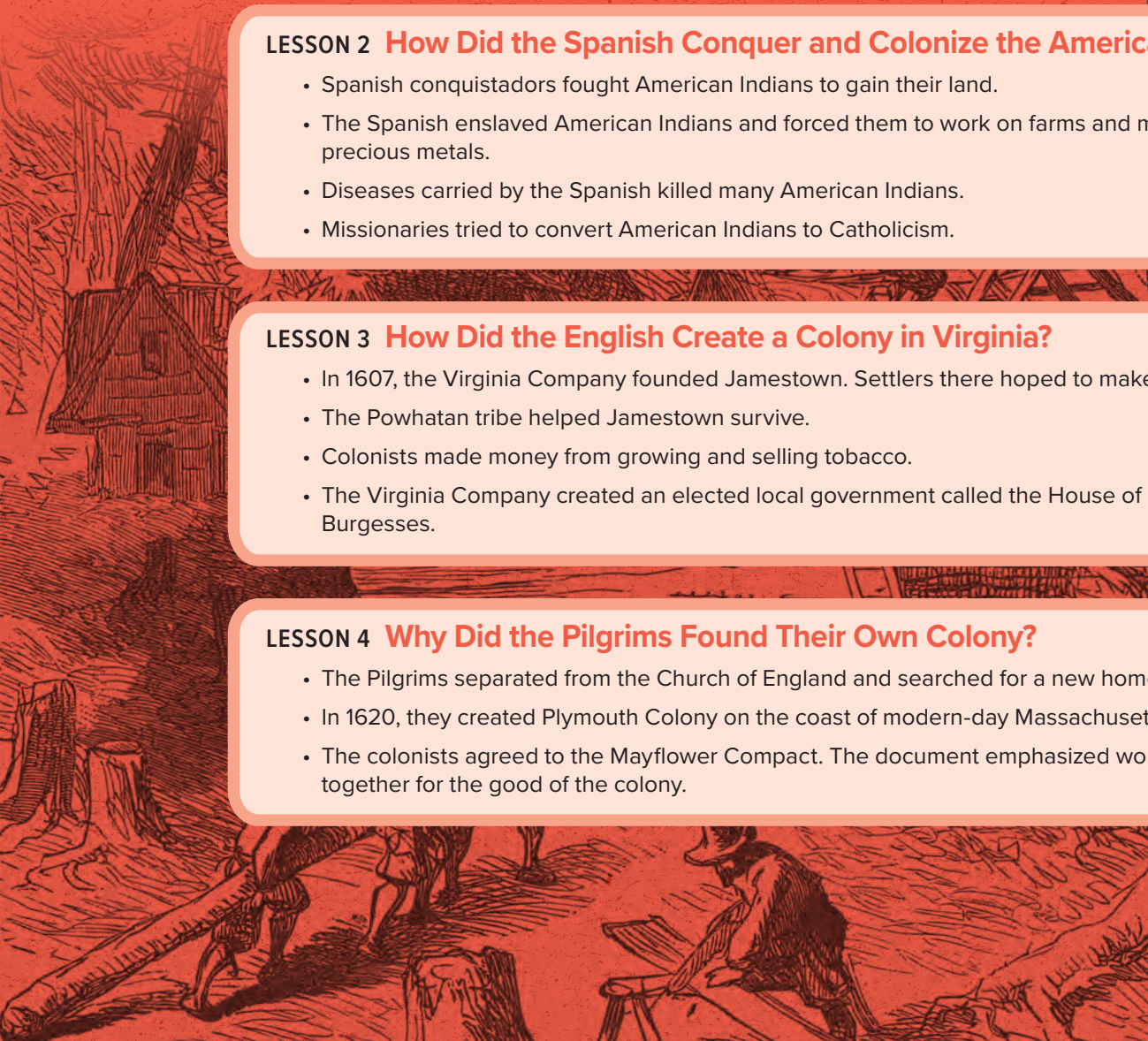
- Spanish conquistadors fought American Indians to gain their land.
- The Spanish enslaved American Indians and forced them to work on farms and mine precious metals.
- Diseases carried by the Spanish killed many American Indians.
- Missionaries tried to convert American Indians to Catholicism.

LESSON 3 How Did the English Create a Colony in Virginia?

- In 1607, the Virginia Company founded Jamestown. Settlers there hoped to make money.
- The Powhatan tribe helped Jamestown survive.
- Colonists made money from growing and selling tobacco.
- The Virginia Company created an elected local government called the House of Burgesses.

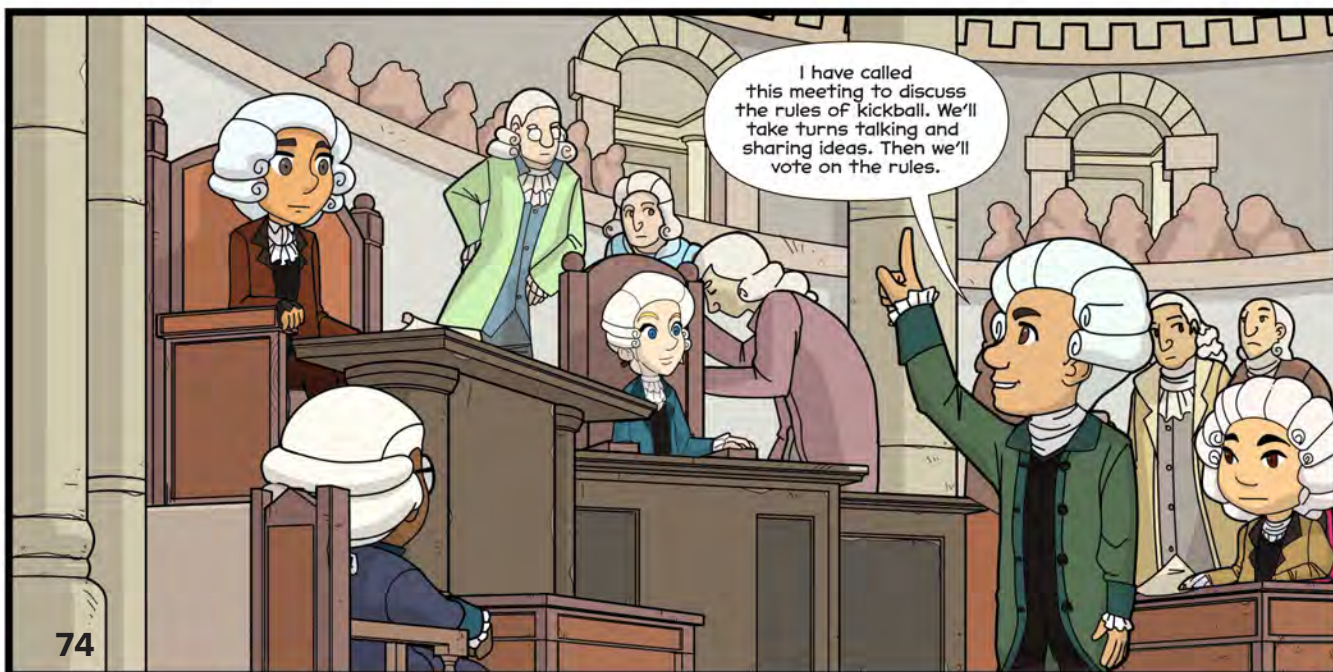
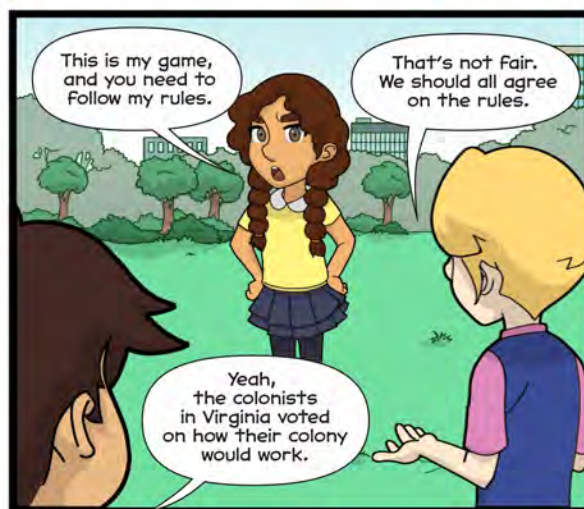
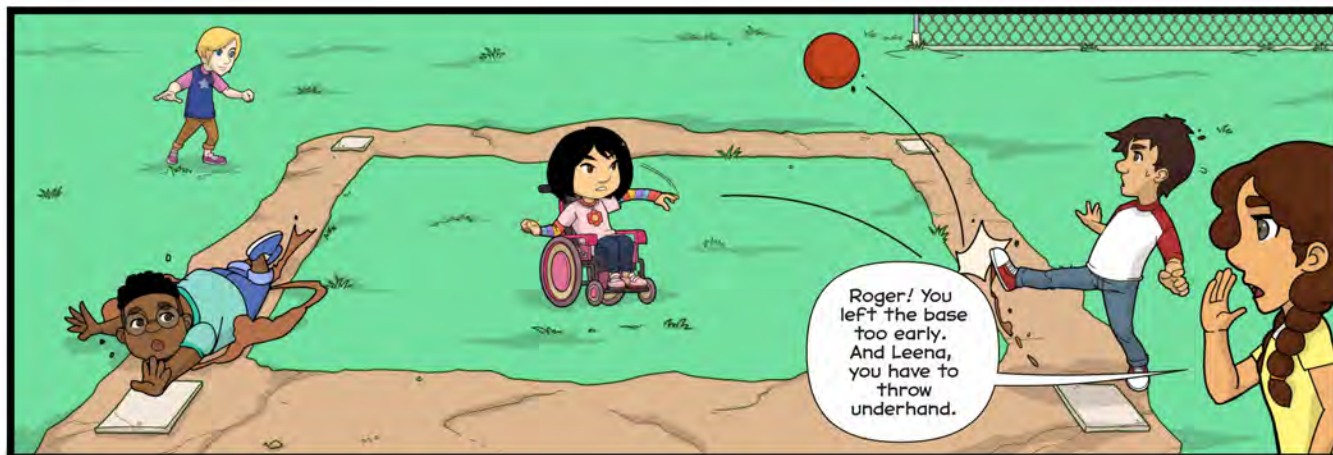
LESSON 4 Why Did the Pilgrims Found Their Own Colony?

- The Pilgrims separated from the Church of England and searched for a new home.
- In 1620, they created Plymouth Colony on the coast of modern-day Massachusetts.
- The colonists agreed to the Mayflower Compact. The document emphasized working together for the good of the colony.



Chapter 3

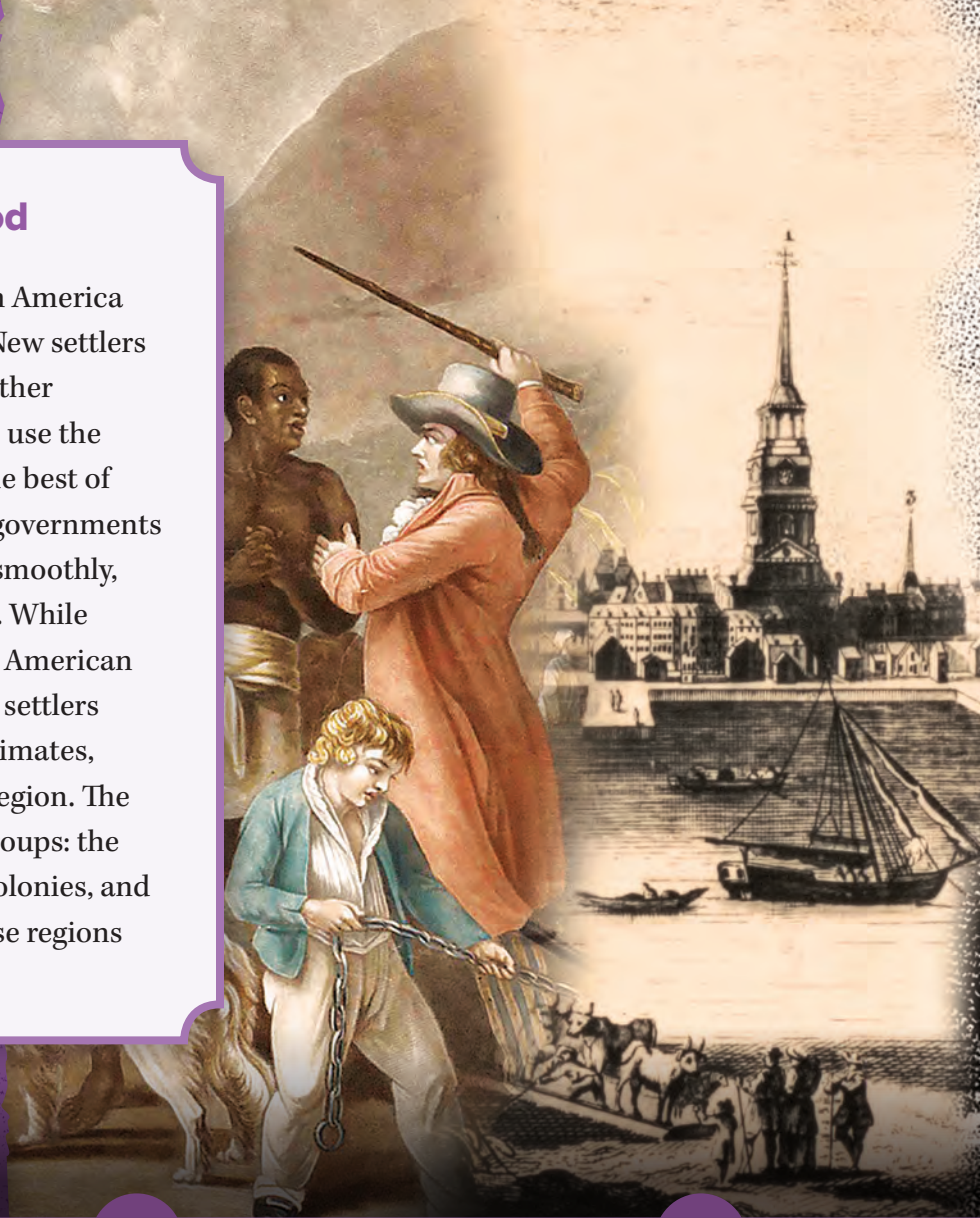
How Did the English Colonies Grow?





The Colonial Period

The early settlements in North America began to grow and expand. New settlers traveled from England and other countries in Europe. They learned to use the natural resources in their areas to the best of their abilities. They began to create governments to keep their communities running smoothly, and economies to grow their wealth. While some colonists had friendships with American Indians, many conflicts between the settlers and native people arose. The land, climates, and cultures were different in each region. The colonies can be divided into three groups: the New England colonies, the Middle colonies, and the Southern colonies. Together these regions contained the 13 original colonies.



TIME LINE

1620



1619

Virginia's General Assembly is founded. It is the oldest lawmaking branch of government in the Americas.

1630

Puritans settle in Boston, where they found Massachusetts Bay Colony.

1636

Harvard College, the first institution of higher learning in the Americas, is founded in Massachusetts.

1645



1664

The city of New Amsterdam is renamed New York.

1670



1675

King Philip's War takes place between New England colonists and local American Indians.



1695

1720

1745



1701

A fur-trading fort is established by a French officer in Detroit.



1705

Slave codes in Virginia make rules for slavery that will be copied throughout colonial America.

1732
Georgia is founded, becoming the last of the 13 colonies.



1739

Twenty people organize the Stono slave rebellion in South Carolina.

LESSON 1

What New Colonies Were Created by England?

Vocabulary

barter
triangular trade
harbor

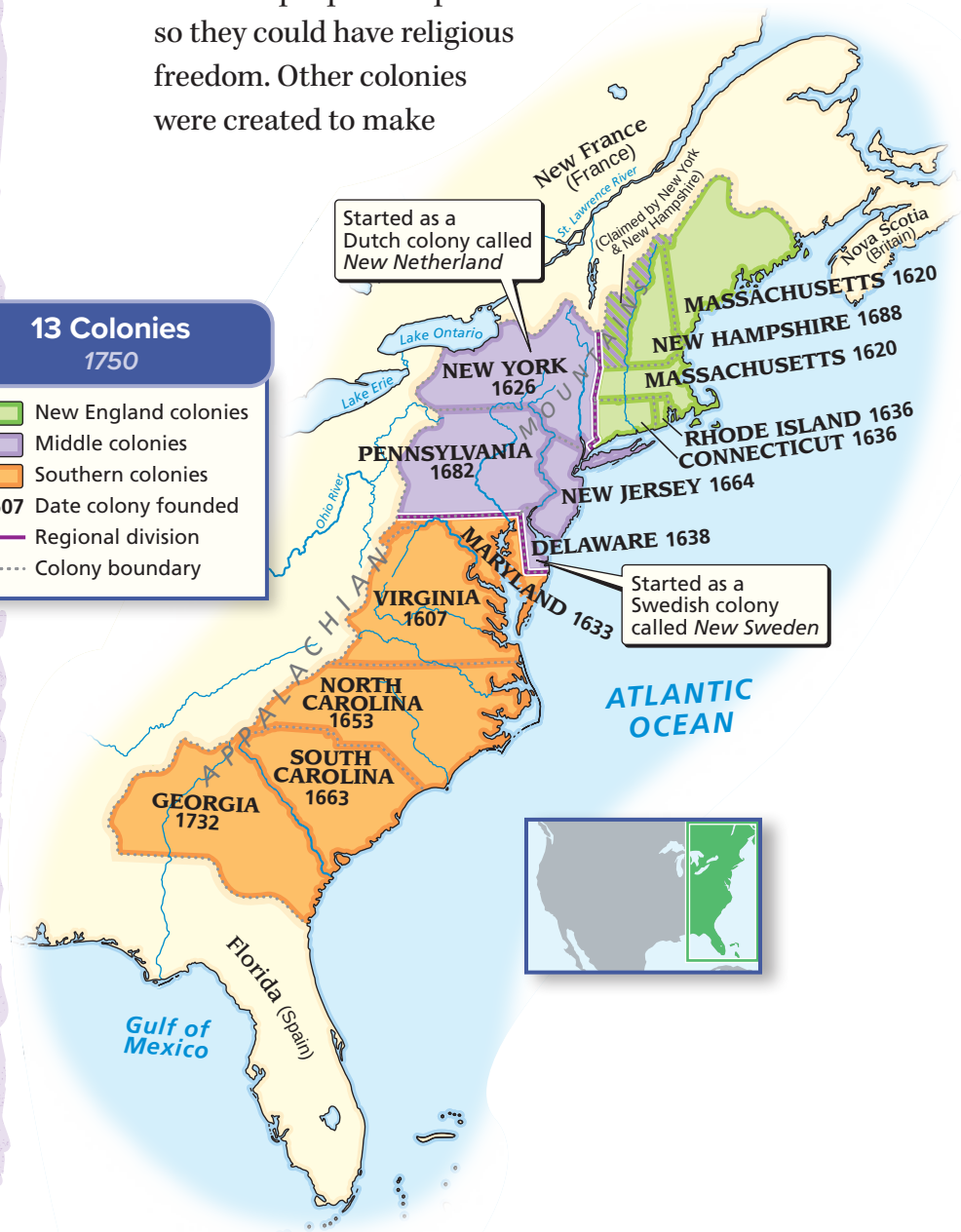
New Colonies

The early colonies at Jamestown and Plymouth began to grow. Soon there were other new settlements nearby. The English were not the only ones settling in North America. The French, Spanish, Dutch, and Swedish were also exploring the East Coast. Eventually, 13 English colonies developed. Massachusetts, Rhode Island, Connecticut, and New Hampshire became known as the New England colonies. New York, Pennsylvania, New Jersey, and Delaware were the Middle colonies. Maryland, Virginia, North Carolina, South Carolina, and Georgia were the Southern colonies.

Some people set up colonies so they could have religious freedom. Other colonies were created to make

13 Colonies
1750

New England colonies
 Middle colonies
 Southern colonies
1607 Date colony founded
 _____ Regional division
 Colony boundary



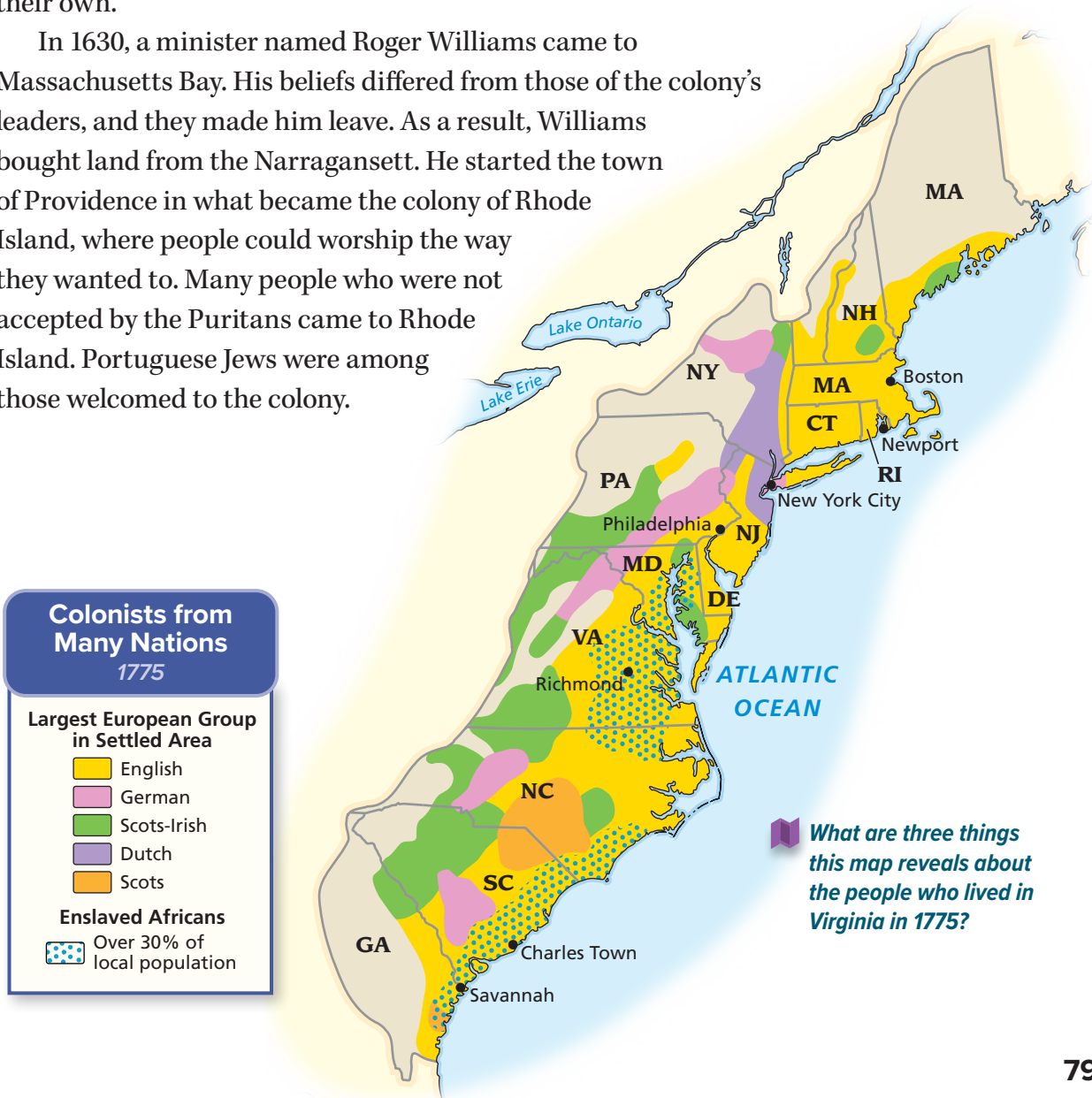
The 13 colonies are divided into three regions. *Which colonies are part of the New England colonies?*

money. Jamestown settlers were looking for gold, but got rich selling tobacco instead. Later, settlers came to North America in search of wealth and the freedom to live as they chose.

Religious Freedom

The English continued to explore many more locations along the coast. In England, the king controlled religion and many people did not agree with him. The Puritans came to the Americas in 1630, ten years after the Pilgrims arrived. Like the Pilgrims, the Puritans disagreed with the religious practices of the Church of England. They believed in a pure and strict religion. They settled to the north of Plymouth and started Massachusetts Bay Colony. Though Puritans came to North America for religious freedom, they punished people in the colony whose beliefs were different from their own.

In 1630, a minister named Roger Williams came to Massachusetts Bay. His beliefs differed from those of the colony's leaders, and they made him leave. As a result, Williams bought land from the Narragansett. He started the town of Providence in what became the colony of Rhode Island, where people could worship the way they wanted to. Many people who were not accepted by the Puritans came to Rhode Island. Portuguese Jews were among those welcomed to the colony.





In 1639, a Dutch mapmaker created this map of what is now New York City.

The Middle colonies also provided religious freedom. In 1681, the King of England gave English nobleman William Penn a grant of land in America. Penn was a Quaker, and he founded a colony based on this religion. People from many countries in Europe traveled to Pennsylvania for this reason. Quakers believed that everyone had an “inner light” of spirituality inside of them. They also believed in peace and that everyone was equal in the community. Women were allowed to preach, travel alone, and make decisions in the community. These ideas were very different from other beliefs at the time.

Settling Georgia

The last of the 13 colonies settled in North America was called Georgia. This Southern colony was founded in 1732 and named after King George II. A man named James Oglethorpe was the leader of this settlement. He believed in helping others. He wanted to help people who were in prison because they owed money. He hoped that Georgia would give them an opportunity for a fresh start.

Oglethorpe expected that those who settled there would work hard on the land they were given. He welcomed all types of people.

Georgia was located next to the Spanish colony of Florida. Sometimes this led to conflict over land ownership. James Oglethorpe worked hard to protect Georgia and make the colony a success.

The Right Place to Settle

Location played an important role in the success of early settlements. Colonists thought about what natural resources in the environment could help them survive. Many settlers chose coastal areas where ships could dock to bring supplies. Land near the ocean also provided opportunities to catch fish and other seafood.

Colonists also needed to send raw materials to England. One very important export was wood, which was used to make ships and buildings. There was a lack of trees in England, so this resource was important to the British. The regions near mountains contained iron for making tools. Some other items that were sent to England included tobacco, fish, indigo, furs, and grains such as corn, wheat, and barley. Beaver furs were very popular in Europe during this time. They were used for making hats, capes, cloaks, and sometimes even liners for shoes.

As the colonies grew, they traded with American Indians and learned to use the land. In the South, warm weather and rich soil created excellent farming conditions. Tobacco was one of the most

▶ Colonists sold animal pelts like these to Europe. The fur was used to make hats and other clothing.



valuable crops grown there. However, it took a lot of work to grow and sell. Farmers had to plant seeds and tend the plants as they grew. They had to constantly remove tobacco worms, which ate the plant's leaves. And each crop needed to be rotated to a new area of the plantation each season to avoid overuse of the soil. The dried tobacco leaves were sent to England in large barrels and traded to other countries around the world.

The Northern colonies focused on making money from fishing and fur. All the colonies worked hard to export materials to make money for England.

American Indians and British Colonists

The land that the colonists settled was already home to thousands of American Indians of various tribes. They often did not think of land ownership in the same way as Europeans. American Indian tribes shared land among their people. Europeans, however, thought of land as individual property to be bought and sold. The British felt that the land in America was theirs to own. This often led to conflict between the colonists and the American Indians.

American Indians had lived on these lands long before the colonists arrived. They had their own languages, governments, and systems of trade. Both the American Indians and the colonists wanted to trade, or **barter**. Europeans wanted furs and corn, which American Indians provided. In return, American Indians got metal goods, cloth, and other things that they wanted. Sometimes, trade was difficult because the people involved did not always speak the same language.

Trouble between American Indians and Colonists

As more settlers came to the colonies and wanted more land, tensions with American Indians increased. Adding to these difficulties were the diseases that the British brought over to North America. The American Indians had not experienced these illnesses, so their bodies had not built up resistance to help them survive. Many of them got sick and died.

▶ Colonists traded fur and other materials at trading posts like this one.



Sometimes, problems between the colonists and American Indians led to wars. In Virginia, there were wars between the settlers and the Powhatan people in the 1620s and 1640s.

King Philip's War

In 1675, the Wampanoag, the Nipmuc, the Pocumtuck, and the Narragansett joined together to fight colonists in New England. The tribes were frustrated by continued British expansion and tried to force colonists off the land. They were led by Metacom, a leader of the Pokanoket tribe. The colonists called him King Philip.

Not all the local tribes worked together, though. Some tribes even joined the British and fought other American Indians. The conflict, called King Philip's War, ended in defeat for the American Indians when Metacom was captured and killed.

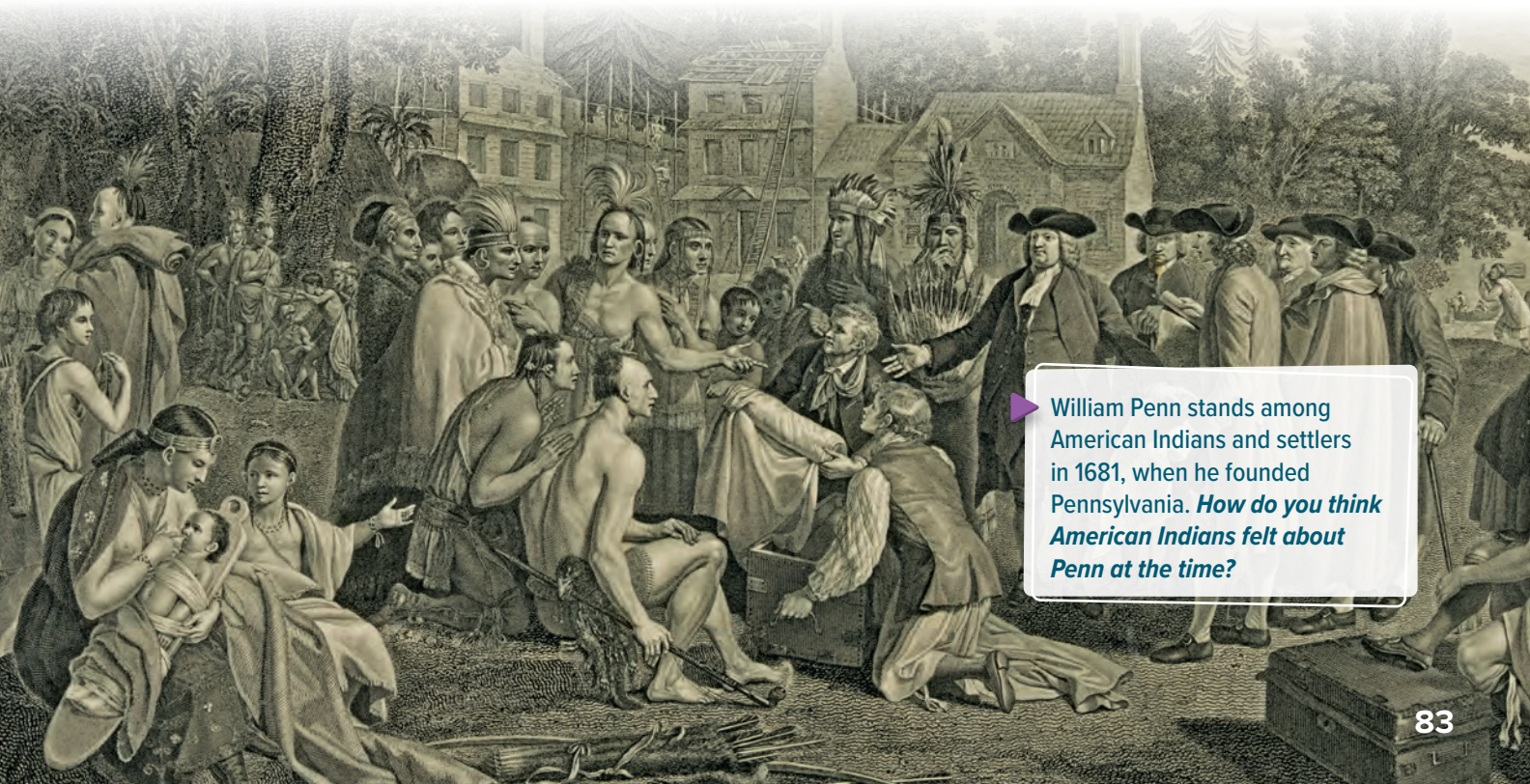
King Philip's War was one of the most well-known examples of organized resistance among the American Indians, but not the only one. These conflicts led to peace agreements between the groups that were fighting against each other. Unfortunately for American Indians, the colonists often broke the terms of the treaties.

Some of the colonies' founders, including William Penn and James Oglethorpe, learned from these conflicts. They made agreements with local tribes soon after their colonies formed. They tried to honor the cultures and traditions of the native people. This led to better relationships between the two groups. However, this did not stop the English from expanding their settlements into American Indian lands.

“

[A]bout 1,200 houses burned, 8,000 head of cattle, great and small, killed . . . and upward of 3,000 Indians men women and children destroyed.”

—Edward Randolph's description of King Philip's War, 1685



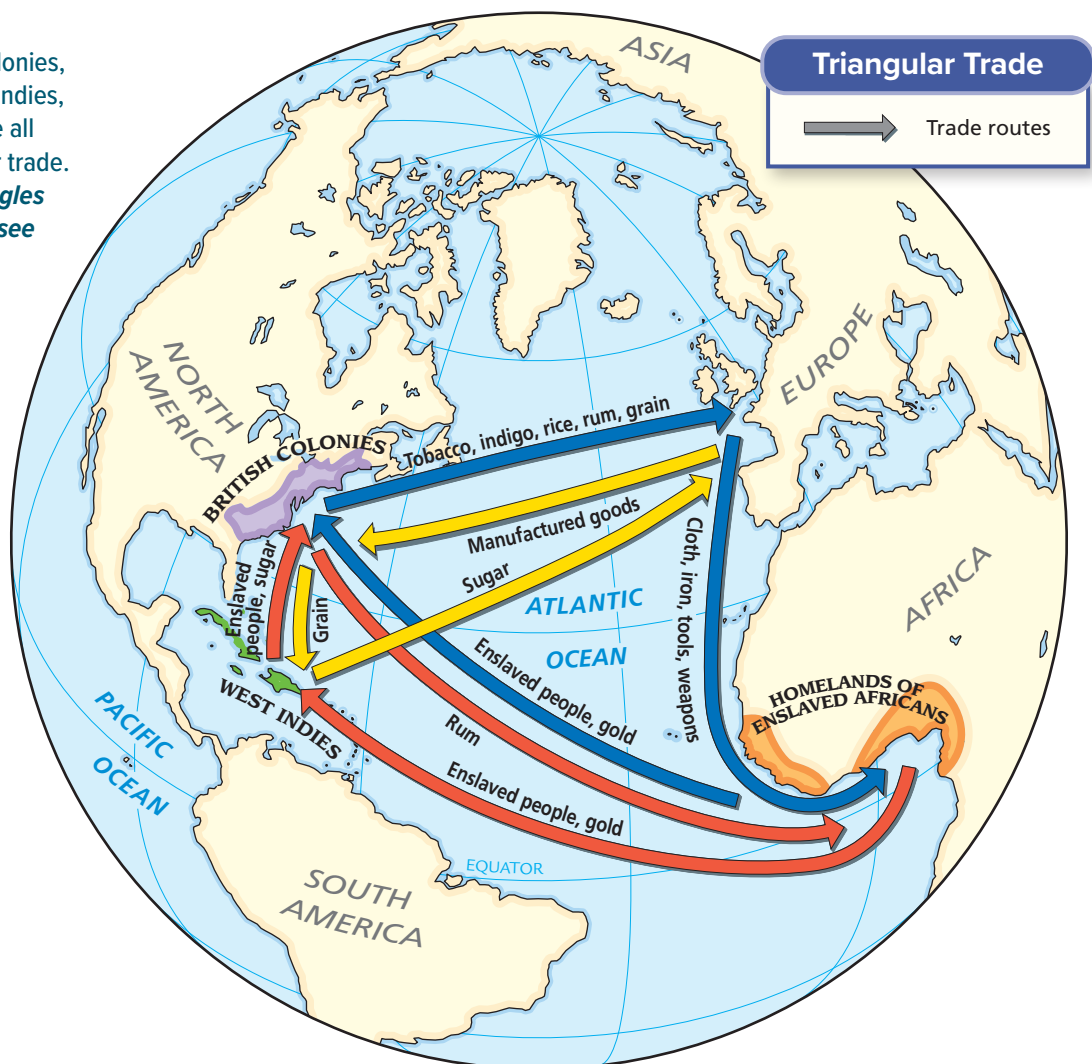
William Penn stands among American Indians and settlers in 1681, when he founded Pennsylvania. *How do you think American Indians felt about Penn at the time?*

Slavery Expands

The 13 colonies were part of a large global economy. Colonists exported materials such as tobacco, indigo, rice, and wood to England. In turn, people in England exported manufactured goods such as clothing and guns. These goods were sent to North America and Africa. In exchange, merchants in Africa provided materials such as ivory and gold, as well as people who would be forced into slavery. This trading network and others like it were called **triangular trade**.

The purchase and sale of enslaved people from Africa was an important part of triangular trade. These people were forcibly taken from their home countries and shipped off on boats to the Americas, where they were sold to colonists in South, Central, and North America. All 13 colonies were part of this slave trade. When tobacco farming and other agriculture increased in the South, so did the desire for unpaid labor in the form of slavery.

 The 13 British colonies, Africa, the West Indies, and Europe were all part of triangular trade. *How many triangles of trade do you see on this map?*



Skilled Workers

The Africans that arrived in America were craftspeople and farmers. These skills helped the economy in the South succeed. The enslaved Africans brought their cultures with them. They spoke many different languages and had their own music, religion, and traditions. These enslaved people were men, women, and children. They were often treated badly and beaten by their owners. They had to live and work in very poor conditions, and they were required to do the most difficult physical work.

Anthony Johnson was captured in Africa during the slave trade and arrived in America in 1621. He was one of the enslaved people brought to Virginia. About ten years later, he became a free man and a very successful farmer. He eventually owned 240 acres of land. Most enslaved people, though, never got their freedom.



► This image of enslaved people working with tobacco was created in the 1700s.



“

[W]e earnestly recommend it to all our Friends and Brethren, Not to buy any [enslaved Africans], unless it were on purpose to set them free, and that such who have bought any . . . they may set them at Liberty.”

—George Keith,
a religious leader, 1693

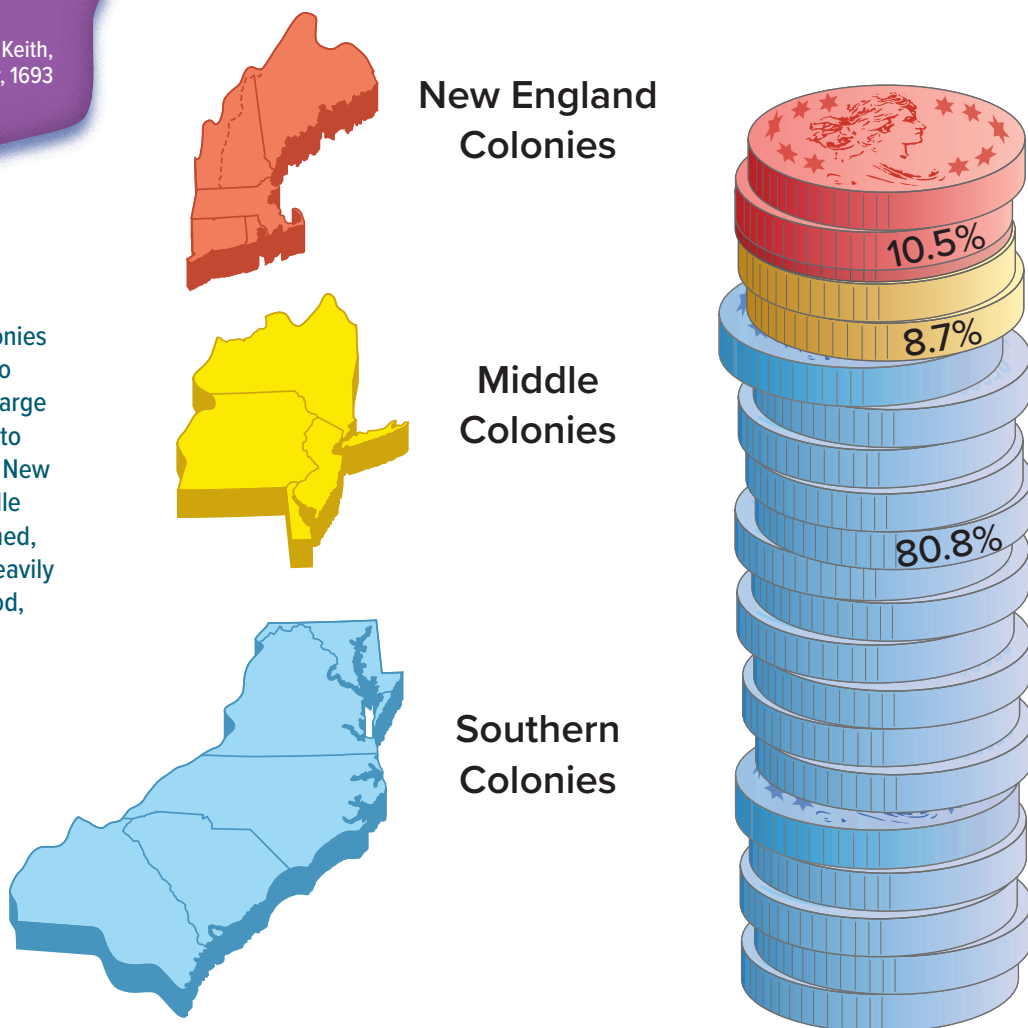
- The Southern colonies used slave labor to produce and sell large amounts of crops to Great Britain. The New England and Middle colonies also farmed, but relied more heavily on selling fur, wood, iron, and fish.

Differing Views

Not everyone wanted slavery in the colonies. James Oglethorpe tried to keep slavery out of Georgia. He believed people should work for themselves. But the success of farming in the South led to more and more slavery. Most of the labor in these fields was done by enslaved people.

Cash crops from the South like tobacco, wheat, rice, and indigo made up a large portion of the exports from the colonies. By the mid-1700s, these colonies made the most money for England, which had grown into a powerful nation known as Great Britain.

Colonial Exports to Great Britain, 1770





Geography and the Colonies

Colonists in North America carefully chose where to build their colonies. That is because the right environment could boost their chances of survival and success. Some places had many resources, such as plentiful food to eat or wood for building. Colonists often collected these resources since they could be sold to make money. They boosted a colony's economy.

Geography also impacted the types and amounts of crops settlers could grow. Since the climate in the Southern colonies was warm, the South had a long growing season for crops. As a result, the land was excellent for farming. Agriculture was not as successful in the North because the growing season was often shorter.

Another geographic advantage came from settling near water, such as a river or the ocean. Boston, New York, Baltimore, and Charleston had good **harbors**, areas where ships can safely dock. As a result, colonists could easily ship and exchange supplies, such as crops, between the colonies. Harbors helped these settlers thrive.



► In the 1700s, Boston Harbor was an important business hub. Ships carried goods to and from Boston.



READING SKILL

Cause and Effect

A cause is the reason that something happened. An effect is a result of what happened.

Cause: Settlers chose to live near a harbor.

Effect: Settlers could easily ship supplies to and from England from the harbor.

Asking questions about cause and effect leads to a deeper understanding of why things happened throughout history.

You can use clues from the text to identify causes and effects. Common words and phrases that might show cause and effect are *since*, *so*, *because*, *due to*, *therefore*, and *as a result*.

1. One reason that settlers chose to live where they did had to do with the geography of the land. What geographic features are mentioned in the text?
2. What were the effects of these features on colonial life?

LESSON 2

What Were the New England Colonies Like?

Vocabulary

civil

veto

Great Awakening

indentured servant

apprentice

direct democracy

Government and Religion in New England

The government in New England began with the Pilgrims and the Mayflower Compact in 1620. This document stated that the colonists would work together to create fair and equal laws. The idea was to make sure they had order and that people were **civil** to each other.

The charter for Massachusetts Bay Colony followed in 1629. It included the idea for a general court to make and enforce laws. It was up to a person called a magistrate to decide on punishments. All free men who were members of the Puritan church could vote in this court once a year.

Sometimes this caused problems because laws needed to be made more often than that. So a new system was created in which each town elected two or three representatives that would meet regularly. These

New England Colonies 1750



What was the first town founded in the New England colonies?

1636 Roger Williams founds colony based on religious freedom.

men sometimes argued about who had more power to make decisions. This led to the decision to create two houses of the General Court. Each had the right to **veto**, or reject, the other's decision.

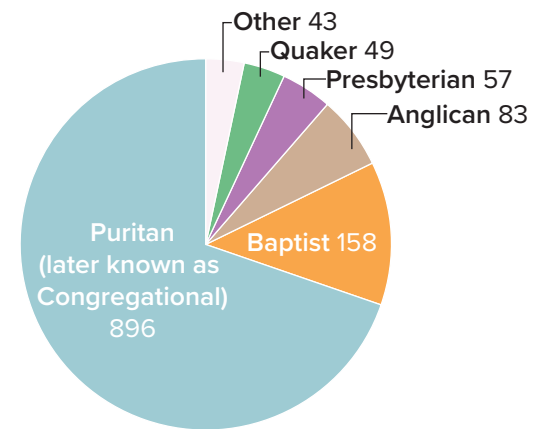
During this time, the government and the church went hand in hand. Colonists were required to attend church regularly. They also paid taxes to the church. People believed that the town leaders got their power from their god. In New England, the churches were known as Congregational meetinghouses. These were spaces where worship services took place and where town meetings were held. People could share ideas. These town meetings were a time to discuss economic and religious issues, as well as to solve disputes between individuals.

Anne Hutchinson

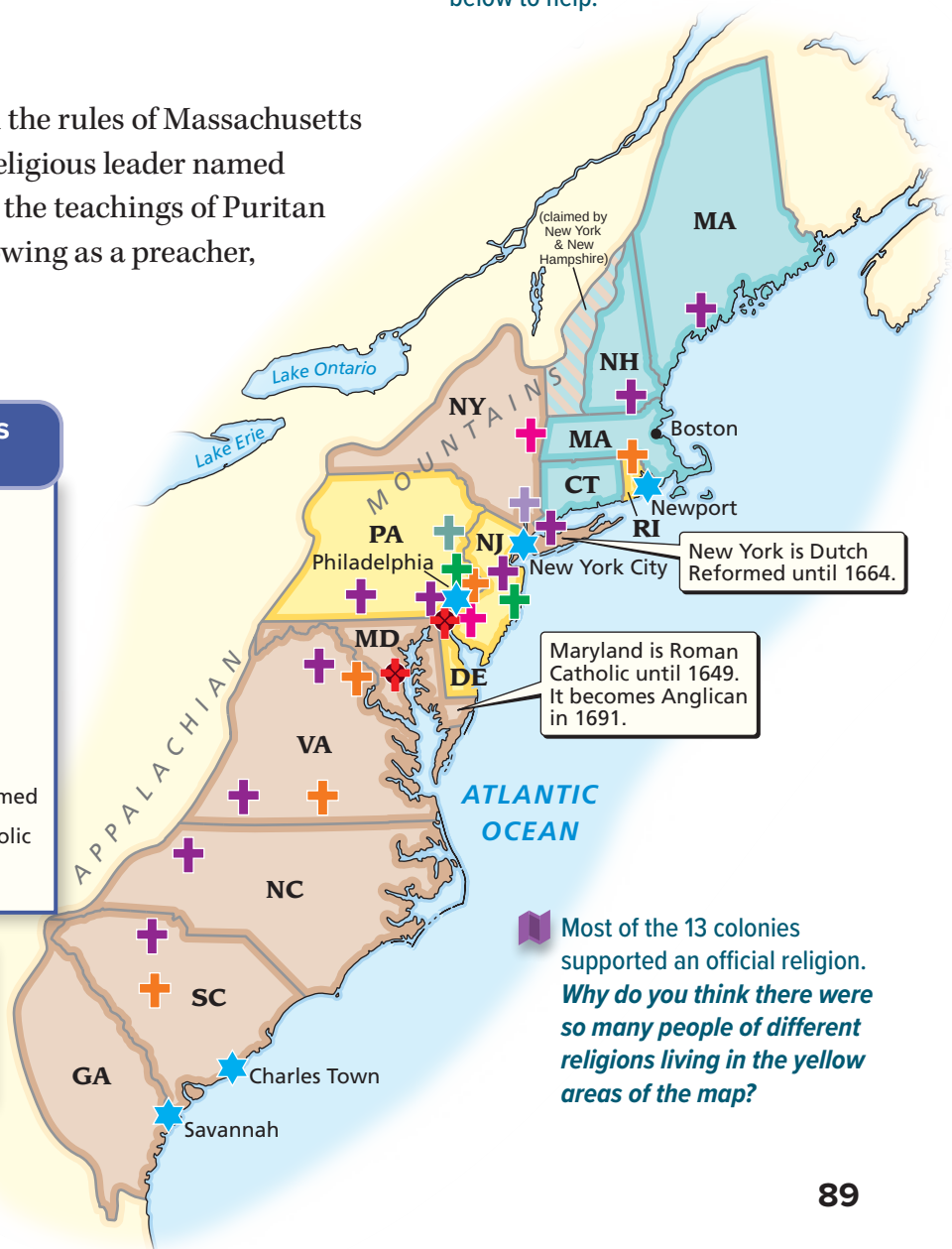
Not everyone fit in well with the rules of Massachusetts Bay Colony. An outspoken religious leader named Anne Hutchinson criticized the teachings of Puritan ministers. She gained a following as a preacher,

Religion in the New England Colonies, 1775

Total Houses of Worship: 1,286



What are three religions that make up the "Other" category? Use the map below to help.



Most of the 13 colonies supported an official religion. Why do you think there were so many people of different religions living in the yellow areas of the map?

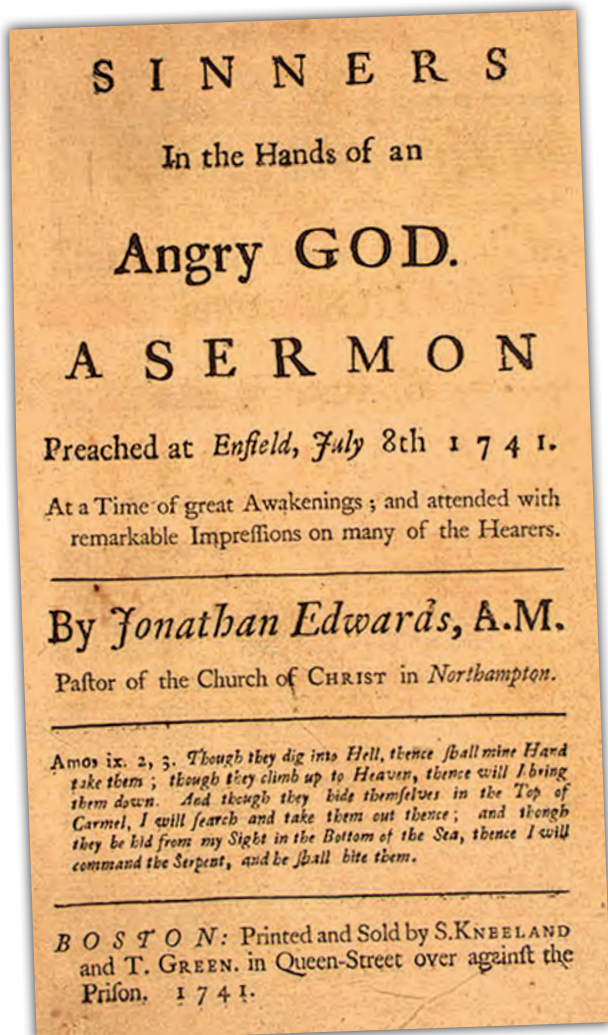
but Puritan leaders believed that only men should preach in public and did not like how she challenged authority.

When she refused to stop preaching, Hutchinson was put on trial. She was found unfit for society and forced to leave the colony. She moved to Rhode Island, which allowed more religious freedom.

The Great Awakening

Throughout the colonies, religious practices began to change in the 1730s, during the First **Great Awakening**. This was a period when people were preaching many different ideas. People began to value a more personal relationship between believers and their god, instead of relying only on an organized church. In New England, Jonathan Edwards was a very popular preacher. He often talked about religion in terms of punishment for sins and the need for increased faith. Other preachers traveled the colonies and drew large crowds of people.

The Great Awakening led many people throughout the colonies to think differently about themselves, religion, and government. The focus on individual salvation spoke strongly to people who were not given equal power or rights in society. Many American Indians and African Americans converted to Christianity at this time. Phillis Wheatley, the first published female African American poet, dedicated a poem to Christian preacher George Whitefield. Although many women and African Americans were drawn to this movement, they were rarely allowed to become religious leaders themselves.



► The sermon "Sinners in the Hands of an Angry God" made Jonathan Edwards famous throughout the colonies.

The Economy of New England

The economy of New England was based on a combination of farming, fishing, and trade. The long, cold winters made farming difficult at first. In Plymouth, colonists struggled to survive their first winter. But the American Indians, who had many generations of experience farming the land, gave the settlers advice.

With their help, the colonists were able to grow and gather a good food supply to get them through the next winter. The Wampanoag also taught settlers hunting, fishing, and whaling techniques.

The New England colonies were part of a global economy that traded with countries all over the world. Colonists began building ships in the harbors to carry their goods to Europe. To produce these goods, settlers often had a lot of farmland to care for, and not enough people to care for it.

If you were a colonist in New England, what type of work would you choose? Why?



Daily Life in New England

Life in New England was not easy. Everyone had an important role to play. Upper-class gentlemen were merchants, shopkeepers, and large landowners. They also held positions in the government. The middle class were often craftspeople, farmers, fishers, and sailors. The lower class included indentured servants, free blacks, and enslaved Africans. Daily life for each of these groups varied greatly.

The Upper, Middle, and Lower Classes

Upper-class families living in large villages would often send boys to grammar school. Girls rarely went to school, although some had tutors at home. Education was important to the Puritans, and in 1636, Harvard College was founded by Massachusetts Bay Colony. It became the first higher education school in colonial America. Young white men attended Harvard to learn about religion and government. They were taught how to be leaders in their communities.

Middle-class children would often work as **apprentices** instead of going to school. They worked alongside experts who taught them the skills to be merchants, craftspeople, sailors, or landowners. Apprentices worked with the goal of running their own businesses one day.

Members of the lower class were typically forced to work for others without pay. For indentured servants, their time in servitude had an end date. Once they completed their service, they could start their own farms or explore other careers. This was not true for enslaved people, who were enslaved for their entire lives.



► Harvard College, founded in 1636 in Cambridge, Massachusetts, is the oldest college in the United States.

Free African Americans

A small number of African Americans did get their freedom and lived as free blacks within the community. They sometimes worked as skilled craftspeople or fishermen, or owned their own small farms.

Frank Freeman was a free black resident of Farmington, Connecticut. In 1686, he was put in charge of animal control in the town. It was his job to make sure all farm animals were fenced in or tied up. He owned his own house and had a collection of books.

A Woman's Role

Women often worked at home making clothes, cooking, farming, and educating children. At the time, women did not often play public roles, as evidenced by the experiences of women like Anne Hutchinson.

Hutchinson's friend Anne Bradstreet was well educated and was interested in history, science, and literature. She wrote poetry, but most of it was not published until after she died. Her writings provide a unique look into her family, spirituality, and other aspects of daily life during the time period.

► This artwork was stitched by 11-year-old Esther Copp of Connecticut. It provides a glimpse into the everyday possessions of New England families in the 1700s and 1800s.





Direct Democracy

Many Americans are proud to have a democratic government. The word *democracy* comes from Greek, and it means “rule of the people.” The most common form is representative democracy, which means that people vote for representatives who make decisions for them. But in colonial New England, colonists had something different:

direct democracy.

In this form of government, each town had a meetinghouse where people gathered regularly. These town meetings were often about local economic or religious issues. People could discuss their problems and ideas. The town government also used meetings to settle arguments. Every voter—Puritan males who owned a certain amount of property—had an equal voice and vote on each issue. Sometimes the voting was done by a show of hands, and sometimes by secret ballot. Town meetings are still held today in some places in America.



► Colonial town meeting



► Modern town meeting



READING SKILL

Define Vocabulary from Context

There are many methods to help us understand words that we do not know. One method is to figure out the meaning from the sentences that surround the word.

If the term has more than one word, try to think of the definition of each of the words.

If the term is described as different from something, this is a clue to its meaning.

1. In the text above, the vocabulary term is *direct democracy*. *Democracy* is defined in the first paragraph. What does it mean?
2. Look for what the term does *not mean*. In this case, read the sentence that describes representative democracy. How is representative democracy different from direct democracy?
3. Using information from the text, define *direct democracy*.

People in the Colonial Period



Elizabeth Key Grinstead

1630–1665

Elizabeth Key Grinstead was born in Virginia to an enslaved black mother and a white father. In 1655, she sued the colony of Virginia for her freedom, claiming to be an indentured servant. The court ruled in her favor, and she was set free. She was the first African American to successfully sue for freedom in the colonies.

Elizabeth Key Grinstead's father, Thomas Key, served as a member of the House of Burgesses (page 65).



Evelyn Byrd

1707–1737

Evelyn Byrd was born into a wealthy farming family in Virginia. When she was 18, she was sent to London to receive an education. She fell in love with a Catholic man, which upset her Protestant father. Byrd was brought home to Virginia and never married. She died at the age of 30, supposedly of a broken heart.

Evelyn Byrd's grandfather, William Byrd, was a business partner of Nathaniel Bacon (page 97).



Nathaniel Bacon

1647–1676

Nathaniel Bacon was part of a wealthy English family. In 1674, he moved to Virginia and acquired a large amount of land. When tensions rose between settlers and local American Indians, Bacon wanted to attack the native people. The governor rejected this idea. Bacon became frustrated with the government. He organized a rebellion and attacked Jamestown, burning it down. Bacon died suddenly of disease, ending the chaos.



Olaudah Equiano

1745–1797

When he was 11, Olaudah Equiano was kidnapped from Africa and sold into slavery. He survived the transatlantic voyage on a slave ship and ended up in Virginia. In 1766, he bought his freedom. Years later, he published a book about his experiences. It is a rare account of the horrors of slavery from someone who lived it.



Pontiac

about 1720–1769

Pontiac was a leader of the Ottawa tribe. He joined forces with other tribes to resist the many Europeans settling where American Indians lived. In 1763, Pontiac led an attack on British settlements. After some success, he realized they could not match the British. Pontiac surrendered in 1766, promising never to attack the British again.



Weetamoo

about 1635–1676

Weetamoo was a leader of the Pocasset Wampanoag tribe. As the daughter of a sachem, or leader, she eventually became a chief herself. Weetamoo was described as strong and proud. She led 300 warriors into battle against the English settlers during King Philip's War.

Weetamoo died while escaping colonists during King Philip's War (page 83).

LESSON 3

What Were the Middle Colonies Like?

Vocabulary

tolerance

subsistence farm

Navigation Acts

patent

credit

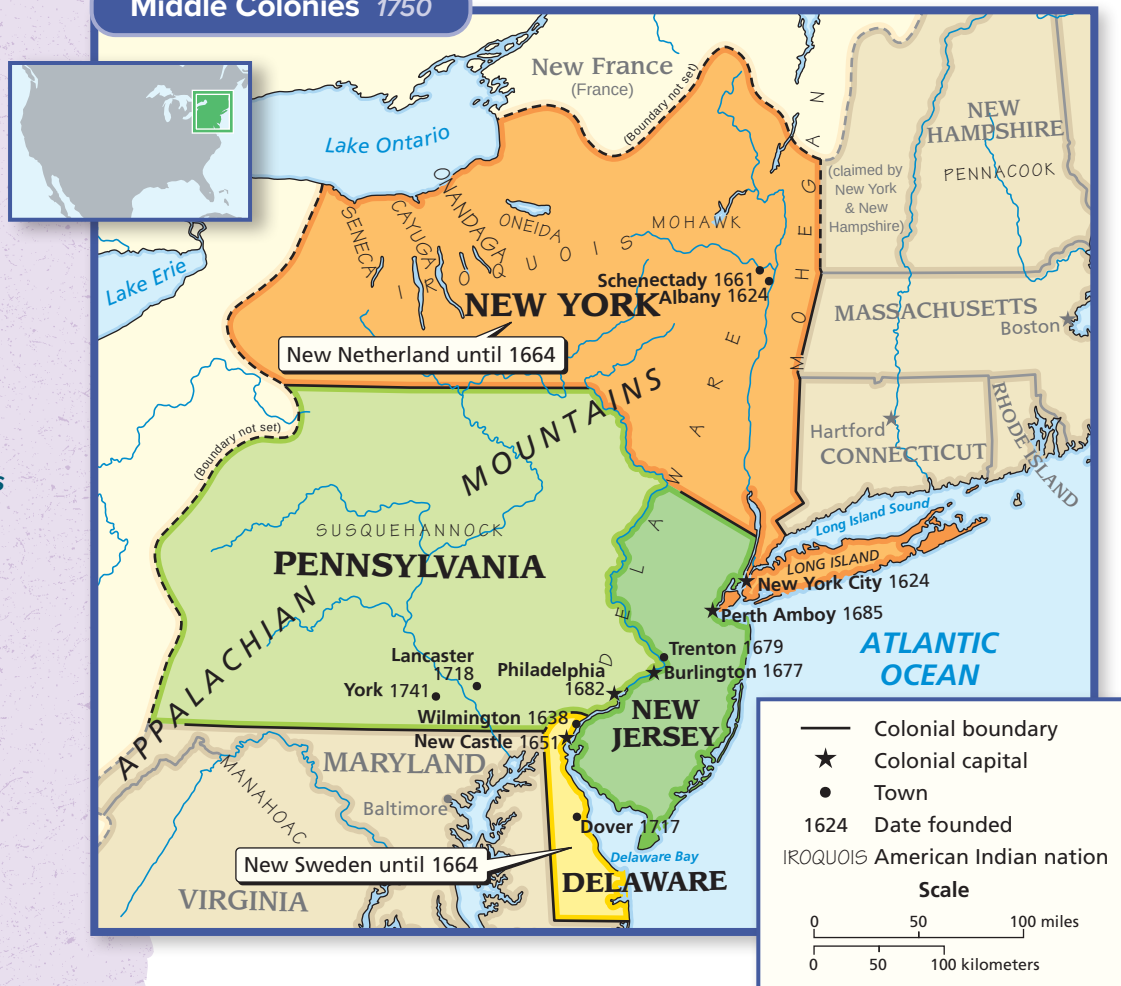
Government in the Middle Colonies

The Middle colonies differed from the New England colonies in a number of ways. The New England colonies were settled by the British. New York, part of the Middle colonies, was originally settled by the Netherlands. These people were known as the Dutch. In 1609, they hired the English sea explorer Henry Hudson to investigate the rivers in the area.

Based on Hudson's findings, the Dutch decided the Middle colonies would be a great place to take part in the fur trade. The trade could bring great wealth to the Netherlands. This area became known as New Netherland, and its major port city was called New Amsterdam, which later became New York City.

Under the Dutch government, there was a governor, but no elected assembly. Dutch society was very tolerant

Middle Colonies 1750



What year was New York City founded?

for that time, especially compared with other countries in Europe. The Dutch were not interested in taking control of the American Indian tribes in the region. They wanted to be able to trade with them. They built warehouses along the rivers and the coast to help with the extensive fur trading in the region.

Dutch to British Control

The Middle colonies sat between the New England colonies and the Southern colonies, which were also settled by England. The English wanted to control the Middle colonies, too. In 1664, the Dutch surrendered New Netherland to the English. Part of the region was renamed New York and New Jersey.

All the Middle colonies eventually fell under English control. Under the English system, settlers in the Middle colonies elected their own legislatures. The governors and councils were appointed by the king.

Religion in the Middle Colonies

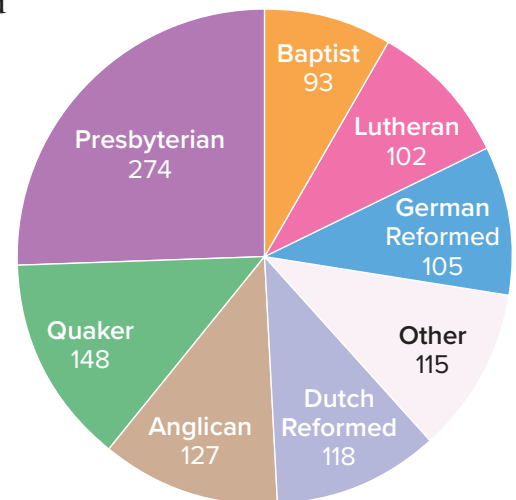
Several different immigrant groups settled the Middle colonies. People came from France, Belgium, Sweden, and Finland. These settlers were not united by one religion or belief system like the majority of people in New England. There were Catholics, Lutherans, Quakers, and Jews. The region was known for its religious **tolerance**.

New Jersey was made up mainly of Dutch and French Protestants. Pennsylvania was considered a “holy experiment,” settled mainly by Quakers. The idea had been to create a colony that emphasized religious equality. William Penn called the capital Philadelphia, the City of Brotherly Love. Pennsylvania had an assembly of representatives and freedom of religion. They held religious meetings regularly. Each service was led by a different person. The Quakers believed anyone, including a woman, could take on this role.



► An image of New Amsterdam, which would later become New York City

Religion in the Middle Colonies, 1775
Total Houses of Worship: 1,082



● Compare this chart with the Religion in the Colonies map (page 89). **Do you think New York or Pennsylvania had more Quaker houses of worship? Why?**

Land Use in the Middle Colonies



Which two port cities in the Middle colonies were active in shipbuilding?

Enslaved Africans brought their own cultures and religious beliefs with them from Africa. Despite being enslaved, they were able to keep elements of their culture alive through stories, songs, and other forms of artistic expression. Some converted to Christianity, hoping it would lead to freedom and equality. The American colonies were truly a mix of different cultures.

The Economy of the Middle Colonies

The port cities along the coast in the Middle colonies, including New York City and Philadelphia, became more important as trade increased. These colonies were known as the “breadbasket colonies” because of the many crops grown in the fertile fields. The climate fell between the cold of the New England colonies and the heat of the Southern colonies, which was good for agriculture.

Most farmers worked on small **subsistence farms**. They grew food that mainly fed the people who lived on the farms. Crops like corn and wheat were plentiful. Larger farms sent some of these crops to Great Britain to trade and make money. Flour mills were

“We sell our . . . grain and cattle in Barbados for brandy, syrup, sugar, and salt, but we send the fine peltries [animal skins] over to England.”

—Francis Daniel Pastorius,
German settler in
Pennsylvania, 1700

located up and down the coast to process wheat to sell and make a bigger profit.

The fur trade brought wealth to the Middle colonies as well. Hunting was plentiful. Many beavers lived in the region, and beaver furs were very popular in Europe at this time. The warm fur was used to make hats, cloaks, and sometimes even liners for shoes.

The availability of lumber in the region made it easy to find the resources needed to build merchant ships. This lumber was also a valuable raw material that was sent back to Europe as a trade good.

Farming, the fur trade, ironworking, and shipbuilding brought in the most money for the Middle colonies. The mild climate also led to success selling livestock (beef and pork). Other products included lumber and iron to make steel.

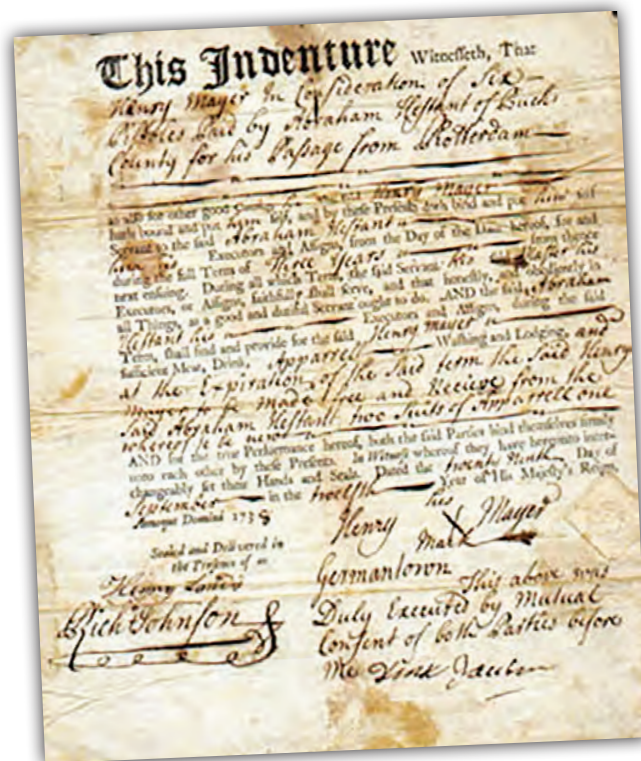
The Center of Trade

Pennsylvania was the most populous of the Middle colonies. Many of the people were small farmers and indentured servants who worked the land. There were also skilled workers such as craftspeople and shipbuilders who used timber to create goods to export as part of the global economy.

The port cities in the Middle colonies were in strategic locations on the coast. This led to success in trade, but that went hand in hand with enslaving people from Africa to help with the labor. Philadelphia became the center of trade. It made more money in shipbuilding than the harbors in New England.

Throughout the 1700s the **Navigation Acts** added new laws about trade. These acts said that all trade goods from the colonies had to be transported on British ships to British ports. This helped the British economy. Eventually, though, the acts upset some colonists, who saw them as too controlling.

Did you know the name *Philadelphia* comes from Greek and means "brotherly love"?



► This contract from 1738 is for an indentured servant named Henry Mayer. He had to work as a servant in Pennsylvania for three years.

Daily Life in the Middle Colonies

The role of women in the Middle colonies and the New England colonies was very similar. They raised children, cooked, and made clothes at home. They also helped run the many small family subsistence farms and small businesses. Women were usually not allowed to go to school or participate in politics. Despite these challenges, women made countless contributions to society. Sybilla Righton Masters of New Jersey was an inventor. She received the first **patent** given to an American colonist, for a machine that processed corn, in 1715.

As in New England, schools in the Middle colonies were part of the local churches. The different religious groups wanted to control the education that children received. Children were also an important part of the farming process. Schooling stopped during the harvest so children could help. They also helped in family businesses.

Upper-class gentlemen were mostly merchants, shopkeepers, and ship captains. They often held government positions. The middle class had jobs in shipbuilding and farming.

African Americans and American Indians

For African Americans, life was often difficult. Enslaved people were forced to work on farms and in homes. Free blacks in the community often took jobs as dockworkers or other positions in trade. But freedom did not mean equality. In Pennsylvania, free blacks could be sold into slavery for marrying whites or being accused of laziness.

Pennsylvania had successful trade and communication with local American Indian tribes such as the Delaware and the Susquehannock. There were several trading posts located along the rivers in the Middle colonies. This was likely made possible by early efforts to live peacefully with each other. The American Indians in Pennsylvania and New York contributed greatly to the wealth of the Middle colonies.

I was not allowed decent clothes; I was obliged to perform the meanest drudgery, and even to go barefoot in the snow."

—Elizabeth Ashbridge,
indentured servant, 1700s

► This illustration shows
Philadelphia in the 1700s.

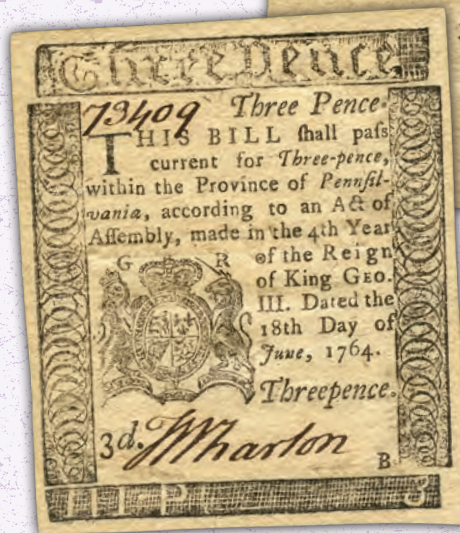




How Colonists Bought and Traded Goods

There were three basic ways that colonial Americans acquired goods:

- 1 **Barter:** People could trade something they already had for something they needed or wanted. Many colonists traded with American Indians.
- 2 **Cash:** People could pay for goods with money.
- 3 **Credit:** People could acquire goods and pay for them later. Merchants often let colonists buy goods on **credit**.



▶ Colonial money

	Advantage	Disadvantage
Barter	You do not need money to get what you want. You only need to have something that other people want.	You need to have a trade partner who wants what you have and has what you want. Finding a partner can be difficult.
Cash	Using cash is simple. A merchant says how much something costs, and you pay for it.	In the colonies, there was a shortage of cash. Even worse, different colonies used different forms of money. They used gold or silver coins, paper receipts, or even tobacco leaves!
Credit	If you need something right away but do not have money or something to trade, you can still get it on credit.	If you lend someone credit, there is always a chance they will not pay you back. If you buy something on credit, it might be more expensive than if you pay with cash.



READING SKILL

Making Connections

Making connections between yourself and the text can help you better understand what the author wrote. Think about things in the text that remind you of your own life. Think about things in the text that are similar to things you have read or learned about.

1. Imagine that you are a colonist whose job is to make things out of iron. You want to get a sweater for a friend. What are the different ways you can try to get the sweater?
2. Can you find any connections between how colonists bought things and life today?

LESSON 4

What Were the Southern Colonies Like?

Vocabulary

frontier

parish

textile

social class

tenant farmer

slaveholder

Government and Religion in the Southern Colonies

Virginia was the largest and wealthiest of the 13 colonies. It was also the first Southern colony founded, and it served as a model for other colonies in the region. Virginia was settled by the English, and the Church of England became the main religion among the Southern colonies. As more groups of immigrants came to the area, they moved into the **frontier** lands to the west. Other religions, such as the Baptists and Presbyterians, arrived in these regions.

The Church of England and the British government were more closely connected in colonial times than today. Often, colonial gathering places were used for both meetings and religious practice. People were required to attend church. They also paid taxes to maintain churches and pay ministers.

Southern Colonies 1750



What was the colonial capital of North Carolina?

Representative Government

Important members of the church, called the vestry, played a role in the government of the **parish**. They helped the poor and children who were orphans. Virginia's House of Burgesses was made up of elected representatives from each of the parishes. The upper house of the government was called the Governor's Council. The council was made up of no more than 12 men, appointed by the king.

Until the American Revolution, the House of Burgesses and the Governor's Council were the two branches of Virginia's General Assembly. The General Assembly was created in 1619 and still exists today as the oldest legislature in the Americas. It was the first example of representative government, and it spread throughout the other Southern colonies.

To be allowed to vote, Southern colonists had to be white men, Protestant, over 21, and own land. These same men had rights in the county and general courts. This meant that the majority of adults—women, free blacks, American Indians, and enslaved people—could not participate in politics. The government was highly influenced by the upper-class men who held official positions. In the Southern colonies, these were typically large plantation owners.

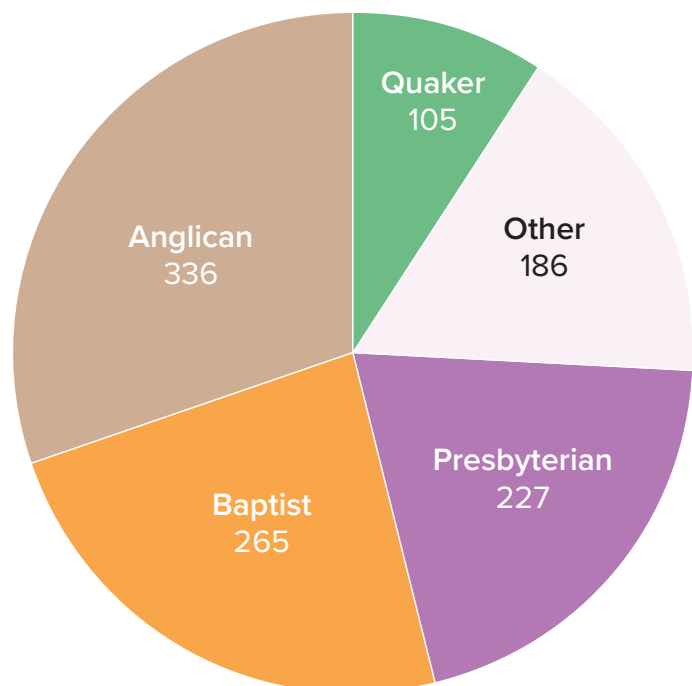
Relationships with American Indians

As in the other regions, the Southern colonies sometimes had difficult relations with American Indians.

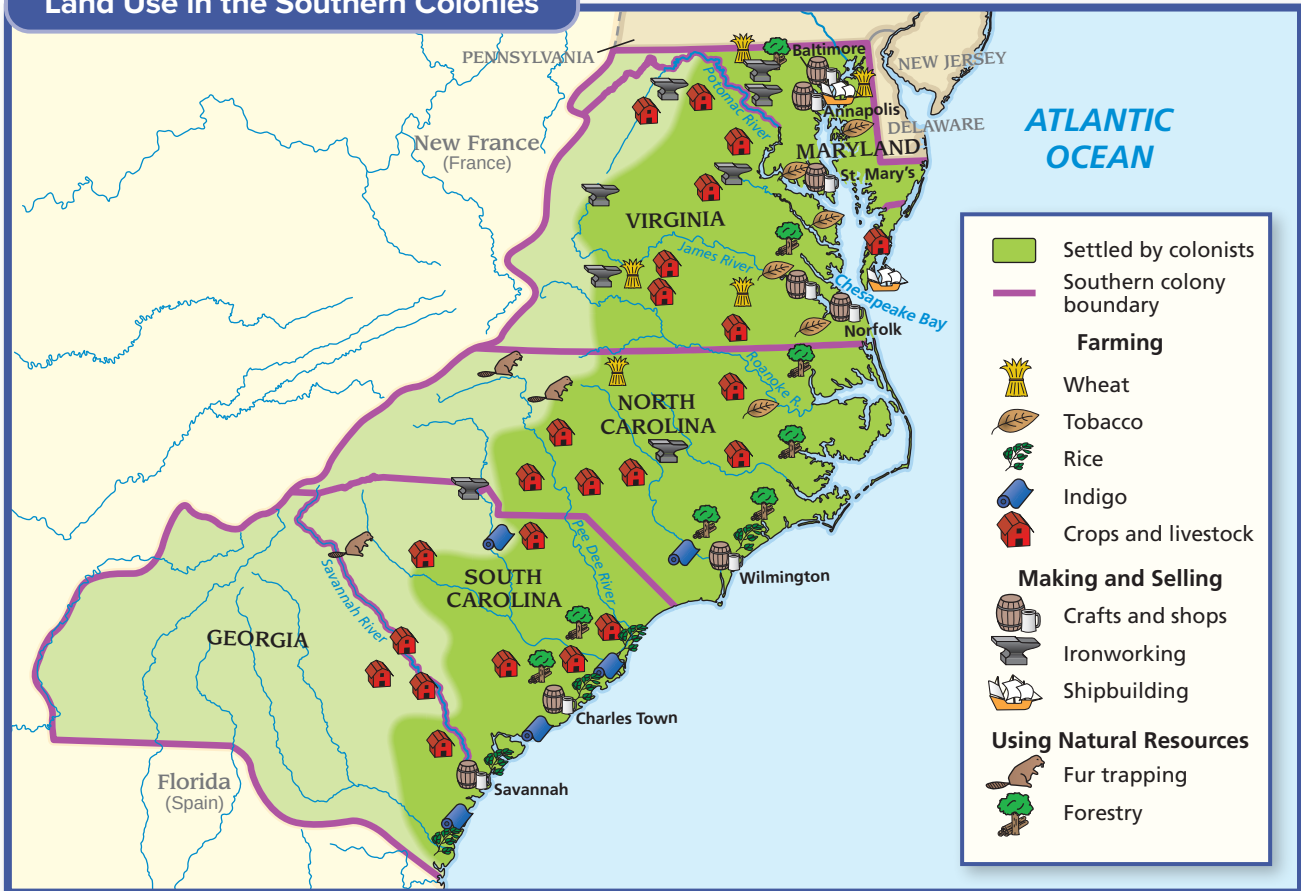
As leader of the Pamunkey tribe of Virginia, Queen Ann (as she was known to colonists) fought for the rights of her people.

- Compare this chart with the Religion in the Colonies map (page 89). *Why do you think there were so many Anglican houses of worship in the Southern colonies?*

Religion in the Southern Colonies, 1775
Total Houses of Worship: 1,119



Land Use in the Southern Colonies



Indigo and rice grew well in the South's warm climate. **What are two differences you notice between this map and land use maps for the New England colonies (page 91) and the Middle colonies (page 100)?**

Virginians had promised not to settle on Pamunkey lands, but that promise was broken by the colonists. In the early 1700s, Queen Ann and other leaders asked the Virginia government to remove these colonists from their land and respect the tribe's rights. However, as more colonists arrived, they forced American Indians off their land and moved them west.

The Economy of the Southern Colonies

The economy in the South was based mainly on agriculture. Large plantations grew cash crops like tobacco, wheat, rice, and indigo. These crops made the colonies wealthy, as did the unpaid labor of enslaved people.

The majority of these farms focused on growing tobacco. This crop was extremely labor-intensive and was harsh on the soil. Wealthy tobacco farmers often had large plantations to allow for rotation of crops. These large plots of land required a great deal of labor. This led to an increase in the number of enslaved Africans being imported to the Southern colonies as unpaid laborers.

Most Southern families owned and lived on small farms. These small farms often had a few enslaved people who worked along with the family.

A Credit System

Tobacco also served as the main source of money in the Southern colonies. There was very little available money so, as in the Middle colonies, the economy ran on a system of credit.

A farmer would bring dried tobacco leaves to a tobacco warehouse. He was given a tobacco note or receipt that indicated how much money the leaves were worth. The farmer then took the tobacco note to a merchant. These merchants were like banks. Farmers would deposit their receipts in the merchant's books and could then purchase items in the store. They could also ask to order items that would be shipped from England. Merchants would later trade their receipts for cash from tobacco sellers.

Because England traded with countries all over the world, colonists could request products from anywhere. Sometimes people would order special fabrics, spices, or porcelain from China. Expensive items from other countries were seen as signs of wealth.

Growing Indigo

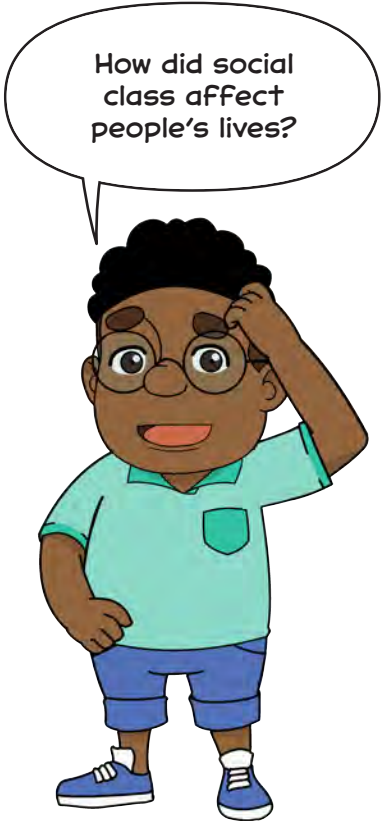
In 1738, 15-year-old Eliza Lucas moved with her family to South Carolina. The following year, her father had to leave on business. She was left in charge of her family's plantation and their 20 enslaved people. Lucas began experimenting with growing indigo plants.

▶ Mount Vernon, in Virginia, was George Washington's plantation and home.



Indigo leaves produce blue dye that can be used to make blue **textiles**. Lucas's goal was to grow an improved version that would be popular in English factories.

Lucas was successful. Even though she was just a teenager, her work helped make indigo one of South Carolina's largest exports. She had a major influence on the colonial economy.



How did social class affect people's lives?

Daily Life in the Southern Colonies

Daily life in the Southern colonies was very different depending on a person's **social class**. Upper-class, also known as gentry, women ran large households including many enslaved servants. Gentry men owned large plantations and held public offices. Children in the gentry class learned to read and write from their parents or a private tutor. There were not many schoolhouses in the Southern colonies. Gentry-class boys could attend the grammar school at the College of William & Mary, built in 1693. This was the second institution of higher learning in the colonies, after Harvard. Wealthy white boys went to this school to study religion and law.

The middle class was made up of merchants, tradesmen, clergy, some farmers, and tavern keepers. White men of this class were eligible to vote. Women in middle-class families ran the household and worked in family businesses such as stores, taverns and farms. Children in this class would often learn the family business or help on the family farm. They could also work as apprentices.

The lower class included small **tenant farmers**, indentured servants, free blacks, and enslaved people. These people did not own property and could not participate fully in the government. Children learned what needed to be done to support the family. Often, this meant working on the farm all day. Free black families in the South were often skilled tradespeople and contributed regularly to the community. Matthew Ashby was a free black man who lived in Williamsburg, Virginia, in the mid-1700s. His job was to drive a cart, and he sometimes carried messages for the governor and the governor's council. He was able to purchase his wife and children, who were enslaved, and set them free.

Enslaved People in the Southern Colonies

The lowest level of society was made up of enslaved Africans. They were bought and sold to work the plantations. Sometimes they worked in wealthy homes in cities. Enslaved people were forced to



work against their will and without pay, often in extreme heat and other harsh conditions. They continued to practice their cultural traditions despite terrible living and working environments. At night, they shared music and told stories. Music helped enslaved people get through their difficult work days. Enslaved people sometimes resisted by slowing down work or breaking tools. Some ran away, and there were even communities of escapees in Spanish Florida. But if escapees were caught, they were punished severely.

Large plantation communities were home to hundreds of enslaved people. Sometimes there were uprisings, when enslaved people fought against their masters. Many people lost their lives in these events. They took place throughout the colonial period.

In 1739, 20 enslaved people organized a rebellion in South Carolina. Led by an enslaved man named Jemmy, the act became known as the Stono Rebellion, after the river where it started. The rebellion did not last long, and the rebels were either killed or sold to Caribbean plantations. It scared political leaders enough that they passed laws penalizing **slaveholders** for being too cruel to their slaves. But they also restricted what few rights enslaved people had. Other uprisings throughout the South had similar consequences.

► This watercolor painting shows enslaved people on a plantation in South Carolina. It was likely painted in the late 1700s.



Learning about the Past

Thomas Newe moved from England to Charleston, South Carolina, in 1682. This is part of a letter he wrote to his father.

Most Honourd Father:

The Town which two years since had but 3 or 4 houses, hath now about a hundred houses in it, all which are wholly built of wood, tho here is excellent Brick made, but little of it. All things are very dear in the Town; milk 2d a quart, beefe 4d a pound, pork 3d, but far better then our English, the common drink of the Countrey is Molossus and water. I don't hear of any malt that is made hear as yet. . . . [T]hey in the Country are furnisht with Venison, fish, and fowle by the Indians for trifles, and they that understand it make as good butter and cheese as most in England.

Your most duetifull and obedient son

At that time, "d" meant a penny, so a quart of milk cost 2 pennies.

Molasses is a thick, dark syrup made from raw sugar.

Venison is the meat of a deer. Fowl are birds kept for eggs or meat.



RESEARCHING SKILL

Using Primary Sources

In order to understand the past, it is important to look at events from different perspectives. One way that historians do this is by examining primary sources. These sources are from people who lived during the time being studied.

Here are steps you can follow to help make sense of a primary source:

1. Identify what kind of source it is: letter, speech, newspaper article, advertisement, official document, or something else.
2. Pay attention to who wrote the piece, who it was intended for, the date, and the location.
3. Think about why the author might have written it.
4. Put it in context. Connect the document to other things that were happening at the time.
5. Summarize the source. How would you summarize the message of Thomas Newe's letter?

CHAPTER 3 SUMMARY



How Did the English Colonies Grow?

The English colonists worked hard to create successful communities. They used the land to grow food and produce goods to trade. They also created governments that made rules and helped settlements run smoothly. Opportunities to make money and freely practice religion drew people to the colonies.

LESSON 1 What New Colonies Were Created by England?

- Thirteen English colonies were founded.
- The New England colonies were Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- The Middle colonies were New York, Pennsylvania, New Jersey, and Delaware.
- The Southern colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Colonies were founded mainly for religious freedom or economic opportunities.
- All colonies participated in the slave trade. They had complicated relationships with American Indians.

LESSON 2 What Were the New England Colonies Like?

- In Massachusetts, the Puritan church controlled the government and laws. People with different beliefs were not accepted.
- In Rhode Island, many different religions were welcome.
- New England's economy was based on farming, fishing, shipbuilding, and trade.
- Education and work opportunities depended on social class, race, and sex.

LESSON 3 What Were the Middle Colonies Like?

- The Middle colonies included people with different religious backgrounds. They came from several European countries.
- Fertile land allowed people to grow many crops. Colonists traded crops, lumber, and fur.
- Education and work opportunities depended on social class, race, and sex.

LESSON 4 What Were the Southern Colonies Like?

- The Church of England was the main religion along the Southern coast.
- Virginia's House of Burgesses was the first government in the 13 colonies made up of elected representatives.
- The economy was based on farming tobacco, wheat, rice, indigo, and other crops. Enslaved people on large plantations were forced to work the land.
- Daily life was determined largely by a person's social class.



Chapter 4

How Did the 13 Colonies Become the United States?





This Stamp Act is unfair. The king is making us pay more for things printed on paper, like this newspaper.

Even these cards are more expensive now.

We need someone to represent us and tell the king how we feel!

Stamp Act Passes!



There must be a way to convince the king to stop with these taxes.

We should send him a letter of protest. Maybe that will end the Stamp Act.

It's worth trying.

And I'll refuse to buy anything from Britain.



I don't know what I would do if the king refused to answer the letters colonists sent.

Me neither. Fighting with a king would be a very hard thing to do. I wonder what we would do in their shoes.

The American Revolution

By the 1760s, the relationship between Great Britain and its 13 American colonies had grown tense. King George III and the British Parliament imposed their will on the colonists with little care for how their decisions would impact the lives of colonial Americans. Colonists protested, but Great Britain continued to create taxes and rules that angered Americans.

On July 4, 1776, the colonies made a bold decision: They signed the Declaration of Independence. The document cut ties with Great Britain and declared America a free and independent nation. The United States would have to fight for its freedom. If they won, Americans would need a new government to serve the people.



TIME LINE

1760

1763

American Indians rise up against the British in Pontiac's Rebellion.



1770

1775

The Battles of Lexington and Concord take place—the first military battles of the American Revolution.



1765

Parliament passes the Stamp Act, causing protests throughout the American colonies.



1776

On July 4, Americans adopt the Declaration of Independence.





1780

1783

The Treaty of Paris ends the American Revolution.



1781

The Articles of Confederation are ratified, creating a government with powerful states' rights.

1790

1791

The Bill of Rights is added to the Constitution to protect individual rights.



1790

By spring, all 13 states approve the U.S. Constitution.



1800

LESSON 1

How Did Britain and Its Colonies Come into Conflict?

Vocabulary

proclamation

monopoly

slogan

repeal

boycott

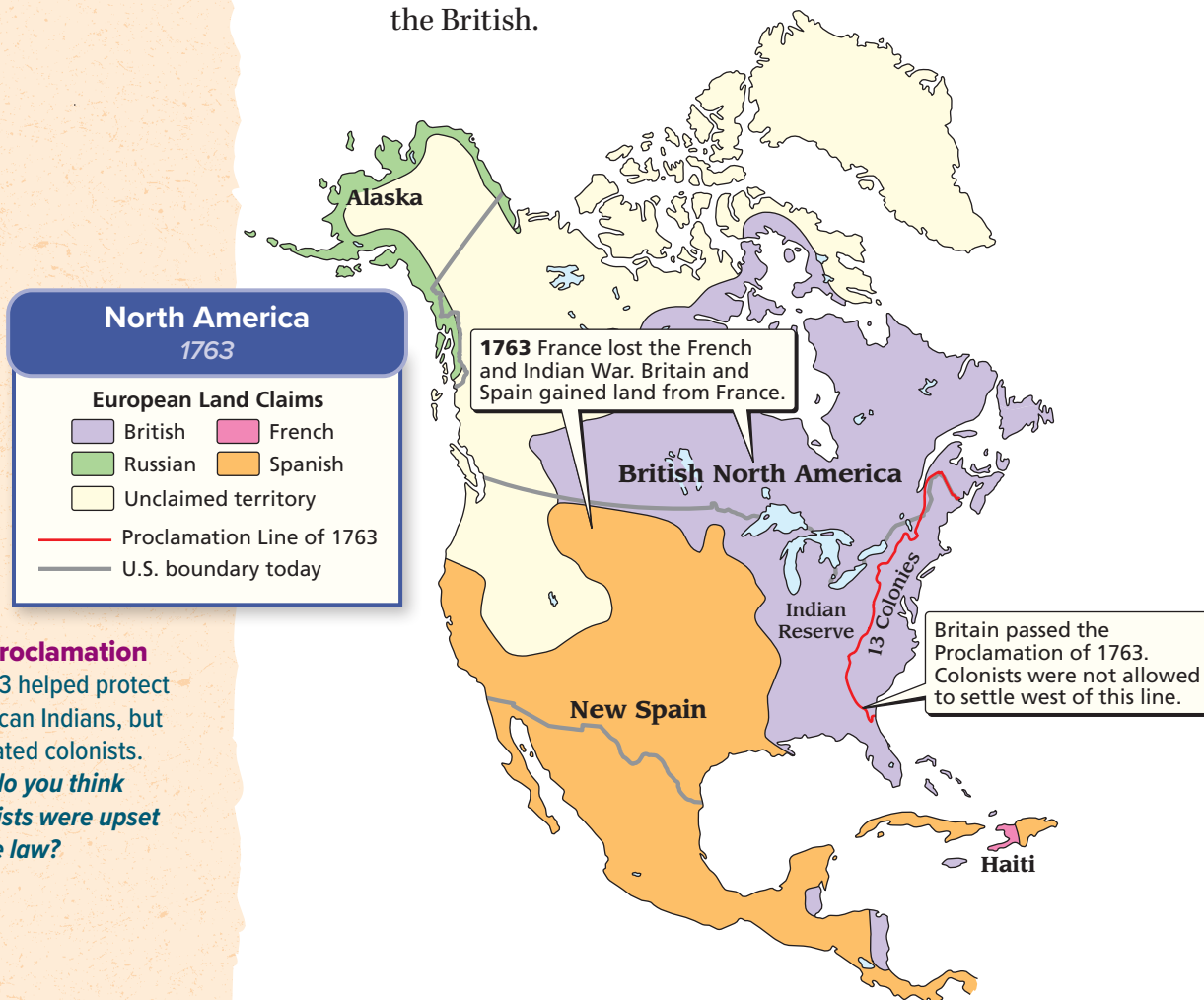
tyranny

Britain Reasserts Control

During the mid-1700s, the British and the French were competing to dominate North America. The two powerful countries competed for land, fur, tobacco, and other goods. That competition soon escalated into the French and Indian War—a war Great Britain won in February 1763.

Victory came with many problems, however. As the British tried to control vast stretches of North America, conflicts arose with American Indians. During the French and Indian War, the British had promised American Indians riches and protection of their lands in exchange for help defeating France. When the war ended, however, the British did not make good on many of these promises.

Additionally, the British tried to rule the American Indians. For example, the British restricted the American Indians' ability to trade freely with any tribe. American Indians had their own independent nations, and they did not want to be controlled by the British.



The Proclamation of 1763 helped protect American Indians, but frustrated colonists. *Why do you think colonists were upset by the law?*

Pontiac's Rebellion

After the war, the British opened the Ohio River Valley to colonial settlers. This added to the anger and frustration of local tribes. An Ottawa chief named Pontiac united a group of local tribes to resist the British. In May 1763, Pontiac's group of American Indians destroyed colonial settlements on the frontier. They captured British military outposts and killed colonists.

Pontiac's Rebellion made King George III and Parliament reconsider their actions. The king signed the Proclamation of 1763, which stopped colonists from settling land west of the Appalachian Mountains. It also recognized each American Indian tribe as an independent nation.

The Proclamation crushed the hopes of Americans wanting to move west in search of a better life. Many Americans felt the British were trying to control too much.

Anger over Taxes

The war also left England in debt. The conflict cost nearly 130 million English pounds (about \$12 billion today). Plus, the British now had to spend money on soldiers to guard the territory they had won, which included modern-day Canada and Florida. King George III and Parliament had a plan to pay for all this—tax the Americans. This decision would have grave consequences for England.

The prime minister of England, George Grenville, proposed a series of taxes on the colonies. In 1764, Parliament passed the Sugar Act. This new law taxed imported sugar from the French and Spanish West Indies at a much higher rate than sugar from the British West Indies. As a result, the tax gave British sugar growers a **monopoly** over the American market.

Many Americans were outraged. They said that even a small tax on sugar was too much for American merchants to afford. Massachusetts beer-maker Samuel Adams was also upset. Adams felt that if the British could tax sugar, what was to stop them from taxing every other colonial possession?

Relations between American Indians and Europeans, shown here, were complicated. *Why do you think the British closed land west of the Appalachian Mountains to colonists?*



“For if our Trade may be taxed why not our Lands? Why not the Produce of our Lands & every thing we possess or make use of?”

—Samuel Adams, 1764



▶ This stamp had to go on all newspapers and legal documents because of the Stamp Act.

The Stamp Act

In 1765, the British government passed the Stamp Act. A person could not print a newspaper, create a legal document, transfer property, buy a deck of cards, or do hundreds of other things that used paper without a royal stamp showing the paper was made in Great Britain.

The Stamp Act forced nearly all Americans to pay more for printed material they used every day. Even though people in Britain already paid a similar tax, the colonists felt that they were being treated unfairly.

Colonial Resistance

Every colonial legislature protested the Stamp Act.

Members of Virginia's House of Burgesses were the most vocal. The burgesses said only colonial lawmakers had the right to tax Americans. To show their anger, Patrick Henry, one of the newest members of the House of Burgesses, introduced the Virginia Resolves. The resolves expressed clear opposition to the Stamp Act.

People read about the resolves in newspapers. They became more aware of—and angrier about—the taxes. They felt it was unfair that the British Parliament taxed the colonies without giving colonists a say in these laws.

Some took to the streets in protest. Their **slogan** was “No taxation without representation.” In Boston, Massachusetts, Samuel

Adams organized a protest group that would become the Sons of Liberty. The Sons of Liberty played a major role in fighting the Stamp Act.

Tensions grew. In March 1765, Parliament passed the Quartering Act. The law forced the colonies to house British troops in barracks, taverns, and vacant buildings. The law also required that the colonies provide British troops with supplies. Many colonists feared the king would use the troops against them. Colonial lawmakers also felt the cost of housing troops was another unfair British tax, again imposed without giving the colonists a say.

British Taxes on the Colonists

1764



Sugar Act

New tax on molasses

1765



Stamp Act

New taxes on newspapers, dice, playing cards, legal documents

1767



Townshend Act

New taxes on imported paint, lead, glass, paper, tea

1773



Tea Act

Gives British East India Company special advantages in selling tea to the colonies.

● To help pay its war debts, Great Britain taxed items that colonists depended on.

Acting Out

By the summer of 1765, colonists were acting out against the British. On August 14, a mob in Boston marched to the city's wharf. They destroyed the building where the stamps were warehoused.

Many colonists refused to use royal stamps. This slowed down legal and business dealings. Colonists then vandalized the home of Boston's stamp distributor. A few days later, angry demonstrators destroyed the house of the lieutenant governor of Massachusetts, who was in favor of the taxes.

By the end of 1765, the Sons of Liberty were becoming more powerful. Groups sprang up in every colony. They were often violent. They forced many of the king's officials into hiding. They pressured store owners not to sell British goods.



▶ Colonists spun and wove their own clothes to support boycotts of British goods.

A Worsening Situation

Parliament **repealed** the Stamp Act in 1766. At the same time, Parliament passed a new law stating it had the right to tax the colonies. Britain wanted to continue forcing the Americans to help pay Britain's debt and fund British soldiers in the colonies. The Townshend Acts, passed in 1767, made the colonies pay taxes on all products imported from England.

Massachusetts lawmakers hoped to unify the colonies against Britain. They wrote letters to leaders in other colonies about how unfair they felt the Townshend Acts were. The letters stated the acts were against the colonies' "natural & Constitutional rights." The king's government ordered Massachusetts not to send the letters. Under the urging of Samuel Adams and others, lawmakers defied the king's order.

In response, many colonists **boycotted** English-made goods. Colonists stopped brewing British tea and refused to purchase British-made clothing. Merchants in England soon began making less money.

In Boston, business owner Jane Eustis agreed to a yearlong boycott of imported British goods. When she refused to boycott for a second year, she was harassed by people in the community and her business suffered. A year later, she closed her shop and moved to England. Pressure to resist the British taxes was intense.

The only representatives of the people of these colonies, are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures."

—Stamp Act Congress, 1765

Women and the Boycotts

Protests against the British could not have succeeded without the support of American women. Women organized boycotts of British goods, including tea. Fifty-one women in Edenton, North Carolina, signed a pledge not to drink any tea imported from Britain.

Sometimes boycotts created shortages of goods. When there were fabric shortages, women got together to turn wool into yarn. They sewed dresses made with American cloth instead of British fabric. These women later became known as the Daughters of Liberty.

The Boston Massacre

Britain and its colonies were inching toward bloodshed. Tensions between the two groups ran high on the night of March 5, 1770. On that cold evening, a small group of colonists began throwing snowballs and chunks of ice at a British soldier who was guarding a government building in Boston.

A squad of British soldiers arrived to help the guard. By this time, the mob of colonists had grown. The sight of armed soldiers made them even angrier.

▶ The Boston Massacre was a turning point in relations between the Americans (left) and the British (right). *Whose side do you think the person who created this image was on? Why?*



One of the colonists threw an object that knocked a soldier down. A shot rang out. Then several more. Crispus Attucks, who was born into slavery but was living as a free man in Boston, was the first to die.

When the firing ended, 11 Bostonians were dead, dying, or wounded. Colonists were outraged. The governor promised swift justice. He had the soldiers arrested. However, they escaped the most serious charges with the help of Boston lawyer John Adams, a cousin of Samuel Adams. John Adams supported the American cause, but he also believed that everyone deserved a good lawyer and a fair trial.

The Fight over the Tea Tax

The Boston Massacre was a major turning point in the relationship between the British government and colonists. The British repealed the Townshend Acts, but their treatment of the Americans grew tougher.

A measure that greatly upset the colonies was the British tax on tea. The British East India Company controlled most of the tea trade. However, the company was nearly bankrupt. On May 10, 1773, British lawmakers passed the Tea Act. It granted the East India Company a monopoly on the sale of tea in America. It also charged a small tax on tea.

Many Americans had been selling tea smuggled from the Netherlands. The enforcement of the Tea Act created a major problem for these merchants, who had been selling Dutch tea illegally for years. The Tea Act was another move by the British government to show Americans that Parliament was in control.



This person is covered in sticky tar and feathers. Attacks like this were used to hurt and embarrass people.

▶ This image shows colonists from Boston attacking a tax collector. *Can you find clues about what they are protesting?*

“Whoever shall aid . . . or in any manner assist, in the introduction of tea from any place whatsoever, into this colony, while it is subject, by a British Act of Parliament, to the payment of a duty . . . he shall be deemed an enemy to the liberties of America.”

—Sons of Liberty
of New York, 1773

The Boston Tea Party

Many Americans felt something had to be done to resist the British. A group of Americans made a plan. They would disguise some colonists as American Indians. These men then would sneak aboard three British ships docked in Boston Harbor. They would toss the cargo—boxes of tea—into the ocean. This would send a strong message to the British: The colonies would not put up with the Tea Act.

On the cold night of December 16, 1773, the plan went into action. A local woman named Sarah Bradlee Fulton helped disguise her husband and others as Mohawk Indians. As the men went about their mission, Fulton, the “Mother of the Boston Tea Party,” anxiously awaited their return.

The plan was successful. Hundreds of boxes of tea floated on the icy waves of Boston Harbor.

Coercive Acts

The British responded harshly to the Boston Tea Party. They issued the Coercive Acts, which aimed to isolate Massachusetts from the rest of the colonies. The British closed Boston’s port, stripped the Massachusetts legislature of its power, and allowed the governor to move trials to Great Britain. The acts also allowed the army to take over private property to house British soldiers. The Americans called the measures the Intolerable Acts.

The bitterness toward Great Britain was worse than ever. The Boston Committee of Correspondence organized action against Great Britain and got support from other colonies. A growing number of colonists felt it was time to fight against British **tyranny**.

Representatives from every colony except Georgia traveled to Philadelphia. These representatives formed a Continental Congress that would act on behalf of the 13 colonies. War was approaching.

▶ The Boston Tea Party is remembered as one of the boldest acts of resistance against England.





Taxes in Colonial America

The Stamp Act of 1765 made many American colonists angry at the British government. Today, historians view it as one of the early causes of the American Revolution. Although Americans felt they were treated unfairly, the British felt differently. Examine the chart below to understand both sides of the issue.



▶ Patrick Henry was an American leader opposed to British taxes.



▶ George Grenville enacted the Stamp Act while serving as the British prime minister.

Americans	British
• Taxes in Britain were approved by representatives in British Parliament. The colonies did not have any representation in British Parliament. So Parliament's decision to tax them was unfair. • Only Americans should have the right to tax themselves. • The Stamp Act was unfair and illegal.	• Britain fought in wars that benefited Americans. So colonists should help pay part of the costs. • British people had been paying a similar tax for many years. The colonists were not being treated differently or unfairly. • Britain offered to get rid of the stamp tax if Americans came up with another way to help pay off the war debt. • Americans refused the offer, so the Stamp Act was a fair way to raise money.



READING SKILL

Finding Differences

Different backgrounds, experiences, and points of view can change the way people feel about events in history. Recognizing these differences can help you understand why conflicts happen and how they can be avoided. Finding differences can also help you figure out how you feel about a particular issue.

Use the chart above to take a closer look at different views about the Stamp Act. Try to understand both sides of the conflict. To find differences, ask yourself:

1. What are the different motivations of the people involved?
2. Do they have backgrounds that are similar or different?
3. What are the opinions of each group?

Do you agree with one view more than another? Why or why not?

LESSON 2

How Did the Revolutionary War Begin?

Vocabulary

martial law

Loyalist

Patriot

militia

delegate

neutral

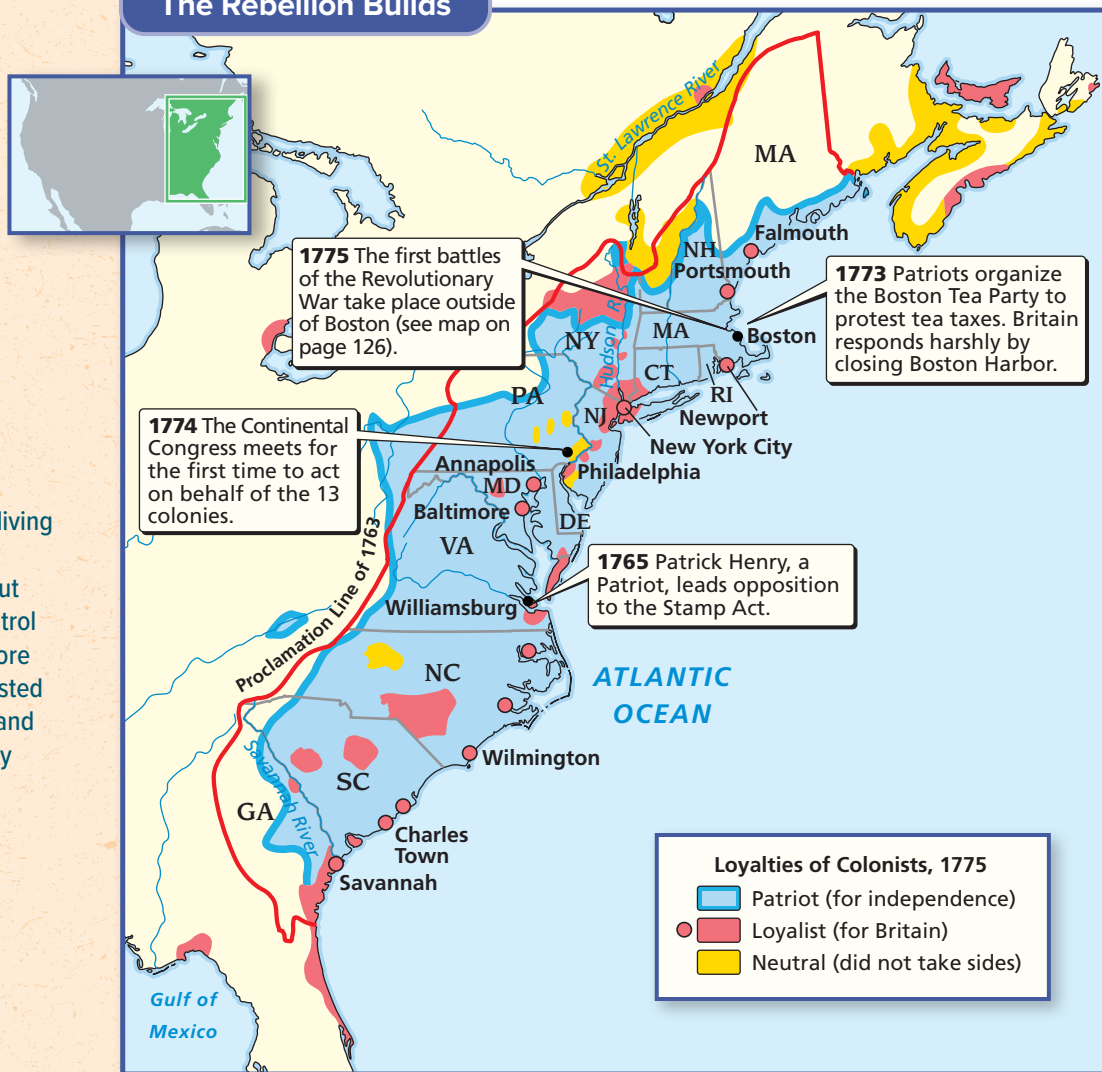
War Breaks Out

By the winter of 1774–1775, the British Coercive Acts had largely shut down Boston. The British closed Boston Harbor. Ships sat abandoned at the docks. Merchants had a hard time making a living. There was tension between colonists and British troops.

In April 1775, Parliament passed the Restraining Act. The act made it illegal for the colonies to trade with any nation other than England and the British West Indies.

Massachusetts, which was the center of many of the colonial protests, was placed under **martial law**, or direct military control. Some British leaders believed that the Americans would easily back down. They thought only

The Rebellion Builds



Most people living in cities were **Loyalists**. But as British control increased, more colonists resisted British taxes and refused to buy taxed goods.

about 2,000 British soldiers would be enough to stop an uprising. British officers had little respect for the colonists. They called them “bumpkins” and “illiterate plowboys.”

Meanwhile, the Americans held illegal town meetings and assemblies. More people joined the Sons of Liberty. Massachusetts was not alone. The Continental Congress helped the colonies unite and decide their next move.

Preparing to Fight

Virginia prepared to defend itself in case war broke out. While many called for peace, others, such as Patrick Henry, believed the colonies should arm themselves and prepare for battle. “I know not what course others may take; but as for me, give me liberty, or give me death!”

People of many diverse backgrounds prepared to fight. Peter Salem was born into slavery in Massachusetts in 1750. As he grew up, tensions with the British were building. People in Massachusetts started preparing for the worst.

Salem was freed by his owner so he could help in case a battle erupted. He was part of a militia that prepared to defend against a British attack. He later joined the Fifth Massachusetts Regiment.

A Signal in the Night

By April 1775, the British decided to move against **Patriot** leaders in Massachusetts. The British also planned to seize ammunition in the town of Concord. To avoid arrest, Samuel Adams and others escaped to the town of Lexington.

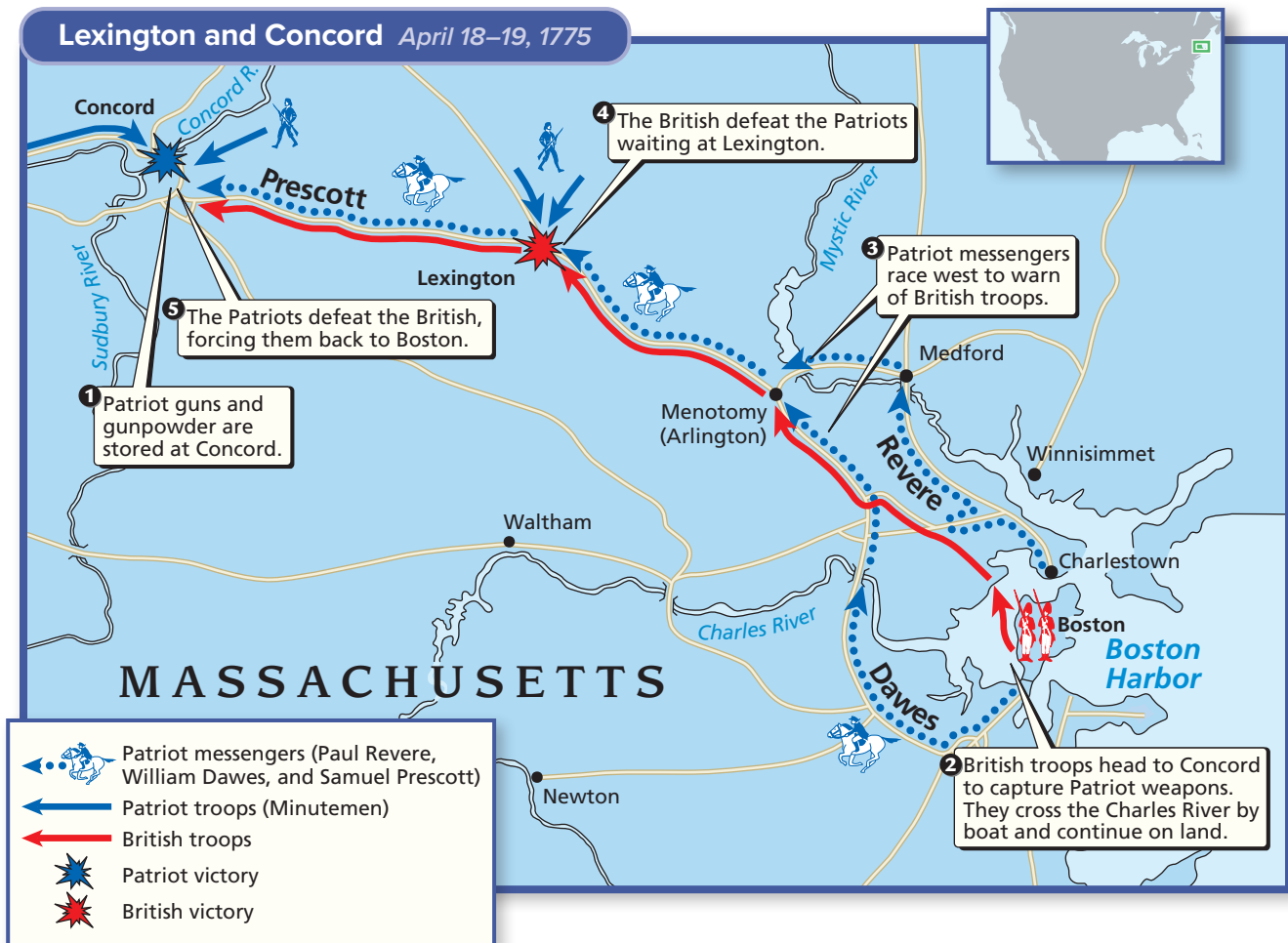
The Sons of Liberty found out that British troops were about to march from Boston to Lexington and Concord. Paul Revere, a silversmith, and William Dawes, a tanner, were given the task of riding from Boston to alert residents.

As the British readied for their march, Revere and Dawes were on the lookout for what route the red-coated British soldiers would be taking. One way to Lexington and Concord was to cross the Charles River by boat. Another way was to march overland out of Boston. Revere had arranged for a signal. Two lights in the North Church meant the British were going to cross the Charles. One light meant they were coming by land.

The Sons of Liberty had to meet in secret to avoid being arrested by the British.



Lexington and Concord April 18–19, 1775



In 1775, British troops tried to capture Patriot weapons stored near Boston. The Patriots fought back. The resulting battles of Lexington and Concord were the first of the Revolutionary War.

In the dark night, the signal came: two lights. Revere and Dawes hopped on their horses and galloped by different routes to Lexington to warn people that British soldiers were on their way.

The Battles of Lexington and Concord

As dawn broke on April 19, about 700 British soldiers arrived in Lexington. A **militia** of 77 men greeted them on the town green. A shot rang out. No one knows who fired, but it was the first shot of the American Revolutionary War. The firing continued. When the smoke cleared, eight militiamen lay dead and nine were wounded. Only one British soldier was injured.

A painting of British soldiers (left) and American soldiers (right) at the beginning of the war



The British continued their march toward Concord, where a colonial militia—including Peter Salem—was waiting for them. Hundreds of militiamen moved to a bridge defended by British troops. The British fired. The colonists stood their ground and fired back. The British retreated to Boston.

A militia of some 2,000 people followed. The soldiers were called “minutemen” because they could be ready to fight at a moment’s notice. The fighting continued. The British suffered 250 casualties, while 90 Americans were killed. War had begun, and it soon spread to all 13 colonies.

Considering Independence

The Continental Congress found itself in the middle of a war with the most powerful army in the world. In June, the Americans formed an army and picked George Washington to lead it. The idea of breaking from England and forming a separate, independent nation started to seem possible.

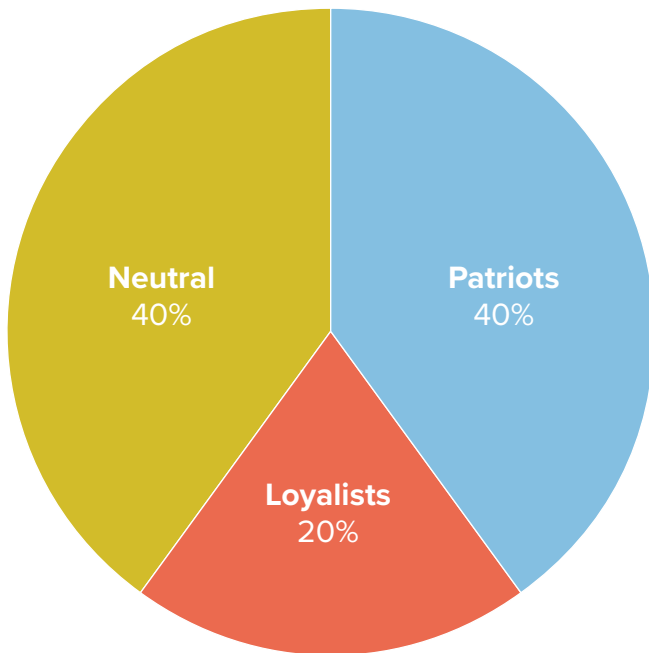
It was not a matter the **delegates** took lightly. They were, after all, Englishmen and had pledged their loyalty to the king. At first, the delegates hoped to reconcile with King George III. On September 1, 1775, the Continental Congress’s representatives in Great Britain presented British officials with a petition seeking to mend the broken ties between the two.

The king refused to accept the “Olive Branch” petition, dashing any hope of a settlement. For many, independence was the next logical step. It was time to mold a new nation based on the idea that government served the people, and not the other way around.

▶ George Washington was chosen to lead the American army. This painting of him was made in 1776.



Taking Sides



Loyalists were colonists who supported the British government and did not want independence. Patriots wanted independence. Many colonists were neutral—they did not take sides.

Dunmore's Proclamation

As the delegates debated independence, the British were trying to end the rebellion. In November 1775, Virginia's royal governor wanted to put a quick end to hostilities. His announcement, called Dunmore's Proclamation, offered freedom to enslaved people who fought for the king. The governor believed enslaved people would rise up against their masters.

Many did run to the British, but not for revenge. Enslaved people wanted freedom. The Randolph family in Virginia saw 8 of its 27 enslaved people escape to the British side. A woman named Aggy and a few others eventually returned,

probably because of disease in the British camp. The Randolphs later gave Aggy to a niece, separating her from her daughter.

On hearing of Dunmore's Proclamation, George Washington wrote in a letter that "Dunmore should be instantly crushed." Washington and other American leaders worried that formerly enslaved African Americans would help crush the American rebellion.

While some African Americans joined the British, others supported the American cause. The majority, though, did not have an opportunity to choose.

American Indians and the Rebellion

The British and the Americans also tried to recruit American Indians to their sides. While many American Indian tribes remained **neutral**, others chose sides.

Dragging Canoe, a young Cherokee warrior, led attacks against the Americans when the war started. He and many of his fellow Cherokees were angry at how the American colonists often moved onto their land despite agreements protecting it. Other American Indian nations, like the Passamaquoddy tribe of Maine, decided to join the Americans.

The War Heats Up

George Washington's Continental army was made up of farmers, carpenters, coopers, shopkeepers, blacksmiths, and people of other professions. They were not experienced soldiers, but they were able to damage the British soon after Lexington and Concord. In May 1775, a group of colonial soldiers captured Fort Ticonderoga, a British fort overlooking Lake Champlain in New York, without firing a shot.

Most of the early battles of the Revolution took place in the New England and Middle colonies.



A month later, the first major battle of the Revolution took place. American forces caused heavy casualties among British troops during the Battle of Bunker Hill in Boston. It was one of the bloodiest battles of the Revolution. Although the Americans lost, the fight gave them a confidence boost. They realized that they were not overmatched by the British. It also showed the British that they were in for a long and difficult fight.

By the spring of 1776, the British were building a bigger army to squash the Revolution. At the same time, colonial representatives at the Continental Congress were about to take a fateful step toward independence.



▶ The Battle of Bunker Hill signaled that the war would not be easily won by either side.



American Indians in the Revolutionary War

When war broke out between Britain and its American colonies, American Indians faced a very difficult decision. Should they choose sides? Or, would it be better to remain neutral? American Indians had to consider what was best for the future of their tribes.

The decision divided the Haudenosaunee Confederacy. Most Mohawk, Cayuga, Onondagas, and Seneca took Britain's side. Thayendanegea, a Mohawk leader, had a connection to the British. His sister was married to a British general. He also met with King George III and was promised that his people's land would be returned if they fought against the Americans.

Most Oneida and Tuscaroras sided with the Americans. An American missionary lived with the Oneida for a long time and learned to speak their language. The Oneida trusted him and listened when he encouraged them to fight the British.



▶ Thayendanegea, a Mohawk leader, sided with the British during the war.



▶ Hokolesqua was a Shawnee leader who wanted to remain neutral during the war. He was captured and killed by Americans.



READING SKILL

Identifying Points of View

Points of view change depending on who is telling a story or recounting an event. Culture, history, and personal relationships can all affect a person's point of view. Recognizing the points of view of individuals in history helps reveal why they made certain decisions or acted in certain ways.

The Haudenosaunee nations had many different points of view when it came to the American Revolution.

1. Why do you think some American Indians joined the British, while others joined the Americans?
2. Why would some remain neutral?
3. What do you think Thayendanegea's point of view was?

What Is the Declaration of Independence?

Vocabulary

corrupt

treason

popular sovereignty

Enlightenment

unanimous

▶ Thomas Paine's pamphlet created a wave of support for independence in 1776.

“Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART.'”

—Thomas Paine, *Common Sense*, 1776

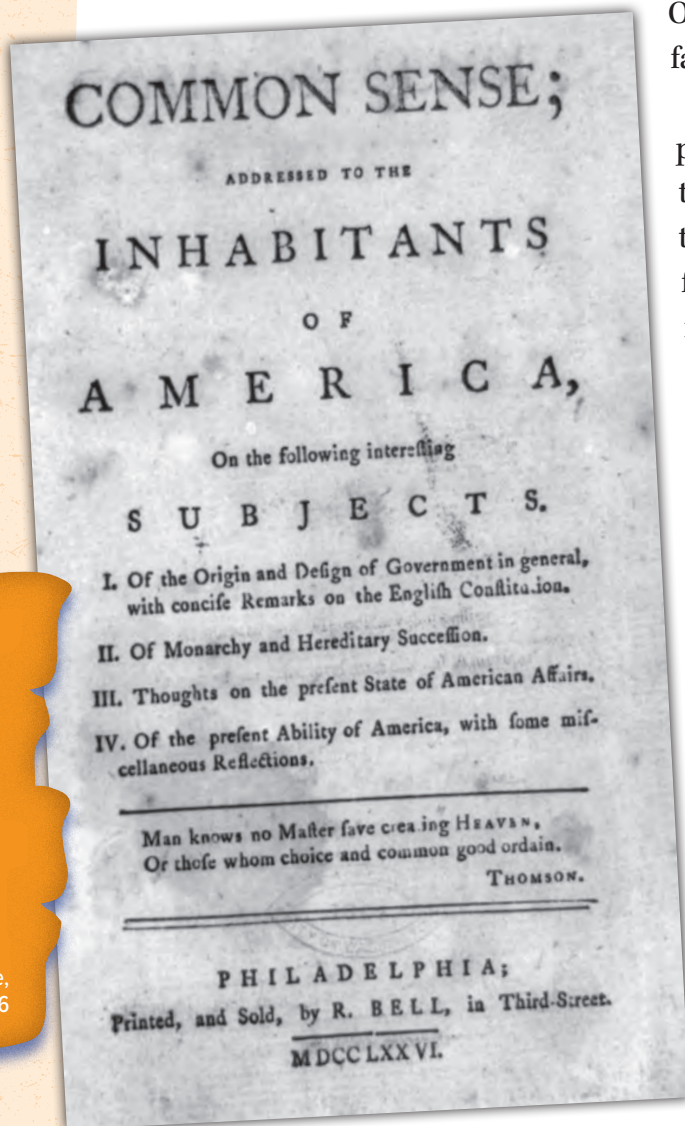
The Push for Independence

Independence was heavily debated among Americans. A journalist named Thomas Paine added fuel to the fire in January 1776, when he published a pamphlet called *Common Sense*. In it, he laid out the case for American independence. Paine said Britain's government was **corrupt**. He argued there was no other choice but to split from England. *Common Sense* used language that persuaded many colonists, not just the leaders, to join the cause for independence.

In the spring of 1776, the Continental Congress argued over the pros and cons of independence. Not everyone agreed the colonies should break free. Some felt such a move was **treason**—a crime against their mother country.

Others spoke forcefully in favor of breaking away.

The delegates postponed a vote until the first week in July. In the meantime, Congress formed a committee made up of John Adams, Benjamin Franklin, Roger Sherman, Robert R. Livingston, and Thomas Jefferson. Their role was to draw up a declaration of independence by June 28. Jefferson was given the job of writing this important document.





The Declaration of Independence

The American Declaration of Independence stated that the colonies would break political ties with Britain. The document introduced bold ideas about the new American government.

At the time of the Declaration, the countries of Europe were mostly monarchies, ruled by queens, kings, and emperors. These rulers often had absolute power and did not consider their subjects equals. Monarchs were often born into their role or seized power during war. These rulers dictated what life would be like for the people under them.

The Declaration of Independence turned that idea around. The people would choose their own government and leaders. The ideas in the document provided the foundation for America's experiment in democracy. It was an experiment because no other nation had tried to create a government where people ruled. This concept is called **popular sovereignty**.

▶ A committee led by Thomas Jefferson presents the Declaration of Independence to Congress in 1776.

“
[People] join in
society with others
... for the mutual
preservation of their
lives, liberties and
estates.”

—British philosopher
John Locke, 1689

Life, Liberty, and Happiness

The Declaration stems from ideas of the **Enlightenment**. As early as the 1600s, some people in Europe began to ponder the role of government. They questioned authority. These thinkers examined traditional beliefs, including the idea that kings ruled by a God-given right.

Enlightenment ideas had an important impact on the writers of the Declaration of Independence. The document stated that people had natural rights and that “all men are created equal.” No government should be able to take away the right to “Life, Liberty and the pursuit of Happiness.”

It also outlined a list of complaints against King George III. Among these were handling taxes unfairly, interfering with justice, and sending officers to harass the people.

Independence Day

On July 2, the delegates to the Continental Congress voted to break from England. Two days later, on July 4, Congress officially adopted the Declaration of Independence. The 13 separate colonies became the United States of America. July 4—Independence Day—is a national holiday in America today.

No colony had ever done what the Americans were doing. When news arrived in Europe, King George III said the Americans were “daring and desperate.” Other monarchs worried their subjects would be inspired by the American Revolution and the ideals in the Declaration of Independence. They worried that people throughout Europe would rebel against their rulers.

The stakes were high—both sides had a lot to lose in the Revolution.

The Effects of the Declaration of Independence

Thomas Jefferson wrote in the Declaration that “all men are created equal.” Yet many people, including African Americans and women, were not treated equally.

Jefferson himself was a slaveholder. Patrick Henry, the Continental Congress delegate who famously said, “Give me liberty, or give me death!” also owned people. George Washington, who led the American army, owned hundreds of enslaved people. How could they demand freedom from Britain and at the same time enslave people? It is not easy to understand.

Not everyone in colonial America supported slavery. Some leaders, such as John Adams and Samuel Adams, were opposed to slavery and never owned people. However, slavery existed in all 13 colonies. Even when African Americans were free, they were not treated as equals. While some Americans prepared to fight for independence, others wondered when their time would come.

Women and Equality

While women contributed greatly to the American cause, they were also not treated equally. Most men did not consider women to be social or political equals. Social life was much more restrictive for women. Most people would have considered it improper for women to participate in a public event such as a protest or an election. Of the more than 50 delegates who attended the Continental Congress, none were women.

Abigail Adams was married to John Adams, who helped write the Declaration of Independence. While the delegates were debating independence, Abigail Adams wrote to her husband and asked him to think about women's rights. She warned him not to give men unlimited power, because they would abuse it. She even suggested that American women might revolt if they were ignored when a new government formed.

However, women were ignored. It would take another 150 years just to get the right to vote.

A Lasting Impact

Despite these shortcomings, the Declaration made a large and lasting impact. It allowed the world to view the American Revolution as a conflict between two warring nations. That made it easier for other countries, such as France and the Netherlands, to help the American cause.

As the years passed, the impact of the Declaration became clearer. It inspired people who lived under oppressive governments. Its ideas sparked other revolutions in France, Latin America, Africa, and other parts of the world. Its language about equality and freedom continues to inspire Americans to demand their rights today.



▶ The Liberty Bell, made in the 1750s, has the inscription: “Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.” The bell is in Philadelphia, Pennsylvania.

“

All human beings are born free and equal in dignity and rights.”

—Universal Declaration of Human Rights, 1948

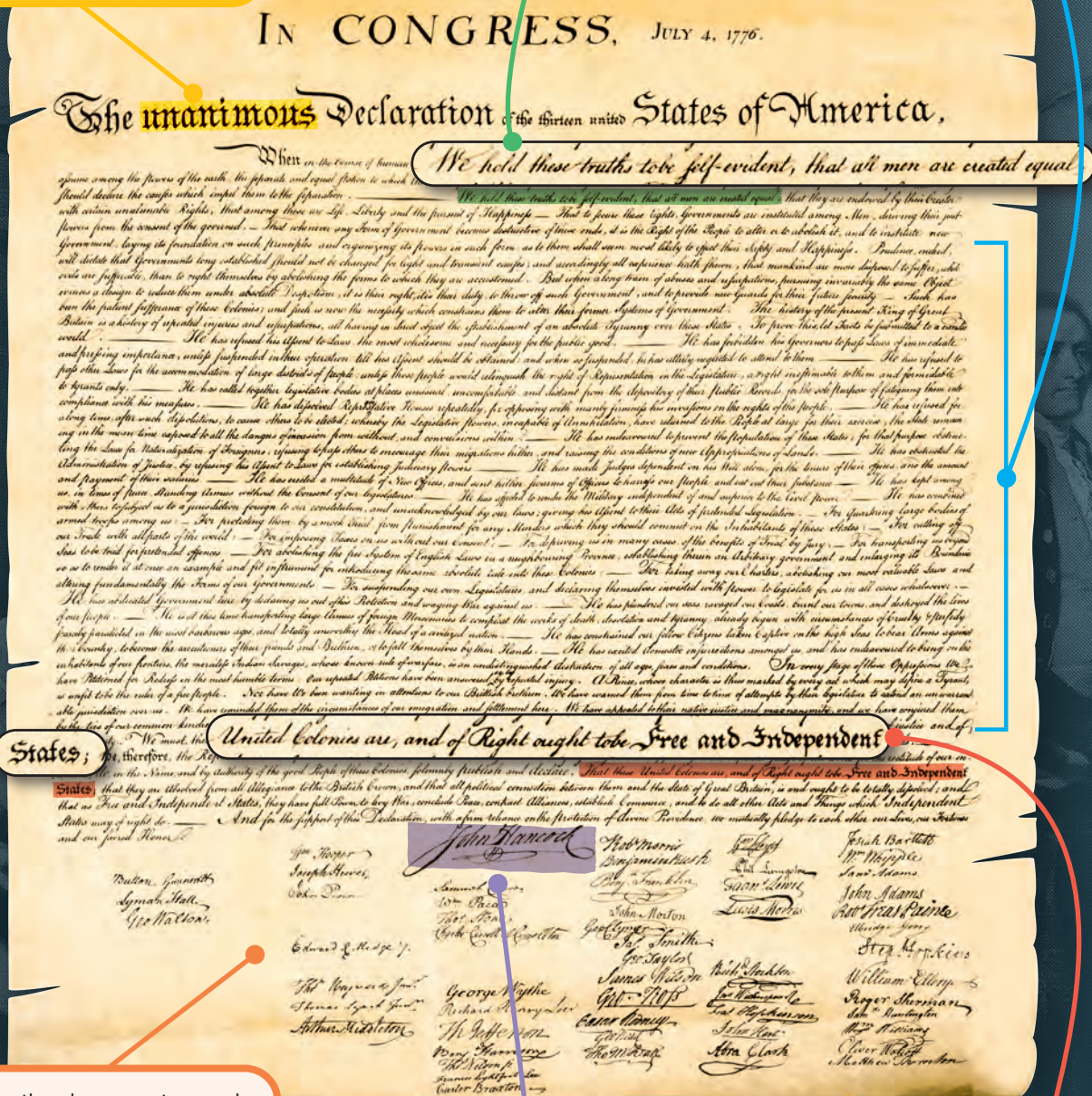
Declaration of Independence

The original handwritten Declaration of Independence is on display at the National Archives in Washington, D.C. In this book, the complete text is on pages 298–301.

Unanimous means fully in agreement. All 13 states agreed to declare independence from Britain.

“We hold these truths to be self-evident, that all men are created equal . . .”

This section is a long list of complaints against the King of England.



To sign the document, people used a pen made out of a feather, called a quill.

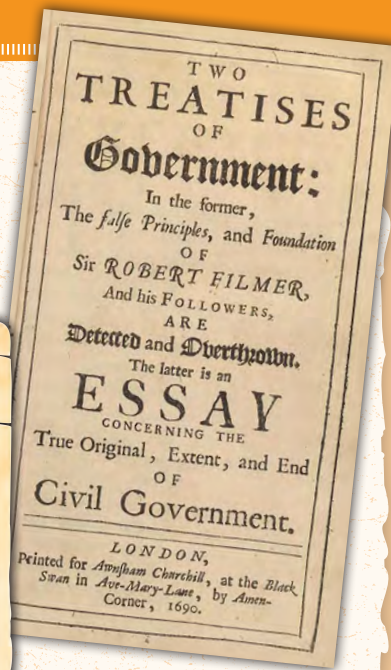
John Hancock's signature is so large that it gave rise to a popular saying. Instead of asking for a signature, some people ask: “Can I have your John Hancock?”

“... these United Colonies are, and of Right ought to be Free and Independent States . . .”



What Ideas Are in the Declaration of Independence?

When Thomas Jefferson wrote the Declaration of Independence, one of his biggest influences was the English philosopher John Locke. Some of the ideas in Locke's *Second Treatise on Government* are similar to ideas that appear in the Declaration of Independence. The chart below shows some of the similarities between the two documents.



▶ John Locke's essay (above) influenced the Declaration of Independence (left).

John Locke, <i>Second Treatise on Government</i> (1690)	The Declaration of Independence (1776)
"[A]ll men are naturally in . . . a state of perfect freedom."	"We hold these truths to be self-evident, that all men are created equal."
"[Man] hath by nature a power . . . to preserve his property, that is, his life, liberty and estate."	"[T]hat they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
"[If people's rights are taken away], they will always have a right to . . . rid themselves of those, who invade this fundamental [freedom]."	"[If people's rights are taken away], it is their right, it is their duty, to throw off such Government."



READING SKILL

Comparing Texts

Sometimes comparing texts can tell us a lot about history. For example, different texts may reveal different ways of understanding the same historical event. Similar texts can show that people throughout history had similar problems or experiences.

The language in John Locke's work above is old-fashioned and difficult to understand. However, do you notice any similarities between his work and the Declaration of Independence?

1. What ideas or themes are the same?
2. What can we learn from these texts?

LESSON 4

What Happened during the Revolutionary War?

Vocabulary

currency

mercenary

pension

Supporting the American Army

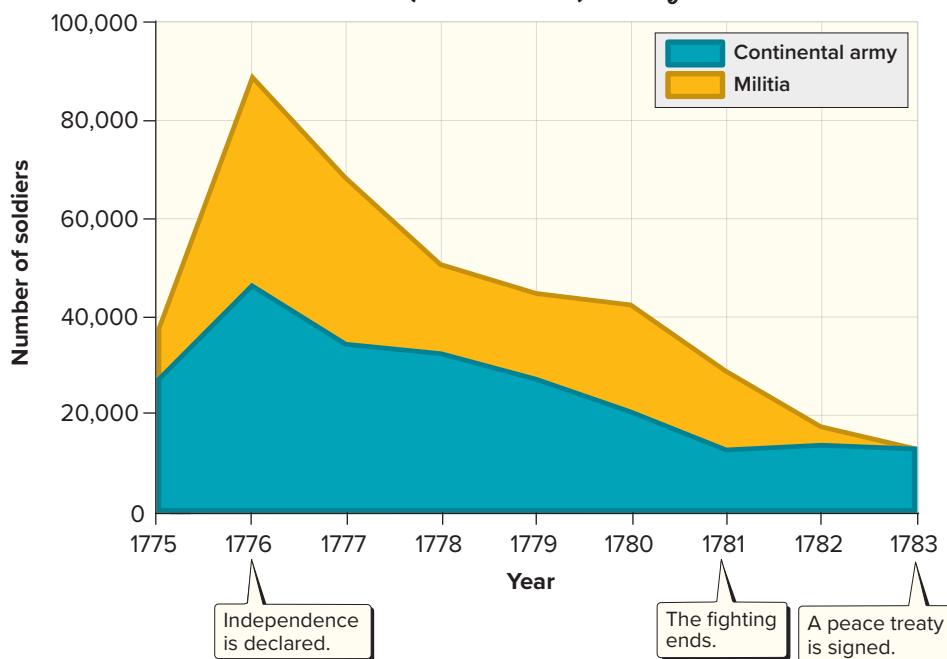
After signing the Declaration of Independence, the Continental Congress was suddenly running a national government. Made up of representatives from the 13 colonies, the Congress had many tasks. One of its biggest challenges was making sure the army had enough soldiers and supplies.

Congress did not have the authority to collect taxes. This made funding the army extremely difficult. As a result, Congress looked to individual states to contribute to the war effort. At the time, each state acted as if it was its own nation.

Raising Money

Even with help from the states, Congress needed to raise more funds to support its army. At the outbreak of war, most of the soldiers in Washington's army were militia and served for only a year. Washington wanted each soldier to enlist for three years. However, people would not sign up for a longer period if they did not receive more pay.

Continental (American) Army and Militia



At the beginning of the war, many people were enthusiastic about joining. However, that feeling declined as the war dragged on. *What else can you learn from this graph?*

Congress first responded by printing a lot of paper money, which was called the Continental. While most nations used gold and silver **currency**, Congress backed the Continental only with its good faith. As a result, the Continental was not stable. Prices for goods skyrocketed, and the currency became worthless.

Luckily for the Americans, the French were willing to help them fight. France was angry at Britain after losing colonial territory to it. Once the war began, France secretly shipped ammunition and supplies to the Americans. The French government eventually loaned the Americans more than \$2 million. The Netherlands also provided funds.



Fighting the War

The British had some big advantages during the Revolutionary War. They had a powerful and experienced army and navy. They had access to money. Their soldiers and sailors were well fed and well paid. They even hired **mercenaries** from Germany to fight against the Americans.

The American military was not nearly as strong or experienced as the British military. But it had some advantages. Americans were fighting on their own land and they knew the terrain. They also received support from some of Britain's European rivals, including France and the Netherlands.

Perhaps the most important advantage was that the Americans had a genuine cause—independence—that united people. Many Americans were ready to give everything to have their own country.

▶ Two American soldiers march during the winter.

There comes a Soldier, his bare feet are seen thro' his worn out Shoes, his legs nearly naked from the tatter'd remains of an only pair of stockings."

—Albigeance Waldo, a doctor for the American army, winter 1777

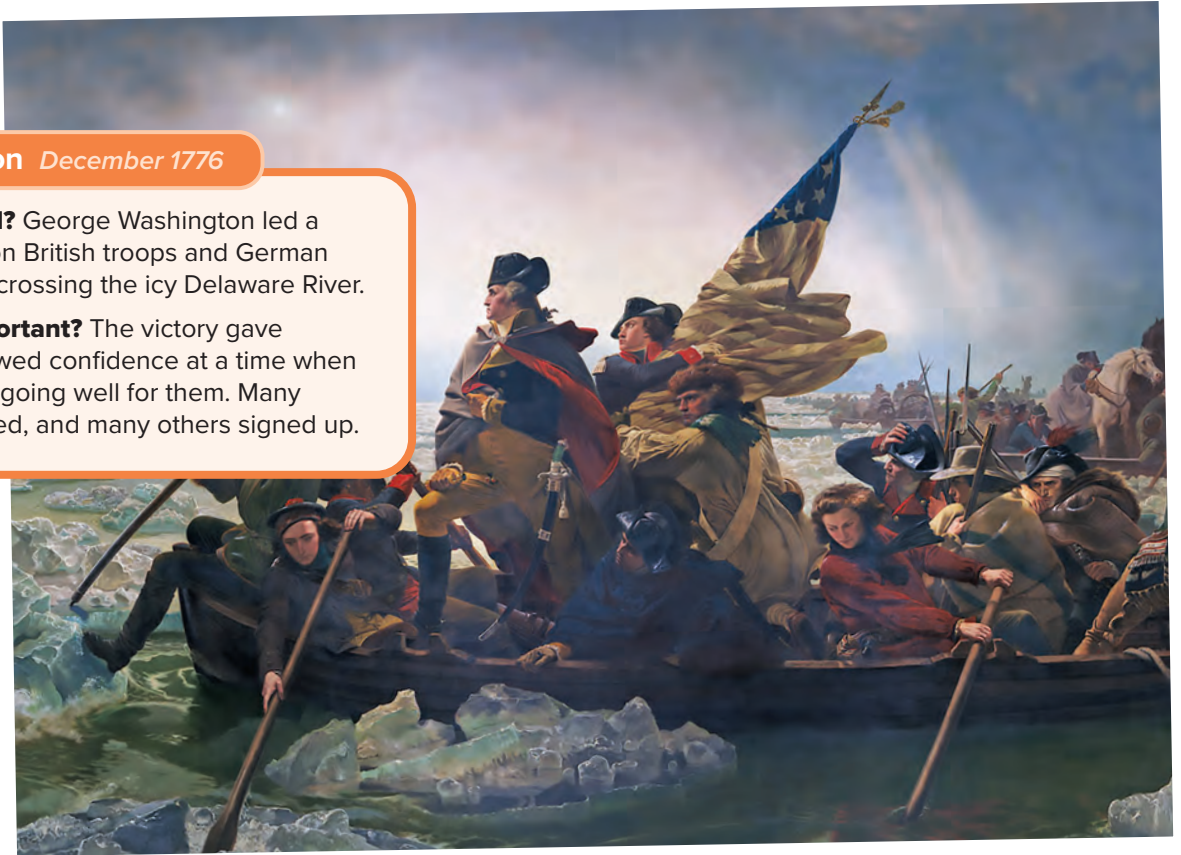
The Patriots Gain Ground

1

Battle of Trenton December 1776

What happened? George Washington led a surprise attack on British troops and German mercenaries by crossing the icy Delaware River.

Why was it important? The victory gave Americans renewed confidence at a time when the war was not going well for them. Many soldiers reenlisted, and many others signed up.



2

Battle of Saratoga June 1777

What happened? Britain planned to attack American forces in upstate New York from three sides. However, geography and militia attacks stopped all British troops from reaching their destination. American forces won a key victory.

Why was it important? After news of the victory, France decided to join the American war effort, providing invaluable support.





3 Valley Forge winter 1777–1778

What happened? American forces suffered through a long, difficult winter at Valley Forge, a military camp in Pennsylvania. There was not enough food or warm clothing. More than a thousand soldiers died from disease.

Why was it important? The Americans survived the winter. With training from German Baron von Steuben, the army started to become a well-organized unit. By spring, they were ready to take on the British again.





▶ Mary Hays, sometimes called Molly Pitcher, fires a cannon at the Battle of Monmouth in New Jersey. Legend has it that when her husband got injured, she took his place in battle.

Women and the Revolution

As American men went off to war, women often took over running family stores or working farms. Others followed the army and worked as nurses, seamstresses, and cooks.

One army camp follower was Margaret Corbin, whose husband, John, had enlisted in the Pennsylvania militia. When her husband was killed in the Battle of Fort Mifflin, in New York, Corbin quickly took his place firing a cannon against the British. She was shot three times and lost the use of her left arm. For her heroic efforts, Congress awarded Corbin a lifelong **pension**—the same as other disabled soldiers.

Women also served as spies. Lydia Darragh of Philadelphia spied on the British during the war. She sent coded messages to the American army and delivered messages in person to American officers.

American Indians and African Americans during the Revolution

Most American Indian nations east of the Mississippi watched the fighting from afar. The Oneida sent a leader named Solomon Ahhaunnauwaumut to talk to the governor of Connecticut at the beginning of the war. Ahhaunnauwaumut told him that his people viewed the war as a “dispute between two brothers,” and that the Oneida wished to stay out of the war.

Some nations, however, got into the thick of the fight. Many sided with the British because they had protected American Indian land from American settlers. A few tribes sided with the Americans, but a long history of conflict created mistrust between Patriots and American Indians.

Many enslaved African Americans joined the British to gain their freedom. A few African Americans, especially those who were free, fought alongside the Patriots. John Chavis was a free African American who joined the Fifth Virginia Regiment in 1778, when he was a teenager. He served in the military for three years. He later became an outspoken critic of slavery.

▶ American Indians (left) negotiate with British forces (right). **Why do you think the British and American armies wanted help from American Indians?**



The End of the War

The Battle of Trenton and the Battle of Saratoga were key victories for the Americans (see page 140). The rebels were gaining control. The British strategy, which was originally to separate the colonies and isolate New England, was a failure.

The British sent more forces to the South. They thought that many Southerners were Loyalists and would rush to the British side. This new strategy worked well at first. In 1780, the British were able to capture Charleston, South Carolina, an important port city.

Britain Surrenders

However, the Patriots did not give up. In the fall of 1781, American and French forces surrounded the British army at Yorktown, Virginia. With Washington's army and thousands of French troops staring at them from the front, and the French navy behind them, the British were in trouble. British General Cornwallis begged for more troops, but they never came. He was forced to surrender.

Cornwallis reluctantly sent one of his officers across the battle lines to talk to Washington about the terms of surrender. Two days later, the British laid down their arms. It was the last major battle of the Revolution. Even though it would be two more years before a peace treaty was signed, the American victory at Yorktown effectively ended the war. Against tremendous odds, the Americans won their independence.



▶ This painting shows the British army surrendering to American forces at Yorktown, Virginia. The United States had won its independence.

The Result of the Revolutionary War

After more than six years of fighting, the war was over. Thirteen colonies had banded together, created a new nation, and defeated the most powerful army in the world. What was next?

As an independent nation, the United States was free to make its own political, economic, and social decisions. The country could trade with whomever it chose. Because Americans could not rely on the British for manufactured goods, new businesses and factories sprang up.

The war had destroyed parts of many cities, including New York and Charleston. Some towns had been robbed and burned. Farms had been ruined. After the war, communities began to rebuild and recover.

▶ In 1783, the Treaty of Paris was signed, officially ending the Revolutionary War. Britain gave the United States most of its territory east of the Mississippi River. This doubled the size of the United States.



During the Revolution, the population dropped from 2.6 million to 2.4 million due to casualties and disease. After the war, the population in the United States grew. The birth rate increased. The number of immigrants also grew, especially those coming from Ireland, Scotland, and Germany. By 1790, the population of the United States totaled some 4 million. Cities such as Philadelphia and Boston grew rapidly.

[The troops] . . . should prove themselves not less virtuous and useful as Citizens, than they have been persevering and victorious as Soldiers."

—George Washington's farewell orders, 1783

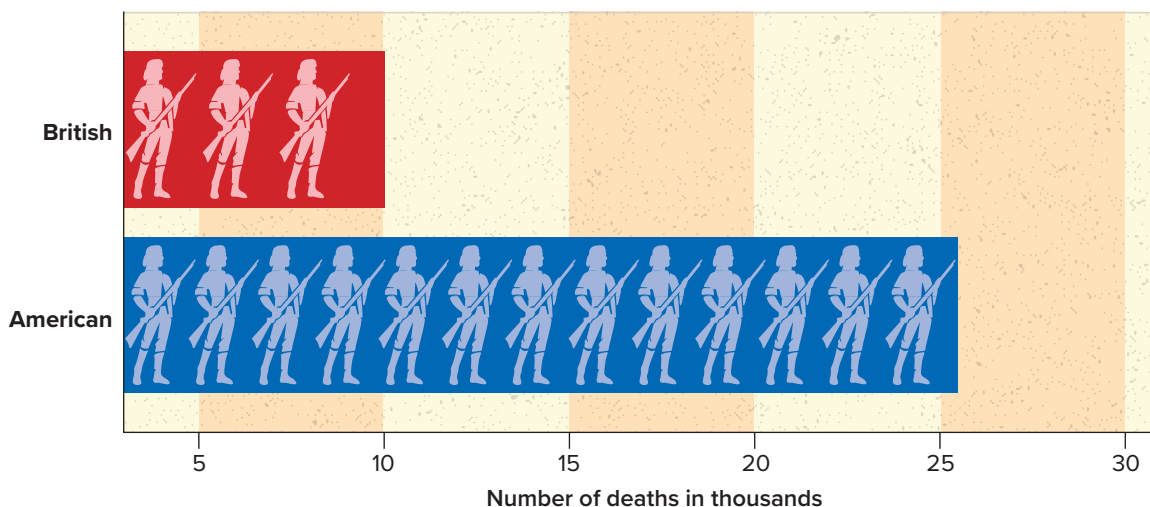
Struggles Continue

The American victory also opened the western territories for settlement. Yet as Americans moved farther west, they came into conflict with American Indians.

The U.S. government would eventually force thousands of American Indians from their land. The political power of the settlers increased as Congress tried to protect their interests. American politicians felt that if they did not help the settlers, the settlers might make deals on their own with the British, the French, and the Spanish, all of whom still occupied large parts of North America.

The issue of slavery remained unresolved. In 1777, while the war was going on, the territory of Vermont got rid of slavery completely. Within a few years of the war ending, many Northern states created laws to eventually end slavery. But it was still widespread in the South. Slavery would divide the new country for many decades to come.

A Deadly Fight



The human cost of the Revolutionary War was high. Patriot soldiers who died during the war outnumbered the population of Philadelphia, which was the largest American city at the time.



How Did Geography Affect the War?

The map and the chart on this page look very different from one another. However, they both provide valuable information about how geography affected the Revolutionary War.

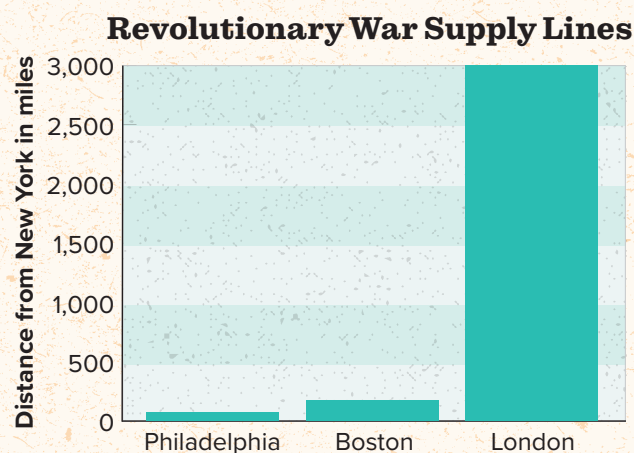
Geography affected the Revolutionary War in different ways. England was located far away from America, which was a big disadvantage for the British. At the time, the fastest a British ship could get to America was about a month. The journey might take as long as three months, and in bad weather it might not be possible at all. Sending soldiers and supplies to America was slow. Orders and instructions from London took a long time to reach America.

Colonists did not need to travel a great distance across the ocean. They could quickly travel by horseback to communicate. They also had a post office that made communication among Americans much easier and faster.

Perhaps the biggest advantage for Americans was that they were fighting in their homeland. When General Washington led troops across the Delaware River, the weather was terrible and affected both sides. But the Americans had appropriate boats and men who had experience working in those conditions. The British did not. The Americans were able to surprise the enemy and win an important victory.



British troops relied on supplies from Great Britain and the West Indies. The Patriots tried to capture British supply ships.



Why were these distances an advantage for the American army?



RESEARCHING SKILL

Using Different Media

Maps, graphs, images, and text can all help tell a historical narrative by describing different parts of the story. How do the different media above help tell a story about the impact of geography on the Revolutionary War? What are the benefits of each? What are the drawbacks or limitations? Can you think of other types of media that help people understand history?

People of the American Revolution



Ann Bates

about 1748–1801

Ann Bates was a teacher from Philadelphia. Her husband was a soldier in the British army. When the war started, she worked as a spy, visiting American army camps and selling supplies. She was also secretly reporting to the British the number of soldiers and weapons at each camp. The information she gathered helped the British army. In 1781, she and her husband moved to England.



Casimir Pulaski

1745–1779

Casimir Pulaski was born in Poland and supported the country's freedom movement. While visiting Paris, Pulaski met Benjamin Franklin and was inspired to come to America to join the Revolution. Pulaski fought alongside George Washington and was known as an intelligent, skilled, and fearless general. Pulaski died in battle fighting for American independence. Recent evidence suggests that Pulaski may have been born a woman but lived as a man.



Crispus Attucks

about 1723–1770

Crispus Attucks grew up as an enslaved person in Massachusetts. He likely escaped slavery in 1750 and began working as a sailor and ropemaker in Boston. There was often tension with off-duty British soldiers, who competed with Americans for jobs. In 1770, Attucks was in a fight with British soldiers, which turned into the famous Boston Massacre. He and four others were killed. They were the first deaths of the American Revolution.

Crispus Attucks was the first person killed in the Boston Massacre (pages 120–121).



Elizabeth Freeman

about 1742–1829

Elizabeth “Mum Bett” Freeman was born into slavery. She worked as an enslaved person in Massachusetts during the Revolution. In 1781, Mum Bett sued for her freedom. She argued that the new Massachusetts constitution could not allow slavery, since it said that “all men are born free and equal.” The jury agreed. She was freed and changed her name from Mum Bett to Elizabeth Freeman.



Gyantwachia

about 1740–1836

Gyantwachia was a Seneca Indian military leader who fought in the French and Indian War and the American Revolution. During the Revolution, he fought with the British against the Americans. After the war, Gyantwachia signed a peace treaty that gave the United States a large amount of American Indian land. This upset members of Gyantwachia’s tribe. Later, the American government gave him land in Pennsylvania in recognition of his cooperation.



Mercy Otis Warren

1728–1814

Like many women of her era, Warren never received a formal education. She loved history and politics and educated herself. In the 1770s, Warren published articles and plays critical of British rule. She also wrote letters to leaders including George Washington and Thomas Jefferson. Warren was one of the most influential women of the American Revolution. In 1805, she published the first history of the Revolution.

Mercy Otis Warren was involved in the debate over the U.S. Constitution (page 168).

LESSON 5

What Was the United States like under the Articles of Confederation?

Vocabulary

constitution

ratification

sovereignty

executive

judicial

ordinance

township

arsenal



Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States."

—Articles of Confederation,
Article II, 1781

The Articles of Confederation

Once the United States declared its independence, it had to create a government. Each state was already in the process of making its own **constitution**, but they needed a common government to communicate between states and unite the country. A common government would also run the war effort and communicate with other countries that might help them fight.

Many Americans did not like the idea of a strong central government. They feared it would take away their rights just as the British government had done. But some form of central government was needed.

After much discussion and several drafts, in October 1777 Congress finalized the Articles of Confederation. By the end of November, Congress sent the Articles to each state for **ratification**. Every state had to agree for the Articles to become official. It took over three years for all the states to reach an agreement, but the Articles of Confederation were officially approved in March 1781.

Accomplishments of the Articles of Confederation

Under the Articles of Confederation, each state kept "its **sovereignty**, freedom, and independence." Most government functions were left to the states to decide for themselves.

One thing the states could not do, however, was resolve international issues. Any relations with foreign nations had to be undertaken by the national government. An example was the Treaty of Paris, the agreement with Great Britain that formally ended the American Revolution in 1783.

Under the Articles of Confederation, the government had only one branch: legislative. In Congress, each state would get one vote. Approval from 9 of the 13 states was needed to pass any law. There were no **executive** or **judicial** branches as there are today. Therefore, Congress ran the national government, including the army and the navy.

America Expands West

When the American Revolution ended, the new country began expanding westward. Rules were needed to guide this expansion and help shape the future of the United States. One of the most important accomplishments of the Articles of Confederation was giving Congress the power to put these plans in place.

At the time, the states argued about which of them controlled the lands west of Pennsylvania. The region between the Ohio River and the Great Lakes was called the Northwest Territory. Americans felt the territory was particularly important to the nation's survival.

The French, the English, and the Spanish still controlled large parts of North America. All believed the new United States would not last long. The British were so sure the United States would fail that they refused to withdraw from the Northwest Territory after the war.

 Congress passed the Northwest **Ordinance** in 1787. The ordinance set rules for settling this territory and helped new states form there.



“

There shall be formed in the said territory, not less than three nor more than five States.”

—Northwest Ordinance, 1787

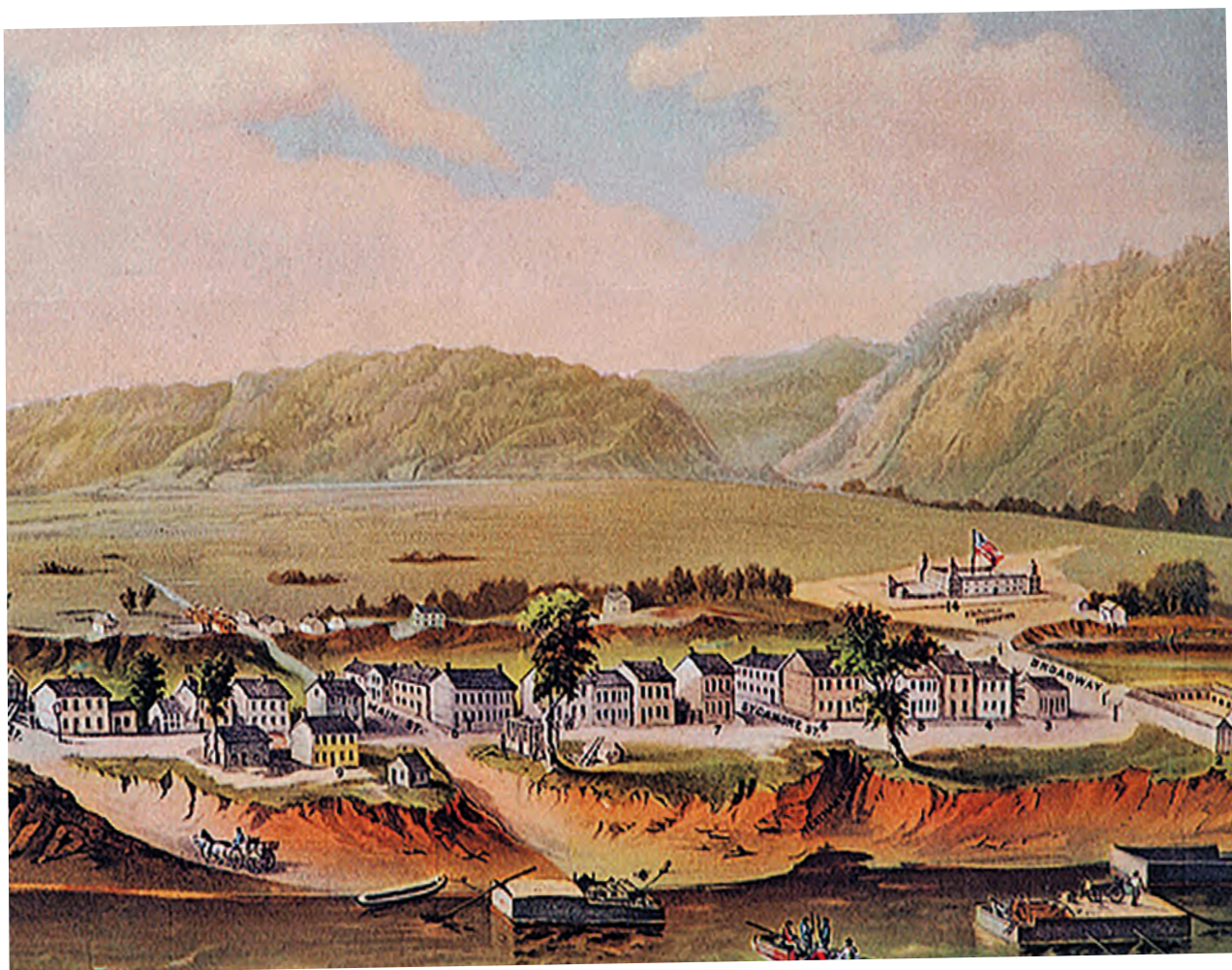
Passing the Northwest Ordinance

In 1787, Congress passed the Northwest Ordinance, which carved the Northwest Territory into counties or **townships** and created rules for settlers to follow. There were many American Indians living there. Congress helped settle disputes and tried to keep the peace between settlers and American Indians.

Once the counties and townships had enough people, Congress hoped they would band together and form states. The Northwest Ordinance set rules about how a territory could become a state. It also prohibited the expansion of slavery into these territories.

The ordinance was successful. It helped form all or part of several new states: Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota. Thousands of people moved west. New cities including Minneapolis, Chicago, and Cincinnati grew from small settlements.

▶ The city of Cincinnati (shown here in 1800) was founded on the banks of the Ohio River.



Problems with the Articles of Confederation

Despite its accomplishments, the Articles of Confederation did not meet the needs of the new nation. The United States was a young country that had just experienced a devastating war. It faced many problems. Congress was trying to help, but the Articles of Confederation limited how much power it had.

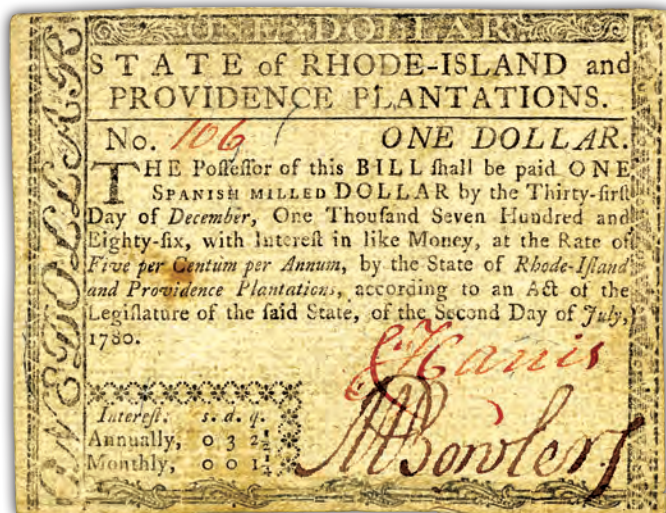
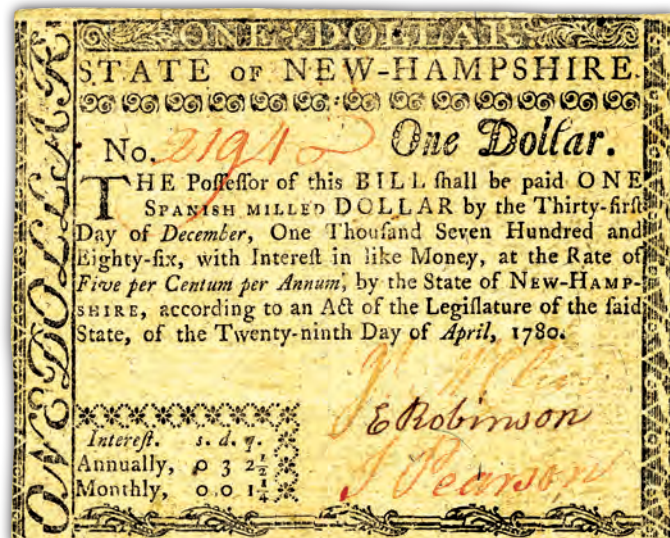
Congress could not raise taxes, which meant the nation's survival depended on money from individual states. The national debt soared. Congress did not have the power to set up a court system. It could not control trade or issue money. There was no authority to settle arguments between states. States acted in their own best interests instead of for the common good.

In the South, Spain refused to recognize some American land claims. It also closed parts of the Mississippi River to American trade. The Spanish hoped to bring their own settlers into Kentucky and Tennessee and control the region. When the war was over, the monarchies of Europe made fun of the Americans and their new, ineffective system of government.

Farmers Struggle

Farmers were hit hard by the war. Many were killed or wounded. Others spent years away and were unable to take care of their farms. Fields, crops, and animals were damaged or lost. Many farmers faced economic problems and heavy debt.

After the revolution, most states did not make farmers pay the money they owed. However, Massachusetts refused to forgive these debts. As a result, farmers there did not have the money to pay for everyday expenses.



▶ Each state had its own currency at the time of the Articles of Confederation. These dollars are from New Hampshire and Rhode Island. **Why might this create problems?**

When the farmers in Massachusetts could not pay their bills, state leaders ordered local sheriffs to take their farms and imprison the debtors. In the fall of 1786, an angry mob protested. They wanted to shut down the courts to prevent farmers from going to trial and then to prison. More protests followed.



Shays's Rebellion

Daniel Shays was one of these farmers. During the Revolution, he was a captain in the army and fought at Bunker Hill and Fort Ticonderoga and in other battles. When he returned home to Massachusetts, farmers like him were drowning in debt.

In January 1787, Shays led 2,000 New Englanders in a protest in front of an **arsenal** in Springfield, Massachusetts. He wanted to seize the weapons in the building. The U.S. government had no way to pay for troops to stop the uprising, so the job fell to the governor of Massachusetts. He ordered 4,400 militiamen to end the protest.

The militia fired at the protesters, and several of them died. The militia's cannons scattered the mob. Shays survived and fled to Vermont.

▶ Followers of Daniel Shays run from troops in Springfield, Massachusetts.

Time for Change

Shays's Rebellion highlighted the shortcomings of the American government under the Articles of Confederation. If the government could have helped the farmers with their debt or protected citizens, the deaths could have been avoided. The rebellion also drew attention to the poor state of America's finances. Many people felt that the Articles might need to be adjusted.

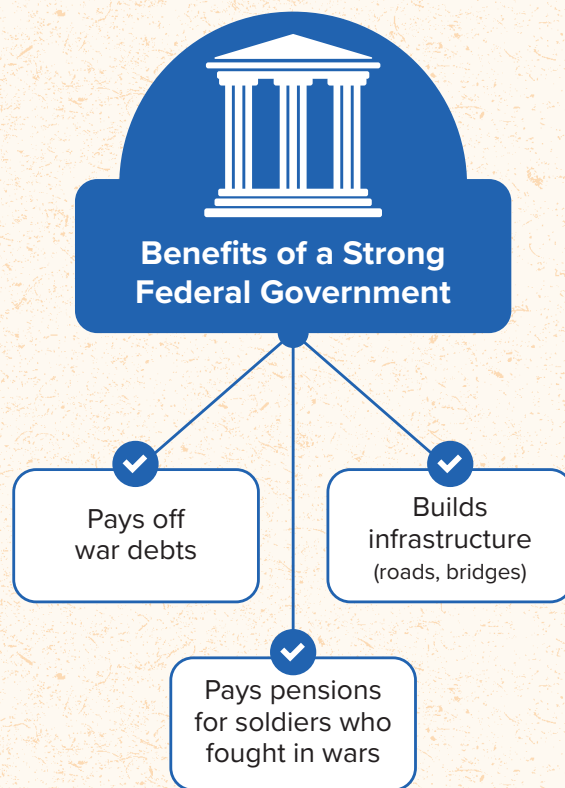
However, if America's leaders came up with a plan for a stronger central government, would the states accept it? The Articles of Confederation required all 13 states to agree to any changes. Getting all states to agree on anything was almost impossible.



What Were the Benefits of a Strong Federal Government?

The writers of the Articles of Confederation feared a strong, British-style government. As a result, they formed a weak central government. The Articles of Confederation did not allow the national government to collect taxes, which created economic problems for the United States. The Revolutionary War had created an enormous debt. Congress tried to amend the Articles to raise money by collecting a tax on imports, but the states rejected it.

Some people believed a stronger federal government would be better for the economy. Political leader Alexander Hamilton wrote, “There must be interwoven, in the frame of the government, a general power of taxation, in one shape or another.”



WRITING SKILL

Writing an Informational Piece

To write an informational piece, it is important to explain the details in a clear, organized way. Your writing should introduce the topic, discuss the facts, and form a conclusion. This will allow people to understand your writing, and your work can have a greater impact.

Below is a process that many good writers follow:

1. Plan. Read, take notes, and think about what point(s) you want to make.
2. Write. Write your first draft.
3. Revise. Get feedback on your first draft. Having someone else read your draft can help you know if your writing makes sense. Make necessary corrections to improve the writing.
4. Finalize. Prepare your final draft. Always read your text one last time before turning it in.

How would you write an informational piece about the economic benefits of a strong federal government? Make a plan using the text above to learn about the topic. Read the text, take notes, and write down what points you would make in your piece. Then write down a plan, or outline, for your writing.

What Happened during the Constitutional Convention?

Vocabulary

bicameral

Union

unicameral

compromise

bill

abolition

Calling the Constitutional Convention

After Shays's Rebellion, Congress organized a meeting to revise the Articles of Confederation. In May 1787, delegates of every state except Rhode Island gathered in Philadelphia. (Rhode Island did not attend because its leaders opposed having a central government.) The original goal of the convention was to adjust the Articles to make them more effective. It soon became clear, though, that bigger changes were about to take place.

Many of the country's leaders attended the meeting, including George Washington. They were from all over the country, and all of them were wealthy, white men. Delegates discussed the shortcomings of their government. Some people continued to fear a strong central government, while others felt it was the best way forward.

The Constitutional Convention brought together representatives from across the new country. George Washington was president of the convention.

George Washington

Benjamin Franklin

Either way, there was a clear push by the delegates to abandon the Articles of Confederation in order to create a stronger union. Instead of just revising the Articles, the delegates were coming up with something completely different: a new constitution. The meeting became known as the Constitutional Convention.

Proposed Plans

The 12 states at the Constitutional Convention represented many different perspectives. There were large states, like Virginia, and small states, like Delaware. There were Northern states, like New Hampshire, and Southern states, like Georgia.

Each state had different wishes, but the goal was to create a government that could work for all states. Delegates arrived at the Constitutional Convention with different ideas for how to make that happen.

The Virginia Plan

On May 29, Virginia's delegates introduced a plan to overhaul Congress. This Virginia Plan called for a **bicameral**, or two-house, legislature. The legislature would have a lower house with representation based on a state's population. States with more people would have more representatives. The lower house would then elect an upper house, which would pick the country's president and judges.

Under this plan, larger states with more people, such as Virginia, would have more power than smaller states with fewer people, such as Delaware. The plan also gave Congress the power to collect taxes and admit new states into the **Union**.

The Virginia Plan was controversial. While the smaller states wanted a strong central government, they felt this plan gave larger states too much power. The delegates argued for weeks.

The New Jersey Plan

Another possibility, called the New Jersey Plan, was introduced. It gave Congress sweeping powers in a **unicameral**, or one-house, legislature. Each state had one vote regardless of its population. The New Jersey Plan also gave Congress the power to tax states and regulate interstate trade. As a small state, New Jersey would benefit from this plan.

Why do you think states with larger populations preferred the Virginia Plan?



The convention was deadlocked. Representatives argued and became frustrated. Hundreds of people waited outside the meeting for news of any decisions. The windows remained shut. The delegates did not want the public to know about the struggle going on inside.

Three Compromises

The delegates would have to work together to come up with a plan most states would agree to. No state could get everything it wanted, but the delegates had to please as many states as possible in order to get them to approve the new document. Three major **compromises** came out of the negotiations.

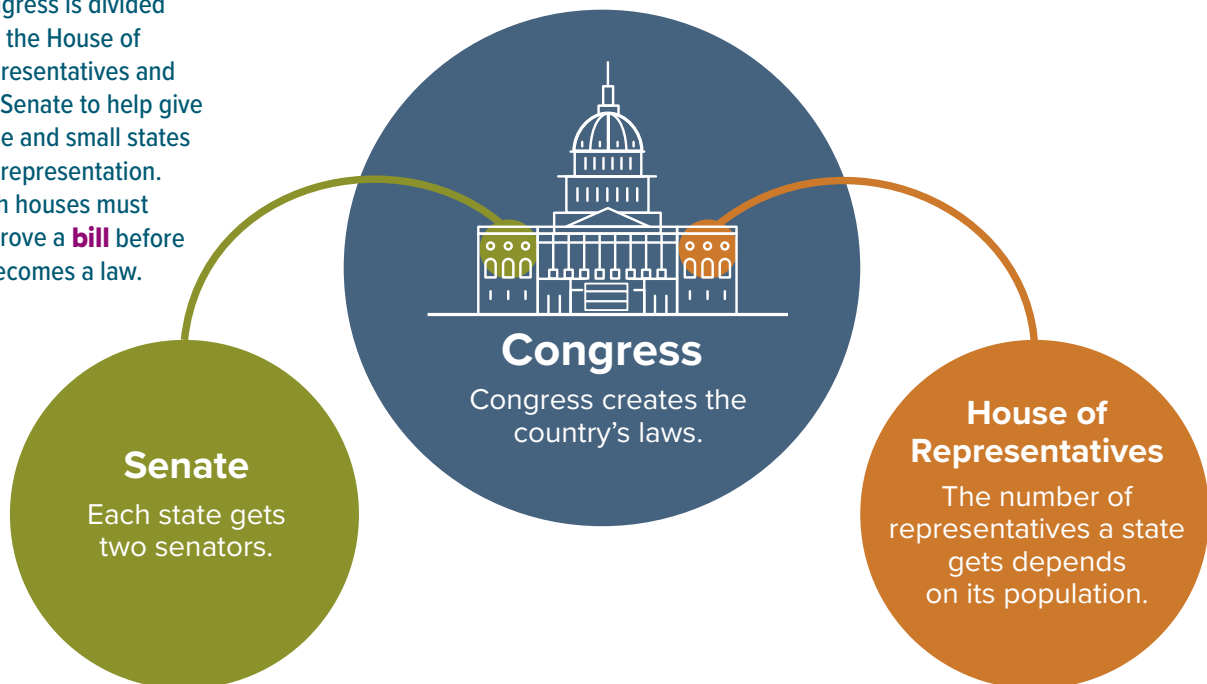
The Great Compromise

The first was to find a middle ground between the Virginia and New Jersey Plans. Both large and small states needed to feel they had fair representation. The Connecticut delegation came up with the Connecticut Compromise, also known as the Great Compromise.

The compromise created a bicameral Congress. Representation in the lower house, the House of Representatives, would be based on the population of the states. This made states with larger populations happy.

Representation in the upper house, the Senate, was to be equal for all states regardless of size. There would be two senators from each state, to be chosen by the state legislatures. This made smaller states happy.

Congress is divided into the House of Representatives and the Senate to help give large and small states fair representation. Both houses must approve a **bill** before it becomes a law.



The Three-Fifths Compromise

Another issue facing the delegates was how to determine the number of representatives for each state. Representation was based on a state's population, but a debate soon arose about who should be counted as part of the population. Southern states wanted everyone—including enslaved African Americans—to be counted.

Northern states thought it would be unfair to count enslaved people as part of the population. Slavery turned people into property. Some people questioned why Southern states with large numbers of enslaved people should be rewarded with more representatives. That would give them an advantage in the House of Representatives.

Delegates proposed a compromise that for every five enslaved people in a state, three would count toward representation in Congress. Not everyone liked this solution. Despite some opposition, the Three-Fifths Compromise passed. African Americans had no voice in the debate that led to this compromise.

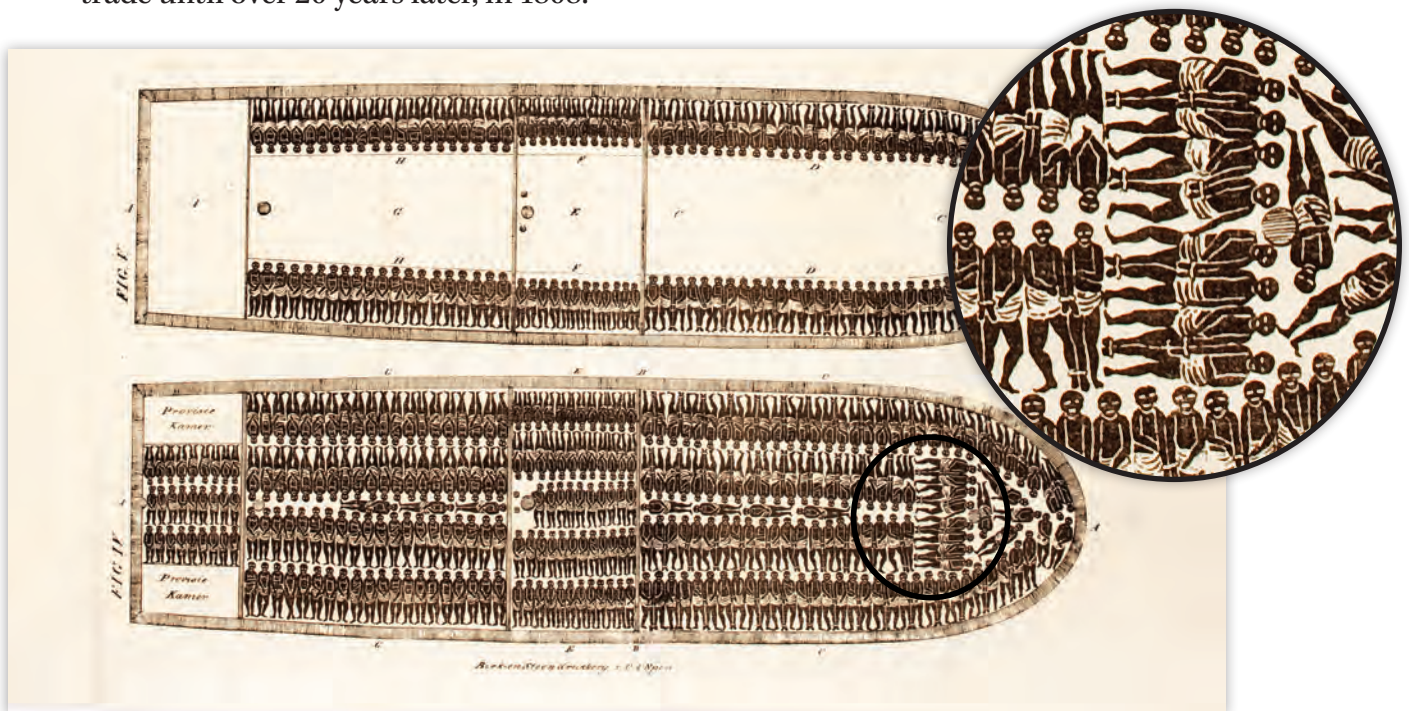
The makeup of Congress was settled. A major hurdle to approving a new Constitution had been cleared.

The Slave Trade Compromise

Some Southerners were concerned that a strong national government would outlaw the slave trade. Another compromise was needed to gain the support of Southerners.

The proposed solution was to prohibit the new government from interfering with the slave trade for at least ten years. This satisfied the Southern delegates. The United States did not outlaw the slave trade until over 20 years later, in 1808.

► This diagram shows how Africans were packed onto slave ships. Despite knowing these horrors, the framers of the Constitution did not end the slave trade.



The Divide over Slavery

The same week that the Constitutional Convention started in Philadelphia, another convention began in London, England. It was called the Society for Effecting the **Abolition** of the Slave Trade. It was organized by Quakers, and they wanted to pressure the British Parliament to end the slave trade.

As early as 1775, Quakers had organized an antislavery group in Philadelphia. Benjamin Franklin was chosen as president of the Pennsylvania Society for Promoting the Abolition of Slavery in 1787—the same year that he served as a delegate to the Constitutional Convention. Some people at the time knew that slavery was wrong. But not everyone agreed.

Slavery and the Constitution

While the U.S. Constitution would settle a variety of issues, slavery was not dealt with in any meaningful way. The Constitution allowed states to add three-fifths of their enslaved people to their total population. It also banned non-slave states from making laws to protect escapees of slavery. The Constitution protected slavery by allowing it to continue.

Why didn't the Constitution outlaw slavery? There are several answers. One had to do with uniting the new nation. The states needed to work as one to create a more powerful government. It is very unlikely that Southern delegates, and even some Northern ones, would have agreed to support a new government that did not allow slavery.

Another reason was money. Slavery had helped some Americans become very wealthy. Many wealthy slaveholders had political power. Almost half of the men who attended the Constitutional Convention were slaveholders. Without the unpaid labor of enslaved people, plantation owners might not make as much money. Many delegates had strong economic reasons to keep slavery.

Over half a million African Americans were enslaved at the time the Constitution was being written. Because of the compromises of the Constitution, they would remain in slavery. The great democratic experiment of the United States did not yet include African Americans. Americans opposed to slavery realized that if the Constitution would not end slavery, they would have to take the issue into their own hands.

George Mason, who owned hundreds of enslaved people, spoke about the evils of slavery at the Constitutional Convention.





The Number of Enslaved People in 1790

At the United States Constitutional Convention in 1787, delegates argued over whether enslaved people should count as part of their states' populations. This was important because the greater a state's population, the more representatives it could have in Congress. Delegates agreed to a Three-Fifths Compromise: For every five enslaved people in a state, three would count towards its population.

The table (right) shows the number of enslaved and free people per state in 1790. Can you name three states that probably wanted to count enslaved people as part of the population? Why?

State	Free Population	Enslaved Population
Connecticut	235,182	2,764
Delaware	50,207	8,887
Georgia	53,284	29,264
Maryland	216,692	103,036
Massachusetts	378,787	0
New Hampshire	141,727	158
New Jersey	172,716	11,423
New York	318,796	21,324
North Carolina	293,179	100,572
Pennsylvania	430,636	3,737
Rhode Island	67,877	948
South Carolina	141,979	107,094
Virginia	454,983	292,627



MAP AND GRAPH SKILL

Making a Graph

Graphs can display a lot of information in a simple way. Graphs can show trends over a period of time or focus on one specific event. Sometimes a simple graph is easier to understand than a detailed table of names and numbers.

In bar graphs, each bar represents a number. Can you make a bar graph to represent the number of enslaved people per state in 1790?

1. Label the vertical and horizontal axes.
2. Decide what numbers to show on the vertical axis. Consider the least and greatest number you need to show on the graph. For this graph, one option is to mark every 25,000 people, from 0 to 300,000.
3. Draw bars that show the approximate number of enslaved people per state.

What Does the United States Constitution Say?

Vocabulary

preamble
checks and balances
pardon
federalism
foreign affairs

► In the Constitution, the phrase “We the People” is written larger than any other part of the document. *Why do you think the writers chose to do that?*

The Preamble

Once the Constitution was written, it needed an introduction, called the **Preamble**. Delegate Gouverneur Morris of Pennsylvania was put in charge of writing the introduction.

A few years earlier, Morris had been involved in a carriage accident, and his left leg had to be amputated below the knee. This did not stop him from serving his country, though. At the convention, Morris spoke of the importance of religious freedom, and he condemned slavery. He was intelligent and energetic.

As he wrote the Preamble, Morris considered what he had heard during the debates. After penning a few drafts, Morris began: “We the People of the United States, in Order to form a more perfect Union . . . establish this Constitution for the United States of America.” The introduction emphasizes that the Constitution was intended to help maintain peace in America, provide defense, and promote general well-being and liberty for Americans.



Key Preamble Phrases

The Preamble was more than a mission statement. It listed the general obligations of the new government. Morris purposely wrote the first three words, “We the People,” larger than the rest. He wanted everyone to know that it was the people—not a king or queen, not even the states—who had created the government.

The Constitution, along with the Declaration of Independence, outlines the basic values of the nation. The ultimate power belongs to the people. The Preamble makes it clear that the United States is a democracy and the Constitution is a road map to “form a more perfect Union.” It is the government’s responsibility to keep the peace, and make sure justice rules.

Powers of the Constitution

By September 1787, the delegates to the Constitutional Convention had wrapped up their work. Most of them signed the Constitution and gave it to the states for approval.

The U.S. Constitution was not a perfect document. It had many shortcomings. Yet it established the first stable democratic government. Although originally written for a nation of farmers, the Constitution’s framers made sure the document could change as the nation grew and changed.

The Constitution’s framers created a government of three branches. The legislative branch, run by Congress, created the laws. The executive branch, run by the president, would carry out the laws. The judicial branch, run by the federal courts, would interpret the laws. Each branch had important and unique responsibilities.

Balancing Power

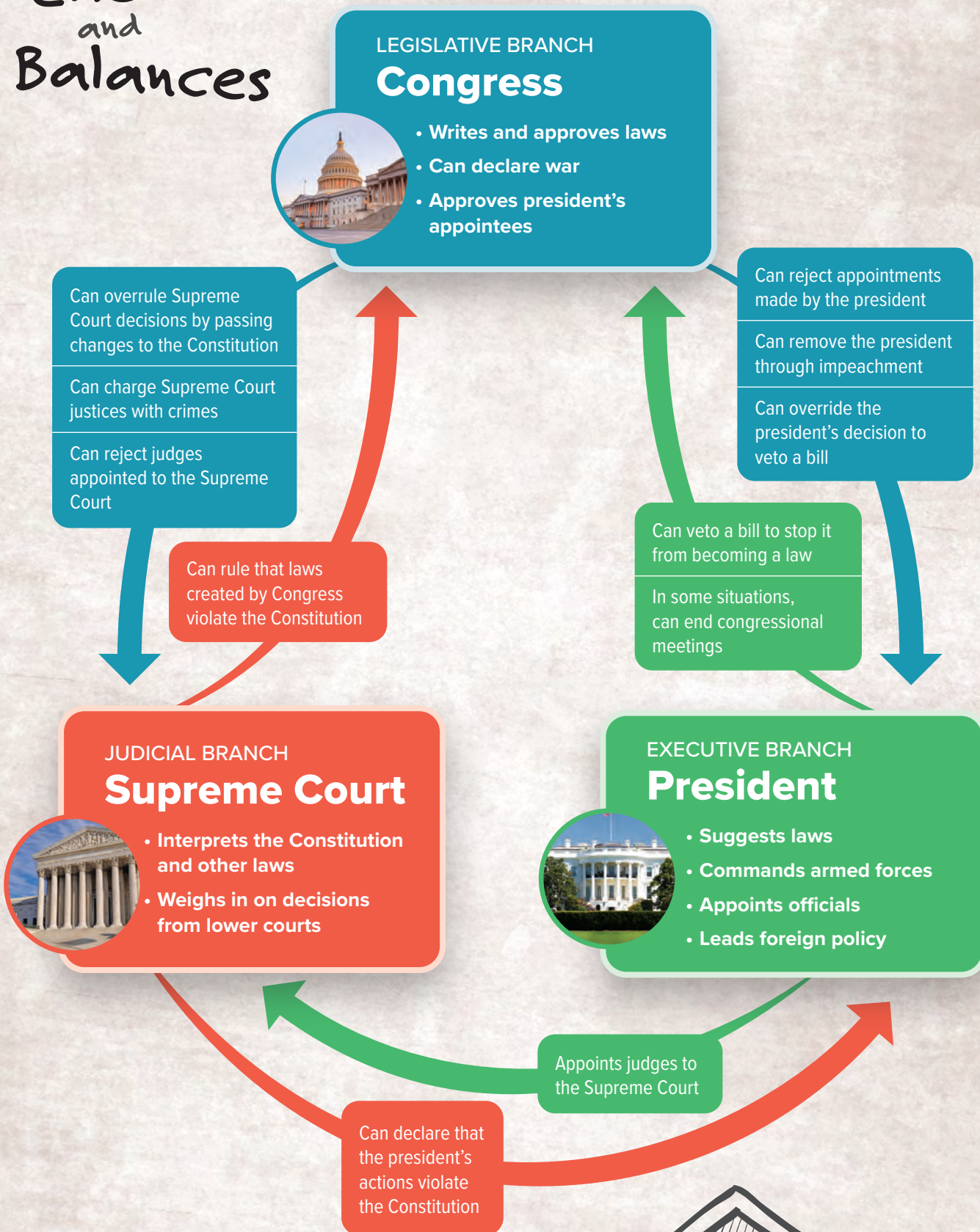
The framers also created a system of **checks and balances** so one branch of government would not become more powerful than the other two. For example, the Supreme Court can strike down a law, but Congress has the power to undo the ruling. Courts can convict a person of a crime, yet the president can **pardon** them.

Congress can make a law, but the president can veto it. If Congress does not agree, it can override the president’s decision with a two-thirds majority vote.

Why was it a good idea to separate government authority into three branches?



Checks and Balances



Checks and Balances

Page 164 shows some of the key responsibilities of the three branches of government. Arrows show how these branches keep each other from becoming too powerful.

Dividing Power

The Constitution also divided power between the states and the federal government. Under the Articles of Confederation, the states were the most important governing powers in the country. Each state had its own executive, judicial, and legislative branches. Each passed its own laws regardless of what other states thought or did. However, the Constitution changed that.

The framers came up with a novel idea: States would share power with the federal government. This concept is called **federalism**.

Sharing Power

The Constitution gave different powers to the state and federal governments. The federal government was given control over domestic and **foreign affairs**. That includes such things as regulating trade between states and foreign countries, printing money, maintaining an army, and running the postal system. The federal government also has the power to negotiate treaties with other nations and to declare war.



▶ The federal government is in charge of regulating trade. Trillions of dollars of imports come through American ports—like this one in Long Beach, California—every year.



▶ The federal government oversees the military, which is divided into five branches: Army, Marine Corps, Navy, Air Force, and Coast Guard.



▶ Each state sets up its own school system. A fifth grader in Wisconsin might start school in a different month or study different subjects than a fifth grader in Florida.

The states cannot do any of those things. However, powers not given to the federal government are left to the states. The states can do things such as establish schools, set up local governments, and regulate businesses within their borders.

Sometimes the power of the states and the federal government overlap. For example, both can tax people, maintain a court system, and build roads.



▶ Each state has its own rules for driving. In some states, people can get a learner's permit at age 14. In other states, people must wait until they are 16.

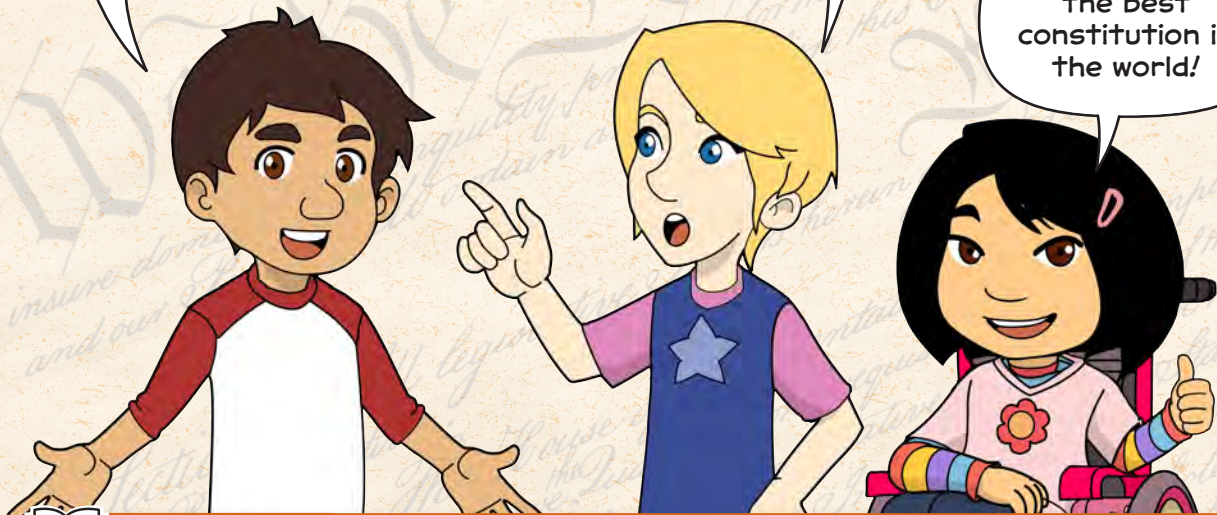


What Does the Constitution Say about Individual Responsibility?

The Constitution gives the president, Congress, and judges specific roles. It does not give specific responsibilities to individual citizens.

The Constitution does not specifically state the responsibilities of individuals. However, citizens are expected to participate by obeying the laws, serving on juries, voting, and paying taxes.

We have the best constitution in the world!



READING SKILL

Distinguishing Fact, Opinion, and Inference

Facts, opinions, and inferences are very different from one another. The ability to tell them apart will help you better understand arguments and decide how strong they are.

1. **Facts** are objective, which means they are true and can be proved correct. Using facts in a debate will strengthen an argument.

Example: The Constitutional Convention took place in 1787.

2. **Inferences** are beliefs or conclusions based on facts and evidence. Key words like *assume*, *expect*, *likely*, *believe*, and *probably* might indicate an inference.

Example: Delegates at the Constitutional Convention likely cared a lot about the future of the United States.

3. **Opinions** are personal beliefs. Opinions cannot be proved, and people often have very different opinions on the same issue. Look for key words such as *think*, *believe*, *probably*, *perhaps*, *best*, and *worst*.

Example: The Constitution is the most important document ever written.

Carefully read the quotes in the speech bubbles above. Can you figure out which one is a fact, which is an inference, and which is an opinion?

How Was the Constitution Ratified?

Vocabulary

federalist
pseudonym
amendment



▶ James Madison was one of the writers of *The Federalist Papers*. Years later he was elected as the fourth American president.

The Debate

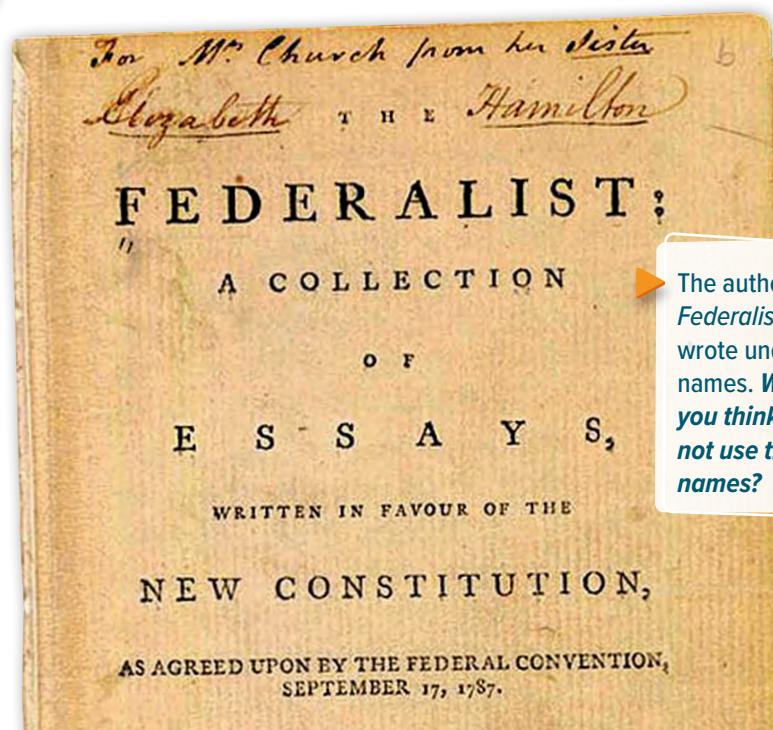
The Constitutional Convention required that at least 9 out of the 13 states approve the Constitution for it to become law. Each state would have its own convention and decide whether to ratify, or approve, the Constitution.

After the Constitutional Convention, people across the country gathered on town greens, in taverns, and on street corners to argue about the Constitution's merits. Those who supported the Constitution were called **federalists**. Federalists favored a strong central government. Those who opposed ratifying the Constitution were called anti-federalists. The anti-federalists wanted a weak central government.

Federalists versus Anti-federalists

Politicians such as Alexander Hamilton took action to convince people to approve the Constitution. Hamilton and others wrote 85 essays, known as *The Federalist Papers*. Newspapers printed the essays, which discussed the importance of the Constitution and why it needed to be ratified.

On December 7, 1787, Delaware became the first state to approve the Constitution. Within a few weeks, Pennsylvania, New Jersey, Georgia, and Connecticut followed. Yet the support of other larger states, including Massachusetts, New York, and Virginia, was needed.



▶ The authors of *The Federalist Papers* wrote under fake names. **Why do you think they did not use their real names?**

Anti-federalists argued that a strong government would trample the rights of citizens. They said the Constitution did not guarantee individual rights such as free speech, assembly, and religion. These rights, they argued, had to be written into the document so the government could not take them away.

They published their own articles, called *The Anti-federalist Papers*. One of the most famous was written by Mercy Otis Warren. She wrote under a **pseudonym**. Warren convincingly made a case against the Constitution.



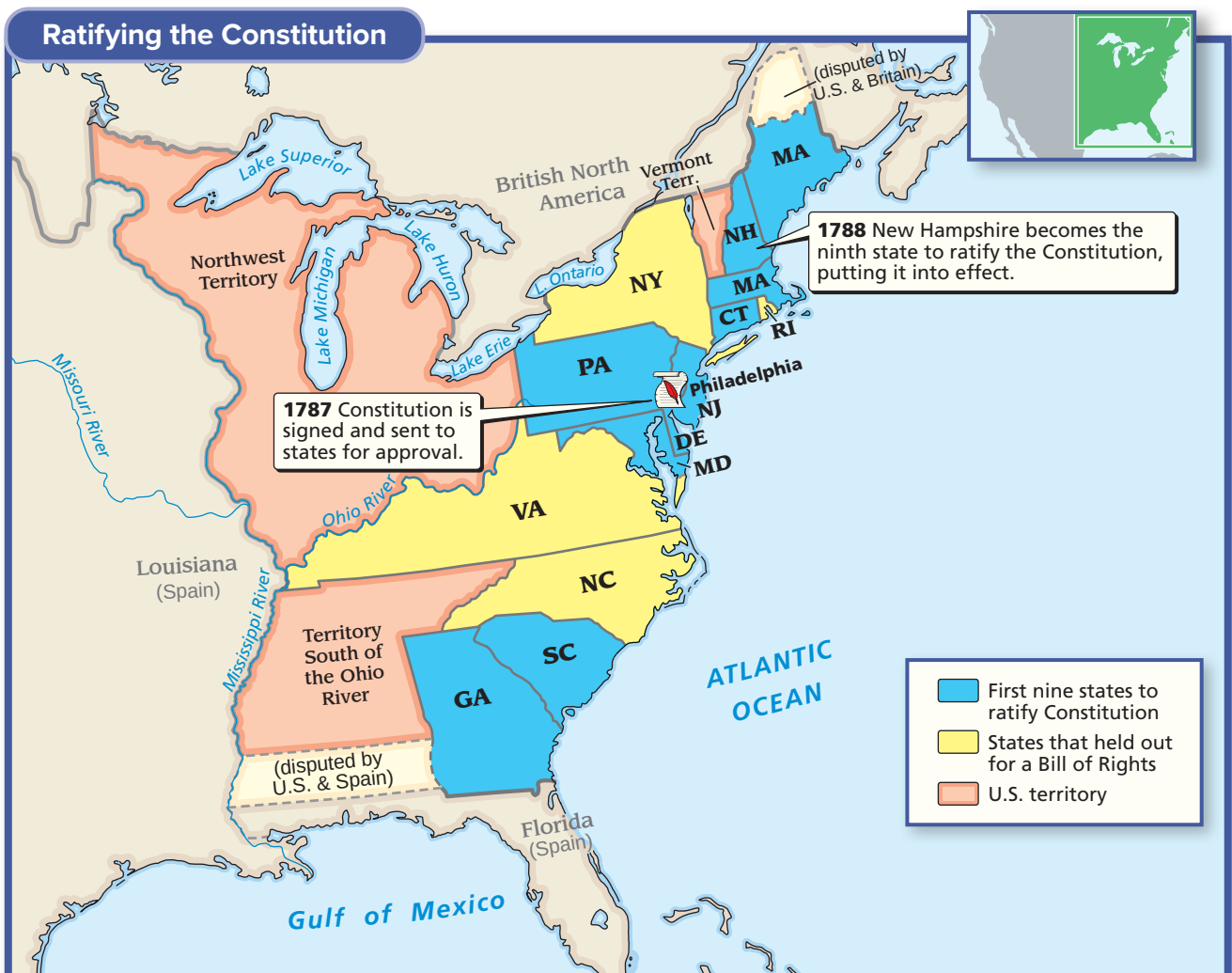
*If men were angels,
no government
would be
necessary."*

—Federalist Paper #51
(probably by James Madison)

Heated Debate

The debate over the Constitution divided the country. Some people warned that the Constitution would create a tyrannical government. Some argued that the Constitution, which was written by educated and wealthy men, would mainly benefit rich people. Others were angry that it did not abolish the slave trade. Still others worried that it did not protect individual rights.

Why do you think it took so long for all the states to ratify the Constitution?





Let me add that a bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse."

—Thomas Jefferson,
in a letter to
James Madison, 1787

Ratification

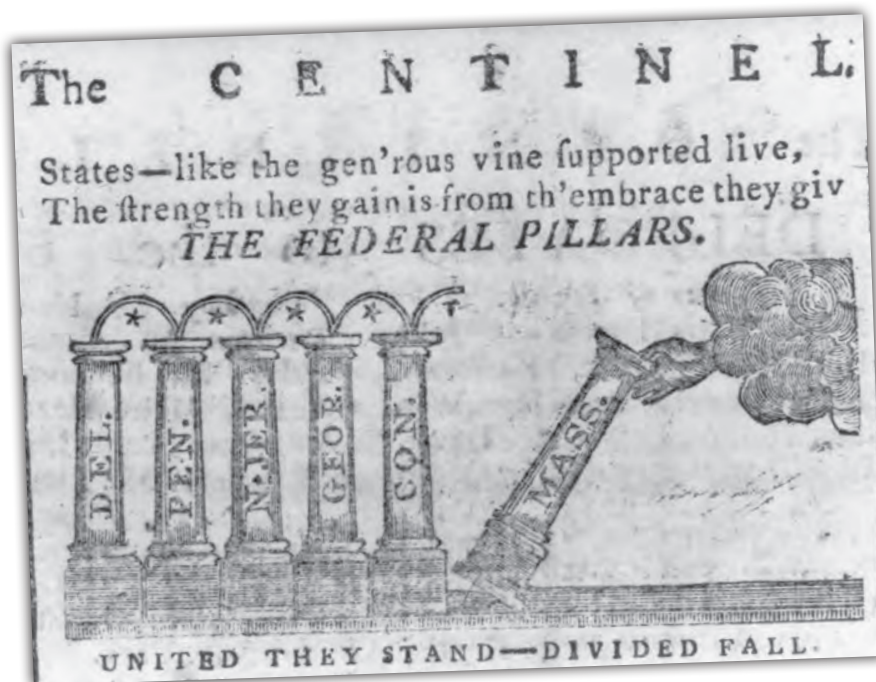
John Hancock was a wealthy merchant and the first person to sign the Declaration of Independence. Twelve years later, Hancock was trying to get his home state of Massachusetts to approve the Constitution.

Massachusetts was where the Revolution had begun. Other states once again looked to Massachusetts for guidance. On January 9, 1788, the Massachusetts Ratification Convention began. Hancock, president of the convention, wanted the Constitution to become law. He knew if Massachusetts voted in favor, other states would follow.

A Bill of Rights

Debate raged at the convention, and ratification seemed unlikely. Then Hancock proposed a compromise: Delegates would vote for ratification on the condition that **amendments** would be added to guarantee individual rights. The idea worked. The state approved the Constitution.

The Massachusetts compromise also helped convince other states to ratify. With New Hampshire's ratification on June 21, 1788, nine states had voted in favor, making the Constitution official. Virginia, the largest state, ratified four days later; New York ratified a month after that. It took North Carolina and Rhode Island over a year to ratify, but by the spring of 1790, all 13 states had approved the Constitution.



► This cartoon from 1788 shows the states that had ratified the Constitution up to that point. **Why do you think the artist showed them as pillars?**

In 1791, Congress formed a committee, led by James Madison, to outline individual rights to add to the Constitution. These amendments guaranteed Americans many rights, including freedom of religion, freedom of speech, and freedom of the press. The committee offered 12 amendments, and 10 were ratified. They are known as the Bill of Rights.

THE BILL OF RIGHTS

Amendment

What rights does it protect?



1

People have the right to freedom of speech, press, religion, and peaceful assembly.

2

People have the right to bear arms.



3

People cannot be forced by the government to house soldiers.



4

People are protected from having police search their homes or take property without getting legal permission.



YOU HAVE THE RIGHT TO REMAIN SILENT ...

5

People have rights when they are accused of a crime.

6

People accused of a crime have the right to a speedy public trial and a lawyer.



7

People have the right to a trial by jury.



8

Cruel, unfair, or unusual punishment is prohibited.



9

The rights of people are not limited to those stated in the Constitution.



10

Power not granted to the federal government is reserved for the states or individuals.



Protected Rights

Having a Bill of Rights was not a totally new idea. The British created the Magna Carta in 1215 and the English Bill of Rights in 1689, both of which protected individual freedoms. In 1776, Virginia passed a Declaration of Rights stating that “all men by nature are equally free and independent and have certain inherent rights.”

The Bill of Rights continues to protect individual freedoms today. The First Amendment protects five basic liberties: freedom of speech, freedom of religion, freedom of the press, freedom of assembly, and freedom to petition the government to make wrong things right. No state can deny any of the rights protected in the Bill of Rights (see page 171).

Changes over the Years

Over the years, other amendments were added to the Constitution in addition to those in the Bill of Rights. Today there are 27 amendments in total. They are responsible for some of the most important rights in America. They include the abolition of slavery in 1865 and the guarantee of women’s right to vote in 1920.

When the Constitution was written, the United States was not a place that treated all its citizens equally. One of the impressive things about the Constitution, though, is that it has allowed all Americans to fight for their rights. The Constitution was designed to be able to change to meet the demands of a modern democracy.

▶ Activists demand a new amendment called the ERA (Equal Rights Amendment). It would guarantee equal rights for women.





The Bill of Rights Today

Because the Bill of Rights was written more than 200 years ago, how the document applies to modern issues is not always clear. Sometimes people disagree about how to interpret the Bill of Rights. For example, the First Amendment states: “Congress shall make no law . . . abridging the right of the people peaceably to assemble.” However, today some cities have curfews for minors. That means that they are not allowed to be outside in public during certain hours. Do the curfews violate minors’ right to assemble?



► This sign is from a city in California.
Does your town have a curfew?

Argument A

The First Amendment is very clear: People have the right to assemble as long as they are doing it peacefully. Any law, such as a curfew, that tells people that they cannot be out at certain times goes directly against this right. If a person is not committing a crime, that person should be left alone. Curfews are unconstitutional.

Argument B

The intention of the First Amendment’s right to assemble was to allow people to peacefully protest. That right should always be protected. But it is not safe for minors to be out in the streets in the middle of the night. Curfews are meant to keep everyone safe and healthy. They are not unconstitutional.



READING SKILL

Understanding an Author’s Argument

Understanding an author’s argument can help you figure out how you feel about a topic. Even if you disagree with someone, their argument can help you understand their beliefs and actions.

You can take several steps to better understand an author’s argument:

1. Identify the issue. Figure out what the author is trying to prove.
2. Look for information that the author uses to support the main argument.
3. Ask yourself if the argument is credible (believable). Try to judge an author’s argument based on how well it is argued. Do not let your own personal opinions affect your ability to evaluate an argument.

In the two arguments above about the right to assemble, do you think Argument A or Argument B is stronger? Why?

How Did the 13 Colonies Become the United States?

In the mid-1700s, American colonists became very frustrated with British rule. On July 4, 1776, colonial leaders signed the Declaration of Independence, cutting ties with Great Britain. The 13 colonies became the United States of America. Americans then fought for and won their independence in the Revolutionary War.

LESSON 1 How Did Britain and Its Colonies Come into Conflict?

- Parliament and King George III taxed the colonies to help pay their debts.
- Many colonists resisted through boycotts, protests, and sometimes violence.
- The British government sent more soldiers into the colonies.
- The British put restrictive laws in place, which angered Americans and pushed them to the brink of war.

LESSON 2 How Did the Revolutionary War Begin?

- Rising tensions between the colonists and the British led to the first military battles of the war, in Lexington and Concord.
- Colonists, enslaved African Americans, and American Indians joined both sides of the fight.
- The Battle of Bunker Hill—the first major battle—showed that the American and British forces were more evenly matched than expected.

LESSON 3 What Is the Declaration of Independence?

- The Declaration of Independence is a document stating that the 13 American colonies cut ties with Britain.
- When Congress adopted the Declaration on July 4, 1776, the 13 colonies became the United States of America.
- The Declaration proclaims that “all men are created equal.” The government cannot take away the rights of the people.
- The Declaration has inspired America to strive for equality and inspired revolutions in other countries.

LESSON 4 What Happened during the Revolutionary War?

- The British had the advantage of a powerful army and money to pay their soldiers.
- Americans did not have experienced soldiers or money, but they had the advantage of fighting on their own land.
- France supported the Americans with ammunition, money, and supplies.
- Women helped the war effort in many ways, including by working as nurses, cooks, and spies.
- Americans won the war when the British surrendered at Yorktown, Virginia.



LESSON 5 What Was the United States like under the Articles of Confederation?

- Each state had one vote in Congress, which was the only branch of the government.
- The Northwest Ordinance regulated the territories and created a path to statehood.
- The states had a lot of power, while the central government had very little.
- The government struggled to raise money for the army and to solve problems facing the new nation.

LESSON 6 What Happened during the Constitutional Convention?

- Delegates at the Convention decided to create a new Constitution and a stronger government.
- The Great Compromise established a Congress that appealed to both large and small states.
- Delegates agreed to compromises that balanced the interests of the Northern and Southern states.

LESSON 7 What Does the United States Constitution Say?

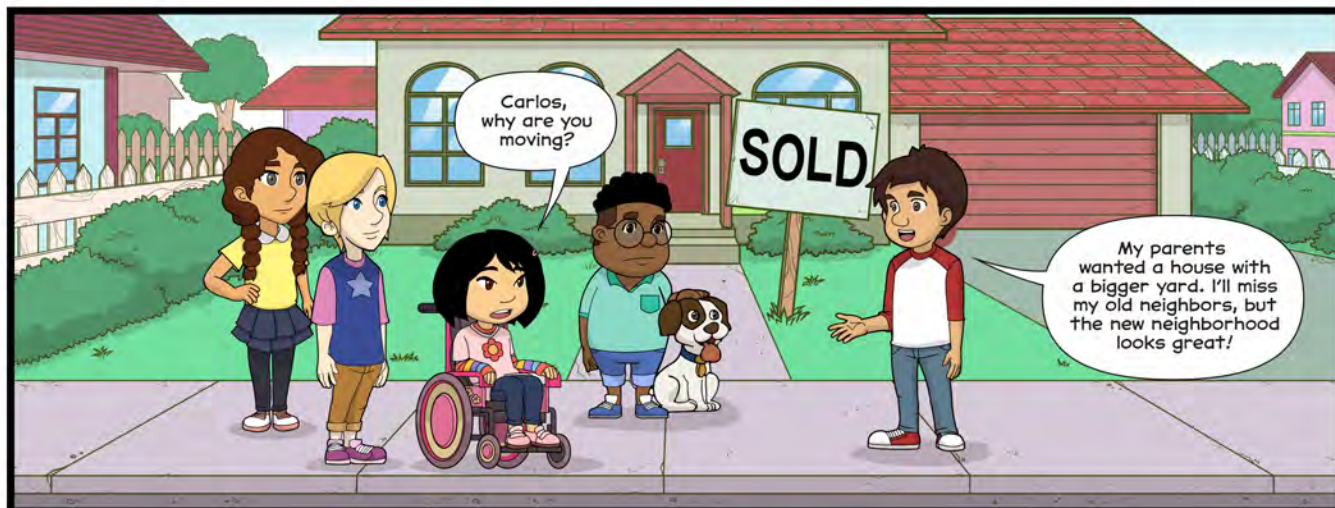
- The Constitution states the values of the United States as well as the structure and powers of the federal government.
- The Constitution created three branches of federal government: legislative, executive, and judicial.
- It created checks and balances so that one branch of government does not have too much power.
- The Constitution divided power between the state and federal governments.

LESSON 8 How Was the Constitution Ratified?

- Nine out of 13 states had to approve the Constitution for it to become law. There was much debate.
- Federalists wanted a strong central government and were in favor of ratification.
- Anti-federalists wanted states to keep more power and were against ratification.
- Many states approved the Constitution on the condition that amendments would be added to protect individual rights.
- Ten amendments, called the Bill of Rights, were added to protect individual rights.

Chapter 5

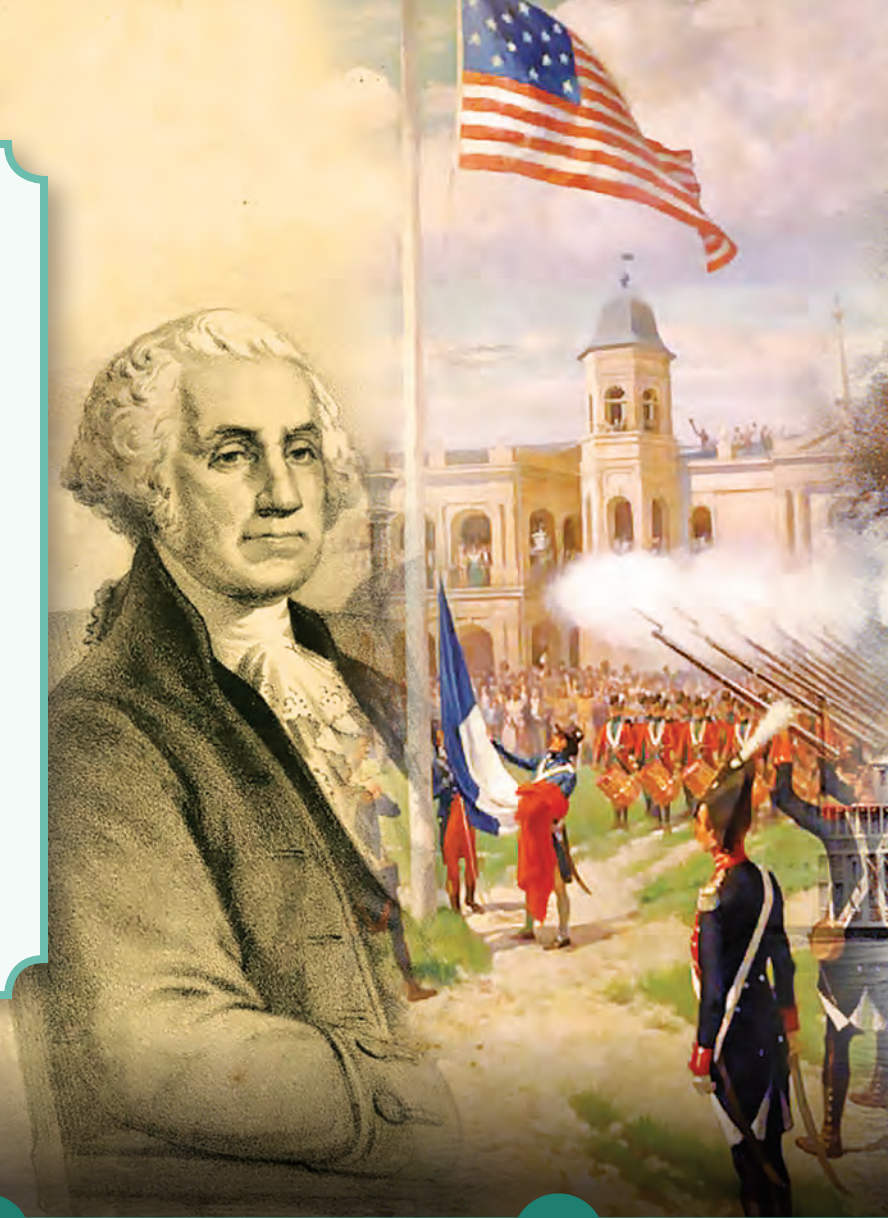
How Did the United States Expand?





Westward Expansion

A new nation formed. The framers of the Constitution made a central government to unify the states and act on behalf of the country. However, the formation of the United States was far from over. As the new government got down to business, many Americans looked westward, beyond the Appalachian Mountains toward the vast, mostly unexplored territory. For some, the land meant a new and perhaps more prosperous life. Many Americans felt it was the destiny of the United States to expand across the North American continent. It would not be easy.

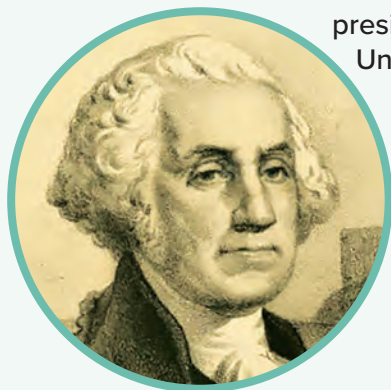


TIME LINE

1790

1789

George Washington becomes the first president of the United States.



1803

The Louisiana Purchase gives the United States control over the Mississippi River and territory that extends west to the Rocky Mountains.



1810



1807

Steamboats begin operation in the United States, making travel and transportation faster.



1830



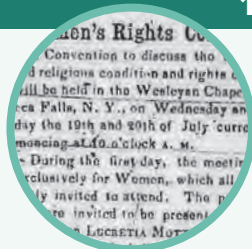
1830

The U.S. government forces American Indians living east of the Mississippi River to leave their lands.

1850

1848

Women and men at the Seneca Falls Convention sign the Declaration of Sentiments, a call for equal rights for women.



1848

The Mexican-American War ends in American victory, expanding U.S. territory in the Southwest.



1870

LESSON 1

What Challenges Did the United States Face?

Vocabulary

precedent

cabinet

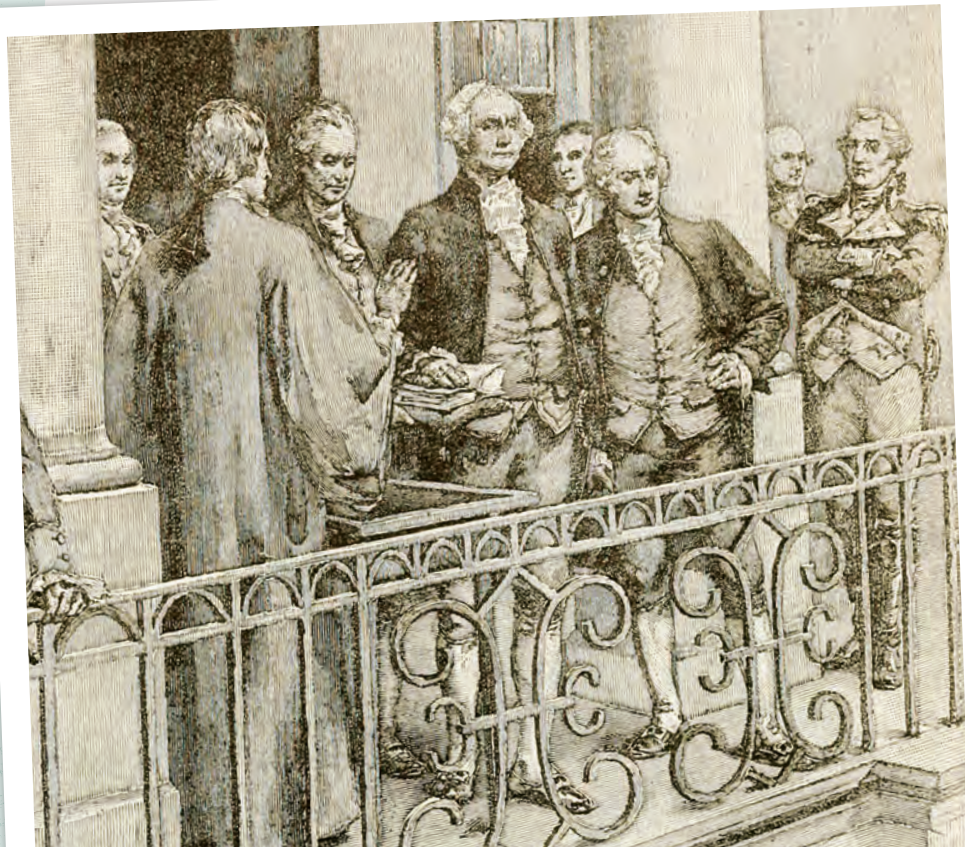
mudslinging

Washington's Presidency

On April 30, 1789, George Washington stood on the balcony of Federal Hall in New York City and took the oath of office to become president of the United States. It was a whirlwind time for Washington. He had recently led the country to victory in the Revolutionary War. During the war, he was often away from his home in Mount Vernon, Virginia. He was just settling back into life on his large plantation with his wife, Martha, when he learned he had been elected president. He felt great responsibility for his country, and so, when he was called to service, he accepted. Just 16 days after he learned of his election, he was sworn into office.

No one had been president before. His actions would set **precedents**, or guides, that future leaders of the country would follow. Once in office, Washington picked his **cabinet**, a group of advisers that would help him run the country. He asked Thomas Jefferson to be secretary of state. Jefferson's main job was to deal with other nations. Washington also appointed Alexander Hamilton, his trusted army aide, as secretary of the treasury. Hamilton would oversee the country's finances.

▶ Washington is sworn in as president in New York City on April 30, 1789.





Conflicting Views

Problems quickly arose. Jefferson and Hamilton had differing opinions on how the new government should be run. Hamilton believed in a strong central government. Jefferson feared a strong central government. He worried that it could result in tyranny, or harsh enforcement of power, and greatly limit the rights of individuals. He wanted states to hold more power.

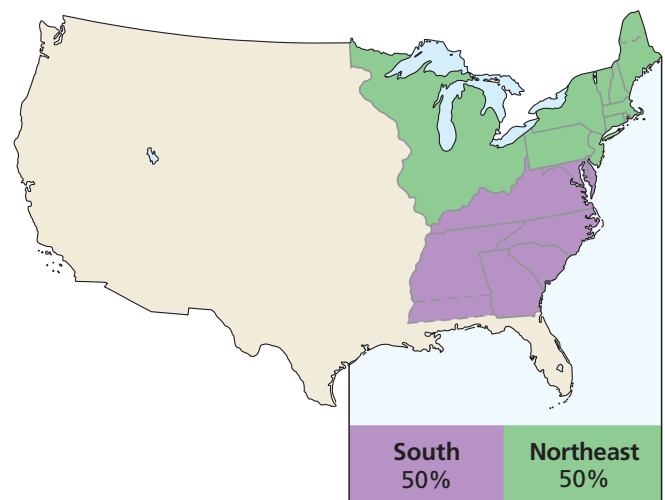
The country's economic system was another point of conflict. Hamilton wanted people to have confidence in the country's economic system. He proposed the United States pay back all the money each state had borrowed during the revolution. Hamilton said this would send a signal that people could trust the United States to meet its financial obligations. He also believed it would create a stronger connection between the states and the central government.

Jefferson said it was not the duty of the new government to pay the debts of the state governments. He felt states that spent money wisely should not have to suffer because

▶ Washington meets with his cabinet.

● The first U.S. census took place in 1790. *Why was the population concentrated in only a small portion of the map?*

U.S. Population by Region, 1790



Total U.S. population in 1790: 3,929,214

“

I know that I have been an object of uniform opposition from Mr. Jefferson, from the first moment of his coming to the City of New York.”

—Alexander Hamilton,
in a letter to
George Washington, 1792

other states were not as careful with their finances. A large national debt would be a “national curse,” Jefferson said. He was worried about states losing power to the federal government.

The two also clashed over the creation of a national bank. Hamilton said a central bank could create a uniform currency that every state could use. The government could also use the bank to deposit and borrow money. Jefferson believed a national bank was unconstitutional. Only the states, he said, had the power to create banks. They disagreed over the role of manufacturing too. Hamilton said factories would create wealth and spur economic growth. Jefferson believed that the government should give more support to farmers.

Washington was often caught in the middle of these disagreements between his cabinet members, but he sided with Hamilton on many issues. Like Hamilton, Washington believed a national bank was a good idea. In 1791, the first Bank of the United States opened in Philadelphia.

A Rebellion and a Revolution

One of Hamilton’s proposals, however, made the president uneasy. Hamilton proposed the government put a tax on whiskey to raise money and help pay off the government’s debts. At first, Washington did not like the idea, but eventually he supported the tax bill and Congress passed it. Trouble soon began. In 1794, violent protests broke out among farmers and whiskey makers in western

Pennsylvania. The protesters were angry because the tax hurt their businesses. The uprising became known as the Whiskey Rebellion. Washington had to send 13,000 troops to stop the protests.

Jefferson and his supporters were outraged. They felt the government was using too much power. Hamilton and his supporters agreed with the move. Washington’s decision sent a clear message that the federal government could, and would, enforce its laws within the states.

► President Washington (center) called for troops to suppress the Whiskey Rebellion in 1794.



Washington also had to balance conflicting opinions on foreign affairs. In 1789, the French Revolution began. It was based on the same principles that had fueled the American Revolution. Most Americans supported the revolt, including Jefferson. He and others hoped a new democratic nation would emerge in France after their monarch was overthrown, just as it had when King George III was overthrown during the American Revolution. Hamilton and the Federalists viewed the French Revolution with suspicion. They believed France's new revolutionary government was too violent, especially after the execution of King Louis XVI. Washington tried to walk a middle ground between the two views.

Washington shaped the office of president for future generations. As president, he acted with enough power to run the country, but he did not take advantage of his position. He spent eight years as president, leaving office voluntarily in 1797 after two four-year terms. He established the two-term limit that almost all future presidents followed until it became an amendment many years later.

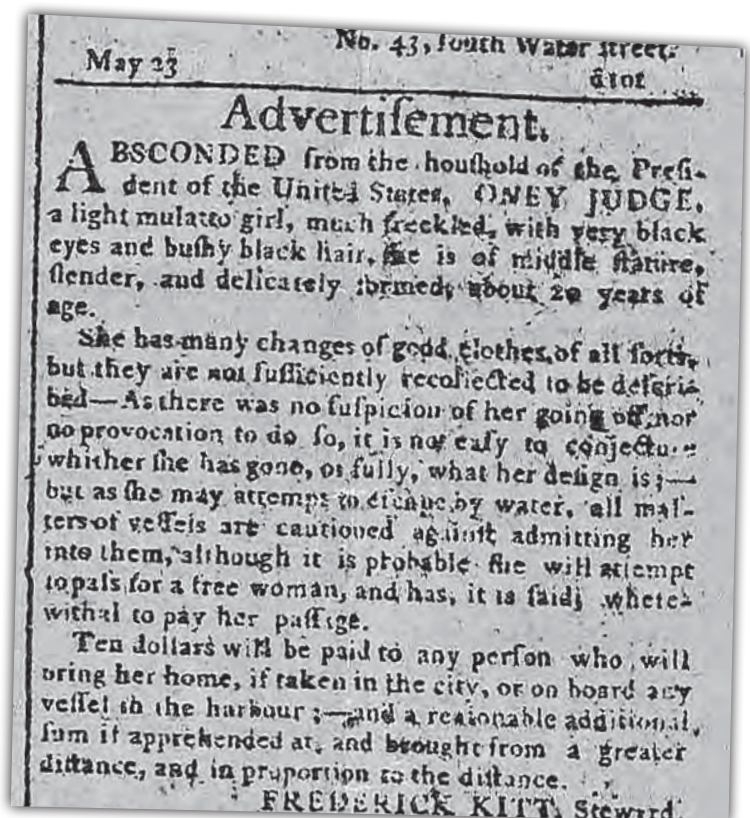
Washington and Ona Judge

Washington is generally viewed as a great leader and a role model for future presidents. He was also, like many other Southern men at the time, a slaveholder. One person he owned was a woman named Ona Judge.

As Martha Washington's personal servant, Judge spent a lot of time at the presidential mansion in Pennsylvania. However, Pennsylvania law said that anyone who lived in the state for more than six months would automatically be freed from slavery. To avoid having to give her her freedom, the Washingtons sent Judge back to Virginia often.

In 1796, while in Philadelphia, Judge managed to escape the presidential mansion and fled north to New Hampshire. George Washington tried to track her down and bring her back, but he was unsuccessful. Judge managed to live the rest of her life as a free woman. The issue of slavery would continue to divide the nation as the new century approached.

▶ George Washington used this newspaper notice to try to catch Ona Judge, who had escaped slavery. It describes her appearance and offers a reward to anyone who caught her.





► This painting of Abigail Adams was made in the early 1800s. She was married to John Adams (right).

► John Adams was the first vice president and the second president of the United States.



Adams's Presidency

When Washington announced he would step down from the presidency, an election was held for the next president. Washington's vice president, John Adams, ran against Jefferson. It was a very close election. John Adams won and became the second president of the United States. Jefferson became his vice president.

Men from all states voted in the election, but in New Jersey something unique happened. A 1790 state election law had used the words "he or she" in describing who could vote. As a result, women voted in America for the first time. Other states did not follow New Jersey, and unfortunately, 17 years later a new law in the state restricted voting to men only. Women would have to wait more than 100 years before an amendment guaranteed them the right to vote.

For the most part, women had to influence politics in other ways. One of the most influential women during this time was Abigail Adams, the wife of the second president. Abigail and John

wrote letters to each other throughout their lives. Abigail wrote to her husband about women's rights and education, as well as ending slavery.

The Alien and Sedition Acts

From the beginning of his presidency, John Adams was busy with foreign affairs. France and Britain were locked in a bloody war for domination of Europe. This caused enormous trade and economic problems for the United States, whose main trading partner was Britain. While Washington had been careful not to choose sides, the escalating war in Europe forced Adams to take a clear position. Adams wanted to keep the economic ties between the United States and Britain strong. His support of England put him at odds with many Americans, especially Jefferson and his supporters, who believed the French were the true allies of the American people.

During this time, Congress, with backing from Adams, passed the Alien and Sedition Acts. These acts gave the president power to remove or imprison any foreigner whom the government declared "dangerous." The laws also allowed the government to issue fines or imprison people who wrote or distributed "any false, scandalous, and malicious writings" against the government. The goal was to silence those who were critical of Adams's policies—namely, the Jeffersonians.

Jefferson opposed the acts. He and James Madison secretly wrote the Kentucky and Virginia Resolutions. The legislatures in Kentucky and Virginia passed the resolutions, which stated that the Alien and Sedition Acts were unconstitutional. The resolutions argued that the federal government was not allowed to exercise power that was not specifically given to it in the Constitution. The bitter feud between Jefferson and Adams worsened when Adams ran for president a second time.

The Election of 1800

The framers of the Constitution were wary of political parties, or "factions." George Washington warned that having political parties would have negative consequences. He was right. During Adams's presidency, the two rival parties waged a bitter political war that deeply divided the nation. Federalists like Hamilton believed in a strong central government. Democratic-Republicans like Jefferson wanted the states to have most of the power.

“

[W]hensoever the general government assumes undelegated powers, its acts are unauthoritative, void, and of no force."

—Kentucky Resolution of 1798

As the election of 1800 approached, the **mudslinging**, or attacks against political opponents, was relentless. Historians still call it one of the nastiest elections in U.S. history. The election once again pitted Adams against Jefferson. There were insults and name-calling on both sides. As the campaign dragged on, Jefferson hired a journalist, James Callendar, to write newspaper articles with false accusations against Adams. For example, Callendar spread a lie that Adams wanted a war with France. In retaliation, Adams's government placed Callendar in jail under the Sedition Act.

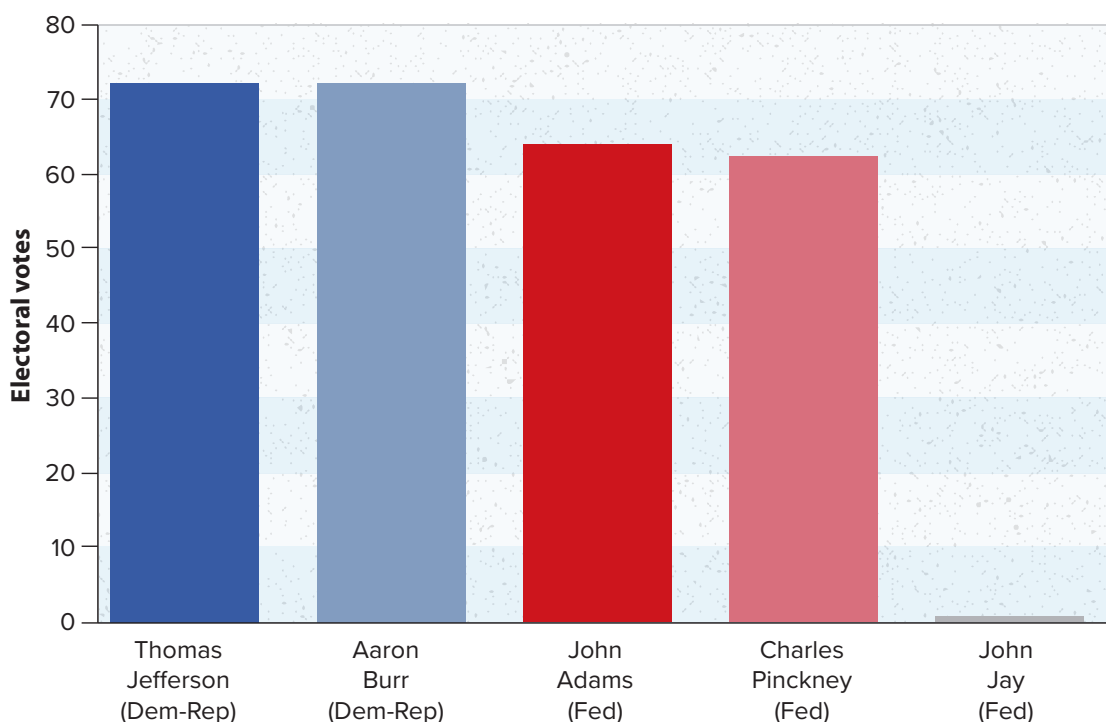
“
*Let us then, fellow
citizens, unite with
one heart and
one mind.*”

—Thomas Jefferson, First
Inaugural Address, 1801

On December 3, the race for the presidency ended in a tie between Jefferson and another candidate—Aaron Burr of New York. Adams came in third. According to the Constitution, the House of Representatives would vote to break the tie between Jefferson and Burr. They had to vote 73 times before they had a clear winner. The House elected Jefferson as president.

Adams refused to attend Jefferson's swearing-in ceremony. Jefferson tried to smooth over the brutal election in his inaugural address. It was the first time the presidency transitioned from one party to another. “We are all Republicans, we are all Federalists,” Jefferson said.

The Election of 1800



● The race was so close that Jefferson and Burr tied. Congress voted to elect Jefferson as president.



Ancient Rome and Early America

In many ways, Ancient Rome inspired the new nation of the United States. The United States partially based its government on the Roman political system. Ancient Rome's government had a senate, a term the United States borrowed to describe one chamber of Congress. Rome's influence can even be seen in the architecture of many government buildings. Buildings with thick columns at the entrance and a large dome on top are common in Rome and U.S. government buildings.

When George Washington was alive, he was often compared to Roman general Cincinnatus. About 2,400 years ago, Cincinnatus was living in retirement on his farm when a military invasion threatened Rome. When members of the Senate came to seek his help, Cincinnatus dropped his plow and led the Romans to victory. Then Cincinnatus resigned and returned to his farm.



► The Capitol Building in Washington, D.C., is an important meeting place for the U.S. government.



► Washington plants trees on his farmland in Virginia.



READING SKILL

Making Inferences

Combining clues from the text with your prior knowledge can help you to draw conclusions, come up with theories, or make educated guesses about a topic. This is called making inferences. Further reading or research can prove or disprove your inferences. Usually, text headings and illustrations can help you make inferences before you read the text.

1. By looking at the title and the images above, what can you guess the text will be about?
2. Why do you think people compared George Washington to Cincinnatus?
3. What inference can you make about the impact of Cincinnatus on early America? (Hint: A U.S. city may come to mind.)

LESSON 2

How Did the United States Expand to the West?

Vocabulary

commodity

peace medal

Continental Divide

pioneer

Manifest Destiny

Reasons to Settle

The frontier—land beyond the western edge of the United States that had not been settled by Americans—captivated many people. Americans were drawn to the possibility of plentiful, fertile land and natural resources. Thomas Jefferson knew Americans would flock to new territory, and he was eager to expand the country. In the 1780s, before he was president, Jefferson proposed opening the Northwest Territory to settlement. The territory, known today as the Midwest, contained a region west of Pennsylvania and east of the Mississippi River, bounded by the Great Lakes to the north and the Ohio River to the south (see map, page 151). The lands were already under the control of the American government, which set up guidelines to help settle the region.

In 1787, the Northwest Ordinance passed, laying out rules for how to carve the region into townships. Congress hoped the towns would come together to form states. The Northwest Ordinance worked as Congress had planned. It set off a chain reaction that greatly enlarged the size of the nation. Several states were eventually created in the Northwest Territory: Ohio (1803), Indiana (1816), Illinois (1818), Michigan (1837), Wisconsin (1848), and Minnesota (1858).

For most Americans in the late 1700s, “the West” was no longer just the Appalachians. They were now expanding beyond this mountain range.



Where Was the West? *Late 1700s*

Considered Part of the West

By most Americans

By fewer Americans

Map shows boundaries of 1790.

By the time Jefferson became president in 1801, more than 5.3 million people lived in the United States. The nation's boundaries stretched from the Atlantic Ocean to the Mississippi River. People lived in only a small portion of the country, but the desire to expand farther west was changing that.

Opportunity on the Frontier

Many Americans saw the frontier as an opportunity for a better life. Thousands decided to leave their homes for an uncertain future in an untamed land. People traveled west for many reasons. Many came to farm. Southern plantation owners saw the frontier as a way to expand their fortunes. Southerners also wanted slavery to expand. Others hoped to strike it rich by mining gold or silver, trapping furs, or selling other **commodities**.

The frontier offered some Americans an opportunity for a fresh start. Economics, however, was not the only reason people ventured into the unknown. People were attracted to the freedom the American frontier symbolized. Many Europeans were also drawn to the frontier by ideas of liberty and equality.

Why did people think the Frontier would lead to a better life?



The journey over the Appalachian Mountains took weeks. Only a few rough roads crossed the Appalachians and the American Indian lands farther west. *Why do you think that was?*



The Louisiana Purchase

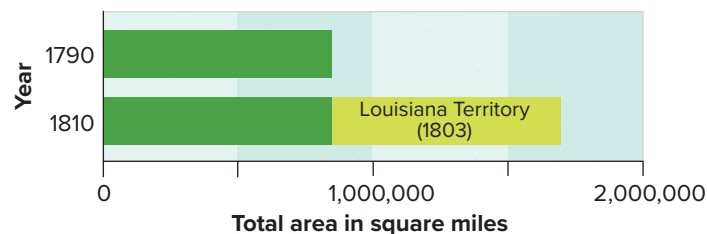
A decade before Jefferson became president, a slave revolt broke out in the Caribbean. The uprising would lead to one of the largest land purchases in American history.

In 1791, enslaved people revolted in the French Caribbean colony that is now Haiti. They were inspired by the American and French revolutions. Their leader, Toussaint L'Ouverture, a former enslaved person, promised freedom and equality.

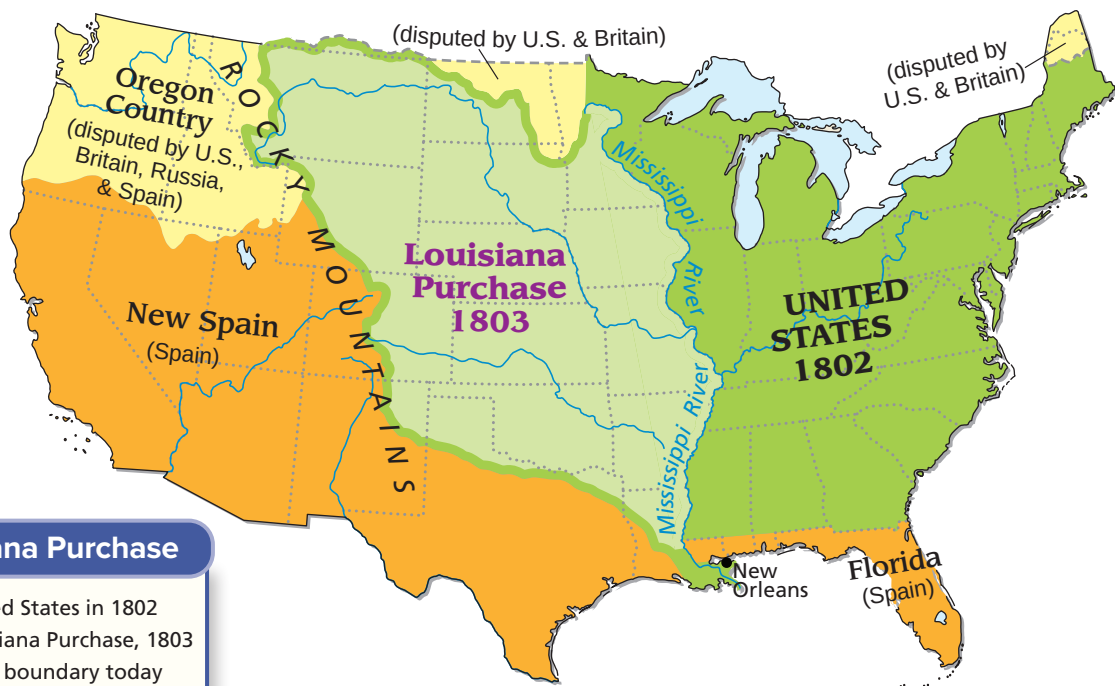
After years of fighting, France agreed to end slavery. However, in 1802, a new government led by Napoléon Bonaparte chose to reestablish French control and slavery. Despite continuing threats of war in Europe, the French sent an army to Haiti.

Bonaparte needed money to support his wars in Europe and Haiti. President Jefferson saw an opportunity to buy land from France.

U.S. Territory, 1790–1810



 The Louisiana Purchase nearly doubled the size of the U.S. **What land do you think the U.S. became interested in controlling next? Why?**



A \$15 Million Deal

At first, Jefferson wanted to purchase only New Orleans. Jefferson knew whichever nation controlled New Orleans controlled trade on the Mississippi River. This was important—the river was where most of the trade between the middle of North America and the world took place. Also, if another country controlled the Mississippi, it could stop the United States from expanding its boundaries westward.

However, Bonaparte was ready to sell much more than New Orleans. In 1803, Bonaparte offered the United States all of Louisiana in exchange for \$15 million. Jefferson agreed. The Louisiana Purchase added 828,000 square miles to the country, nearly doubling the size of the United States.

Despite the additional money from the Louisiana Purchase, France was defeated by the Haitians. The story of the successful slave revolt was an inspiration for enslaved people all over the world.

The Lewis and Clark Expedition

Jefferson wanted to know what lay beyond the Mississippi River. With the purchase of Louisiana in the works, Jefferson asked a family friend, Meriwether Lewis, to command an expedition, or long journey, into the frontier. Lewis was a captain in the U.S. Army and had some knowledge of the West from when he was stationed there as a soldier. Lewis accepted the job.

Jefferson wanted Lewis to keep a detailed journal of all that he saw. He also wanted Lewis to investigate whether there was an all-water route from the eastern United States to the Pacific Ocean. There were rumors that a Northwest Passage ran through this region. If it did, American settlers could use the waterway to shorten their journey between the Atlantic and Pacific Oceans. Such a route would also make it easier for merchants to trade with Asia.

Lewis asked the president to appoint William Clark, a soldier and frontiersman, as second captain. In October 1803, Lewis met Clark on the Ohio River in Pennsylvania. They traveled southwest along the river until they reached the Mississippi and Missouri Rivers near St. Louis, Missouri. By the time they arrived, word had spread that they were looking for more people to join their group. At the beginning, 38 men (and one dog) signed up. Over the course of the expedition, 59 people, including an enslaved person, an American Indian woman, and a French trader, were part of the team. Lewis and Clark named the group the Corps of Discovery.

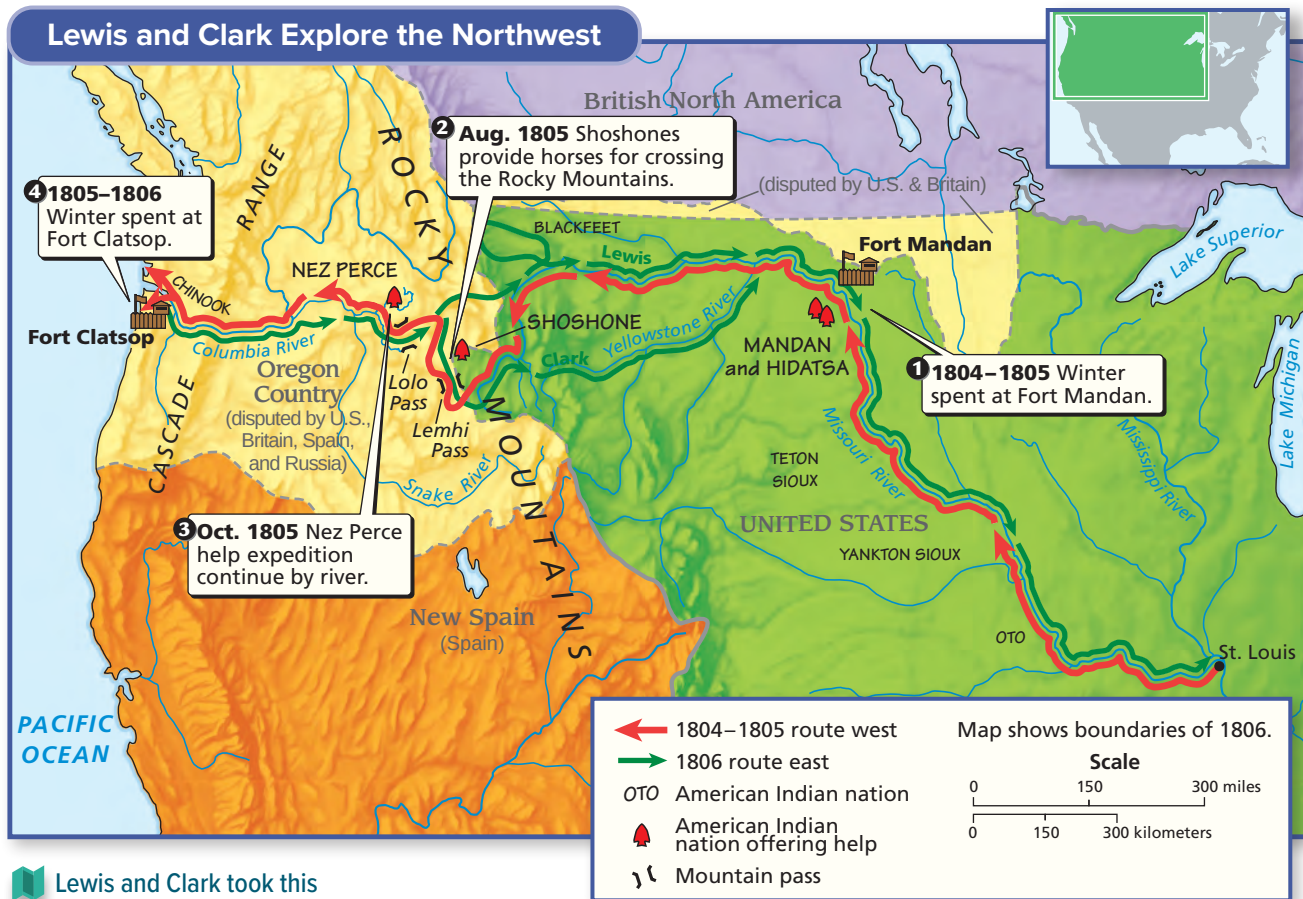


▶ From 1791 to 1804, enslaved Haitians revolted against French colonists. They won, and Haiti became the first country founded by formerly enslaved people.



▶ This painting shows the first raising of the American flag in Louisiana following the Louisiana Purchase. *How do you think the people watching felt at the time?*

Lewis and Clark Explore the Northwest



Lewis and Clark took this route as they explored western territory. **What are two interesting things you notice about their journey?**

Exploring the Territory

The journey across the Louisiana Territory was long and difficult. The group traveled in small sailboats up the Missouri River from St. Louis. They did not have accurate maps and had no idea what awaited them on the frontier. They also expected to meet dozens of American Indian nations along the way.

By the spring of 1804, the Corps of Discovery traveled through a vast stretch of what is today Missouri, Kansas, Nebraska, and Iowa. They hunted deer, elk, and other animals for food. Both Lewis and Clark kept detailed journals of everything they saw. As predicted, they met many American Indian nations, such as the Sioux, the Mandan, the Hidatsa, and the Chinook. These native groups were often suspicious of the strangers. To make friends, Lewis and Clark gave them fishhooks, knives, blankets, and **peace medals** featuring an image of Jefferson.



Prairie dogs like these fascinated Lewis and Clark. The explorers even gave one to President Jefferson as a gift!

A Difficult Journey

In October 1804, the Corps reached what is today North Dakota, home to the Mandan and Hidatsa people. Winter was fast approaching, and the Missouri River was freezing over. The men

built a fort near a Mandan village and stayed there for the winter. It was at Fort Mandan that Lewis and Clark met a woman from the Shoshone tribe named Sacagawea. The Hidatsa had kidnapped her several years earlier. She was married to a French fur trader, Toussaint Charbonneau. Lewis and Clark hired Charbonneau as an interpreter and asked Sacagawea to join the expedition. She helped Lewis and his men trade with other American Indians. Without her, the expedition may not have succeeded.

Winter finally turned into spring, and the group continued west on the Missouri River. By the time they reached Montana, it was clear that the Northwest Passage they had hoped to find did not exist in this territory. The explorers faced the great challenge of crossing the Rocky Mountains. Luckily, Sacagawea knew the area because it was the homeland of her people. She convinced the Shoshone chief, who happened to be her brother, to help lead the expedition through the dangerous mountains.

The Corps of Discovery continued their westward trek across the **Continental Divide**—a mountainous divide through America where waters on each side flow to different oceans. They traveled down the Columbia River and then to the Pacific Ocean.

Once they reached the ocean, their journey was only half over. The group needed to return to St. Louis. Lewis and Clark split the members into two teams so each could explore more territory. Lewis and Clark's two-year journey covered more than 8,000 miles.

The Effect of the Louisiana Purchase

The Louisiana Purchase opened the door for the United States to claim a wide area of land from west of the Mississippi River to the Pacific coast. For some, this was an opportunity for a fresh start. Others did not benefit from this massive land deal.

After Lewis and Clark's trip, other explorers blazed their own trails through the frontier. A former soldier named John C. Frémont led five expeditions to the American West. James Beckwourth, a fur trader born into slavery, found a way through the Sierra Nevada. **Pioneers** traveled the routes these explorers, and others, had cut through the frontier. They loaded their families and belongings into wagons and set off in search of adventure or a better life. Along the way, they built homes, farms, cities, and towns.



▶ The Mandan people, illustrated here, helped Lewis and Clark during their journey.

Sacagawea and other American Indians helped make the Lewis and Clark expedition a success.





► This painting was made in 1872 by John Gast. What clues do you see that suggest the image is about Manifest Destiny?

As more settlers moved west, the government made deals and signed treaties with the American Indians who already lived on the land. They typically did not end well for the tribes. The Quapaw people of Arkansas, for example, agreed to a deal with the American government in 1818. They gave up some land in exchange for 8,000 square miles that would be off-limits to settlers. After just six years, though, the government broke that promise. It took all of the Quapaw land and in exchange offered the tribe just \$15,000 and six months' worth of living supplies. The Quapaw were forced to leave Arkansas. Most of them ended up in what is now Oklahoma.

Eventually, the government divided the Louisiana Territory into 15 states. Over the next five decades, the United States claimed and settled even more land to the west. Many Americans at this time believed it was their destiny to move across the continent and spread their democratic and religious traditions and beliefs. More than 40 years after Lewis and Clark returned from their trip, a newspaper editor gave a name to the idea. He called it **Manifest Destiny**.



Challenges of the Lewis and Clark Expedition

As they made their way across the Louisiana Territory, both Lewis and Clark kept detailed journals about what they saw. On June 3, 1805, the explorers came to a fork in the Missouri River. They had to decide “which of these rivers was the Missouri,” Lewis wrote. Picking the right river was important. If the explorers chose incorrectly, they would not meet up with the Shoshone tribe, which was supplying them with horses to cross the Rocky Mountains. Lewis decided which way to go. He chose correctly and was happy to hear “the agreeable sound of a fall of water”—the Great Falls. Lewis said these waterfalls were “the grandest sight” he had ever seen. However, things did not always go smoothly. As he explored the area, Lewis came face-to-face with a bear, a mountain cat, and three bison. For Lewis, it seemed as if “all the best of the neighbourhood had made a league to destroy me.”



▶ Lewis (left), Clark, and Sacagawea stand at a fork of the Missouri River.



▶ The Great Falls on the Missouri River



WRITING SKILL

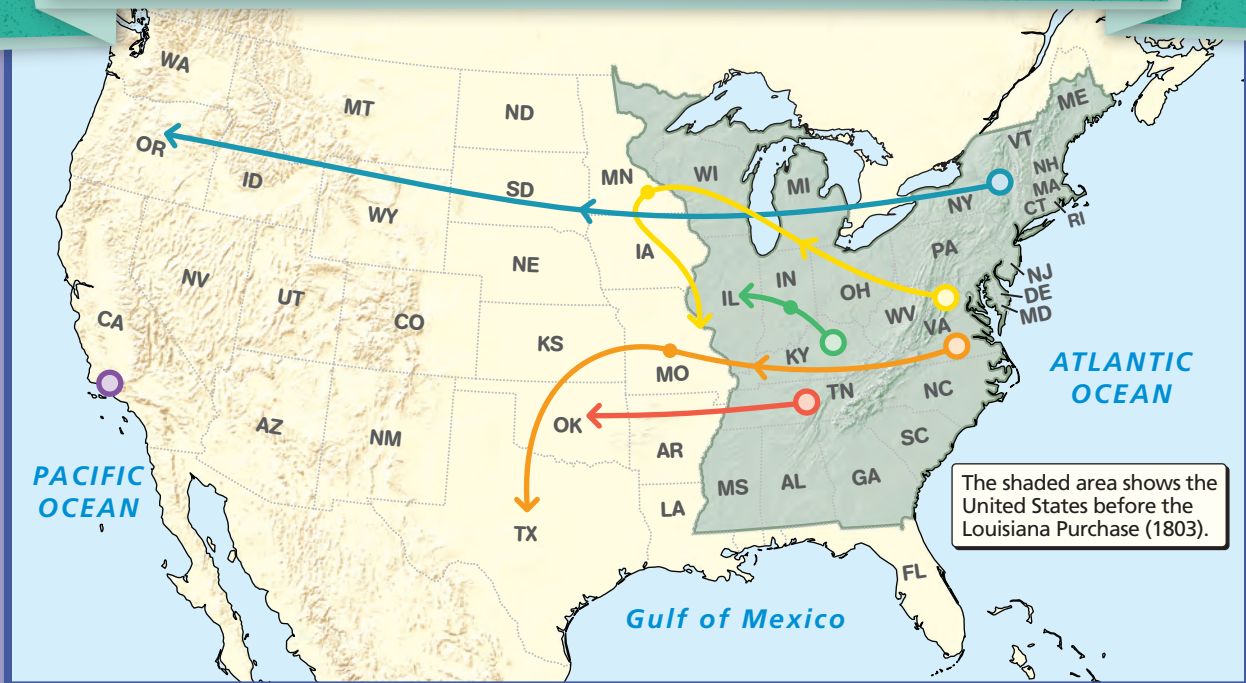
Writing a Narrative

Narrative writing tells a story, brings history to life, and highlights the human experience. You can use history to write stories that are about real or imagined experiences. Either way, it is important to include descriptive details and tell the story in a clear order of events. A narrative structure can help you organize your writing. One effective structure starts by establishing the setting and the people of the story.

1. Establish the setting and the characters.
2. Describe a problem the characters face.
3. Detail the action or climax.
4. Resolve the problem or conflict.
5. End the narrative.

What details would you include in a narrative about Lewis and Clark?

People of the Frontier



Harriet Robinson Scott

about 1815–1876

Harriet Robinson was born into slavery in Virginia and later brought to Minnesota by her owner. In 1846, she sued for her freedom. She argued that since slavery was not allowed in Minnesota, she must be set free. Her case was combined with that of her husband, Dred Scott. The Supreme Court famously decided the Scotts must remain enslaved. Soon after the trial, a new owner purchased the Scotts and set them free.

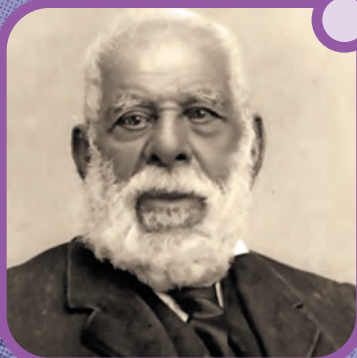


Narcissa Whitman

1808–1847

In 1836, Narcissa and her husband, Marcus Whitman, headed west on a 3,000-mile, seven-month trip to Oregon. The Whitmans hoped to convert American Indians to Christianity. Local American Indians became angry about the increasing number of American settlers and the diseases they brought. In 1847, the Whitmans were killed when a local tribe attacked their home.

Hallahhotsoot (pages 208–209) lived for a time with Narcissa Whitman and her family in Oregon. He taught the Whitmans the Salish and Nez Perce languages.



Pío Pico

1801–1894

Pío Pico was born in Los Angeles, California, when it was ruled by Spain. He eventually became governor of California when it was part of Mexico. After the Mexican-American War, Pico decided to stay in California and become an American citizen. He owned large amounts of land, and his ranch is a historic park today.



Sarah Bush Lincoln

1788–1869

After Sarah Bush's first husband died, she married Thomas Lincoln and moved to the Indiana frontier. She probably didn't know how to read, but she encouraged her stepson—Abraham Lincoln—in his education. The family later moved to Illinois, where Abraham would rise to fame. He was forever grateful for Sarah's support.



Sequoyah/S-si-qua-ya

early 1760s–1843

A member of the Cherokee nation, Sequoyah developed a new system of writing based on syllables. This helped preserve the rich history and culture of the Cherokee nation. In 1829, Sequoyah (written ᎠᎯᏍᎦᎵ in the alphabet he created) was forced by the U.S. government to move west, like many other American Indians at the time.



Stephen Austin

1793–1836

Stephen Austin's father, Moses, had a plan to start a colony in Texas. When Moses died in 1821, Stephen took over. The Mexican government granted Austin land in eastern Texas, and he helped hundreds of families move there. Austin helped lead Texans to declare independence in 1836. He became known as the "Father of Texas."

Stephen Austin was a good friend of José Antonio Navarro (pages 206–207).

LESSON 3

What Was Life like during Westward Expansion?

Vocabulary

canal
stagecoach
commerce
abolitionist
reservation
annex

New Types of Transportation

Traveling through the frontier was hard. Some pioneers went on foot, pulling carts crammed with belongings. Others traveled on horseback. Some rode in covered wagons pulled by mules or oxen. New inventions would improve how people moved from place to place.

Steamboats

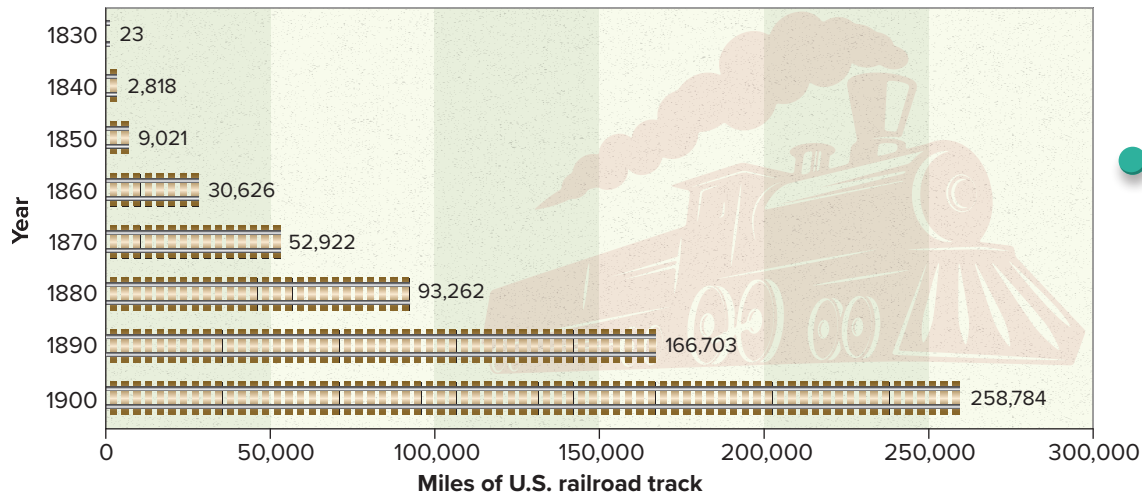
On August 17, 1807, hundreds of people in New York City stood on the banks of the Hudson River to watch a new kind of boat. The steamboat, named the Clermont, was built by an engineer named Robert Fulton. Before the steamboat, people traveled in flatboats and crude rafts. They could float downriver or paddle against the current. Some traveled in small sailboats called keelboats, powered by the wind. Fulton's steamboat made river transportation much easier. The boat used steam to turn big paddlewheels. The wheels pushed the boat across the water much faster than rafts or wind-powered ships. The steamboat also allowed people and goods to move on the water in every direction. It did not matter which way the current ran.

During this time, workers expanded the nation's canal system. **Canals** connected many of America's rivers, lakes, and oceans. These water highways transported settlers and manufactured goods to the West. They also moved

▶ Steamboats race on the Mississippi River in the 1800s.



Building Railroads



How many more miles of railroad track were there in 1890 than in 1840?

resources such as furs, timber, minerals, and farm produce from the frontier to cities in the East.

The Erie Canal in New York was the first major canal in the United States. Built between 1817 and 1825, it covered 363 miles, connecting Buffalo to Albany. People could travel up the Hudson River from New York City to Albany, then take the Erie Canal to Buffalo. From Buffalo, travelers could reach the Great Lakes and the inland states more quickly. A canal trip from Albany to Buffalo took just five days by boat, compared with a two-week journey by **stagecoach**.

The Erie Canal helped make New York City the nation's busiest port and a major destination for business. America's canal system increased trade and manufacturing by dramatically dropping the cost of shipping. By 1840, 4,000 miles of canals crisscrossed the nation, compared with just 100 miles in 1816.

Stagecoaches and Railroads

The stagecoach also made travel easier. Early roads were bad or non-existent, but as the nation expanded, so did the road system. By 1820, regular stagecoach service from the East had arrived in St. Louis, Missouri. Later, stagecoach companies offered service to New Mexico, Oregon, Texas, and California.

Even as Americans were building roads to connect to the West, a new form of transportation was developing in Britain: the railroad. In 1828, the first American railroad connected the city of Baltimore, Maryland, to the city of Wheeling, Virginia, on the Ohio River. Railroads soon connected cities across the country.



▶ Enslaved people bring cotton to the cotton gin.

The Cotton Gin and Other Inventions

Steamboats, canals, stagecoaches, and railroads revolutionized travel and **commerce**—or large-scale buying and selling. Around the same time, new machines transformed the cotton industry. In 1793, an American inventor named Eli Whitney created the cotton gin. The machine quickly removed the sticky seeds from cotton, rather than having workers remove them by hand.

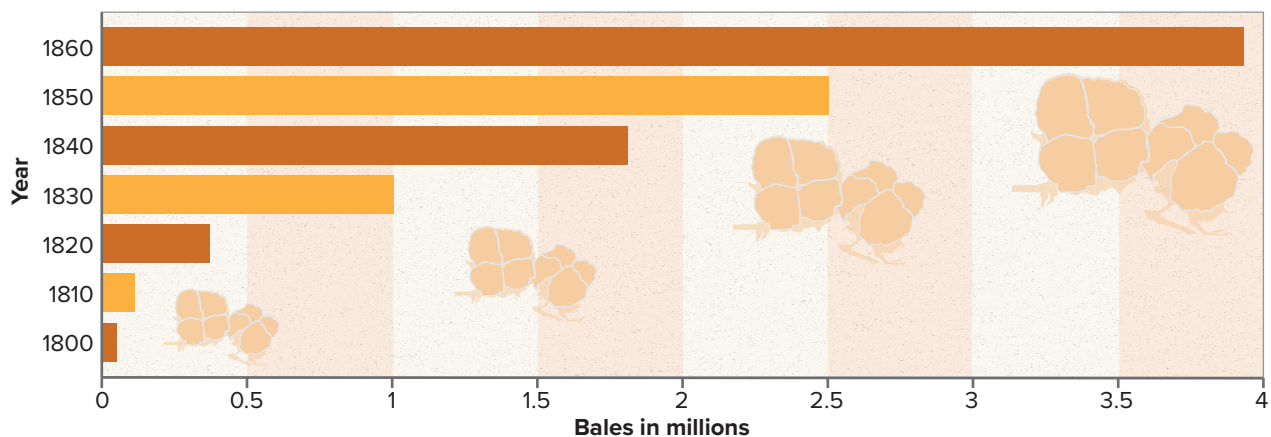
After the cotton gin hit the market, the harvesting of raw cotton grew rapidly. The cotton gin was an important tool in America's westward expansion. It allowed new cotton plantations to take root in areas like Mississippi, Alabama, Arkansas, Louisiana, and Texas. As cotton farms spread, so did slavery. Although the cotton gin

reduced the amount of time it took to remove seeds, it did not reduce the number of people needed to grow and pick cotton.

New Farming Tools

Other agricultural devices also made farming more productive. For thousands of years, farmers had harvested wheat, barley, and other crops by hand. They used blades, called scythes, to help cut crops like grass and wheat. In 1831, Cyrus McCormick and Jo Anderson, an enslaved man owned by the McCormick family, worked together

Cotton Production
(Estimates)



● By 1860, cotton was America's most important export.

to invent the mechanical reaper. Pulled by a horse, mule, or ox, the machine cut stalks of wheat and other grains, making it easy for a farmer to harvest. The McCormick reaper saved time and required fewer workers to cut down crops. It helped farms thrive.

Henry Blair invented a mechanical corn planter. In 1834, he got a patent, a legal document giving him sole rights to his invention. He became one of the first African Americans to get a patent. He was later awarded a second patent for a mechanical cotton planter.

Growing Tension over Slavery

As the country grew, so did its problems. The North and the South disagreed over the practice of slavery. The South had a farming economy where farmers bought and sold enslaved people to work their farms and plantations.

Many Southern slaveholders believed getting rid of slavery—or limiting it in the new territories—would threaten their position in society. Many in the North disagreed—**abolitionists** believed the practice of slavery was immoral and that enslaved people should be freed. Every time the United States acquired new territory, there was a possibility that slavery would expand to that new region. As America expanded, so did tensions between the North and the South.

William Wells Brown

William Wells Brown was an enslaved person who was brought west by his owner. Brown was born into slavery in Kentucky in 1814. In 1816, Brown's owner moved to Missouri, part of the newly acquired Louisiana Territory.

As a teenager, Brown, with his mother, Elizabeth, attempted to escape, but they were caught and returned to St. Louis. The two were then separated, and Brown never saw his mother again. Brown's next escape attempt two years later was successful. He went on to help others escape slavery and even wrote a book about his experiences. Unfortunately, most of the enslaved people brought west by settlers never got their freedom.

▶ William Wells Brown escaped slavery and became a successful author.



Conflict between Settlers and American Indians

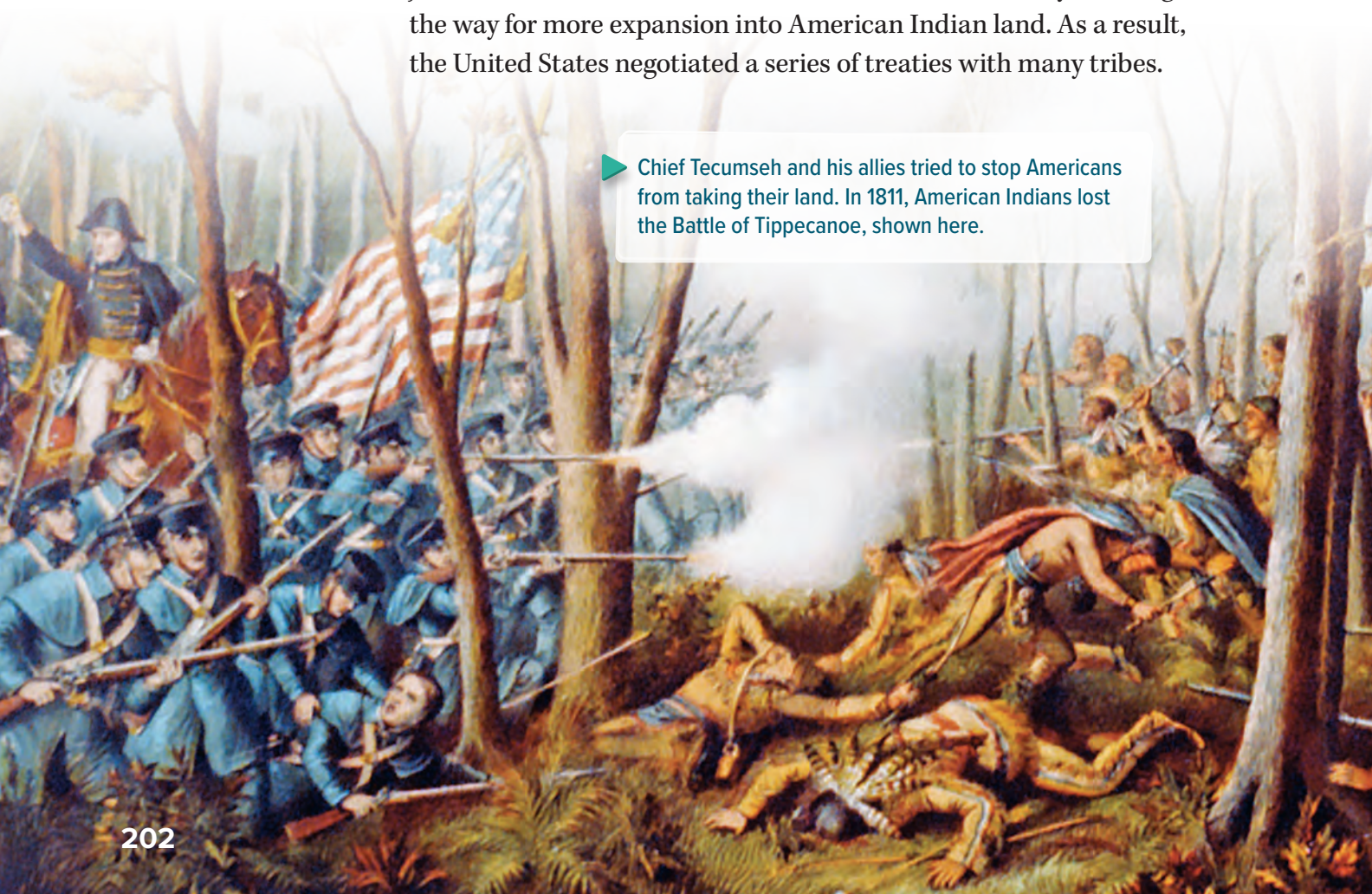
The expansion of slavery was just one in a series of troubles facing the growing nation. As the government created new territories and states, it came into conflict with American Indians already living in those areas. These included tribes such as the Shawnees, the Ojibwe, the Muscogees (Creeks), and the Cherokees. By 1811, Shawnee war chief Tecumseh put together an alliance of more than two dozen tribes to oppose the settlers expanding into American Indian lands.

The War of 1812

In 1812, the United States went to war with Great Britain over several issues. The English were stopping American ships at sea and forcing American sailors to serve in the British military. Great Britain violated the Treaty of Paris that had ended the American Revolution by refusing to surrender its western forts. The English also gave their American Indian allies guns to attack American settlers.

During the War of 1812, Tecumseh and other American Indian leaders allied with the British. They believed the English would treat them more fairly than the Americans. Other tribes chose to join the American side. The war ended with a U.S. victory, clearing the way for more expansion into American Indian land. As a result, the United States negotiated a series of treaties with many tribes.

► Chief Tecumseh and his allies tried to stop Americans from taking their land. In 1811, American Indians lost the Battle of Tippecanoe, shown here.



Those treaties resulted in the creation of **reservations** west of the Mississippi River, often on land already inhabited by other native tribes.

Forced from Their Land

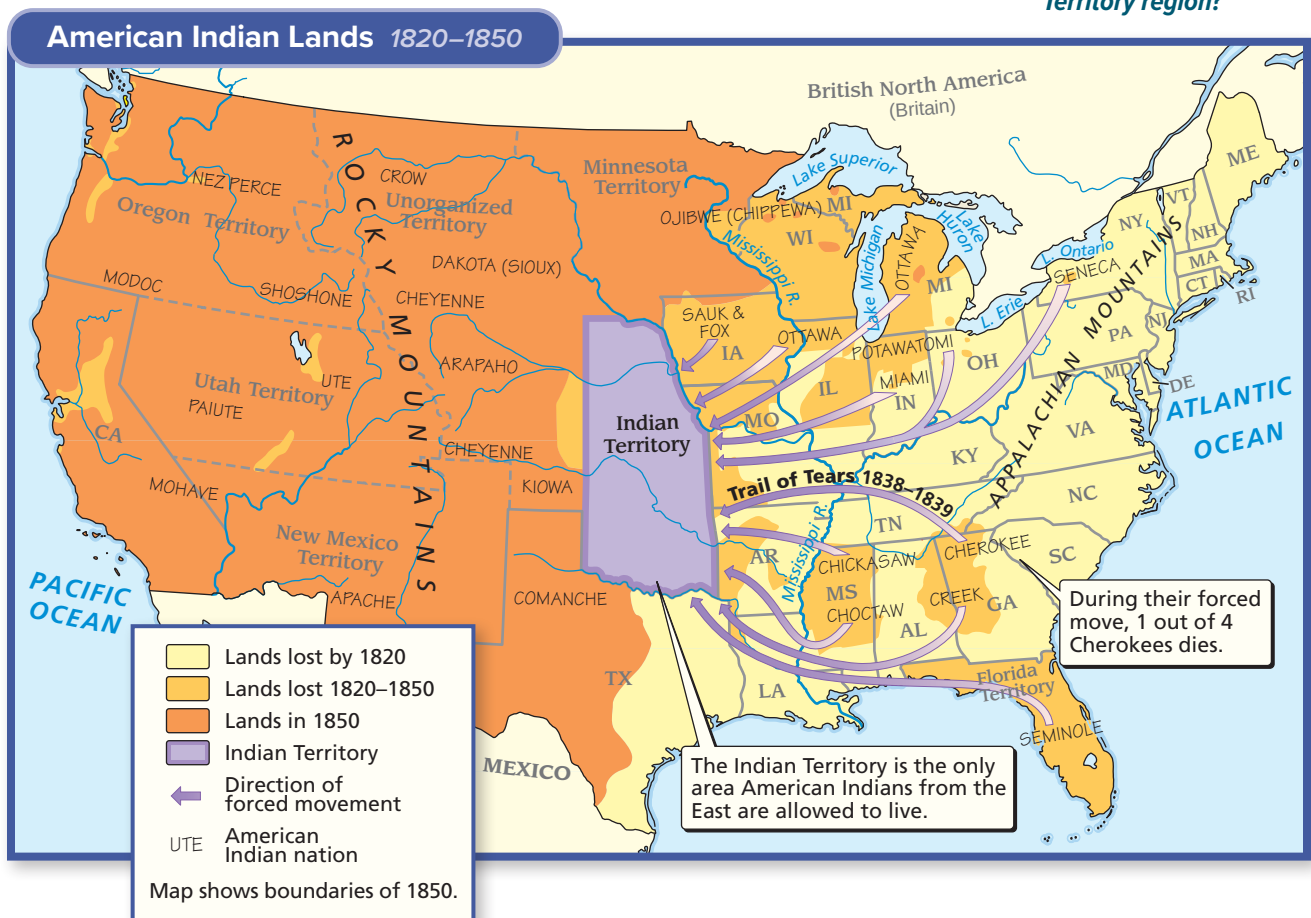
Many American Indian tribes continued to resist. For example, the Sauk in the Midwest and the Seminoles in the Southeast waged their own battles against the United States. Most tribes were powerless to stop the Americans. The Cherokees and other tribes had lived in the Southeast for centuries. Many had treaties with the United States that promised they could keep some of their lands. However, the desire for land, plus the discovery of gold in Georgia in 1829, set off a mad dash of American settlers to the region.

The U.S. government took a hard line against the Cherokees and others, often ignoring the treaties. In the 1830s, the government forcibly removed some 100,000 Cherokees, Muscogeans (Creeks), and Seminoles from their homes. The Americans marched the tribes off to territory west of the Mississippi River. Thousands of American Indians died from disease or starvation during the journey. The forced removal of the Cherokee people became known as the Trail of Tears.

We have neither land nor home, nor resting place that can be called our own."

—Chief John Ross of the Cherokees, in a letter to Congress, 1836

In 1830, the Indian Removal Act required all native people living east of the Mississippi River to leave their homes. **How do you think American Indians felt about the Indian Territory removal?**



“
[T]he spanish
authorities had
provided the Indians
with Ammunition
& Necessaries to
murder & Massacre
American Citizens.”

—Edmond Kelly, in a letter to
President Madison, 1818



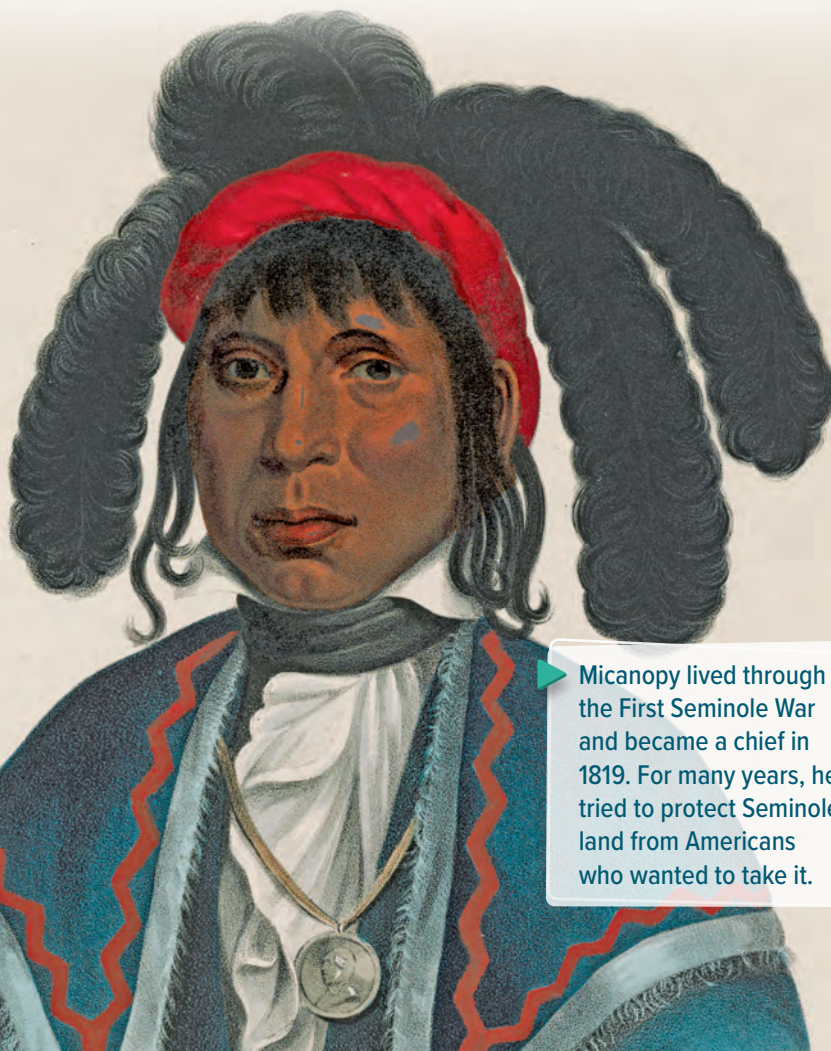
► Many enslaved people who escaped the American South found safety among the Seminoles. Some fought against the U.S. Army in the Seminole wars.

Settling the Border Regions

The United States faced other problems, too. Many European powers, including Spain and Britain, still possessed land in North America. That included a large region called Spanish Florida, which contained all of present-day Florida as well as much of the southeastern United States. Enslaved people in America would sometimes escape to this region and find protection with American Indian groups like the Seminoles. This angered Southern slaveholders.

In 1816, U.S. troops punished the Seminoles for protecting enslaved people. The Americans destroyed Fort Apalachicola, which the Seminoles had been using. In response, the Seminoles began raiding American settlements in Georgia. Andrew Jackson, a U.S. Army general at the time, chased the Seminoles into Spanish Florida in what would become known as the First Seminole War. In the spring of 1818, Jackson seized Pensacola, which was under Spanish control.

By this time, Spain knew it could no longer control its Florida territory. It decided to sign a treaty that **annexed**, or gave control of, Florida to the United States. The United States continued to grow.



► Micanopy lived through the First Seminole War and became a chief in 1819. For many years, he tried to protect Seminole land from Americans who wanted to take it.

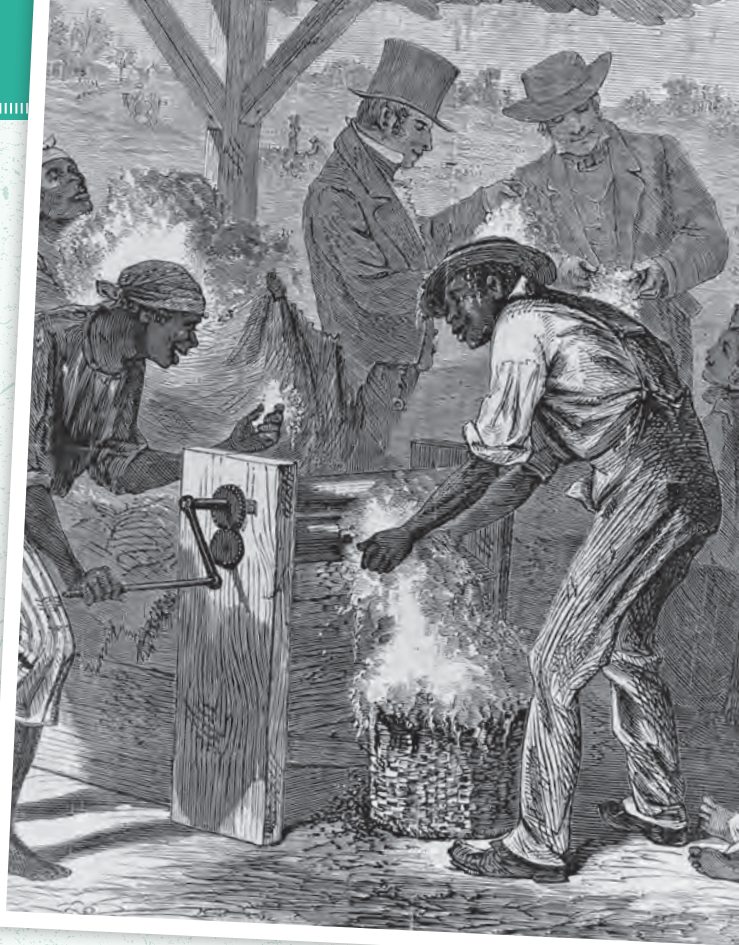


New Technology in the Early 1800s

From the first days of the United States, agriculture has played a central role in the economic growth of the country. Agriculture was especially important in the South, where cotton became a major cash crop.

The process of preparing cotton was time-consuming. It required separating sticky seeds from the cotton fiber, which was done by hand. Then, in 1793, Eli Whitney invented the cotton gin. It could separate cotton seeds from the soft fiber mechanically. Farmers—and the enslaved people who did most of the hard work—were able to prepare cotton more cleanly and faster.

After the cotton was prepared, it needed to be transported to factories. In 1807, the development of the steamboat made it simpler and less expensive to transport the heavy bales of cotton. As a result, cotton made up half of all U.S. exports in the early 1800s. The economy of the American South grew, but slavery also expanded and brought ethical and political conflicts that would eventually lead to war.



▶ Enslaved people work with a cotton gin.



READING SKILL

Sequencing

To understand a text, it is important to understand the order—or sequence—of the events. Authors use certain words or phrases to establish the sequence. They also use dates (weekdays, months, years). As you read, look for sequencing words. Use these words to help you take notes, identify cause and effect, and build a logical story of the events.

Examples of sequencing words and phrases:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result

1. What are the sequencing words and dates in the reading above?
2. Can you list the order of events?

How Did the United States Reach the Pacific Ocean?

Vocabulary

dictator
Oregon Trail
latitude
cede

The capital of Texas was named in honor of the empresario Stephen Austin.



Texas

Texas, a large region just west of Louisiana, was experiencing many changes at the start of the 1800s. Few people were more familiar with these changes than a Texan named José Antonio Navarro. Born in San Antonio in 1795, Navarro would live in a Spanish colony, Mexico, and the United States—all without leaving Texas!

When Navarro was born, Texas was part of a Spanish colony called New Spain. Navarro spoke Spanish at home with his family and in school. When he was a young man, he joined the Mexican fight for independence against Spain. In 1821, after many years of struggle, Mexico became an independent country. Texas was part of Mexico, and Navarro was now officially a Mexican citizen. In just a few years, there would be another war involving Texas. Without moving, Navarro's home was about to change countries again.

Americans in Texas

The Mexican government wanted more people to live in Texas. The government granted land contracts to settlers called empresarios. Empresarios were given huge pieces of land in exchange for a promise to bring families to settle there. The more people the empresarios brought, the more land they could get from the government. Americans like Stephen Austin took this opportunity to get farmland and start communities.

By the early 1830s, more than 20,000 Americans had moved into Texas. Areas where they settled grew into bustling towns. But there were problems with the Mexican government. Many Americans came to Texas from the American South and brought enslaved people with them, even though Mexico had abolished slavery. The Mexican government let the Americans keep the enslaved people, but they eventually tried to stop more Americans from coming into Texas.

The Texas Revolution

In 1833, General Antonio López Santa Anna was elected president of Mexico. He quickly made himself a **dictator**, a

ruler who has total power over a country. This sparked a revolt in Mexico, including Texas. Mexico also overturned its first constitution, which had given Texans great freedom to rule themselves. Now the national government had all the power.

Angry Texans saw an opportunity. On October 2, 1835, a group of armed Texas farmers defeated the Mexican army in the settlement of Gonzales. The Texas Revolution had begun, and Texas officially declared its independence in March 1836. José Antonio Navarro was one of the proud signers of the document.

As war raged, over a thousand people died. Almost 200 Texans died defending an old Spanish mission called the Alamo. On April 21, 1836, the Texas army, led by General Sam Houston, attacked General Santa Anna along the San Jacinto River. The Texans were motivated by the defeat they had suffered at the Alamo. Houston's



General Santa Anna of Mexico surrenders to a wounded General Sam Houston of Texas after the Battle of San Jacinto.



Texans declared independence from Mexico in 1836. After winning independence, Texas asked to join the United States.

army of about 900 soldiers surprised Santa Anna's army of about 1,200. The battle was over in just 18 minutes—the Texans won a crushing victory. The next day, Santa Anna surrendered and Texas became an independent nation.

Texas Becomes a State

General Houston ran against Stephen Austin to become president of the new nation. Houston won, becoming the first elected president of Texas. The region remained an independent republic for nine years. Houston, however, wanted Texas to become part of the United States. Most Texans agreed. The republic faced financial problems and wanted security against attacks from Mexico and American Indians, whose lands had been occupied by Texas.

Texas applied for statehood, and at the end of 1845 Texas became the 28th state. At 50 years old, José Antonio Navarro became an American citizen.



▶ Settlers moved west in covered wagons.

The Oregon Territory

The Louisiana Purchase had stretched the borders of the United States to the Rocky Mountains, but the government had its sights on reaching the Pacific Ocean. Both the United States and Great Britain claimed the land in the Pacific Northwest—better known in the early 1800s as Oregon Country. It included present-day Oregon, Washington, and much of British Columbia in Canada.

The area was rich in animals with fur. The fur was popular for hats and coats in Europe. As a result, many trappers, business owners, and settlers came to the region. As with other new territories, though, American Indians already lived on the land. This would eventually lead to problems between the inhabitants and the new settlers.

Hallahotsoot

In the early 1800s, the Lewis and Clark expedition traveled into Oregon Country. The Nez Perce were one of the American Indian tribes that lived in the area. In the fall of 1805, a Nez Perce man named Twisted Hair met and became friends with the explorers. He talked about his good impression of Americans with his son, Hallahotsoot.



Like his father, Hallalhotsoot would spend time with Americans in Oregon Country. Over the years, more Americans came to the area on the **Oregon Trail**, a 2,000-mile trail starting in Missouri and ending in Oregon at the Pacific Ocean. They gave Hallalhotsoot the nickname “Lawyer” because of his ability to speak English and his intelligence. Hallalhotsoot was hired to teach people the Nez Perce and Salish languages. He learned more about American culture. He also soon learned how badly they wanted the land that his people lived on.

The Oregon Treaty

James Polk, who became the 11th president of the United States in 1845, passionately supported American expansion. In 1846, the number of Americans in Oregon Country outnumbered the British. Polk signed the Oregon Treaty with the British government. The British kept all their territory north of the 49th parallel (49°N **latitude**). In return, the United States received all territory south of 49°N and created the Oregon Territory.

► In the mid-1800s, pioneers traveled west along the wagon trails shown here. The trip often took 4–6 months. Donner Pass was a difficult part of the California Trail. **Why do you think that was?**

Where Was the West? Mid-1800s

Considered Part of the West

- By all Americans
- By fewer Americans

Map shows boundaries of 1850.



Compare this map to the one on page 188. *What differences do you notice?*

The Oregon Treaty included most of the land where the Nez Perce tribe lived. Hallalhotsoot was one of many American Indians chosen to attend a meeting to discuss where everyone could live in the territory. He signed a treaty reserving land for his people. Just a few years later, another treaty reduced the size of the Nez Perce territory by 90 percent. Hallalhotsoot, who had always wanted a peaceful relationship with the Americans, was saddened and disappointed.

California and the Neighboring Land

President Polk hoped to make the United States a wealthy nation by extending American territory to the Pacific. This would allow American merchants to trade more easily with China. Polk knew the British and the French were also eyeing the western territories. He wanted to stop them.

Rising Conflict

With Oregon now firmly under the control of the United States, Polk hoped Mexico would **cede**, or give up, territory in California and New Mexico. At first, Polk believed the Mexican government would sell. Years before, the Mexican government had welcomed American colonization in Texas. That attitude had slowly shifted. Changes in government had thrown Mexico into political turmoil. Tensions mounted once the United States annexed Texas. Both countries disputed the border of Texas. Mexico said the border was the Nueces River. The United States said it was the Rio Grande River, which was south and west of the Nueces and would give Texas more land.

Despite the disagreement, Polk sent a minister, John Slidell, to offer the Mexican government \$25 million to purchase California and New Mexico. Polk also wanted the border issue in Texas settled at the Rio Grande River. Although Mexico needed money, the government refused to see Slidell. Mexico did not want to give up half its territory. Polk refused to back down. If money would not force the issue, then perhaps the American army could.



War with Mexico

In 1846, Polk sent the army, under the command of General Zachary Taylor, to the Rio Grande. Polk thought the move would anger the Mexicans, and it did. On April 25, 1846, Mexican troops attacked Taylor's force. On May 11, Polk asked Congress to declare war. Two days later, the Mexican-American War began. The fighting quickly spread beyond Texas into New Mexico and California. Eventually, the United States struck at the heart of Mexico, capturing the city of Veracruz and later Mexico City.

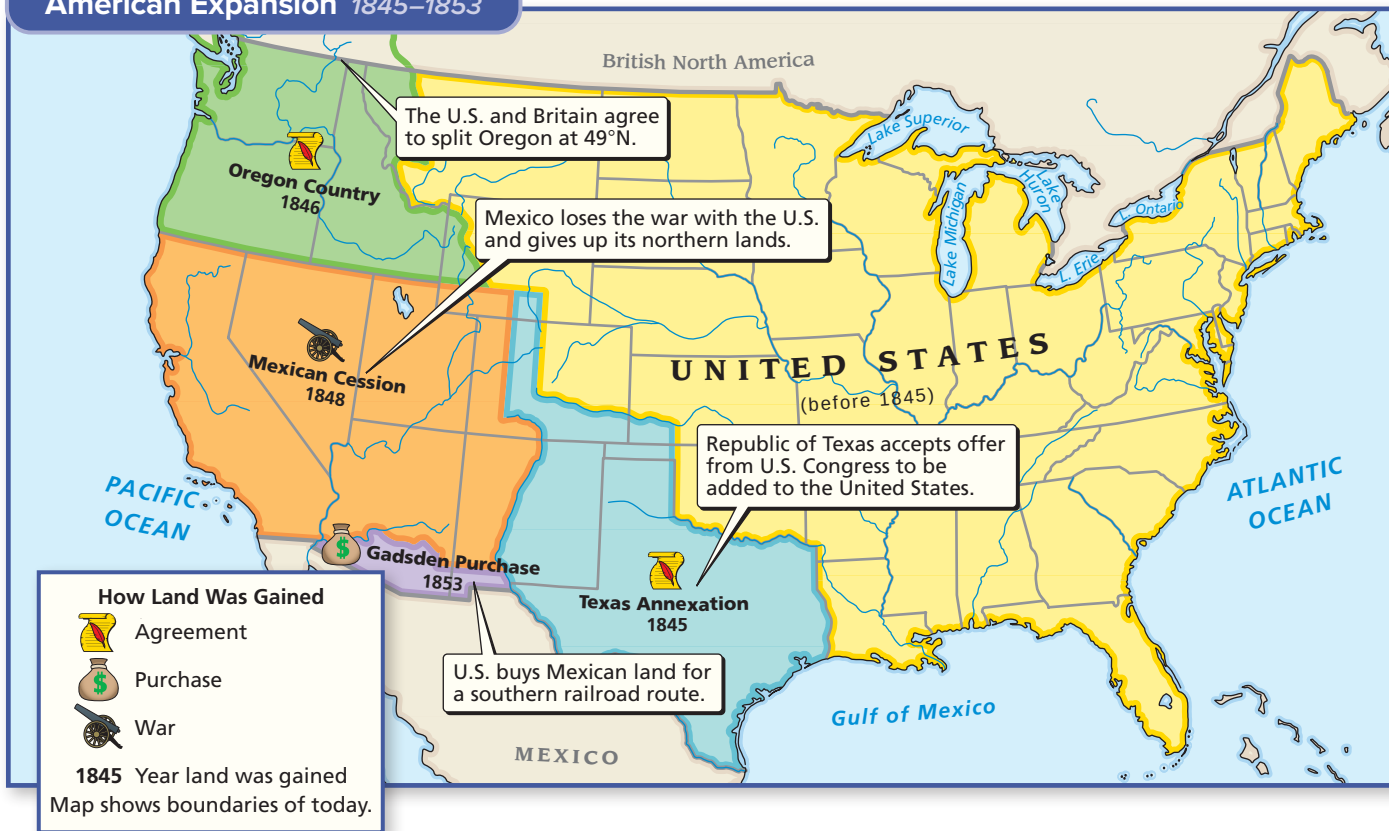
Despite the brutal war, there were stories of kindness. María Josefa Zozaya was a Mexican woman who brought food and water to soldiers on both sides during battle. Unfortunately, she was killed

▶ American troops raise their flag after a victory in Mexico City.

▶ The United States went to war with Mexico in 1846.



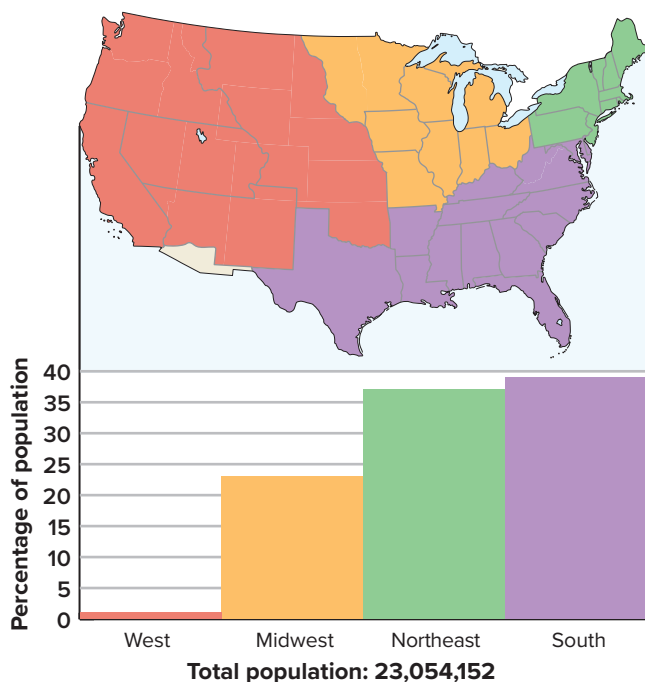
American Expansion 1845–1853



The United States gained land many different ways. Examine the map. **What do the addition of Texas and the Oregon Territory have in common?**

by a stray bullet while helping a soldier. She became one of the many casualties of the war.

U.S. Population by Region, 1850



Why do you think the population in the Northeast was so large compared with that of the West in 1850?

American Victory

The Mexican Army could not stop the Americans. It was a clear-cut American victory. On February 2, 1848, the war ended with the Treaty of Guadalupe Hidalgo. Not counting Texas, Mexico lost 525,000 square miles of territory. The United States paid Mexico \$15 million for the land. The treaty set the border of Texas at the Rio Grande. Mexico ceded all of present-day California, Utah, and Nevada, and most of Arizona and New Mexico.

The United States now stretched from the Atlantic to the Pacific Ocean. It also had port cities on both sides of the country. The discovery of gold and silver in California and Nevada was an added economic benefit. The expansion also laid

the groundwork for conflict. Slavery was about to expand farther across the country.

Expansion and Rights

In 1848, the United States gained more than half a million square miles of land from Mexico. That same year, thousands of miles away, Elizabeth Cady Stanton organized a conference in her hometown of Seneca Falls, New York. She and others gathered to ask why women were not allowed to get an education, own property, or vote in a country that was supposed to be based on equality. The women and men present signed a document called the Declaration of Sentiments, which demanded equal treatment and rights for women.

Equality in America

By the middle of the 1800s, the United States could impose its philosophy and style of government from coast to coast. As the nation expanded in size, would it act like a conqueror or a liberator? Many people wondered whether or not rights would expand to certain groups that had not been treated as equals.

One of the biggest and most divisive issues was slavery. Slavery had been part of the history of America since the first Africans were brought to Virginia in 1619. One key reason that the country became so successful as an agricultural power was the work of millions of enslaved people. Northern states gradually abolished slavery, but it was still very much a part of the South. Texas and Florida were admitted as slave states in 1845. A question loomed that deeply divided the nation: Should the other newly added western territories allow or outlaw slavery?

As the country expanded westward, western American Indian tribes such as the Navajos, the Sioux, and the Nez Perce were told that their lands were now part of the United States. More conflicts over land would arise. The Latinos who lived on land taken from Mexico suddenly lived in American territory. They also wondered if they would be treated as equals. The United States was getting bigger and stronger, but major questions about freedom and equality remained unsettled.

“

[W]e insist that [women] have immediate admission to all the rights and privileges which belong to them as citizens of these United States.”

—The Declaration of Sentiments, 1848

► This advertisement about a women’s rights meeting appeared in a New York newspaper in 1848.

Women’s Rights Convention.

A Convention to discuss the social, civil and religious condition and rights of Woman, will be held in the Wesleyan Chapel, at Seneca Falls, N. Y., on Wednesday and Thursday the 19th and 20th of July currently commencing at 10 o’clock A. M.

• During the first day, the meeting will be exclusively for Women, which all are earnestly invited to attend. The public generally are invited to be present on the second day, when LUCRETIA MOTT, of Philadelphia, and others both ladies and gentlemen, will address the Convention.



The Declaration of Independence Inspires Others

When the American colonies declared independence from England in 1776, the announcement had a profound impact on the world. The Declaration of Independence gave voice to the idea that “all men are created equal.” In 1848, the Declaration of Sentiments, a document outlining the rights of American women, was directly modeled on the Declaration of Independence.

Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights. . . . That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Declaration of Sentiments, 1848

We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights . . . that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.



READING SKILL

Compare and Contrast

Being able to identify similarities and differences between texts is a way to organize and think about information. It also leads to questions. Why might authors include similar ideas? Why might authors emphasize differences?

1. What are the similarities and differences between the Declaration of Independence and the Declaration of Sentiments texts above?
2. Why do you think the writers of the 1848 document used similar language to that of the 1776 document?

CHAPTER 5 SUMMARY



How Did the United States Expand?

From 1788 to 1848, American territory spread all the way from the East Coast to the Pacific Ocean in the West. The United States acquired this territory through a combination of peaceful agreements and violent wars. During this time, settlers traveled westward, exploring and settling newly acquired land.

LESSON 1 What Challenges Did the United States Face?

- The new government had to establish domestic and foreign policies.
- President George Washington decided what policies would create a strong nation.
- President John Adams faced many foreign policy challenges.

LESSON 2 How Did the United States Expand to the West?

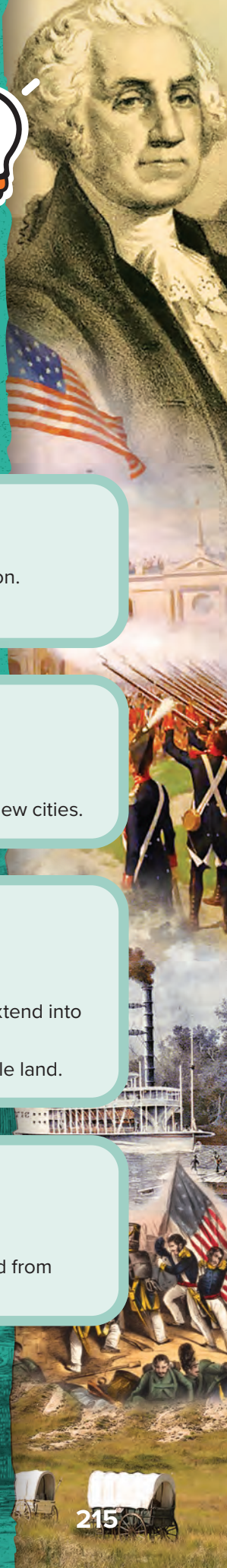
- The Louisiana Purchase stretched America all the way to the Rocky Mountains.
- Lewis and Clark, aided by Sacagawea, explored the Louisiana Territory.
- Americans journeyed west, searching for economic opportunities and creating new cities.

LESSON 3 What Was Life like during Westward Expansion?

- Transportation improvements helped people and goods reach the frontier.
- Farming inventions encouraged people to find new land for farms.
- The controversy over slavery expanded: Many Southerners wanted slavery to extend into new areas, while many Northerners hoped to stop its spread.
- Americans fought with American Indians, Spain, and Britain over the right to settle land.

LESSON 4 How Did the United States Reach the Pacific Ocean?

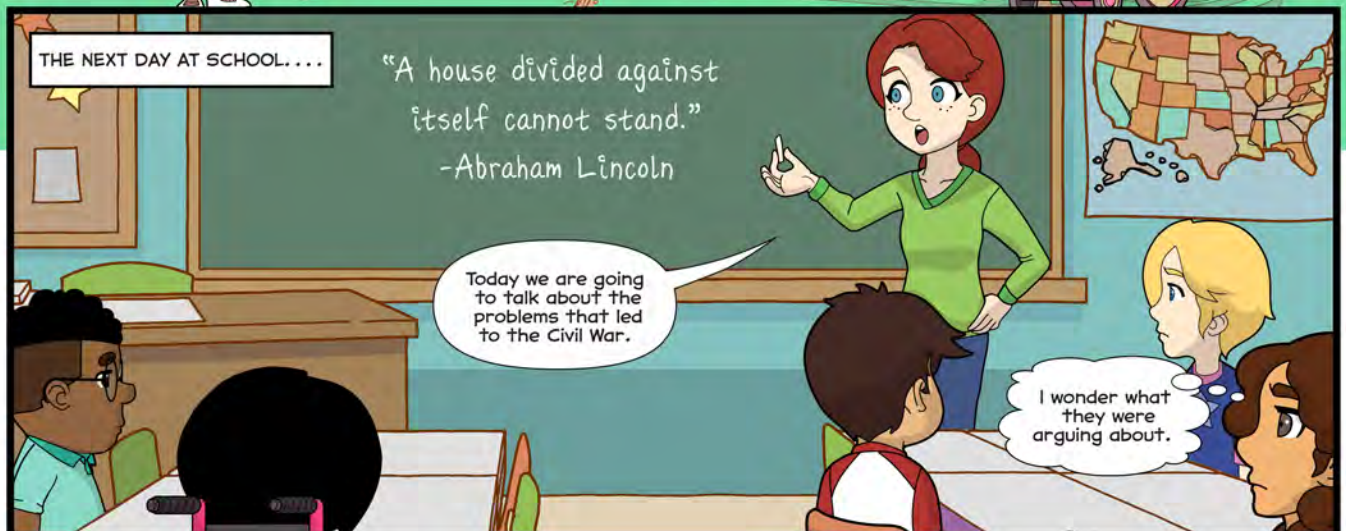
- The Republic of Texas joined the United States.
- A treaty with Britain gave America part of the Oregon Territory.
- The United States won the Mexican-American War and took a huge piece of land from Mexico.



Chapter 6

How Did the United States Struggle to Stay Together?



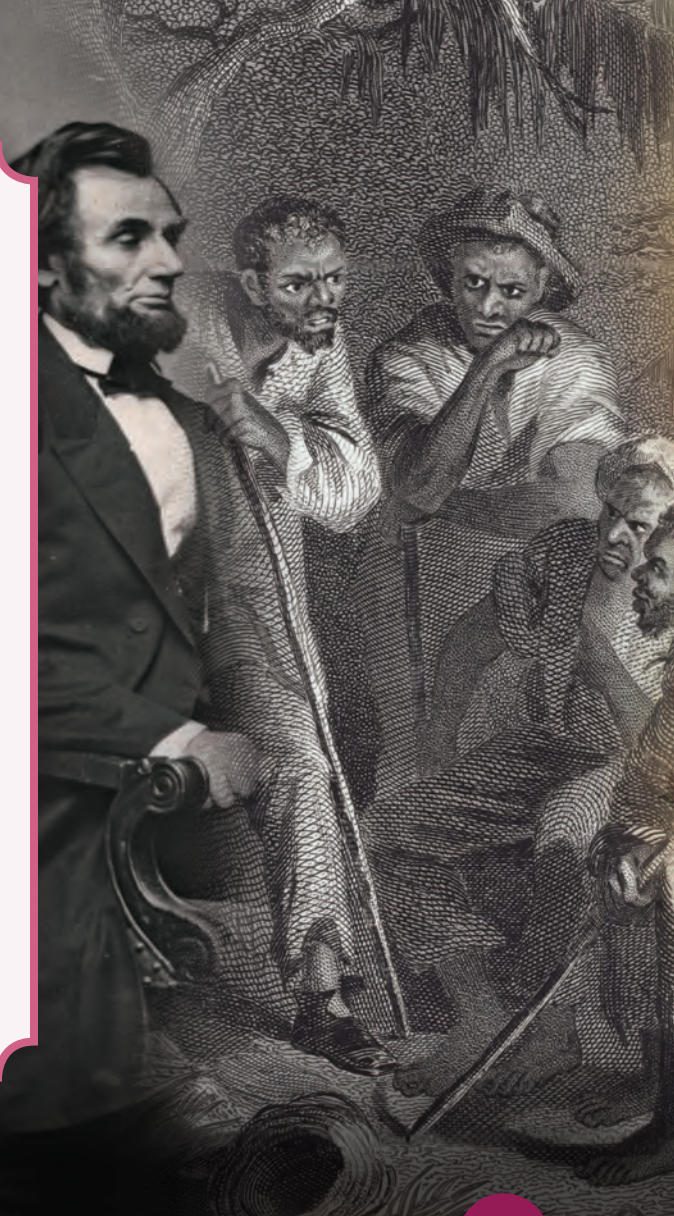


The Civil War

The Constitution brought the United States together under one government, but the country remained deeply divided. People living in the North and the South had very different ways of life.

Most Northerners wanted a strong federal government. They also wanted to stop the spread of slavery or outlaw it altogether. Most Southerners wanted states to have more power than the federal government. They wanted slavery to continue.

Slavery had been a source of conflict in the United States since the colonial days. As white settlers moved west into new territories, they carried the disagreements over slavery and states' rights with them. The country's leaders attempted to find ways to make both Northerners and Southerners happy. However, the conflicts became too much. The Civil War began.



TIME LINE

1820

1820

The Missouri Compromise keeps a balance between free and slave states.



1835



1833

The Philadelphia Female Anti-Slavery Society forms.

1831

The abolitionist newspaper *The Liberator* is founded by William Lloyd Garrison.

1850

1850

The Fugitive Slave Act forces people to help recapture anyone who runs away from slavery.





1865



1860

Abraham Lincoln is elected president. Soon after, Southern states leave the Union.

1863

Lincoln issues the Emancipation Proclamation, taking a strong stance against slavery.

1865

The Confederate army surrenders, ending the Civil War. Slavery ends later that year.

1870

Hiram Revels becomes the first African American U.S. senator.



1880

1877

The Compromise of 1877 officially ends Reconstruction.



LESSON 1

What Was Slavery like in the United States?

Vocabulary

emancipation

fugitive

free state

Underground Railroad

Ending Slavery in the North

Leading up to the Revolutionary War, ideas about freedom and liberty spread through the American colonies. The Declaration of Independence stated that “all men are created equal.”

However, these ideas conflicted with the fact that many Americans owned enslaved people. While slaveholders wanted freedom and equality for themselves, they did not want to set enslaved people free. African Americans heard speeches and read newspaper articles about independence. They wanted freedom and liberty too.

When the Revolutionary War began, the British army promised **emancipation**, or freedom, to enslaved people who fought for the king. The new U.S. government did not make a similar promise. The leaders of the country were divided on the issue of slavery.

Changing Attitudes about Slavery

During the American Revolution, many free and enslaved African Americans fought alongside white Americans. They worked as spies and soldiers. James Armistead, for example, pretended to be an escapee from slavery. He gained access to the British army to steal military secrets.

After the war, some enslaved people were freed. The vast majority, though, did not get freedom or equality. Under the Constitution, slavery remained legal in the United States.

► Moses Brown was a wealthy slaveholder from Rhode Island. Around the time of the American Revolution, he freed his enslaved people and became an active abolitionist.



A free African American named Prince Hall asked leaders in Massachusetts to make slavery illegal. They did not listen, but attitudes about slavery were changing in New England.

Gradual Freedom

In 1777, Vermont made slavery illegal. In 1780, Pennsylvania passed a gradual emancipation law. This law did not free enslaved people, but it did say that anyone born after the law passed was free. Massachusetts, Connecticut, and Rhode Island passed similar laws.

In 1781, a man named Quock Walker went to court in Massachusetts to demand his freedom. He argued that the new state constitution promised men freedom and liberty. Walker won his case and became a free man.

That same year, a woman named Elizabeth “Mum Bett” Freeman went to court in Massachusetts after her owner attacked her. The court ruled that, according to the state constitution, Mum Bett was free. However, other enslaved people in the state were not yet free.

Growing Conflict

The conflict grew between people in favor of emancipation and those in favor of keeping slavery. While many Northern states began taking steps to end slavery, white leaders of Southern states were not interested in emancipation.

In 1790, most enslaved people lived in Southern states. Ninety-four percent of enslaved people lived in Delaware, Maryland, Virginia, Kentucky, North Carolina, South Carolina, and Georgia. Many of the wealthiest Southerners were slaveholders. Ending slavery would mean big changes to the South’s economy.

As Americans began to move westward, they created new states that would join the United States. The Northwest Ordinance of 1787 banned slavery in territory that would become the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota. But as settlers moved beyond this territory, the debate over whether to allow slavery to expand continued.



▶ Prince Hall was born into slavery in 1735. He was freed after the Boston Massacre. Hall spoke out against slavery and the lack of education for African Americans, and he eventually built a school in his home.

The Lives of Enslaved People

► Wilson Chinn posed for this photo after he was freed from slavery in Louisiana. The image includes a metal collar and other equipment used to punish enslaved people. Chinn's forehead was branded with the initials of his former owner.



Living as an enslaved person was extremely difficult. Every day except Sunday was full of endless work, even if the enslaved person was sick, tired, or injured. Slaveholders punished anyone who they felt was not working hard enough. People were beaten and whipped, and wore chains around their necks and ankles.

Enslaved people were often threatened with being sold away from their families. Many were cruelly separated from their loved ones.

Farm Work

Most enslaved people worked on farms or plantations in Southern states. Most slaveholders ran small farms with fewer than ten enslaved people. Men, women, and children worked in the fields.

Enslaved people often worked in the fields all year long. They raised many different crops, such as tobacco, rice, and corn. In the 1800s, cotton became one of the most valuable crops. Enslaved people planted cotton in the spring and took care of the plants in the grueling summer heat. They picked row after row of cotton in the fall.

In the winter, they used a cotton gin to separate the sticky seeds from the soft cotton fibers. Then they pressed the fibers into bales. Slaveholders sold these bundles of cotton to clothing factories in Great Britain and New England.

Plantation owners did not pay enslaved people for their work, which allowed them to make greater profits.

Other Kinds of Labor

Though most enslaved people worked in the fields, some worked in the homes or businesses of slaveholders. Enslaved people did all kinds of work.

Some did cleaning, cooking, sewing, and other household chores. Many jobs required great skill. Enslaved people worked as bakers, drivers, sailors, hairdressers, shoemakers, musicians, carpenters, tailors, and many other professions.

They were sometimes hired to do work for other people, but they usually did not get to keep their payments. The money went to their masters.

Daily Struggles

Many enslaved people did not have enough food. Families often slept in very small, one-room cabins. Some people barely had any clothes to keep them warm in the winter. In the summer, they were forced to work long hours under the hot sun.

Enslaved people did not usually have free time for themselves. They worked from sunrise to sunset, for as many as 14 hours a day. When the workday was done, they still had to do their own cooking, cleaning, and other chores. They often made their own clothes, candles, and soap.

The one day of the week enslaved people usually had to themselves was Sunday. Like every other aspect of slavery, though, this was left up to the owners to decide.

Resistance

Enslaved people wanted to resist slavery, but it was dangerous. Just talking about freedom often meant being punished and whipped. Slaveholders were powerful: They had guns, search dogs, and the law on their side. Slave patrols roamed the streets, looking for runaways. African Americans traveling alone had to prove that they were not escaping. They typically carried documents or passes as proof. Without these, they could be arrested.

Most people who resisted slavery ran away to Northern states. However, they were still not safe. **Fugitive** slave laws required local officials to arrest people who had escaped and return them to their masters. For this reason, enslaved people sometimes fled to Canada or Mexico.

Escaping was incredibly difficult to do. People who wanted to run away had to decide if they had a good chance of escaping. If they were captured and brought back to their slaveholder, they would be punished. They might be beaten, whipped, or even killed.

If a person had children, running away was even more risky. A single person could travel faster and farther than a parent carrying a small child. But many families took the chance anyway in hopes of obtaining freedom and a better life.



Our overseer was Mr. Green Ross, and he was a bad one too. Mean, my goodness! He'd whup you in a minute. He'd . . . tie your feet and then set out to whup you right. He would get us slaves up 'fore day blowing on his big horn and us would work till plumb dark."

—Sara Colquitt, former enslaved person

Between 1730 and 1865, there were roughly 200,000 newspaper ads meant to find escapees from slavery.



Escaping to Freedom

Sometimes enslaved people could escape when their owners took them on a trip to the North. Others made daring plans to run away from the South, risking everything for freedom.

In 1849, an enslaved person named Henry Brown had a clever plan to mail himself in a box from Virginia to the North. He was packed into a small shipping crate with an air hole. He had only a little water and a few biscuits with him. Brown arrived safely in Philadelphia after spending 27 hours in transit. One of the men who helped him tried the trick again with other enslaved people, but he was caught and sentenced to six and a half years in prison.

An enslaved married couple, Ellen and William Craft, made a bold escape from Georgia in 1848. Ellen had light skin and could pass as a white person. In 1848, Ellen disguised herself as a white male cotton planter traveling with his enslaved person. She chose to dress up as a man because women rarely traveled alone at the time.

She wore a bandage on her head and a sling on her arm to help with the disguise. Ellen and William made it safely to the **free state** of Pennsylvania. Soon after, slave catchers threatened their freedom and they moved to England. The Crafts raised five children together as free people and wrote about their experiences.



▶ To escape slavery, Henry Brown climbed into a box and mailed himself from Virginia to the North. He successfully reached freedom.



Underground Railroad

Harriet Tubman fled from slavery in Maryland in 1849. After her escape, she returned to the South more than a dozen times to help other people flee slavery.

Tubman became a leader of the **Underground Railroad**, a network of people who helped many runaways flee the South. The network provided secret hiding places, transportation, food, and other items to help enslaved people escape.

When talking about freedom was too risky, people sometimes sang songs that contained codes about freedom and escaping. Tubman used songs to tell people where to meet her or how to escape. For example, she used a song “Wade in the Water” to tell enslaved people to get in the water to avoid being seen. Tubman helped over 300 people get to freedom.

▶ Harriet Tubman is an American hero. She risked her life to free people from slavery.



Dangerous Work

Many people in both the North and the South were involved in the Underground Railroad. It was dangerous work, and it had to be kept secret.

One brave participant was William Still, a free African American living in Philadelphia. Still was a crucial member of the Underground Railroad for 14 years, helping hundreds of people escape slavery. He organized safe houses for escapees that ranged from Philadelphia to Ontario, Canada. Many others risked their lives to help people reach freedom.



► Nat Turner (center) led a violent and deadly rebellion. It was the result of hundreds of years of brutality against enslaved people in America.

Rebellions of Enslaved People

A few people planned rebellions against slaveholders. These uprisings were dangerous and deadly. In 1831, an enslaved person named Nat Turner led a rebellion against slaveholders in Virginia. At first, only six people helped him. But more supporters joined him as he continued to fight. Eventually, he led a group of 50 men.

During Turner's Rebellion, men raided farms in southern Virginia. They killed the white people they found, including women and children. Groups of armed white men fought back against Turner's men. Eventually, Turner was captured, put on trial, and killed for his actions.

Organized rebellions like Turner's were very rare, but they scared white slaveholders. Some enslaved people resisted in less violent ways. They broke tools, ruined crops, or set fires. Others resisted by pretending to be sick or slowing down their work. The slaveholders punished their enslaved people harshly to discourage them from rebelling.

The Abolitionists

Even before the United States became a country, many people wanted to end slavery. These people were called abolitionists. The first organized group to fight against slavery in America was formed in Philadelphia in 1775. It was made up mostly of Quakers.

At first, the abolitionists were a small group. But during the 1800s, many people formed societies to discuss the evils of slavery and how to fight it. Abolitionists came from all walks of life—they were wealthy and middle-class, everyday people and famous people. They were black and white, women and men.

Sojourner Truth and Frederick Douglass were former slaves who became famous abolitionists. They spoke out publicly against slavery. Douglass wrote an autobiography in 1845 and started his own antislavery newspaper called *The North Star* in 1847.

Women Abolitionists

Women became very active in this effort. In 1833, the Philadelphia Female Anti-Slavery Society formed. The society worked to boycott goods made by slave labor. It also created educational opportunities for African Americans.

Since women were not allowed to vote or make laws at the time, they worked to end slavery in other ways. Quaker women wrote newspaper articles arguing for abolition.

The women used male pseudonyms because newspapers might not print a letter from a woman. Quaker women hoped that people, especially white men who could vote, would read their arguments against slavery and vote for laws to end it.

A Growing Movement

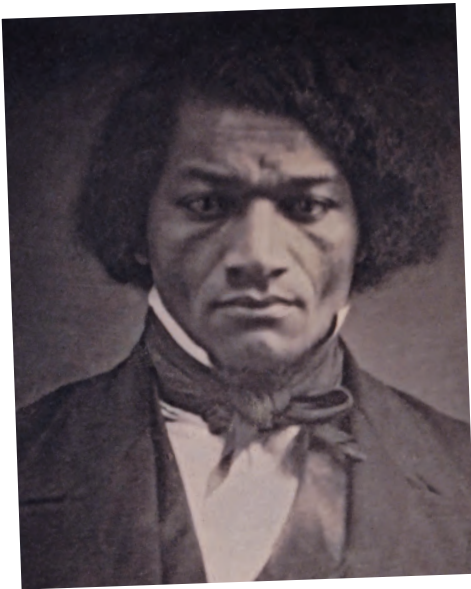
Starting in 1831, William Lloyd Garrison, a white man, published an abolitionist newspaper called *The Liberator*. In 1852, a white woman named Harriet Beecher Stowe wrote a fictional novel called *Uncle Tom's Cabin* that drew attention to the evils of slavery. The book was a hit and convinced many people that slavery should be abolished.



► This image was used by the Society for the Abolition of the Slave Trade in England. It eventually became a symbol for those who opposed slavery in the United States.



► The book *Uncle Tom's Cabin* was hugely popular in the 1850s. It pushed many people to support the abolitionist movement.



▶ Unlike most enslaved people, Frederick Douglass learned to read and write as a boy. As a young man, he escaped to the North and became one of the most respected abolitionists in the country.

Antislavery groups had many different ideas about how to end slavery. Some thought slaveholders would give up their enslaved people if they were paid for setting them free. Others felt slavery would end if people boycotted products from the South. They hoped Southerners would decide it was not good for businesses to keep people enslaved. Others felt the only way forward was an amendment to the Constitution stating that slavery was illegal.

Fighting for Rights

In addition to fighting for African American rights, people in the 1800s fought for better treatment of many other groups of people.

In 1840, there was a major antislavery convention in London. It was attended by abolitionists from all over the world, including the United States. Lucretia Mott, a Quaker woman who opposed slavery, attended the conference. The organizers of the conference, though, allowed only men to speak and vote.

Upon her return to America, Mott became more involved in demanding women's rights. A movement arose that supported giving women the right to vote and own their own property.

Some people also fought for the rights of prisoners. Many prisons kept people in dirty cells. Prisoners were often treated cruelly and not given enough to eat. Reformers wanted to improve these conditions. Pennsylvania and New York built new prison systems in the 1820s, but the conditions remained very harsh. Prison reform, like many other rights movements, still had a long way to go.

▶ Lucretia Mott was a passionate leader of the women's rights movement.





Records of Slavery

This image is of a flyer advertising the sale of enslaved people. It is a primary source from 1861. The text below is another type of primary source. It is part of an interview with Bill Thomas, who was born into slavery in Texas. The interview was recorded in the 1930s.

"I belonged to the man there that kept the post office. He was named Chamblin. He had lots of land. . . . They kept us in a little house right in their yard. Reckon how old I was when he bought me? Just five years old! He give \$500 for me, but he bought my mother and sisters, too. . . . Massa Chamblin bought the whole family, 'cept my father. They sold him and we never laid eyes on him again."

A GANG OF 20 CHOICE Plantation Slaves!

ACCLIMATED & ACCUSTOMED TO THE CULTURE OF SUGAR,
FROM ONE PLANTATION IN THE PARISH OF JEFFERSON.

SOLD TO PAY DEBTS.

BY C. E. GIRARDEY & CO.
OFFICE, NO. 37 MAGAZINE STREET.

ON WEDNESDAY, FEBRUARY 20, 1861,
AT 12 O'CLOCK, M., WILL BE SOLD,
AT THE CITY HOTEL, COMMON STREET,
BETWEEN CAMP AND MAGAZINE STREETS,

THE FOLLOWING CHOICE SLAVES-WIT:

1. ELIZA,	black, aged 16 years,	sugar-field hand.
2. LIDDY,	" 20 "	cook, washer and ironer.
3. MILLY,	" 15 "	sugar-field hand.
4. HANNAH,	" 24 "	" " " "
5. JULIA ANN,	" 18 "	" " " " cook, washer and ironer.
6. EVE,	" 28 "	" " " " " "
7. LUCY,	" 12 "	" " " " and her child
8. JACKSON,	" 24 "	" " " " a first-rate cook, etc.
9. MARSHAL,	" 24 "	" " " " No. 1 field hand, teamster, etc. and his wife
10. JANE,	" 22 "	" " " " No. 1 sugar-field hand, etc.
11. MARY,	" 20 "	" " " " " "
12. DICK,	" 30 "	" " " " A No. 1 carpenter and blacksmith, and his wife
13. SALLY,	" 27 "	" " " " cook, washer and ironer, and their child
14. OCTAVIE,	" 8 "	" " " " " "
15. EMANUEL,	" 24 "	" " " " No. 1 field hand, ploughman and axeman, & his brother
16. NELSON,	" 22 "	" " " " engineer, can run sugar engine and saw mill, & his wife
17. MARTHA,	" 20 "	" " " " very stout and likely, sugar-field hand.
18. HARRY,	" 22 "	" " " " No. 1 molasses barrel cooper; can make 4 bbls. per day
19. SAM,	" 22 "	" " " " an extra hand. No. 1 ditcher, chopper and field
20. HENRY, orphan,	" 11 "	" " " " hand—powerful fellow.
21. DAVID,	" 24 "	" " " " a likely house boy.
22. JOHN,	" 24 "	" " " " ploughman and good carriage driver.

All one gang, very likely, and fully guaranteed against the vices and maladies prescribed by law.

These negroes are sold only to pay debts. They are acclimated and accustomed to the culture of sugar; good subjects, and well drilled.

TERMS.

One-half cash; balance at 12 months' credit, for approved city acceptance, secured by mortgage on the slaves, and bearing interest at the rate of 8 per cent. per annum.

Acts of sale before P. C. Cuvelier, Notary Public, at the expense of the purchasers.

The Slaves will be at the office of the auctioneer, for public inspection the day preceding sale.

[over.]

► This flyer advertising a slave auction was posted in New Orleans, Louisiana, in 1861.



RESEARCHING SKILL

Using Multiple Sources

Primary sources allow us to learn what happened in the past from those who witnessed it. A primary source might be a poster, diary, or newspaper article from a particular time in history.

However, very few enslaved people wrote down their experiences. They rarely left behind writing about their lives. What sources are available to learn about their point of view?

One way to learn about their lives is through oral history or a recorded interview. Additional sources can be used to support, compare, contrast, and add perspective to these narratives. Examining multiple sources can allow us to get closer to historical truth.

1. What is the purpose of the poster above?
2. How do you think Bill Thomas felt about slavery? Why?
3. What aspects of slavery are displayed in both sources? What is the benefit of examining both sources?

LESSON 2

What Happened When Slavery Expanded into New Areas?

Vocabulary

sectionalism

prejudice

Lower South

slave state

New Slave Territories

As the abolitionist movement expanded in the 1800s, so did the borders of the United States. New states joined the country, which sparked debate: Would slavery be allowed in the new states?

In general, Northern states were against the expansion of slavery and Southern states were in favor of it. This big difference between the North and the South led to **sectionalism**—different parts of the country were loyal to their own way of life.

The Northern versus the Southern View

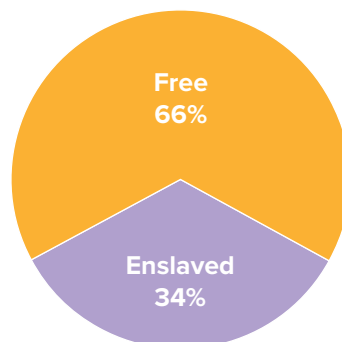
Northern states opposed slavery for different reasons. Some felt it went against the freedom and equality called for by the Declaration of Independence. Some felt it went against their religions and morals. Other Northerners felt it gave Southern farmers an unfair business advantage.

Northern farmers and factory owners paid their workers. Slaveholders did not. That meant Southerners could sell their products for less than Northerners, which attracted more customers.

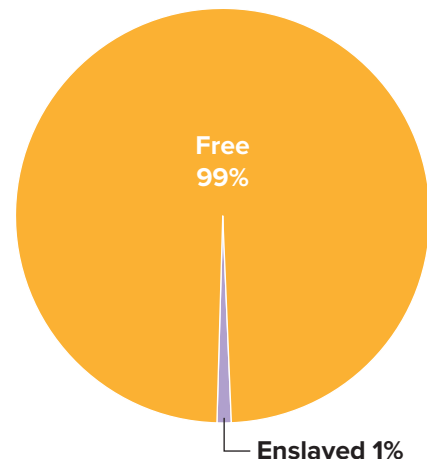
Although Northerners wanted to end slavery, many were still **prejudiced** against African Americans. Most white Northerners did not want to compete against free African Americans for jobs or give them the same rights as white people.

Slavery and Freedom, 1860

South
Total population: 12 million



North and West
Total population: 19 million



● All states in the South allowed slavery. Only a few places in the North and the West, including Missouri, allowed slavery.

The South wanted to keep enslaved people to labor on their farms and in their homes and businesses. They wanted to continue forcing African Americans to work hard for them without pay. They felt their businesses depended on it.

Aside from economic reasons, people also used religious and racist excuses to defend slavery. Some believed that because slavery existed in the Bible, it was acceptable to have it in the United States. Many white people also thought that they were superior to other races and had the right to enslave them.

Rising Numbers of Enslaved People

In 1808, the United States made it illegal to bring more enslaved people into the country from Africa. But that did not stop slavery. When enslaved men and women had children, those children were born into slavery.

The population of enslaved people increased rapidly during the 1800s. In 1800, there were fewer than one million enslaved people in the United States. By 1860, there were around four million enslaved people. The domestic slave trade—buying and selling people within the United States—continued.

The Lower South

In the early 1800s, some Southern farmers moved west and south into land that would become Louisiana, Mississippi, Alabama, and Arkansas. They brought enslaved people with them to clear their land, work farms, and grow cotton. Enslaved people also built roads and homes in this unsettled territory.

Life in this region, known as the **Lower South**, was especially dangerous for enslaved people. Besides working in the cotton fields, enslaved people were forced to clear land for new fields, care for livestock, and build homes for slaveholders. Enslaved people in the Lower South often did not have enough food or clothing or good homes. They died from diseases such as malaria and yellow fever. They were not given a choice about moving to this new, harsh land.

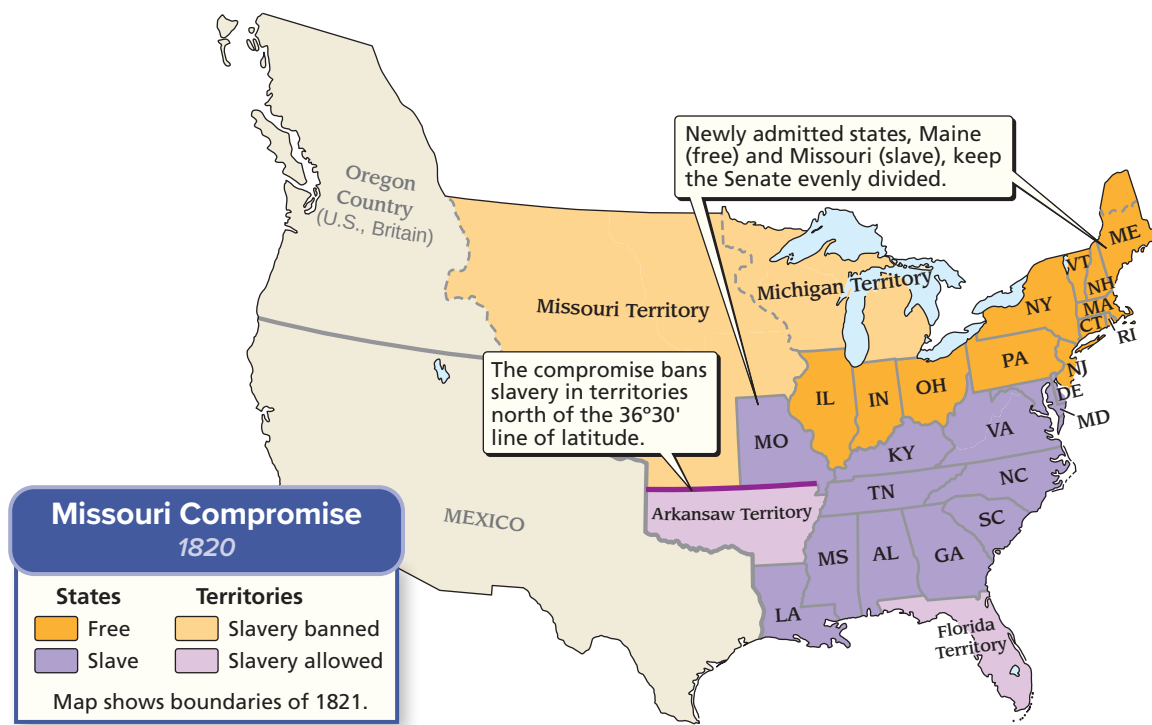


See your Declaration Americans!!! Do you understand your own language? Hear your language, proclaimed to the world, July 4th, 1776—"We hold these truths to be self-evident—that ALL MEN ARE CREATED EQUAL!!!"

—David Walker, antislavery activist, 1829

► This photograph from 1940 shows an old Louisiana plantation in the Lower South.





The South wanted a balance of power in the Senate. The North wanted to keep slavery from spreading. The Missouri Compromise helped accomplish both.

The Missouri Compromise

Slavery was a major topic of discussion and debate throughout the country. People wrote newspaper articles arguing why slavery should or should not be allowed. People argued about it in churches and other gathering places. Government officials debated the issue. Each side fought to bring slavery or freedom to new states.

In 1819, the nation faced a pivotal moment. At the time, the United States had 22 states and was evenly divided—11 **slave states** and 11 free states. Congress wanted to keep that balance to maintain peace.

That year, Congress was considering an application to make Missouri a state. Missouri, like other parts of the South, had been settled by slaveholders. Allowing Missouri to become a state would upset the balance between free and slave states.

Keeping the Balance

Later that year, Maine—which did not allow slavery—also applied for statehood. Members of Congress tried to find a solution that would make both the Northerners and the Southerners happy. They agreed on the Missouri Compromise of 1820. Under this agreement, Missouri would enter the Union as a slave state and Maine would be created as a free state. The balance between free and slave states remained.

But what should the United States do about the land from the Louisiana Purchase? Surely more areas would apply for statehood



Henry Clay was a member of Congress who helped negotiate the Missouri Compromise.

in the future. The Missouri Compromise came up with a solution. It stated that, on the Louisiana Purchase land, slavery would be allowed south of the 36°30' line of latitude. Areas north of the line would be free. This line was used for the next 30 years.

The compromise did not please everyone. Abolitionists did not like that slavery was spreading into new American territory. Slavery supporters did not like that the federal government had decided that slavery was allowed in some places and not others. The Compromise was a temporary solution. The debate over slavery continued.

The Mexican Cession and the Compromise of 1850

For a time, the Missouri Compromise kept the peace. In the 1830s, one free state (Michigan) and one slave state (Arkansas) were added to the Union. Then in 1845, after years of debate, the former Mexican territory of Texas was annexed as a slave state.

Because Texas was so huge, Northerners feared it would be broken up into multiple slave states. Northerners were not happy. Meanwhile, Mexico was angry about America's westward expansion. A fight over the boundaries of Texas boiled over, and war broke out between Mexico and the United States.

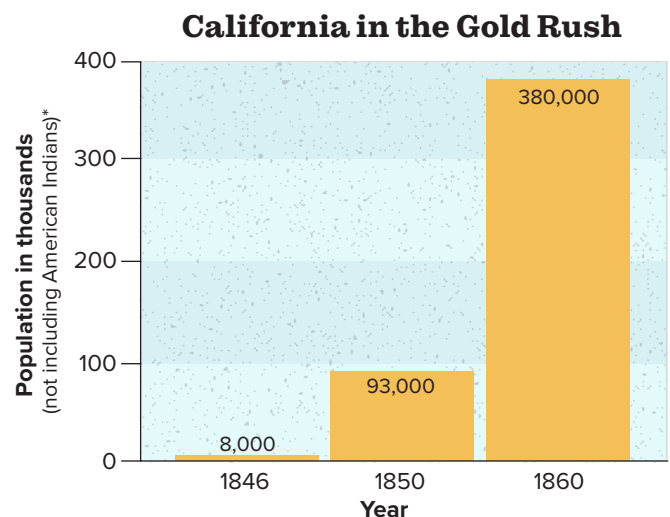
In 1848, the United States won the Mexican-American War and Mexico gave up a huge amount of land to the United States. The land gained from the Mexican Cession eventually became the states of California, New Mexico, Nevada, Utah, Arizona, Colorado, and Wyoming. Each new state that joined the Union threatened the peace.

California

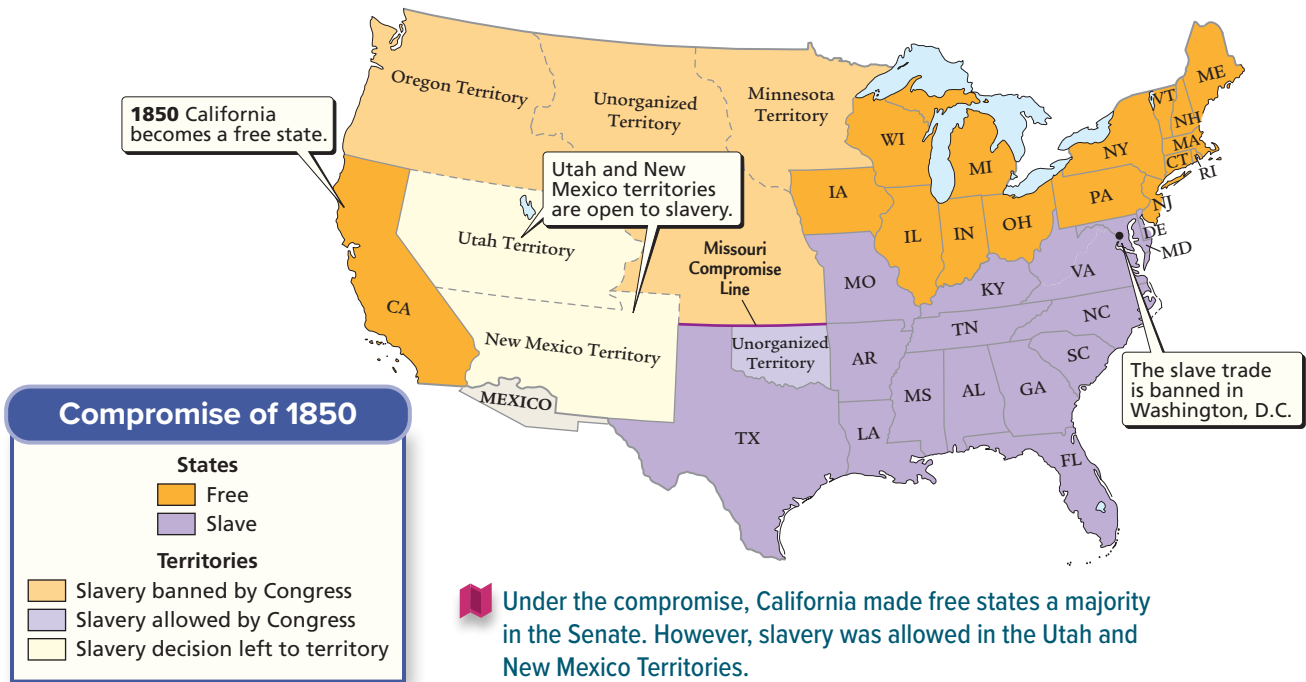
In the same year as the Mexican Cession, gold was discovered in Coloma, a small town in northern California. Soon, hundreds of thousands of people left their homes and went looking for gold in this new U.S. territory. They dreamed of becoming rich.

Over 300,000 people headed to California as part of the gold rush. The population in the territory boomed. California soon applied to join the Union. Proslavery and antislavery groups battled to win the new state for their cause.

California entered the Union as a free state in 1850. The discovery of gold there brought thousands of people to the state, increasing the population rapidly.



*Neither Mexico nor the United States took a census of the American Indian population. There were an estimated 300,000 American Indians in California in 1846.



The Compromise of 1850

The government tried to solve the controversies created by the addition of new Western lands. Like the Missouri Compromise, the Compromise of 1850 was an attempt to keep both the North and the South happy.

Under the Compromise of 1850, several things were done to please opponents of slavery. California became a free state. Congress also outlawed the slave trade in Washington, D.C. Buying and selling enslaved people were no longer allowed in the nation's capital (although slavery was still legal).

Supporters of slavery also gained something in the deal. The territories of New Mexico and Utah were allowed to make their own decisions about slavery. Unlike California, these territories were open to slavery.

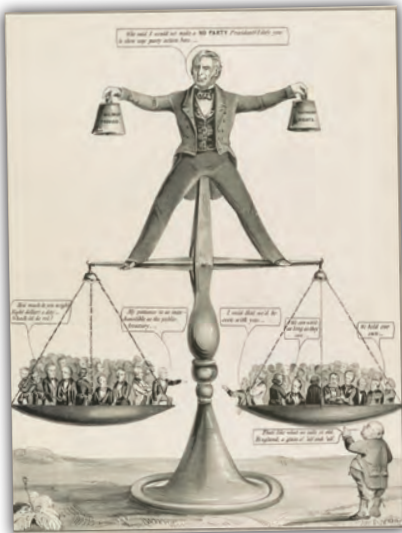
The Fugitive Slave Act

The compromise also included the Fugitive Slave Act of 1850.

The law helped slave catchers capture people who had run away from slavery. It punished people—such as those involved with the Underground Railroad—who helped escapees.

Police and citizens in free states were required to cooperate with slave catchers. Many people in free states hated this. Some fought slave catchers despite the risks.

Like most compromises, neither side got everything it wanted. A serious problem remained: Could the United States continue with so much division caused by slavery?



▶ This political cartoon from 1850 shows President Zachary Taylor trying to balance the interests of the North and the South. Politicians tried desperately to keep both sides happy.



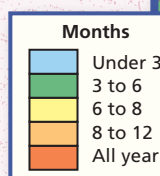
How Did Geography Affect Slavery?

As the United States grew and expanded in the first half of the 1800s, so did slavery. Geography played an important role in where and how enslaved people lived and worked.

Enslaved people worked everywhere—in homes, factories, shipyards, and many other places. However, most worked in agriculture. Some parts of the country were naturally better for growing crops. Those areas, typically in the American South, required more workers. As a result, the majority of enslaved people lived in the South.

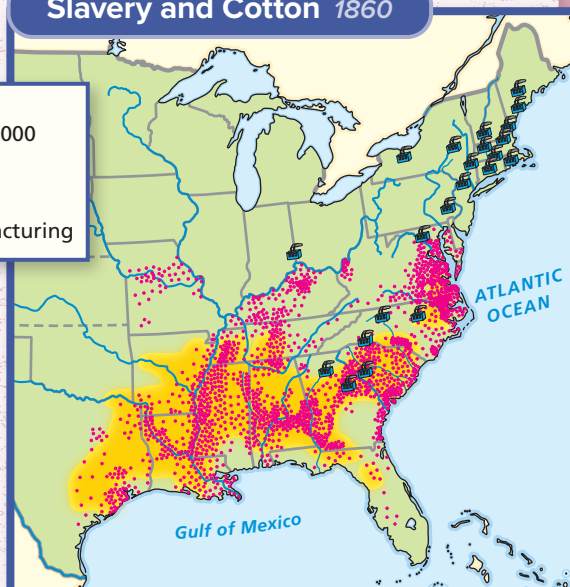
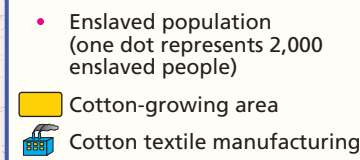
Geography also impacted a person's chances of escaping slavery. Many enslaved people attempted to run away, but it was very dangerous. A system developed for helping runaways reach free states or foreign countries where slavery was outlawed. The closer an enslaved person lived to a border, the better the chances of success.

Growing Season



The growing season is a time of year when conditions are good for growing crops.

Slavery and Cotton 1860



This map shows both population and land use.



MAP AND GRAPH SKILL

Different Types of Maps

There are many different kinds of maps. Each can provide specific types of information. Political maps show state and national boundaries. Physical maps display features such as rivers, mountains, and lakes. Climate maps provide information about temperatures, rainfall, and growing seasons.

Comparing different types of maps can give you a more well-rounded understanding of a period in history.

1. Look at the Growing Season map. Which parts of the country can grow crops for at least six months a year?
2. Look at the Slavery and Cotton map. Where did most enslaved people live?
3. Look at both maps. What connections can you make between the growing seasons and slavery and cotton?

LESSON 3

Why Did the North and the South Grow Apart?

Vocabulary

Upper South
immigration
tariff
secede



You dare not make war on cotton. No power on earth dares make war upon it. Cotton is king."

—South Carolina Senator
James Henry Hammond,
1854

As more farmers moved into the new states of Mississippi (1817) and Alabama (1819), slavery grew rapidly.

King Cotton and the South

In the 1800s, cotton replaced tobacco as the most important crop in the South. It was a major reason that Southerners supported slavery. Farm owners used enslaved people to grow and pick the cotton. Eli Whitney's cotton gin sped up cotton production.

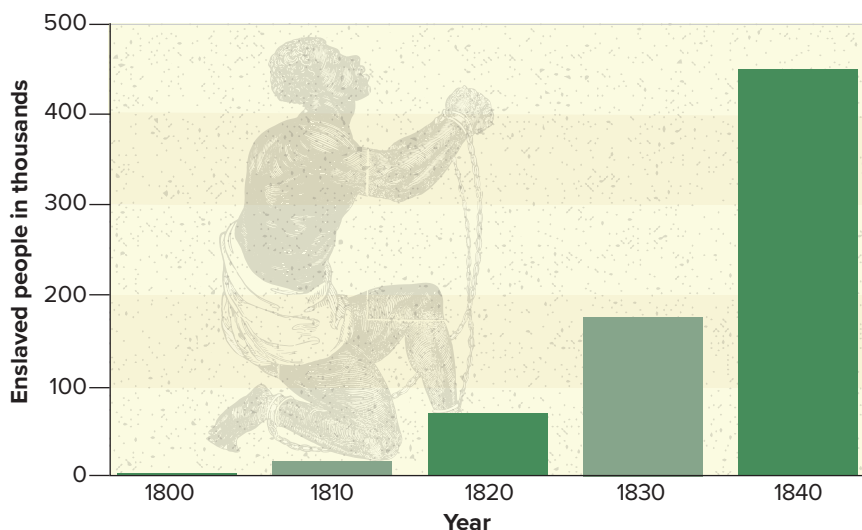
Cotton fueled the economy of the entire nation and influenced how people voted. Cotton was so important that people called it "King Cotton."

The warm weather and plentiful rain in the South were ideal for growing cotton. Winters were short, and crops could grow for a large part of the year. The North did not have these ideal growing conditions. However, Northerners created businesses that were dependent on cotton, including factories to process it and ships to transport it.

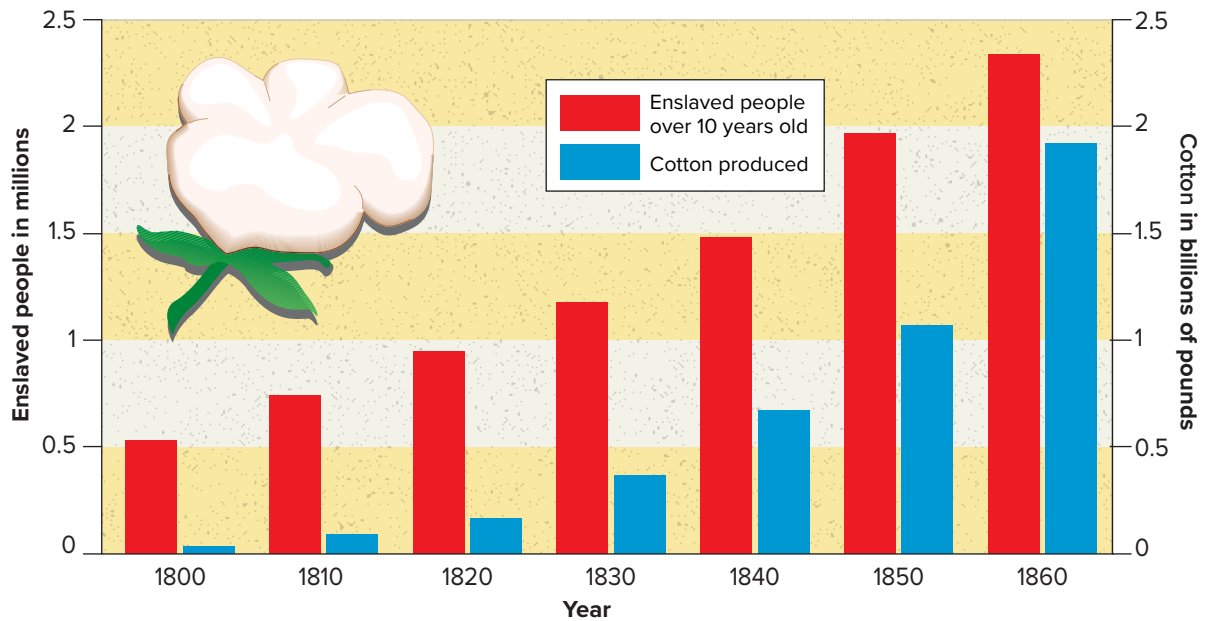


The growth of the cotton industry led to a huge increase in the number of enslaved people. Enslaved people, such as those shown here, were not paid for their work.

Slavery in Mississippi and Alabama, 1800–1840



Cotton and Slavery, 1800–1860



● The amount of cotton produced and the number of enslaved people were closely connected. *What conclusions can you draw about changes that took place between 1800 and 1860?*

Slavery Spreads

Southern farmers wanted more land to grow cotton. For that reason, many moved to new territory in the Lower South. As white farmers moved farther west in search of good farmland, they came into conflict with American Indians. The government supported the farmers with the Indian Removal Act, which forcibly removed American Indians west of the Mississippi River.

As cotton farms spread across the South, farmers wanted more enslaved people to work their land. They bought more enslaved people, often from the **Upper South**. Slaveholders took people away from their families and brought them to the Lower South, where slavery grew quickly.

Mississippi, for example, became the nation's leading cotton producer in the 1800s. The number of enslaved people in the state grew from nearly 33,000 in 1820 to nearly 437,000 in 1860. About half of the households in Mississippi owned enslaved people.



► This photograph shows a restored cotton spinning mill in Lowell, Massachusetts. *What do you think it would have been like to work at such a factory?*

The Development of the North

In the early 1820s, most Northerners lived on farms. But life in the North changed around this time. Business owners in the North built big mills and factories that made goods and employed lots of people.

The growth of industry in the North was connected to cotton in the South. In the early 1800s, Southerners sold most of their cotton to factories in Great Britain. But in 1807, the United States government passed the Embargo Act, which said U.S. ships could not enter foreign ports. This meant Southern farmers could not ship and sell their crops to British buyers.

The Rise of Industry

Northern business owners saw this as an opportunity to make money. They bought cotton from the South and built machinery to weave the cotton. They hired men, women, and children to work in the mills and factories.

To build large mills, Northern business owners needed banks to lend them money. As business owners paid back the loans, they also paid interest, or extra money charged by the bank. Banks used some of this money to fund even more businesses and new technology in the North.

Women and Textile Mills

Women and children often worked in textile mills, spinning cotton into yarn. The machines were powered by large water wheels. Other machines wove the yarn into cloth. The fabric was used for clothing, bedding, and other materials sold throughout the United States and in Great Britain.

Working in the mills was difficult. People often worked 12-hour days. The machines were dangerous. The mills were very cold in the winter and hot in the summer. However, people needed money. Many women left their family farms to work in mills for a few years, then returned to their farms.

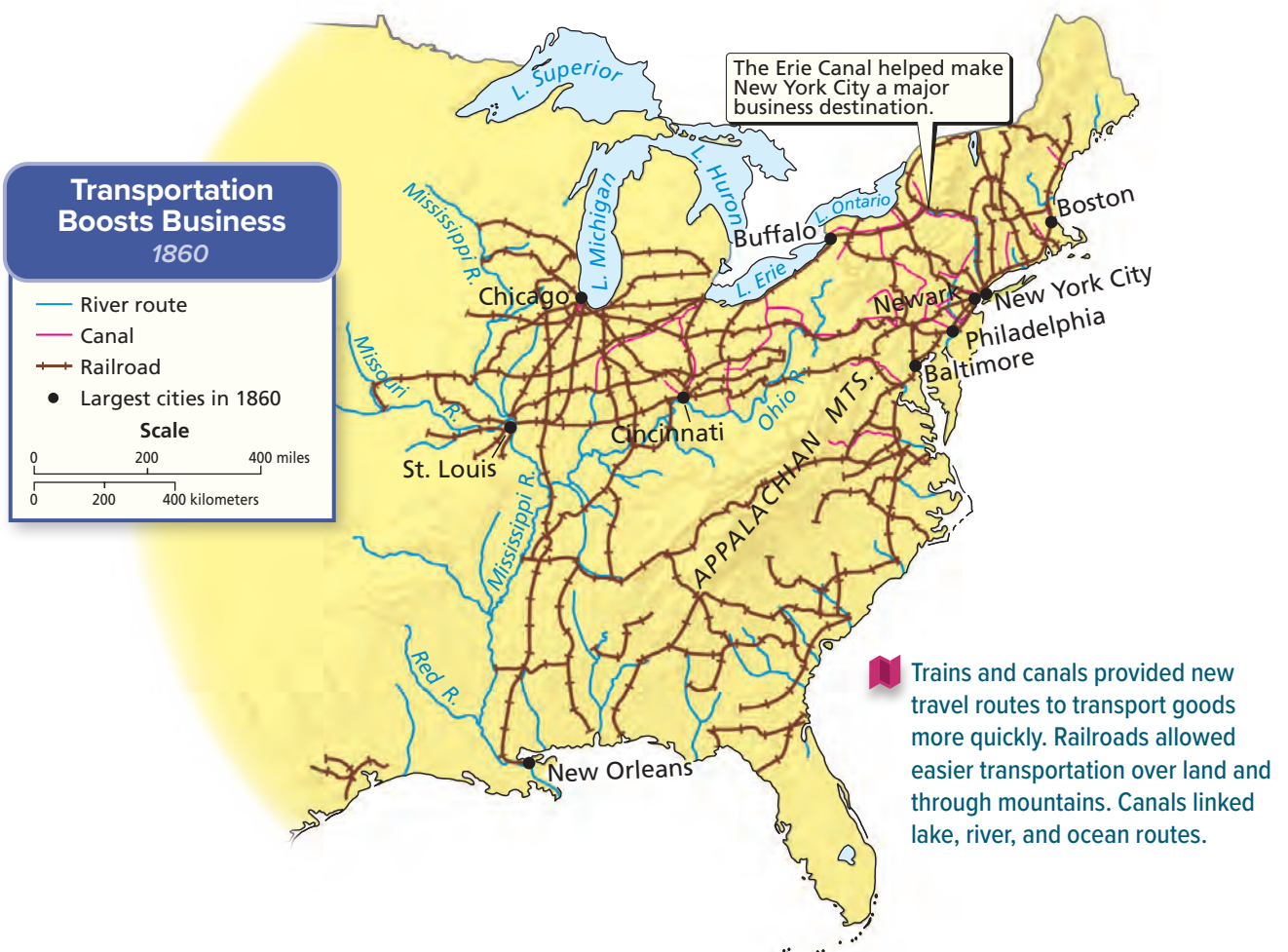
The Lowell mills in Massachusetts hired many women to work there. One female worker, Sarah Bagley, stood up for workers' rights. She demanded shorter hours and better working conditions. In 1844, she became the first president of the Lowell Female Labor Reform Association.

The Industrial Revolution

America's economy was changed by the Industrial Revolution. This was the time from about 1760 through the 1800s when people invented many new machines that changed everyday life.

Inventions like the power loom in 1814 made it easier to weave cloth quickly and cheaply. The telegraph, invented in 1832, made it possible to communicate over long distances. With the invention of powerful elevators, people built taller buildings.

Steamboats helped people travel on rivers quickly and easily with and against the river current. By 1830, the first railroad in America was running.





► Railroads spread across the United States in the 1800s. Many immigrants from China, such as those shown here, found work building railroads.

What do you think was the hardest part of immigrating to the United States?



Railroads

By the end of the 1830s, the railroad was the most important kind of transportation in the North and the East. It brought crops and raw materials to the mills and factories. It also carried finished goods to other parts of the country.

By 1850, the United States had 9,000 miles of railroad—the most in the world. Everywhere railroads met other railroads or waterways, cities grew.

In these cities, merchants built warehouses to store crops and livestock. They built stores to sell the goods being shipped from mills. People built hotels and restaurants to serve travelers. Stores sold supplies for settlers moving west. Schools and churches were built for the families of the business owners.

The impact of the railroad was strongest in the North, the East, and the Midwest. The South never developed as many railroad lines as these other regions.

An Immigration Boom

Immigration to the United States exploded in the 1800s.

Immigrants made the growth of cities and industry possible. When people moved to the United States, they needed jobs. The mills needed workers, and immigrants were often willing to work for low pay.

Many immigrants from Ireland and Germany came to the eastern United States. City populations skyrocketed. Over just 20 years, the population of New York more than doubled. Immigrants were often fleeing poverty, famine, and war.

However, immigrants did not always find safety or welcome in the United States. Some people blamed immigrants for taking their jobs or for not speaking English. Some Americans, called nativists, attacked people for dressing differently or for being Catholic.

The Contributions of Immigrants

Despite facing obstacles, immigrants helped build the United States. For example, an immigrant named Levi Strauss founded the first blue jeans company. Strauss came to the United States from Germany with his mother and sisters in 1847. He moved to San Francisco during the gold rush and ran a store. He later created the Levi's jeans brand and helped make denim blue jeans popular.

The California gold rush also attracted immigrants from China to the western part of the United States. These immigrants made a huge contribution to the construction of the transcontinental railroad, which connected the eastern and western parts of North America. Chinese immigrants also faced prejudice and violence from white Americans.



► This image shows Irish immigrants preparing to leave for New York in the 1800s. Immigration has been part of American history since its founding.

Other Issues

There were many differences between the North and the South. This led to sectionalism—each region preferred its own way of life.

Tariff Troubles

A major difference was views on **tariffs**. A tariff is a tax on an import, or product, brought into the country to be sold. Adding a tariff makes the cost of a good higher.

Northern manufacturers wanted high tariffs. This meant products from outside the country would be more expensive than American products. People would be more likely to buy products made in America.

Southern planters wanted low tariffs. Goods imported from Britain were cheaper than goods made in the North. They did not want tariffs to raise costs.



► Andrew Jackson, shown here, was the seventh president of the United States. During his presidency, conflicts between the North and the South were on the rise.

In 1816 and 1828, Congress passed high tariffs. Leaders in the South were so angry that they threatened to **secede**, or leave the United States. President Andrew Jackson threatened to send troops and warships to collect the taxes. Leaders eventually reached a compromise. However, this did not solve the deepening division between the North and the South.

Railroad Disagreements

The railroad was another source of disagreement between the North and the South. Northern leaders wanted to spend federal money to improve roads, waterways, and railroads. They believed this would improve the nation.

Southerners felt the federal government should not pay for these things. They preferred that each state make these financial decisions for itself. They did not want states in the South to pay for a railroad that helped only the North.

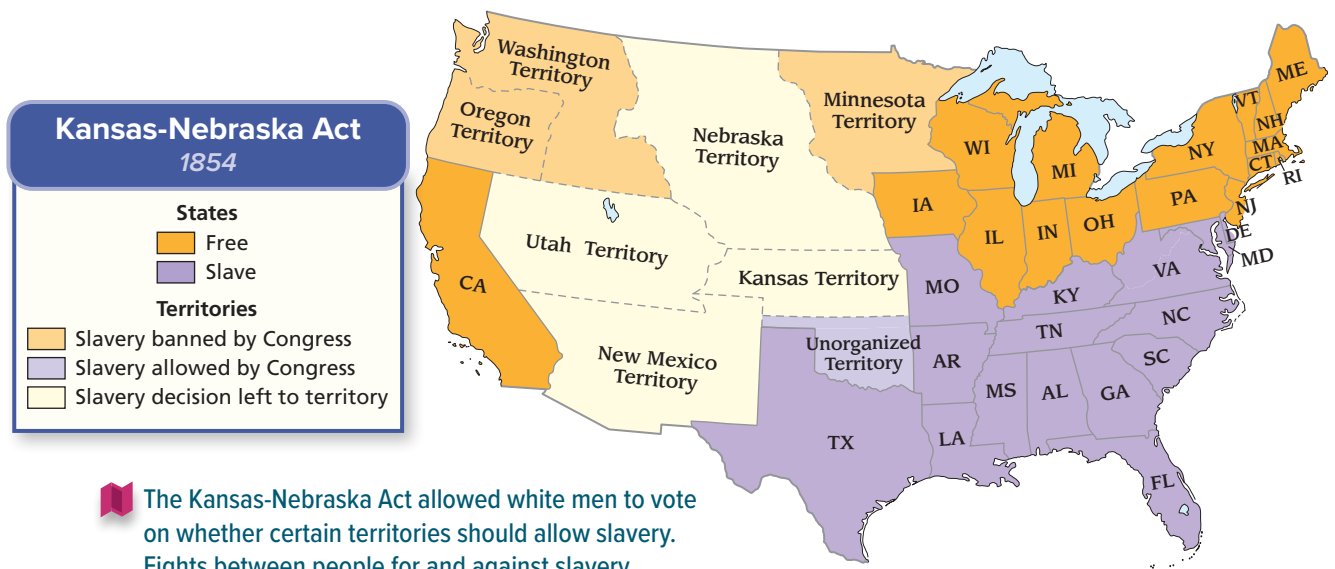
The tension between federal powers and states' rights grew.

Growing Tensions

Many issues divided the North and the South, but the arguments for and against slavery created the biggest divide. When Congress passed the Fugitive Slave Act in 1850, Northerners came face-to-face with the brutality of slavery. The law required that the government help slaveholders capture fugitive, or runaway, enslaved people. Many of these runaways lived in the North.

People who were captured could not defend themselves in court. Their fates were left to officials who were paid more for returning an escapee than for freeing a fugitive.

Sometimes Northerners were forced to help slave catchers. But many refused to help. In Wisconsin, an escapee named Joshua Glover was arrested in 1854. An angry antislavery mob broke into the jail and freed him. Glover escaped to Canada.



The Kansas-Nebraska Act allowed white men to vote on whether certain territories should allow slavery. Fights between people for and against slavery became so bad that people were hurt and killed.

The Kansas-Nebraska Act

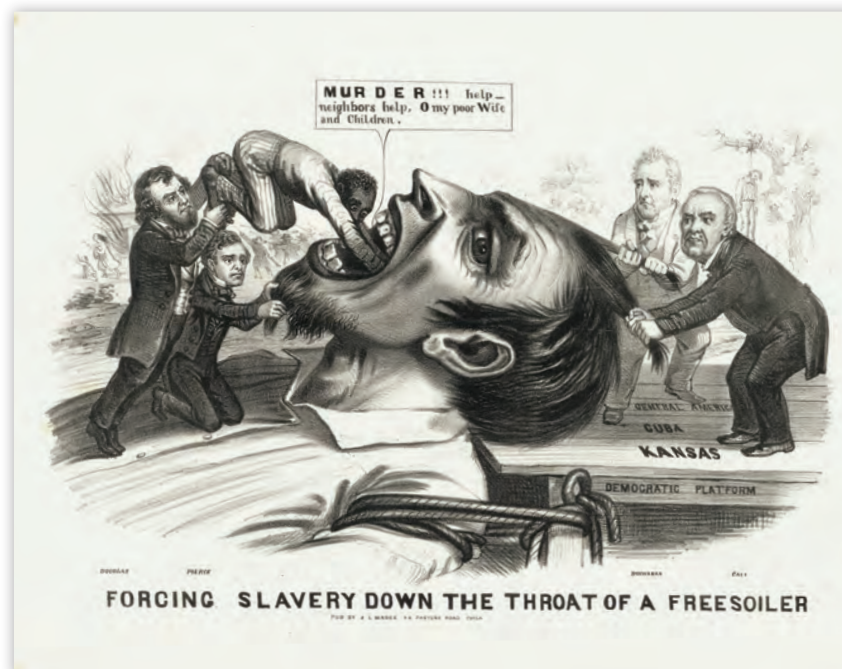
By the 1850s, the territories of Kansas and Nebraska were on the verge of becoming new states. But Kansas and Nebraska were north of the 36°30'N line, which under the Missouri Compromise meant they would be free. The Southern states did not want to add more free states.

Senator Stephen Douglas, from Illinois, proposed a new bill that would allow white men in these territories to decide if they wanted slavery. Allowing the people to make this decision for themselves was an example of popular sovereignty. In 1854, the Kansas-Nebraska Act became law.

Bleeding Kansas

When the Kansas-Nebraska Act passed, it opened the door to bloodshed. Proslavery and antislavery groups rushed to settle in the territories so they could vote for and against slavery.

This political cartoon from 1856 shows an antislavery point of view. A “Freesoiler,” or someone who opposed slavery, is being forced to accept slavery in the Kansas territory.





In 1856, 700 proslavery men attacked abolitionist businesses in Kansas. An abolitionist named John Brown gathered men and attacked proslavery families in Kansas. So many people were hurt and killed that the territory became known as “Bleeding Kansas.”

The Dred Scott Decision

In 1857, the Supreme Court made a ruling that was clearly proslavery. Dred Scott, an enslaved man, was taken by his owner to Illinois and then Wisconsin. Scott lived there with his owner for four years, even though slavery was forbidden in those states. Scott went to court to argue that because he had lived in free states, he should be set free.

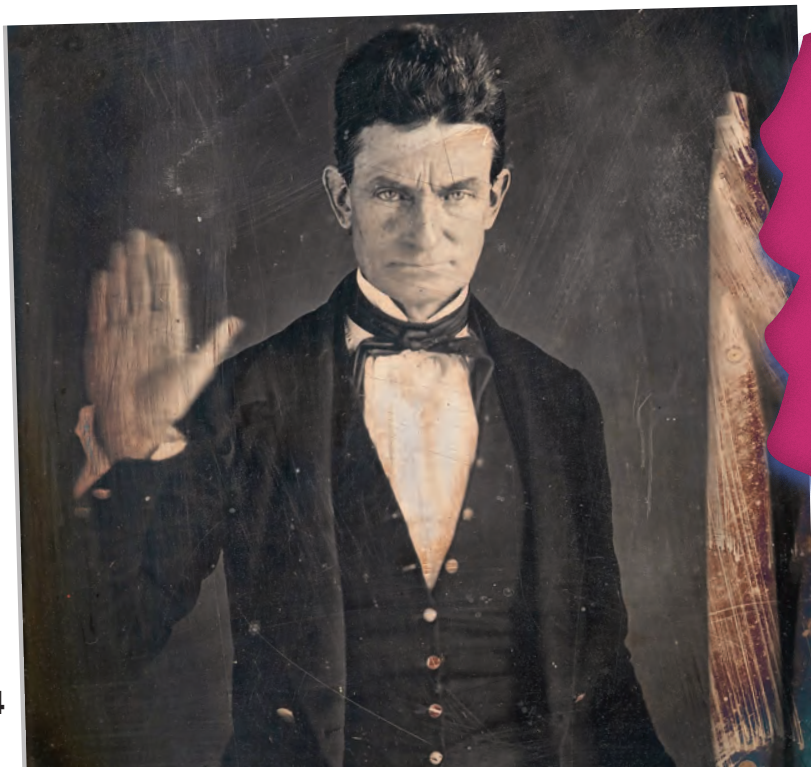
The Supreme Court ruled that Scott had to remain enslaved. The court also stated that no black person could be a citizen. Opponents of slavery were furious. Abolitionists feared that the court decision was so proslavery, the entire nation would soon have to allow slavery.

John Brown's Attack

Abolitionist John Brown moved to Virginia in 1859, after his attack on proslavery families in Kansas. He then attacked an arsenal in the town of Harpers Ferry, Virginia. Brown hoped to secure weapons to start a massive slave rebellion.

However, the plan failed, and Brown was executed. He died as a hero to abolitionists.

► In 1857, Dred Scott argued for his freedom in court. After ten years of legal battles, he lost in the Supreme Court. Friends purchased freedom for Dred and his wife, Harriet.



“

I, John Brown, am now quite certain that the crimes of this guilty land can never be purged away but with blood.”

—John Brown,
at his execution, 1859

► John Brown, shown here, fought and died for the abolitionist cause.

Southerners saw Brown's attack as a sign that more abolitionists were planning to arm enslaved people and encourage them to rebel. They began to build up their local militias.

The Election of 1860

In 1854, a new political group called the Republican Party emerged. Although the party did not support equality for black people, it was against the expansion of slavery. Republicans were ready to put up a tough fight against the Democrats, who supported slavery. They also supported tariffs and internal improvements like the railroad.

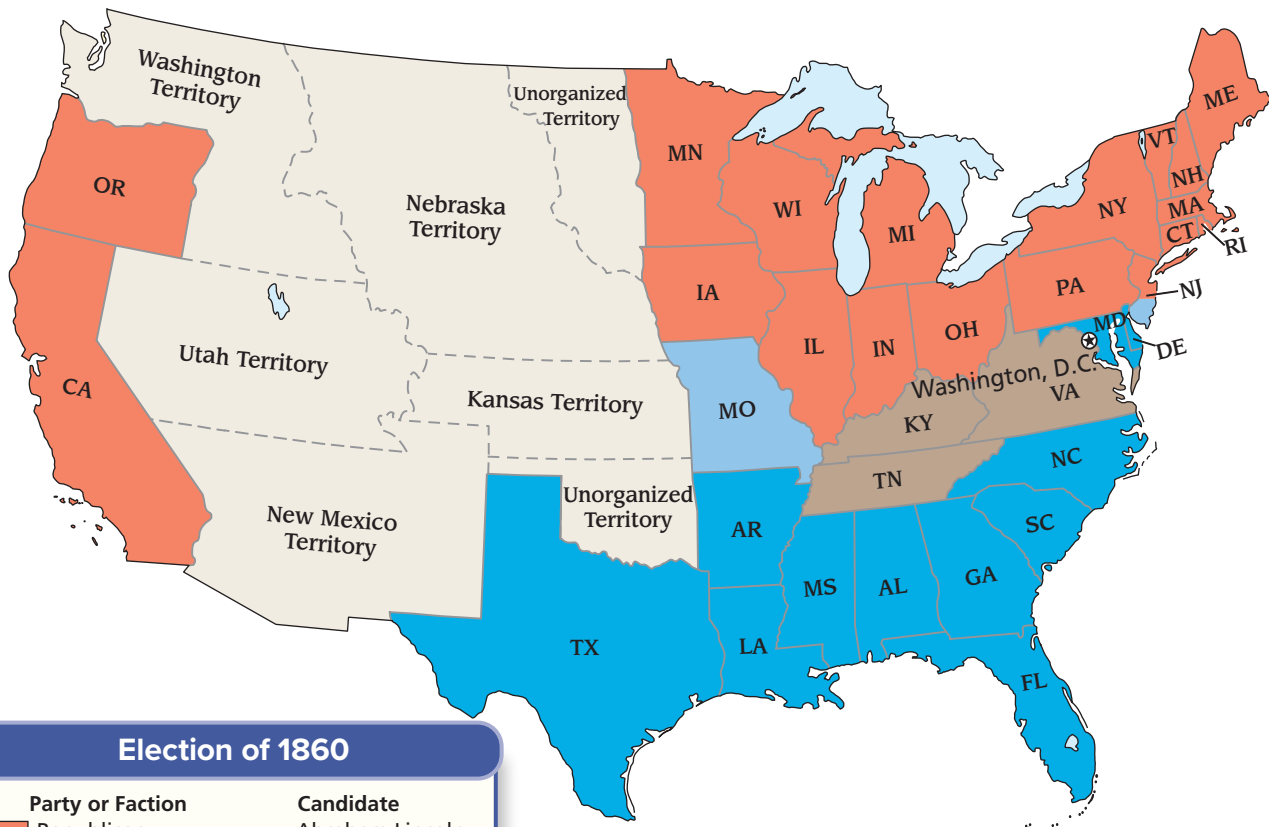
In 1858, Democratic Senator Stephen Douglas ran for reelection in Illinois. His opponent, a Republican named Abraham Lincoln, challenged him to debates around the state. Douglas thought states and territories should decide for themselves if slavery would be legal. Lincoln was against expanding slavery into new territories. Lincoln lost the senate election, but he was made famous by the debates.

Lincoln's Election

In the 1860 presidential election, the divides within parties grew. The Democratic Party nominated two candidates. Stephen Douglas represented the Northern Democrats. He promised to find a compromise on slavery. John Breckinridge represented the Southern Democrats. He wanted to expand slavery into the western territories.

▶ Abraham Lincoln was a lawyer from Illinois who became a leader of the Republican Party. His presidency is considered one of the most important in American history.





Election of 1860

Party or Faction	Candidate
Republican	Abraham Lincoln
Southern Democratic . . .	John Breckinridge
Constitutional Union . . .	John Bell
Northern Democratic . . .	Stephen Douglas
Nonvoting territories	

Abraham Lincoln won the election of 1860 without winning a single state in the South. Within a few months, the country was at war with itself.

A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved . . . but I do expect it will cease to be divided. It will become all one thing or all the other."

—Abraham Lincoln, 1858

The Republicans nominated Abraham Lincoln. Lincoln largely opposed slavery and supported the high tariff on imported goods from Europe. However, he promised not to outlaw slavery and would not even oppose the Fugitive Slave Act.

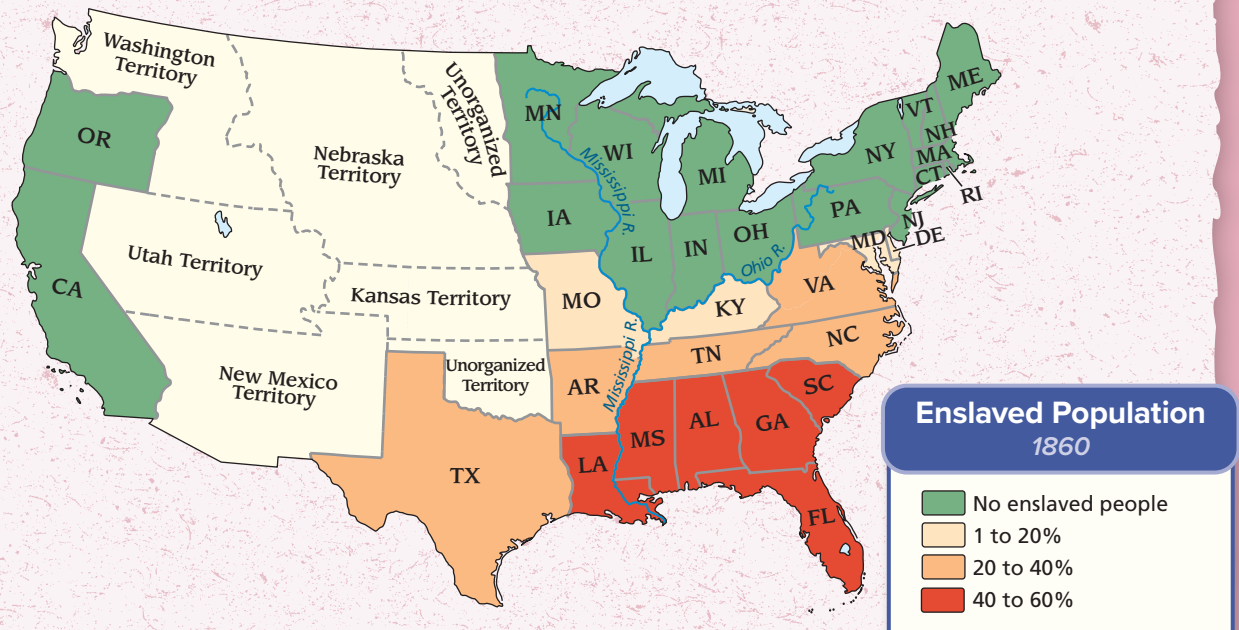
Although Lincoln promised not to change slavery where it existed, Southern voters rejected him. Some states refused to even put his name on the ballot. He did not win a single electoral vote in the South. However, Lincoln got huge support from Northern voters and won the presidency.

Many in the South felt that the time had come for drastic action. A month after Lincoln's election, South Carolina seceded from the Union.



How Were Regions Classified?

This map shows the percent of people in each state that were enslaved. States with 0% did not allow slavery. States with 1–20% and 20–40% were states with some enslaved people but more free people. States with 40–60% were states where about half of the total population was enslaved and about half was free.



MAP AND GRAPH SKILL

Categorizing

In 1860, the country was divided over slavery. There were free states and slave states.

Free States	Slave States
California, Connecticut, Illinois, Indiana, Iowa, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wisconsin	Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia

Talking about free states and slave states is one way to talk about the country. We also learned about terms like Upper South and Lower South, but what do those terms really mean?

One way to help make sense of information is to organize it into categories. This can also make it easier to compare different groups and remember data.

1. How would you categorize Upper South states using this map? Why?
2. Which states would be most likely to leave the Union first? Which ones would be least likely to leave? Why?

People of the Civil War and Reconstruction



Angelina Grimké

1805–1879

Angelina Grimké was born into a slaveholding family in South Carolina. She and her sister Sarah opposed slavery. They tried unsuccessfully to convince their family to free its enslaved people. As a young woman, Angelina moved to the North and became a successful writer and speaker. The Grimké sisters were among the first women to speak publicly against slavery. They boldly fought for the rights of enslaved people and women.

Angelina Grimké wrote an antislavery article for William Lloyd Garrison's newspaper, The Liberator (page 227).



David Emmons Johnston

1845–1917

David Johnston was born in Virginia and enlisted in the Confederate army when he was only 16 years old. He served for four years and later wrote books about his experiences as a young soldier. His descriptions of the war provide a close look at the difficulties that soldiers faced. After the war, he studied law and was elected to the House of Representatives from West Virginia.



Elizabeth Keckley

1818–1907

Elizabeth Keckley was born into slavery in Virginia. In 1855, she bought freedom for herself and her son with money she made from dressmaking. She moved to Washington, D.C., and worked for the Lincoln family as a seamstress. She became close with the first lady, Mary Todd Lincoln. During the war, Keckley formed an organization to help newly freed slaves. She later published a book about her experiences.

Elizabeth Keckley worked for the Lincolns after Abraham was elected president in 1860 (pages 245–246).



Ely Parker

1828–1895

Ely Parker (or Ha-sa-no-an-da) was part of the Seneca Indian nation in western New York. He mastered English and worked as a translator between his people and the U.S. government. Parker became a successful engineer and then joined the Union war effort. He wrote the official documents for Confederate General Lee's surrender. In 1869, President Ulysses S. Grant appointed Parker the Commissioner of Indian Affairs.

Ely Parker wrote the official surrender of the Confederacy in 1865 (page 264).



Hiram Revels

1827–1901

Hiram Revels was born a free African American in North Carolina. He became a preacher and worked in many churches before settling in Mississippi after the Civil War. He got involved in politics, and in 1870 he became the first black U.S. senator in American history. He went on to become the first president of Alcorn State University, a historically African American college in Mississippi.



Mary Chesnut

1823–1886

Mary Chesnut was born and raised in South Carolina. Her husband was a U.S. senator who quit in 1860 and joined the Confederate rebellion. During the Civil War, Mary Chesnut sewed soldiers' shirts and helped local hospitals. She also kept a diary of the events of the war. Her diary entries were later published.

In Mary Chesnut's diary she wrote about what it was like to live through the Civil War (page 263).

LESSON 4

How Did the Civil War Begin?

Vocabulary

Confederacy

civil war

civilian

blockade



[When Lincoln becomes president,] the guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of self-government, or self-protection, and the Federal Government will have become their enemy.

—South Carolina's Declaration of Causes (for secession), 1860

The Confederacy Forms

The South and the North relied on each other economically. Southern farmers needed markets for their cotton, and Northern textile mills needed cotton. However, by 1860 the North and the South had opposed each other for many years.

The North had more people, big cities, railroads, and industry. The North also had laws against slavery. The South was mostly farmland, had fewer cities, and allowed slavery. These differences caused a lot of anger within the country. Each region thought its way of life was better than the others. Each feared the other region gaining power.

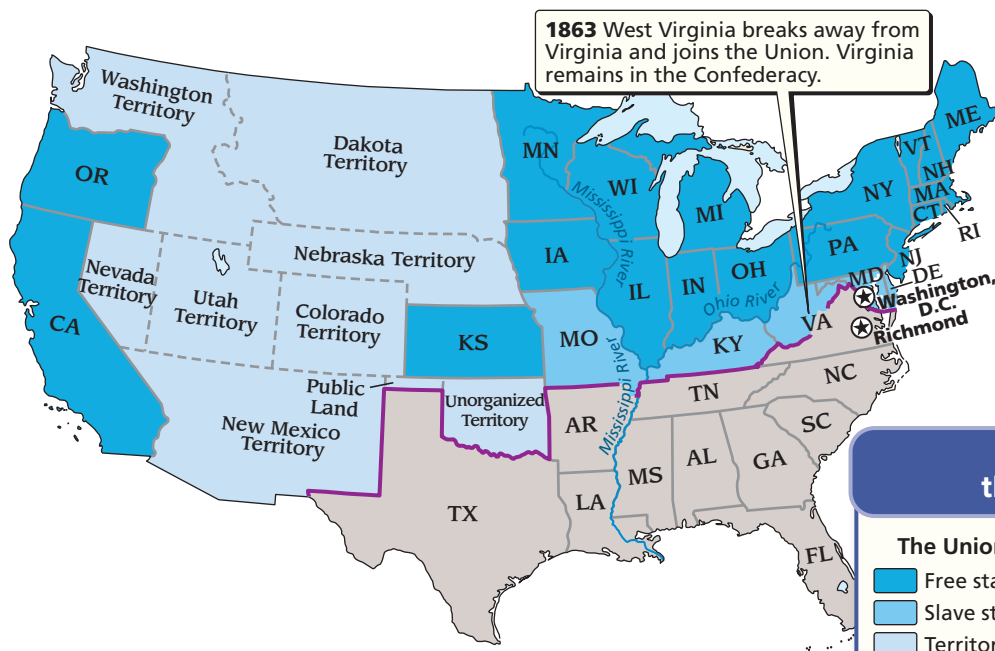
The South Secedes

The anger finally exploded after Abraham Lincoln won the presidency. The South wanted to become its own country, and Southern states began leaving the Union. South Carolina seceded first, in December 1860. Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas soon followed. Representatives from these states met and organized the Confederate States of America in February 1861.

Fighting broke out in 1861, and four more southern states seceded—Virginia, Arkansas, Tennessee, and North Carolina. A total of 11 states joined the **Confederacy**, and 23 remained in the Union.



▶ This illustration from 1860 shows people in Savannah, Georgia, demanding independence from the Union after Lincoln's election.



All free states (those without slavery) stayed in the Union. **Which slave states stayed in the Union?**

The Union and the Confederacy

The Union	The Confederacy
Free state	Slave state
Slave state	
Territory	Boundary between Union and Confederacy
Capital of Union or Confederacy	

Map shows boundaries of 1861.

The Union and the Confederacy

A **civil war** is a war between citizens of the same country. During the American Civil War, a Confederate army formed, representing the Southern states that seceded. The Confederates fought to continue slavery and have stronger states' rights. The Union army represented the United States. They fought to keep the United States together and defend the Constitution.

The Union had more people than the Confederacy. About 21 million people lived in states loyal to the Union, while only 9 million lived in Confederate states. The Union also had more resources to fight the war. However, the Confederates had more experienced soldiers.

When fighting began, each side thought it would quickly win the war. But the Civil War lasted for four years. Over 600,000 Americans were killed.

The Confederacy

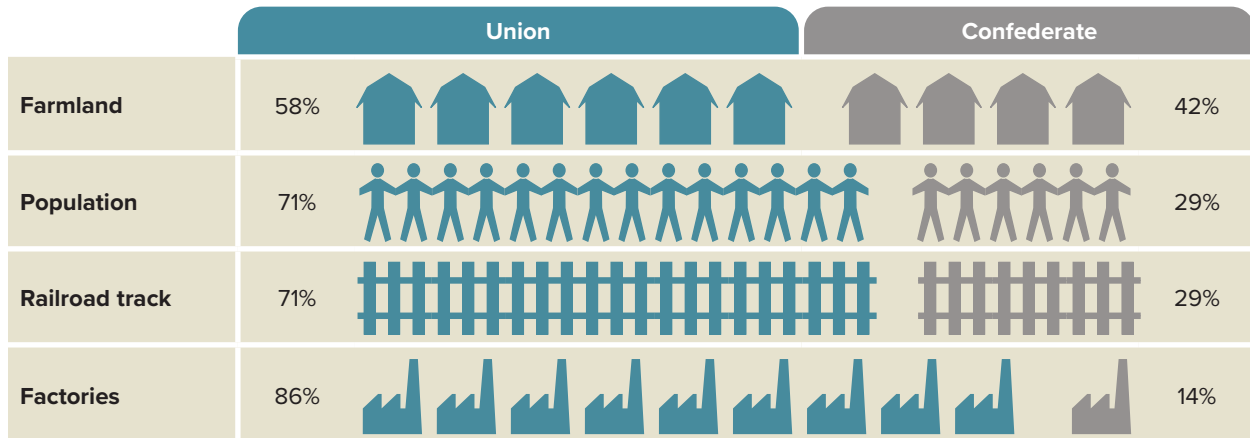
The Confederate leadership wrote a constitution that was very similar to the U.S. Constitution. However, there were two key differences: The states retained more power, and slavery was protected.

Jefferson Davis, from Mississippi, was elected president of the Confederacy. He was also the commander-in-chief of the Confederate army. For most of the war, the Confederate capital was in Richmond, Virginia.

“Our new government's . . . foundations are laid, its cornerstone rests upon the great truth, that the negro is not equal to the white man; that slavery—subordination to the superior race—is his natural and normal condition.”

—Alexander Stephens, Vice President of the Confederate States of America, 1861

Union and Confederate Resources



The Union had greater resources than the Confederacy. This gave the Union a better chance of withstanding a long, destructive war. However, the Confederacy had more experienced soldiers.

The Union

Not everyone in the South agreed with secession and the Confederacy. Four states that allowed slavery—Maryland, Kentucky, Missouri, and Delaware—did not secede and remained loyal to the Union. West Virginia became a state because the people living there did not want to secede with Virginia. West Virginia joined the Union.

Similarly, not all Northerners supported the Union. Many Northern Democrats opposed Lincoln and the Republican Party. Some opposed the war and wanted an immediate peace treaty. Republicans started calling this antiwar group “Copperheads,” after venomous copperhead snakes.

When Southern states seceded, Lincoln had to find a way to end the rebellion and keep the country together.

The Fighting Begins

When South Carolina seceded in 1860, Union troops were stationed there and throughout the South. In some places—like Mobile, Alabama, and New Orleans, Louisiana—Union officers surrendered. They hoped to avoid a conflict.

However, the leader of the Union troops in South Carolina, Major Robert Anderson, refused to give up United States forts to the Confederacy. For several days, nothing happened. The war had not yet started, and neither side wanted to be seen as the aggressors.

Fort Sumter

On December 26, Anderson secretly moved troops to Fort Sumter. The fort was on an island in Charleston Harbor, South Carolina. The walls of the fort were strong and hard to attack. Anderson raised the

“One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute.”

—Abraham Lincoln,
First Inaugural Address, 1861

American flag over Fort Sumter. He hoped the Confederate troops would see that the Union was strong. He and his troops prepared to be attacked.

The leaders of Charleston and the Confederacy knew something had to be done. They could not allow Union soldiers to be stationed in their state. They prepared to fight.

The Union troops huddled in Fort Sumter for months. They were a small group of only 76 people. Soon their food and supplies ran low. They asked the U.S. government for help.

In April 1861, just a few weeks after taking office, President Lincoln sent a message to the leaders of South Carolina. He told them he was sending food and supplies to the troops in Fort Sumter.

The First Shots

The Confederate leaders did not want Union troops in South Carolina, and they did not want them getting more supplies. President Jefferson Davis ordered his army to take control of Fort Sumter. The Confederates demanded that the Union leave the fort. Major Anderson refused.

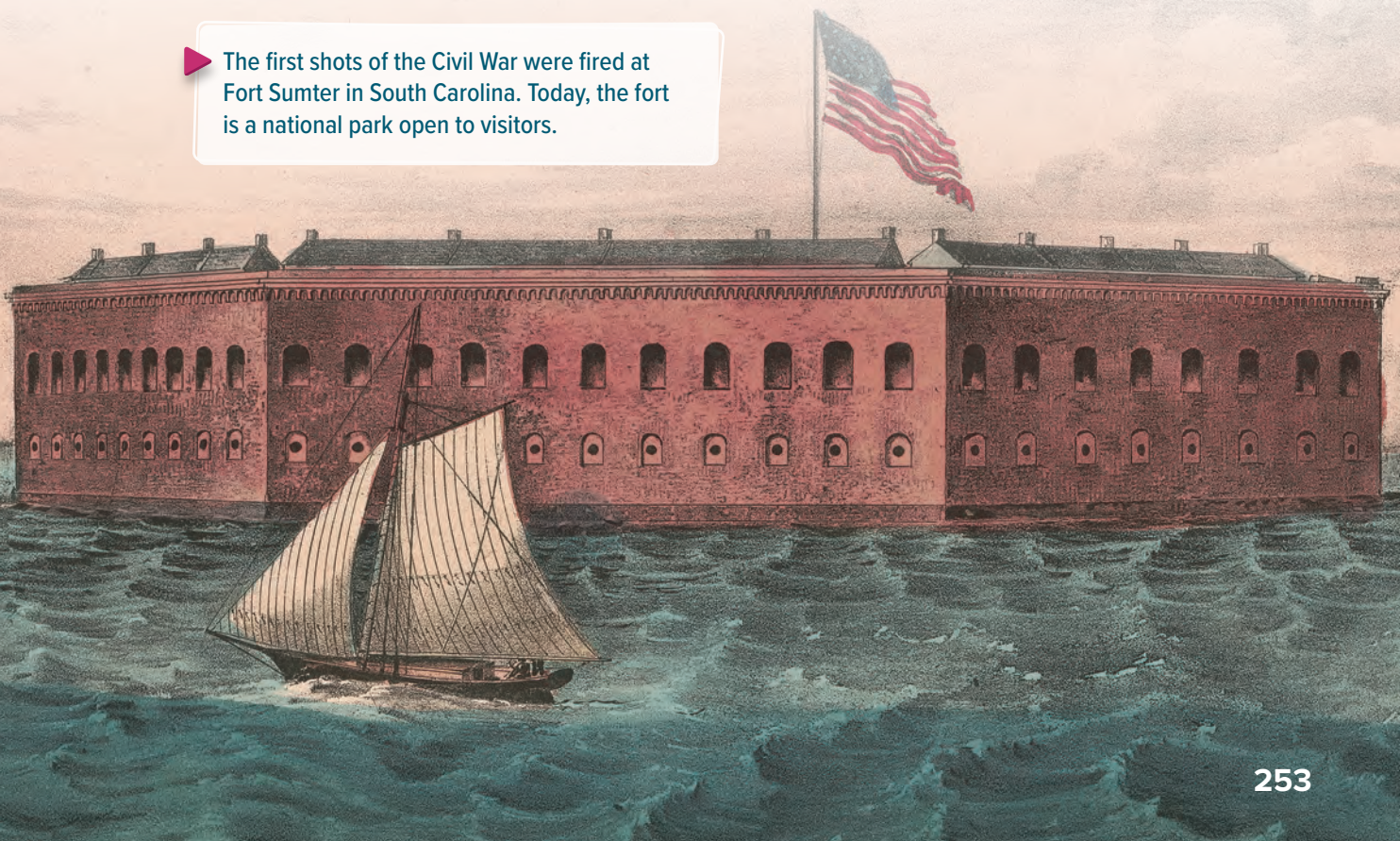
On April 12, the Confederate army fired cannons at Union troops in Fort Sumter—the first shots of the Civil War. The battle lasted less than two days. Anderson was outnumbered and agreed to leave the fort. No soldiers died during the fight.



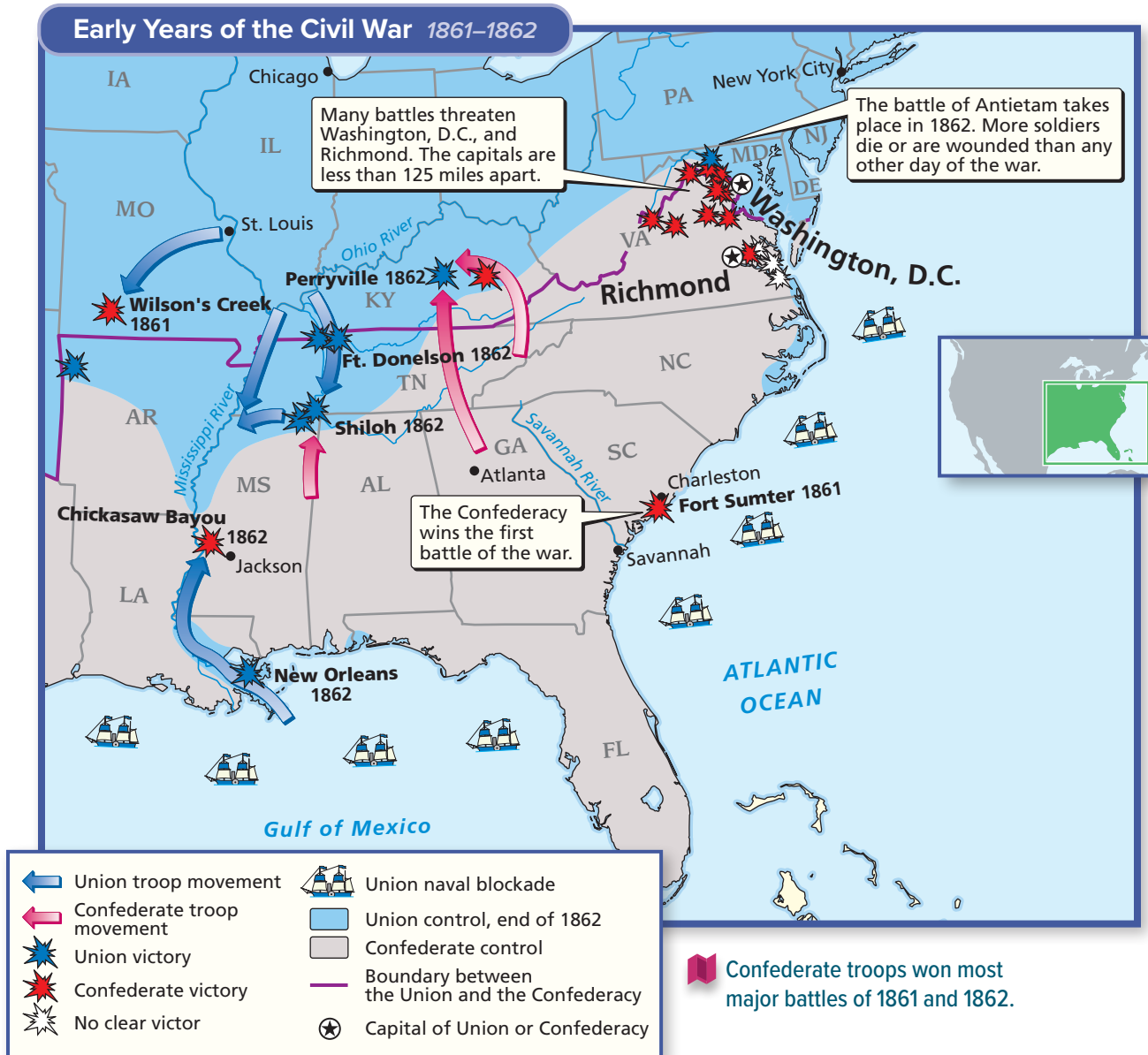
Weak as we were supposed to be, we have defied the power of our enemies."

—Governor Francis Wilkinson Pickens of South Carolina, on the day of the Fort Sumter surrender, 1861

► The first shots of the Civil War were fired at Fort Sumter in South Carolina. Today, the fort is a national park open to visitors.



Early Years of the Civil War 1861–1862



The War up to 1862

Both sides quickly trained and organized troops to fight. The first major battle happened in July 1861. It took place along a river called Bull Run in Virginia. People brought picnic baskets and traveled in carriages from Washington, D.C., to watch from nearby hillsides. They expected a quick, glorious Union victory.

The Union soldiers started out strong, driving the Confederates back. However, the Confederates held their position and rallied their troops. When more Confederate troops joined the battle, the Union army did not stay in formation. They fled along the road back toward Washington, D.C. Some people who were not soldiers were caught up in the chaos. This was the reality of war, and it did not appear that it would end quickly.



▶ Confederate soldiers wore gray. Most came from Confederate states, but some were from Union states too.



▶ Union soldiers wore blue. Most were white Northerners, but there were also many free African Americans and formerly enslaved people.

Military Leaders

President Lincoln appointed General George B. McClellan to lead the Union army. Lincoln wanted McClellan to invade Virginia early, before the Confederates had time to set up their army. However, McClellan waited. He spent time training the Union army. This gave the Confederates time to prepare.

By the time McClellan was finally ready to attack, the Confederates, led by General Robert E. Lee, were able to fight them off. Lincoln grew frustrated with McClellan.

The Union army did better in the West under the leadership of General Ulysses S. Grant. Grant led Union troops to victory at the Battle of Shiloh, in Mississippi. Over 20,000 Union and Confederate troops died, but the Union army claimed the land. Confederates lost their major railroad. They also lost control of parts of the Mississippi River.



▶ This photograph from the war shows soldiers with a cannon and cannonballs on railroad tracks. The Union had greater ability than the Confederacy to produce weapons like these.



► Soldiers are using a telegraph in this photograph from 1864.

New Technology in the Civil War

New technology played a big role in the Civil War. It was the first major war that relied on the railroad to move troops and supplies.

Telegraph wires stretched alongside the railroad tracks. The telegraph made it possible for military leaders to share information quickly. This helped them make decisions about where to move their troops. The North had miles of telegraph lines and railroad tracks, while the South had very few.

Steamboats transported troops and supplies quickly up and down rivers. The Union won the Battle of Shiloh because additional soldiers reached Union lines by steamboat.

Ironclad ships replaced wooden ships in battle for the first time. Wood ships caught on fire easily, and cannonballs could destroy them. Ironclad ships were covered in metal armor for protection. Many naval battles were fought with these new ships.

Other Developments

Photography was invented in the 1800s. When the Civil War started, photographer Mathew Brady sent out teams of photographers to follow the armies. The photographs they took documented the experiences of soldiers and **civilians**. Photography gave the public a glimpse into the bloody war in a way that had never been possible before.



► The Battle of the *Monitor* and the *Merrimack* in 1862 was the first battle between two ironclad ships. *Why do you think it was important to have control of the coast?*

The ability of Northern factories and mills to produce goods quickly also had a large impact on the war. There were more factories and mills in the North, and more people available to work in these factories. They produced supplies such as clothing and weapons for soldiers. As the war went on, this gave the Union army an advantage over the Confederate army.



The Anaconda Plan

At the beginning of the Civil War, Union General Winfield Scott had a plan to win. It involved creating a **blockade** around the Confederacy, from the Atlantic coast to the huge Mississippi River. A line of ships would stop supplies from reaching the Confederacy from Europe and elsewhere. Eventually, it would become difficult for the Confederacy to fight the Union.

The plan became known as the Anaconda Plan. The strategy would eventually help the Union win the war.



► This image shows the Union's Anaconda Plan, which aimed to surround and cut off the Confederacy.



READING SKILL

Paraphrasing Relevant Information

Paraphrasing means putting something in your own words. This skill can help you better understand a text and remember what you read. When paraphrasing, be careful not to copy the original text. The point of paraphrasing is to use your own words, making the text easier to understand.

Follow these steps to help you paraphrase the above text about the Anaconda Plan:

1. Read the original text until you fully understand it. You may need to read it more than once.
2. Think about how you would explain the text to a friend who knows nothing about the subject.
3. Using your own words, rewrite ideas and information from the original text.
 - a. Replace words from the original text with synonyms. For example, the word *difficult* could be replaced with *challenging* or *hard*.
 - b. Rearrange parts of sentences.
 - c. Some things, like names and dates, cannot be reworded.
4. Read your work. Check that it conveys the same meaning as the original without copying it.
5. Give credit to the original source.

LESSON 5

What Led to the Union's Victory?

Vocabulary

draft

riot

assassinate

Juneteenth

Fighting for Emancipation

During his campaign for the presidency, Abraham Lincoln repeated many times that he did not plan to end slavery in the South. When the Civil War began, he did not free any enslaved people. Four slave states remained in the Union, and Lincoln did not want to risk upsetting them and losing them to the Confederacy.

However, after more than a year of fighting, Lincoln felt differently. The threat of freeing enslaved people in the South might help end the war. He waited for the right time to make an announcement about emancipation.

In September 1862, the Union army defeated the Confederates at the battle of Antietam in Maryland. It was the deadliest one-day battle in American military history. After the battle, Lincoln announced that if the

Confederacy did not end its rebellion by January, he would declare that enslaved people in the Confederacy were free.

The Emancipation Proclamation

The Confederacy did not end its rebellion. So on January 1, 1863, Lincoln issued the Emancipation Proclamation. It declared that all enslaved people in Confederate states were free.

Confederate slaveholders ignored the proclamation, but it was still important. It made clear that the Union army was fighting to free enslaved people in the South.

The president had taken a strong stance against slavery. For the first time, Lincoln talked not just about stopping the spread of slavery, but about ending it altogether.

The Emancipation Proclamation had another major impact. France and Britain had considered supporting the Confederacy, but these countries had outlawed slavery. After the Proclamation, the Union represented an army and a nation opposing slavery. The Proclamation helped keep France and Britain from helping the Confederacy.



▶ The Battle of Antietam was the deadliest one-day battle in American military history.



▶ A Union soldier reads the Emancipation Proclamation to a family of enslaved people. *What do you think the artist hoped to communicate through this image?*

“

On the first day of January, the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any state or designated part of a State, the people whereof shall be in rebellion against the United States, shall be then, thenceforward, and forever free.”

—President Lincoln, the Emancipation Proclamation, 1863

African Americans in the War

For about 70 years, African Americans had been forbidden from serving in the U.S. Army. Many fought in the War of 1812 anyway. By 1862, the number of white people volunteering for the Union army had decreased. There was an opportunity for African Americans to fight.

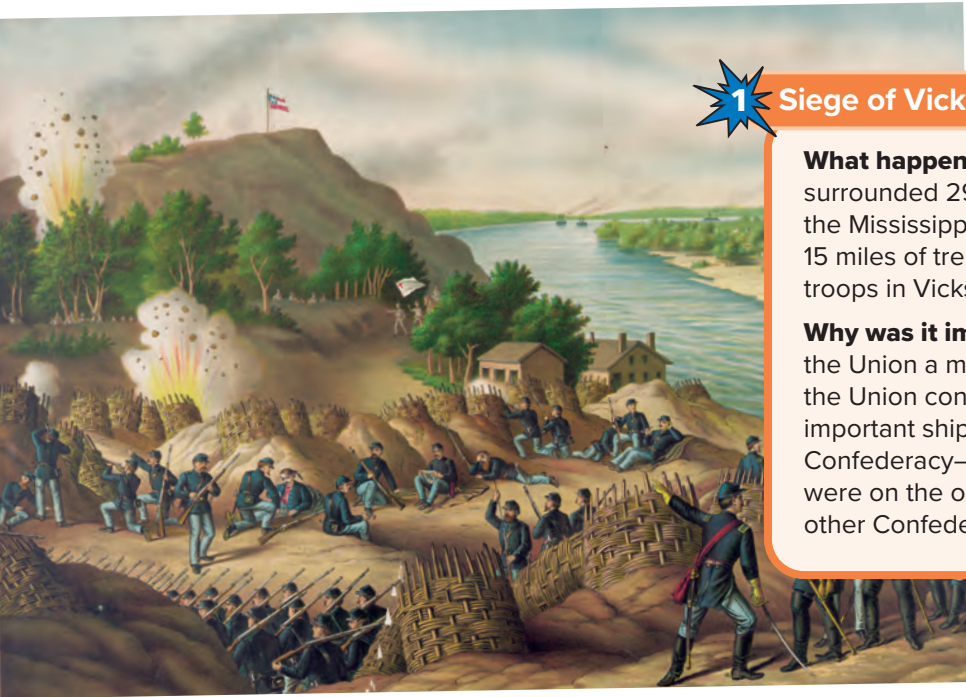
Many escapees from slavery sought protection with the Union army. Other free African Americans were eager to fight against slavery. An order from the War Department finally allowed African Americans to join the U.S. Army in 1863.

Leaders such as Frederick Douglass encouraged African Americans to enlist. He hoped that their serving in the Union army would support the argument that black people deserved to be full citizens. By the end of the war, about 180,000 African American men had served as soldiers. Over 200,000 others had supported the war in other roles.



▶ This photo shows African American troops in Virginia. Thousands of African American soldiers fought for the Union.

The Union Gains Ground



1

Siege of Vicksburg May–July 1863

What happened? Union General Grant surrounded 29,000 Confederate troops along the Mississippi River. He enclosed them with 15 miles of trenches. On July 4, the Confederate troops in Vicksburg surrendered.

Why was it important? The victory gave the Union a major morale boost. It also gave the Union control of the Mississippi River, an important shipping route. This also split up the Confederacy—Texas, Arkansas, and Louisiana were on the opposite side of the river from the other Confederate states.

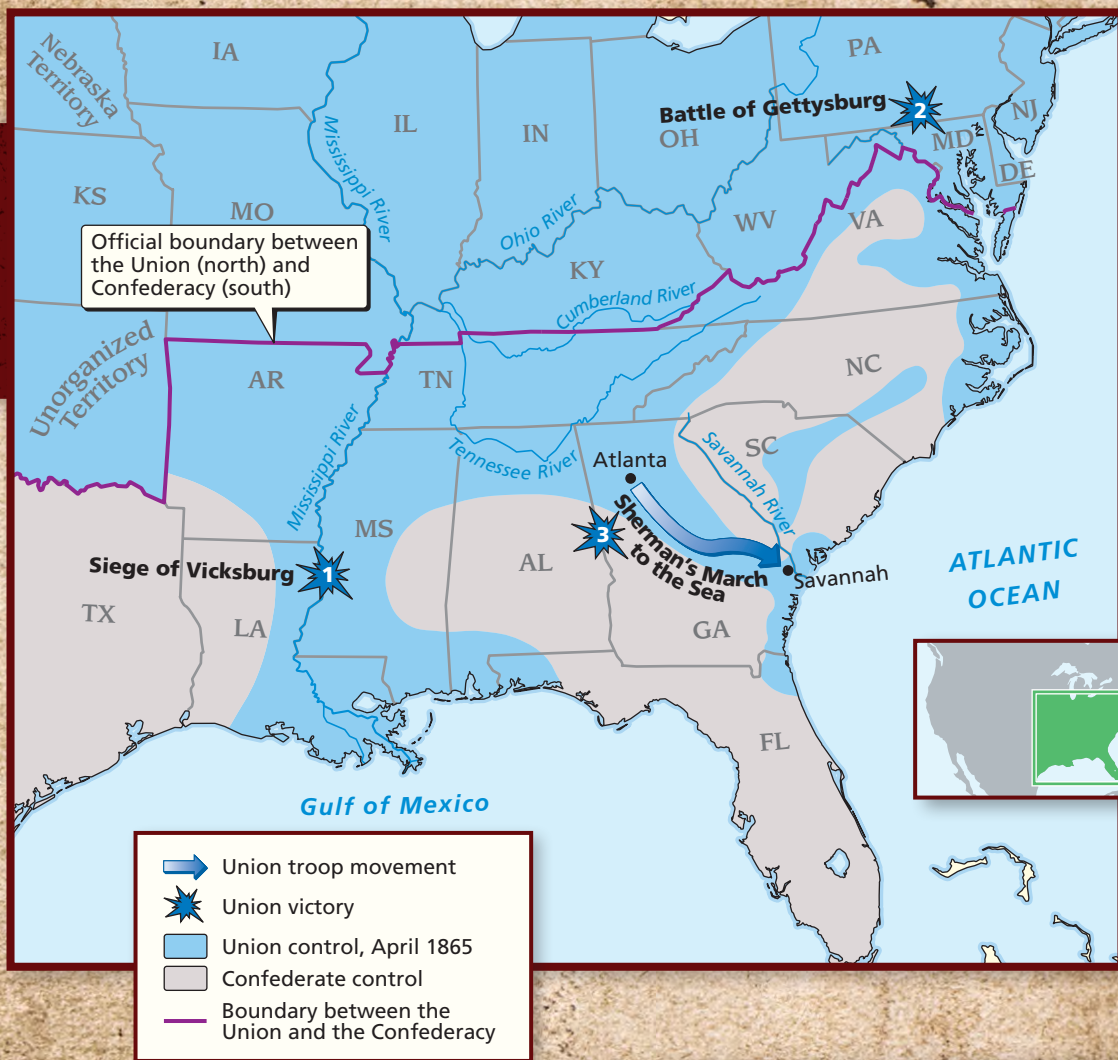
2

Battle of Gettysburg July 1863

What happened? General Lee led his Confederate troops into Pennsylvania, hoping to force the Union into negotiating an end to the war. Union troops met them near the town of Gettysburg. Over three days, more than 50,000 Americans died in fierce fighting. Both sides suffered heavily, but the Confederate troops retreated. The battle ended on July 3.

Why was it important? General Lee lost a third of his soldiers and retreated into Virginia. The Confederacy never again seriously threatened Union territory in the war.

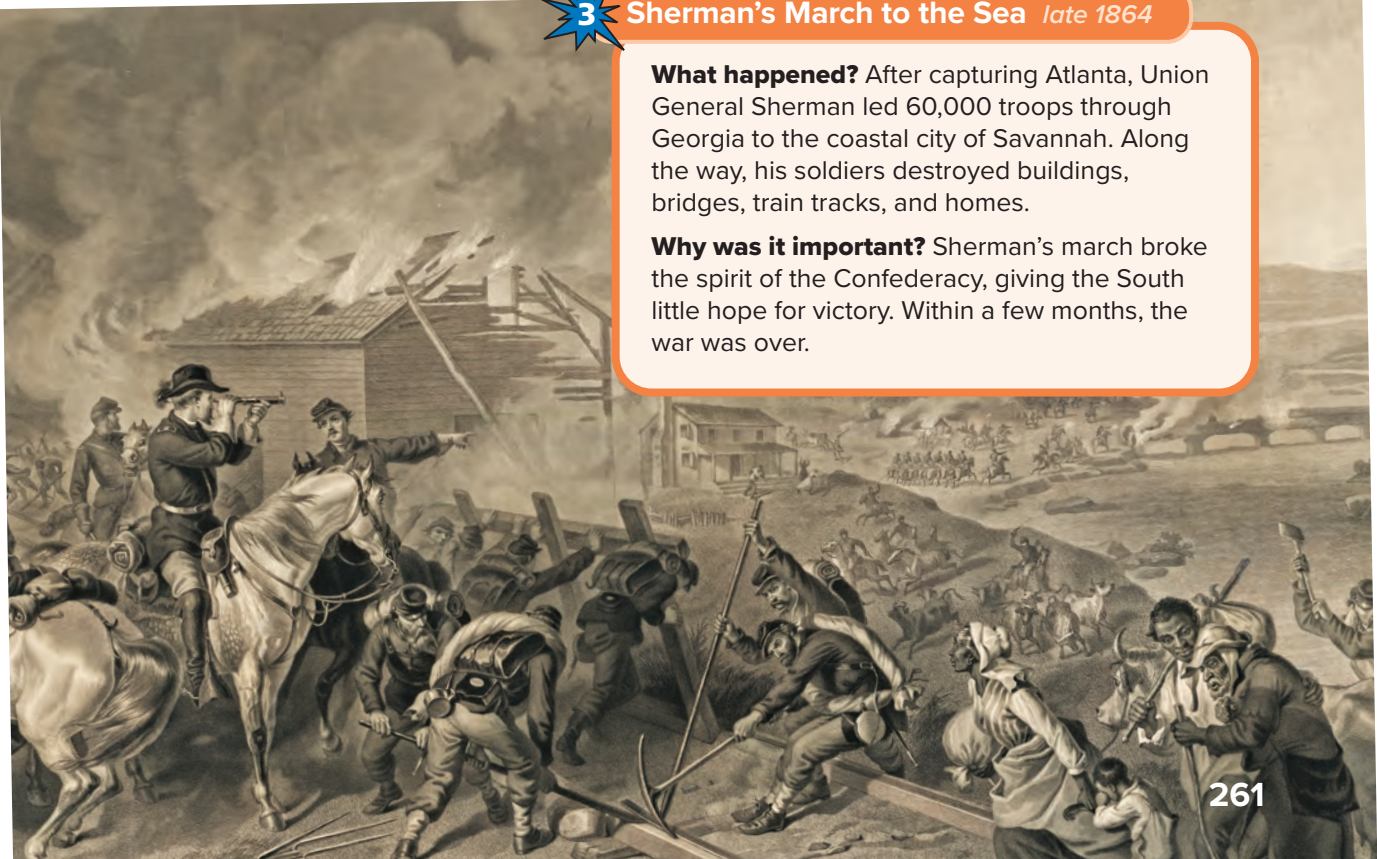




Sherman's March to the Sea *late 1864*

What happened? After capturing Atlanta, Union General Sherman led 60,000 troops through Georgia to the coastal city of Savannah. Along the way, his soldiers destroyed buildings, bridges, train tracks, and homes.

Why was it important? Sherman's march broke the spirit of the Confederacy, giving the South little hope for victory. Within a few months, the war was over.





► In this photo, an injured soldier is treated at a field hospital. Medical care during the Civil War was not as advanced as it is today. Many soldiers died from injuries that can now be treated.

The Civil War and Daily Life

The fighting raged on and on. Thousands of lives were lost as Americans killed each other. What many had at first thought would be a quick and easy war had turned into a long, bloody struggle. But after two long years of fighting, things started to go the Union's way.

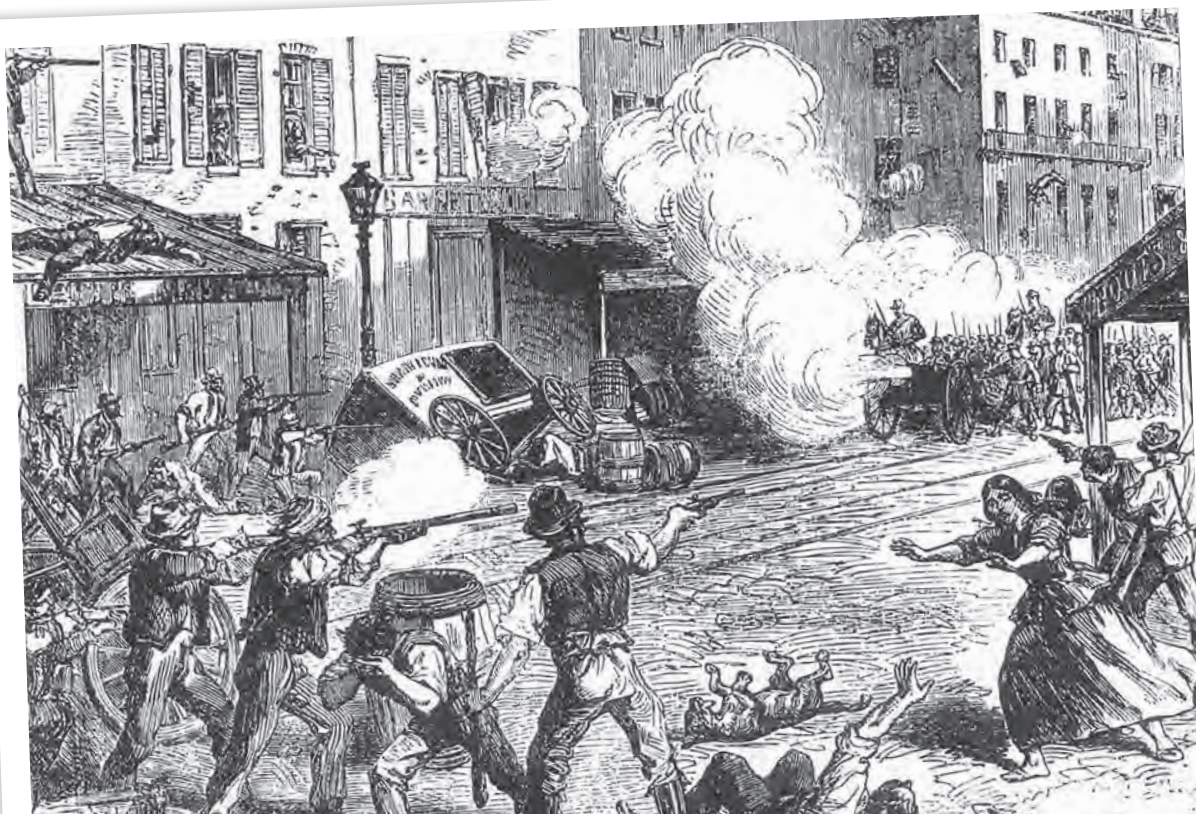
In the summer of 1863, the Union achieved major victories at Vicksburg, Mississippi, and Gettysburg, Pennsylvania. The human losses for both sides were terrible, but the Union's advantage in population and industrial power was difficult to beat.

Military Drafts

As the war continued, the number of volunteers for both sides declined. The two armies began **drafts**, which forced people to join the military. The Confederacy passed the first draft law in April 1862. All able-bodied white men between 18 and 35 years old had to serve in the Confederate army for three years.

The Union army issued a draft in the summer of 1863. Men between 20 and 45 years old were enrolled and had to serve three years in the army. However, people could get out of service by paying \$300 (equivalent to almost \$10,000 today). That meant that the rich could avoid service. Most men did not have enough money and had no choice but to join.

► In 1863, **riots** broke out in New York over new laws drafting men into the Union army.



On both sides, men who did not want to fight in the war were forced into battle. They faced long marches, food shortages, disease, and deadly weapons. Medical treatment was poor. Of the soldiers who died, more than half died from disease.

Life in the South

People in the North lost loved ones in battle. However, the daily lives of civilians in the North did not change much during the war. This was not the case in the South, where life became much more difficult.

Union ships blockaded Southern ports. This stopped ships from bringing supplies into Southern cities. People ran out of everyday items such as candles, soap, and cloth. Flour and coffee became rare. Shoes, medicine, and food went to the army first and then to civilians if anything was left. There was even a shortage of paper and books.

When goods became scarce, the price of these items went up. For example, in 1864 the price of butter was eight times higher than it had been just one year earlier.

The Destruction of Towns

Daily life in the South also suffered because most of the battles took place there. The battlefields were people's towns, farms, and homes.

The town of Winchester, Virginia, was in a tug-of-war between the Union and Confederate armies. Control of the city changed 70 times during the war. In every battle, buildings and homes were destroyed. Crops were ruined. Civilians were injured and died.

Even if there was not a battle, soldiers of both armies stole from civilians. They took valuables, food, and clothing. Sometimes they burned farms or homes.

Union General William T. Sherman wanted to destroy the hope of Southern civilians. He wanted them to give up and demand that their army surrender. His troops marched through the South, destroying everything in their path. His plan worked, but it also created a deep bitterness against the Union that lasted for a long time.

What do you think was the hardest part of living through the Civil War?



Columbia [South Carolina] is but dust and ashes, burned to the ground. Men, women, and children have been left there homeless, houseless, and without one particle of food—reduced to picking up corn that was left by [Union General] Sherman's horses on picket grounds."

—Southerner Mary Chesnut, in her Civil War diary, 1865

The Surrender of the Confederate Army

The end of the Civil War approached when Union General Grant attacked Confederate General Lee. Lee controlled the army of northern Virginia. This included the Confederacy's capital of Richmond.

In June 1864, General Grant began a series of attacks on Petersburg, just south of Richmond. Five railroad lines met there. Grant knew that if he could overtake Petersburg, he could cut off supplies to Richmond. Battles in the area raged for nearly a year. Eventually, Grant's forces won.

Richmond Burns

Grant immediately turned his attention to the nearby Confederate capital of Richmond. The Confederate army knew it had no chance—the Union had more soldiers and more supplies. So the Confederates retreated.

As they left, they set fire to Richmond's bridges, supply warehouses, and ammunition stores. They hoped that burning these things would prevent the Union army from getting more supplies and ammunition. The fire spread out of control and burned much of the city. Union soldiers entered the city and helped put the fire out. The Union army now occupied the capital of the Confederacy.

The War Ends

On the morning of April 9, 1865, General Lee made the decision to surrender. He sent a note to General Grant, who allowed Lee to pick the place of surrender. The Confederates chose the courthouse in the small town of Appomattox, Virginia. That afternoon, Lee signed the terms of surrender.

► Confederate General Lee (right) surrenders to Union General Grant (left).





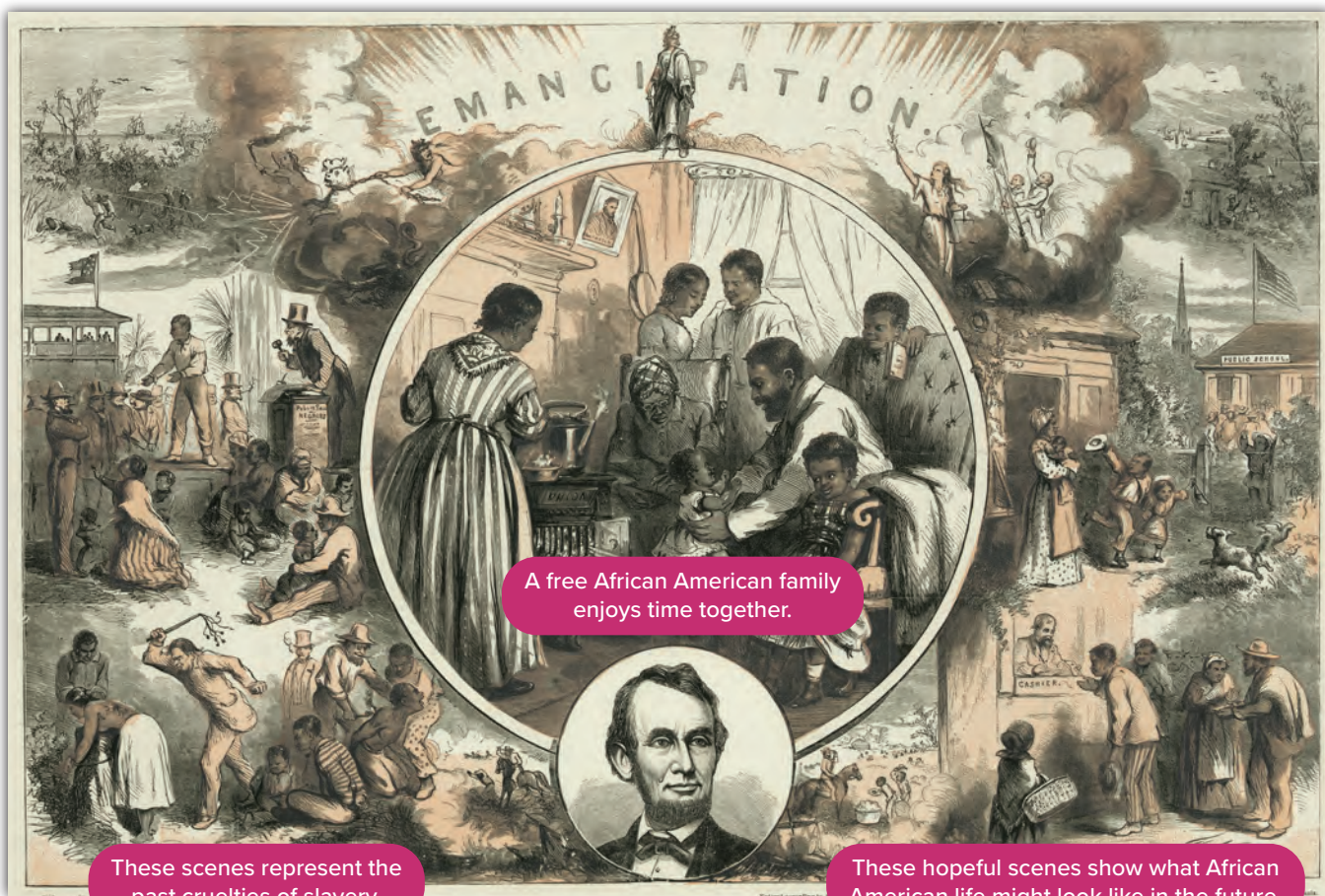
When Union troops heard the news, they broke out in cheers and celebration. Grant ordered them to stop. He wanted his troops to remember that the Confederates were their fellow Americans, and he did not want the Union to celebrate their downfall.

In Washington, D.C., people launched fireworks in celebration. They gathered around the White House to hear President Abraham Lincoln make a speech. He requested that a band play “Dixie,” a song praising the South, and said the Union had reclaimed it.

Tragedy Strikes

On the night of April 14, five days after Lee’s surrender, President Lincoln and his wife, Mary Todd Lincoln, went to see a play. A man named John Wilkes Booth snuck into the theater. He was angry that the Confederates had lost the war. Booth shot Abraham Lincoln from behind. He **assassinated**, or killed, the president.

▶ A few days after the Confederacy surrendered, Abraham and Mary Lincoln went to see a play at Ford’s Theater in Washington, D.C. John Wilkes Booth snuck up behind Lincoln and shot him. The President died the next morning.



A free African American family enjoys time together.

These scenes represent the past cruelties of slavery.

These hopeful scenes show what African American life might look like in the future.

► This image was created in 1865, shortly after slavery ended in the United States. **What clues do you see that suggest how the artist felt about emancipation?**

*“Little Mary exclaimed loudly—
'I'm free! I won't stay here at all!'”*

—Annie Huff,
formerly enslaved person
from Georgia

Freedom for Enslaved People

At the end of the war, many people were still enslaved. Following the Emancipation Proclamation in 1863, people in parts of the country were gradually freed. Some enslaved people escaped to Union territory. Others were set free as the Union army moved into and occupied Southern states. Union soldiers helped free African Americans as they left plantations and farms.

If Union soldiers did not move into an area, slaveholders usually did not set enslaved people free. Enslaved people in Texas were the last to hear the news about emancipation. General Gordon Granger arrived in Galveston, Texas, on June 19, 1865. He told the people that the war was over, and that enslaved people could go free. This date is now known as **Juneteenth** and is recognized as a holiday in almost every state.



Inflation in the Confederacy

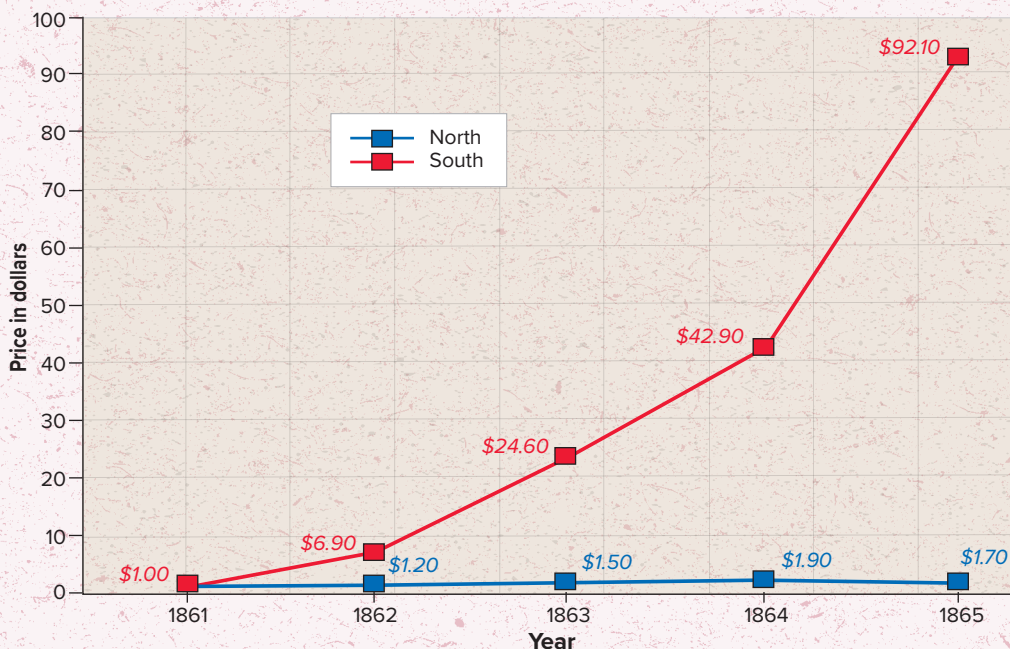
Inflation is an economic term that refers to the value of money. When there is inflation, it costs more money to buy things.

The prices of goods in the Confederacy went up over the course of the war. After only one year of war, goods cost almost three times as much as they did in 1861. By the end of the war, goods cost roughly 90 times more than in 1861!



► This drawing from 1863 shows women violently protesting over the price of bread in the Confederacy.

Price of Shoes during the Civil War



MAP AND GRAPH SKILL

Reading a Graph

Graphs present complex information in a way that is easier to understand. The graph above is a line graph. It shows how the cost of shoes changed over time. To read a line graph, follow these steps:

1. Read the title. This will explain what is shown in the graph.
2. Look at the labels along the side and bottom of the graph. What do they tell you?
3. Summarize what the graph shows. Is there an increase or decrease over time?

What happened to the average price of goods in the Confederacy during the Civil War? What do you think this meant for people living in the American South?

LESSON 6

How Did the Southern States Rejoin the Union?

Vocabulary

Reconstruction

black codes

citizenship



Once I asked my father why he let us go so hungry and ragged, and he answered: 'How can we help it? Why, even the white folks don't have enough to eat and wear now.'"

—John Van Hook,
formerly enslaved person

Problems in the South

After the war, many Union soldiers returned to celebrations and parades. Confederate soldiers returned to devastation. Since most of the battles happened in the South, people's homes and farms were destroyed. Entire cities were in ruins. Roads, bridges, and factories had been wrecked.

Millions of Southerners were homeless. They were also starving. The Union armies had destroyed their crops and taken or killed their farm animals.

But the human toll of the war was the most disturbing. Over 258,000 Confederate soldiers and 360,000 Union soldiers died. It is still the deadliest war in U.S. history in terms of American losses.

After Slavery

When slavery ended, the entire economic system of the South collapsed. Almost everything had been dependent on slave labor. Plantation owners could no longer take advantage of unpaid labor to pick and bale cotton.

African Americans were free, but many struggled to find jobs and make a living. The U.S. government made two decisions to help African Americans after the end of slavery. The first was the creation of the Freedmen's Bureau. In 1865, the government created the Freedmen's Bureau to help freed people in the South get the education they wanted. It also helped them get land, jobs, and food.

The second decision was known as the Field Orders. During Sherman's March to the Sea, the general had taken land away from white Confederates. After the war,

► This photograph from 1865 shows the Confederate capital of Richmond, Virginia, in ruins. Rebuilding the country after the war was a long and difficult process.

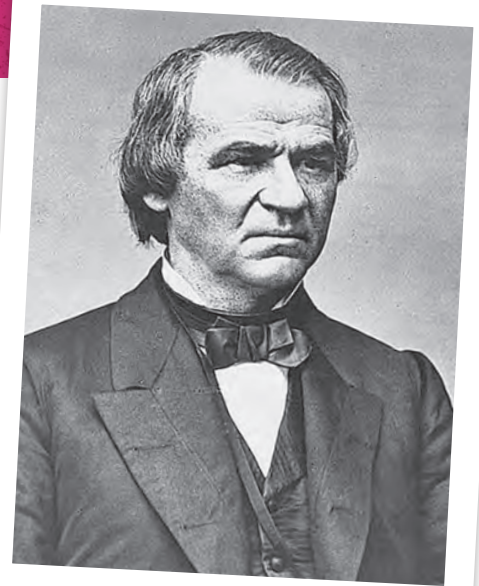


Sherman issued a Field Order that divided up the land he had taken in South Carolina, Georgia, and Florida. This land was to be given to freed African American families. Sherman also included livestock that he had taken from Southern farms.

Johnson Becomes President

However, this help for African Americans changed after the assassination of President Lincoln. Andrew Johnson took over as president. Johnson was from Tennessee—a Southern state. Even though he supported the Union, he wanted to help white people in the South.

Johnson opposed the Freedmen's Bureau. He also told African Americans they had to leave the land the Field Orders had given them. The lands were returned to their former owners.



▶ Andrew Johnson was Lincoln's vice president. When Lincoln died, Johnson became president.

New Southern Governments

President Johnson wanted to quickly bring peace to the country. He created a plan to rebuild the South after the Civil War. It was called Presidential **Reconstruction**.

Johnson pardoned all Confederates except high-ranking military leaders and wealthy planters. The Confederates would not be punished for leaving the Union during the Civil War. They once again had political rights in the Union and their property was given back to them.

Johnson then began rebuilding the governments of Southern states. However, it was not clear whether African Americans would be allowed to participate in these new governments. The governments in the South were made up of the same people who had voted to secede. They were not willing to give free African Americans their rights as citizens. Johnson did not believe African Americans should be allowed to vote.

Black Codes

Former slave states were forced to accept African American freedom. However, local and state governments in the South created laws called **black codes** that limited that freedom. Black codes controlled how African Americans lived and worked.

For example, in South Carolina African Americans could not sell farm products unless their white employers said they could. They

Citizens, of every race and color, without regard to any previous condition of slavery . . . shall have the same right, in every State and Territory in the United States."

—Civil Rights Act of 1866

had to get a license to have a job other than farmer or servant. They were not allowed to own firearms. African American children could be forced to work without pay.

Congress Takes Control

A group of Republicans in Congress—known as the Radical Republicans—were very unhappy with the black codes. They did not approve of Johnson's approach to Reconstruction. Radical Republicans wanted to extend rights to newly freed African Americans and punish former Confederates.

Congress passed two bills. The first was the Civil Rights Act of 1866. It stated that all people born in the United States were citizens, regardless of race, color, or whether they were once enslaved. The act made African Americans citizens. The second bill was meant to expand the work of the Freedmen's Bureau and extend it until 1869.

President Johnson vetoed, or rejected, both bills. Congress then overrode his vetoes and made the bills into laws anyway. It was one of the first times in U.S. history that Congress overrode a veto. At this point, Congress took control of Reconstruction.

Congress gave African Americans assistance, education, and rights as citizens. Many white Southerners did not adjust well to these changes. They expected African Americans to act the same as they had during slavery. They did not like it when African Americans chose not to work for them or left whenever they wanted. Many were against African Americans learning to read or owning their own farms.

► The Freedmen's Bureau operated many schools in the South. This schoolhouse in Virginia was built in 1867. **How does it compare with your school?**





New Amendments

Three new amendments to the Constitution were passed during Reconstruction. The 13th, 14th, and 15th Amendments would bring historic changes to American society.

The 13th Amendment

President Lincoln had supported a new amendment to outlaw slavery in the nation. In the beginning of 1865, Congress passed the new amendment. Three-fourths of the states still needed to ratify it to make it officially a part of the Constitution.

All the Northern states ratified the amendment. After Lincoln's assassination, some of the border states ratified it. Finally, in late 1865, Alabama, North Carolina, and Georgia ratified it. The 13th Amendment became official, and it guaranteed that slavery would never again exist in the United States.

The 14th Amendment

Another crucial issue for African Americans was **citizenship**. The Civil Rights Act of 1866 had given African Americans citizenship, but many felt this right needed to be protected in the Constitution.

In May 1866, Congress passed an amendment that gave citizenship to all people born in the United States, and it guaranteed them equal protection under the law. It also banned Confederate officials from working in government.

Southern states refused to ratify the new amendment. However, Congress demanded that they approve it in order to rejoin the Union.

▶ The man in the middle of this drawing symbolizes the Freedmen's Bureau, which helped African Americans get education, food, and more. *What do you think the man is doing in this picture?*



► This political cartoon shows a riot in New Orleans in 1866 in which police killed African Americans. The artist shows President Andrew Johnson in a doorway as a king. Many Republicans blamed Johnson for violence against African Americans during Reconstruction.

The Struggle over the 14th Amendment

As Congress struggled to get the 14th Amendment ratified, two terrible riots took place in Tennessee and Louisiana. White people attacked and killed African Americans. Northerners were disgusted by the violence and reacted by electing even more Republicans to Congress.

These Republicans divided the South into five districts that were guarded by the military. Twenty thousand federal troops were sent into the South to protect African Americans and the Reconstruction governments.

In these military governments, African Americans could vote, but former Confederates could not. The military governments would stay in place until each former Confederate state government ratified the new amendment. It took two years, but in 1868, the 14th Amendment was added to the Constitution.

Military Occupation of the Former Confederacy 1867-1877

Colorado Territory
New Mexico Territory
Unorganized Territory
Public Land

KS NE MO IL IN OH WV PA MD DE

1866 Tennessee ratifies the 14th Amendment and reenters the Union. It is not assigned a military district.

1870 VA
1868 NC
1868 SC
1868 AL
1870 GA
1870 MS
1868 LA
1870 TX
1868 FL

IV
III
II
I
V

ATLANTIC OCEAN
Gulf of Mexico
MEXICO

Former Confederate states are not allowed to rejoin the Union until they pass the 14th Amendment. Until then, they are under military control.

— Military district boundary
IV Military district number
1868 Year of readmission to the Union

Even with the passage of the 13th and 14th Amendments, there was concern that African Americans would not be allowed to vote. In 1869, Congress passed a new amendment that said voting rights could not be denied to formerly enslaved people. A year later, the 15th Amendment was ratified.

While the 14th Amendment made women citizens, they were not included in the 15th Amendment. It would be almost 50 years before an amendment finally guaranteed women their right to vote.

▶ This drawing from 1867 shows African Americans voting for the first time. Eventually the 15th Amendment guaranteed voting rights to African Americans.



Progress

During Reconstruction, people elected African Americans to office for the first time in American history. By 1868, there were African American lawyers, mayors, police officers, and judges.

A man named Hiram Revels became the first African American U.S. senator in 1870. He served the state of Mississippi. Hundreds of other African Americans served in national, state, and local governments.

One of these men was Robert Smalls. Smalls grew up in slavery in South Carolina. During the Civil War, he stole a steamship and turned it over to Union forces. He gained his freedom and served in the war as a captain. After the war, he bought his former owner's house in South Carolina. Smalls was elected to five terms in the U.S. House of Representatives. He and others proved that formerly enslaved people could achieve great things.

By the 1870s, most of the new governments in the South had Republicans in office. Republican governments created the first public schools in the South. They helped build railroads. Their goal was to build a new, prosperous South. However, not everyone shared the same vision.

► This drawing from 1872 shows the first African Americans in Congress.





Women and the 15th Amendment

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

—the 15th Amendment, Section 1

The 15th Amendment was ratified in 1870, in the aftermath of the Civil War. It said that no one could be denied the vote because of race or skin color. It did not, however, say anything about giving women the right to vote.

At the time, many women were unsure whether to support the amendment or not. Some activists such as Elizabeth Cady Stanton and Susan B. Anthony opposed it. They thought that it was unfair not to include women. Other women supported the amendment because they saw it as a step in the right direction. They argued that any extension of voting rights would help women eventually.



► Susan B. Anthony was one of the strongest voices demanding equal rights for women in the 1800s. In 1872, she was arrested for voting in New York. It was illegal at that time for women to vote.



WRITING SKILL

Writing an Opinion Piece

When writing an opinion piece, it is important to be clear, logical, and persuasive. You can have any opinion, but you should always be able to back it up with evidence and a strong argument.

First, clearly state your opinion. This acts as the introduction of the piece. Next, provide evidence to support your opinion. Present your evidence in a logical order and explain how each piece of evidence supports your opinion. Use key words like *additionally* and *for example* to connect facts to your argument. Finally, conclude your piece by restating your opinion.

Elizabeth Cady Stanton and Susan B. Anthony opposed the 15th Amendment. What is your opinion about their opposition? Why?

What Other Changes Took Place after the Civil War?

Vocabulary

segregation

sharecropping

Jim Crow laws

poll tax

secondary source

African Americans after the Civil War

Esther Casey grew up in slavery in Georgia. When the war broke out, she was a young girl. She saw Confederate soldiers preparing for war by shooting at a figure of Abraham Lincoln. When the war ended, she was nine years old and free for the first time in her life.

The man who had owned Casey was no longer alive. Casey and her mother decided to stay with their master's widow. Casey learned to read and write. When she turned 18, she started working as a teacher at a school for African Americans.

Esther Casey was lucky. When the war ended, she had a home and received an education. For many African Americans, the transition from slavery to freedom was very difficult.

Almost four million African Americans were freed after the war. Many left the farms where they had worked and were homeless. Almost none of them knew how to read or write, and people struggled to find jobs. Even though African Americans were free, they were not treated equally. Racism was still a big problem.

African Americans in the South

At first, many freed people headed to towns and cities. Their goals were to find black schools and get educated. They wanted to find black churches and build communities. Many people were looking for jobs, but racism made it difficult for most African Americans to get jobs that paid well.

► African Americans celebrated the end of the Civil War and slavery. However, the transition to freedom would be challenging.



Some African Americans were able to find jobs. They were blacksmiths, mechanics, waiters, seamstresses, and laundresses. Others stayed and worked on farms and plantations. Some were paid fairly, but many were not.

Most African Americans did not leave the South. Many spent time looking for loved ones and family members who had been sold during slavery. A reporter at the time wrote about meeting a man who had walked from Georgia to North Carolina looking for his wife.

Demanding Education

Prior to the Civil War, in most Southern states it was illegal to educate an enslaved person. Freed African Americans demanded education. The Freedmen's Bureau created more than 4,000 schools for black children. Black colleges were also created. In 1865, Shaw University was founded in North Carolina. It was the first black college in the South.

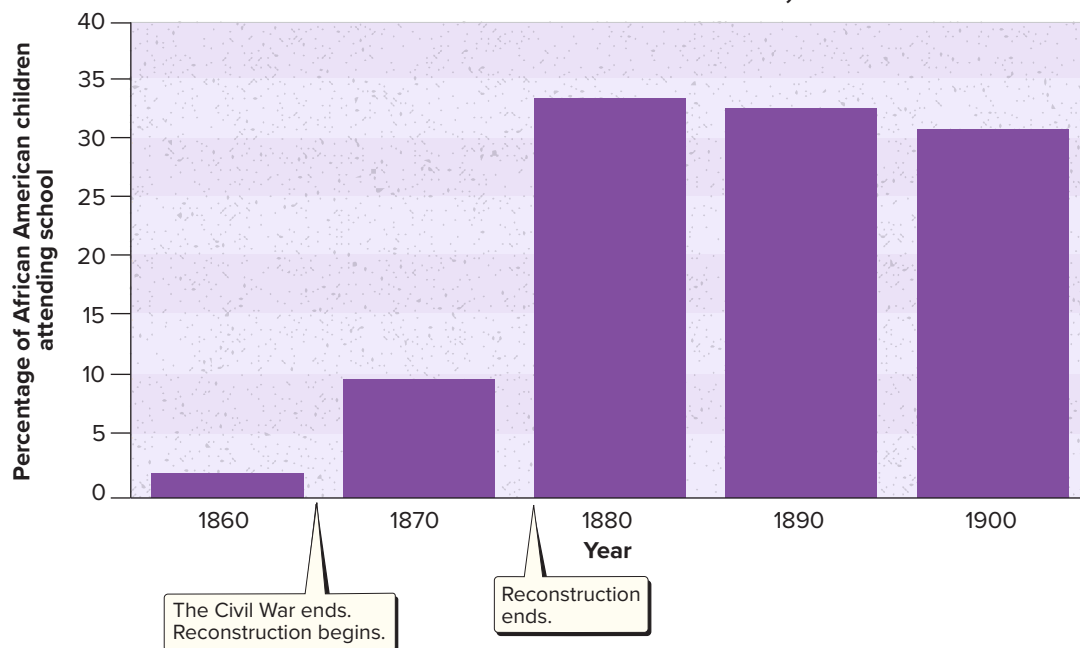
Schools were also built in the South for white children. White and black students usually went to different schools from each other. The separation of white and black people was called **segregation**. Many parts of life were segregated for many decades after the Civil War.



It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn. As fast as any kind of teachers could be secured, not only were day-schools filled, but night-schools as well."

—Booker T. Washington,
Up from Slavery, 1901

Education for African Americans, 1860–1900



- After the war, Reconstruction helped build public schools in the South. This boosted African American school attendance. **Why do you think school attendance went down in 1890 and 1900?**



▶ After the end of slavery, many African Americans still worked on Southern farms, as shown in this photo from Georgia.

This [white] man told me, 'There are some men about here that have something against you; and they intend to kill you or break you up. They say you are making too much money; that they do not allow any [African American] to rise up that way.'"

—Alfred Richardson,
an African American
politician in Georgia, 1871

Continuing Problems for African Americans

The end of slavery did not mean the end of problems for African Americans. Unfair laws, discrimination, and violence were a part of life for most African Americans in the South.

Sharecropping

Many white landowners were unhappy that they had to start paying African Americans to work on their farms. Sometimes workers were paid with a share of the crop. This

was called **sharecropping**. Landowners were also supposed to provide housing for sharecroppers.

By 1867, many African Americans were sharecroppers. Usually an African American family was responsible for raising crops on a plot of land. The landowner gave them tools, fertilizer, and seeds. The sharecropper had to give a percentage of the crop to the landowner in return.

Unfortunately, many white landowners took advantage of illiterate African Americans. Often, they were tricked out of fair payment or not paid at all.

Denying African Americans Rights

The new amendments to the Constitution guaranteed the citizenship of African Americans and the voting rights of black men. However, racism and violence made it difficult or impossible for African Americans to use these rights.

Some white people in the South were angry. They did not like strangers coming into their communities and telling them they had to change their way of life. They saw African Americans getting citizenship and voting rights as a threat to the superior position of whites.

Whites took their anger out on African Americans in terrible, violent riots. They also formed secret societies that terrorized African Americans who tried to exercise their right to vote. Terror groups, such as the White League and the Ku Klux Klan (KKK), formed.



► This political cartoon from 1874 shows that the Ku Klux Klan and other organizations terrorized African Americans.

The KKK

Members of the KKK hid their identities under white hoods. They traveled at night and went to the homes of African Americans. Sometimes they would scare people with guns. Sometimes they dragged people out of their homes and hurt or killed them.

They terrorized any group that was different from white Southerners, including Catholics, Jews, and immigrants. Few in the Southern state governments would take on the KKK, because they either feared them or supported them.

Law enforcement was often not on the side of African Americans, which made it very difficult for them to fight back. In the 1870s, KKK violence was so widespread that the U.S. government sent troops to try to stop the group. The government also made some of the KKK's actions federal crimes. Members were tried and sent to jail.

The organization fell apart for a time. However, smaller terror groups remained.

Reconstruction ended in 1877. Do you think it was successful?



The End of Reconstruction

The programs of Reconstruction made some important changes. However, the chance to make money off new businesses and improvements also attracted dishonest people. Soon there was corruption in most levels of government in both the North and the South. Reconstruction was becoming less popular.

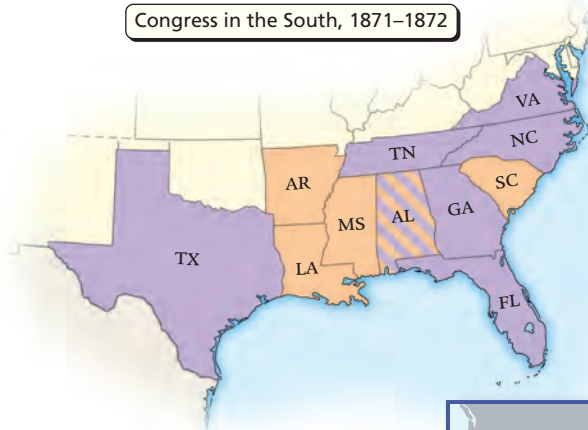
The Compromise of 1877

In the 1870s, the U.S. economy struggled, and in 1873 a major bank could not pay its loans. Railroads and other businesses shut down. People panicked as they lost money. Many Northerners wanted the South to handle its own problems. They felt their job fixing the South was done.

In 1876, the Republicans nominated Rutherford B. Hayes for president, while the Democrats nominated Samuel Tilden. Both candidates pledged to fight corruption.

After the votes were counted, Democrats and Republicans argued. Each side thought the other was cheating, but neither wanted another war. So the Democrats gave the victory to the Republicans in exchange for a promise that Hayes would remove all federal troops from the South. This was called the Compromise of 1877. Reconstruction was officially over.

Congress in the South, 1871–1872

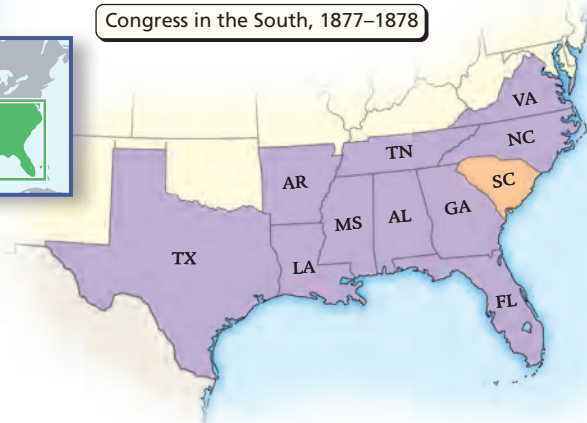
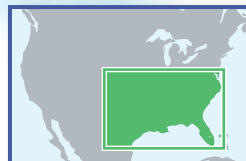


Political Power Struggle

Membership in U.S. Congress

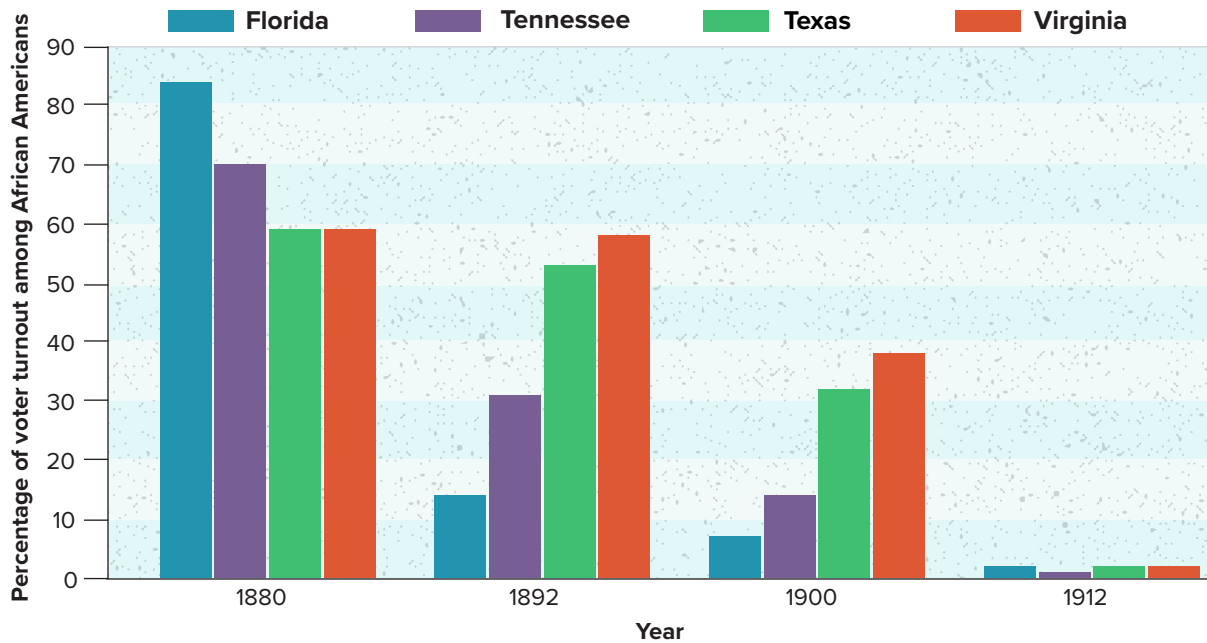
- Democratic majority
- Republican majority
- Evenly divided

Congress in the South, 1877–1878



African American voters helped the Republican Party win seats in Congress after the war (left). But when Union troops left the former Confederacy, African Americans were prevented from voting and Democrats regained power (right).

Decline in African American Voter Turnout, 1880–1912



Intimidation and unfair laws kept many African Americans from voting when Reconstruction ended.

Ongoing Struggles

Without Reconstruction, power quickly shifted back to white Democrats in the South. In the two decades that followed, white Southerners limited the rights of African Americans.

They passed **Jim Crow laws** that separated whites and African Americans. Many parts of daily life were segregated. White people sat up front on street cars while African Americans were forced to sit in the back. Restaurants, parks, and schools were all segregated.

Schools for African Americans did not receive the same amount of money or help from the government as white schools. They were often in bad condition. To vote, African Americans had to pay taxes called **poll taxes**. Since they were often poor, many could not pay the taxes and were not allowed to vote. The old South, with its unjust treatment of African Americans, was on the rise.



Ida B. Wells was an activist who spoke out against segregation after the end of Reconstruction. As a journalist, she exposed racism and violence against African Americans.



► This drawing shows African Americans moving to Kansas from the South. After Reconstruction, unequal treatment and violence forced many African Americans to leave the South.

Reconstruction was officially over. Federal troops—and the safety they provided African Americans—left the former Confederacy. Some African Americans saw an opportunity for a fresh start in the West, where cheap land was available. A formerly enslaved man named Benjamin Singleton encouraged African Americans to move west and start their own communities. By 1880, more than 50,000 African Americans had moved to communities in Kansas, Missouri, Indiana, and Illinois.

Despite many struggles, real progress was made during Reconstruction. Education was finally available to African Americans. The number of African American business owners and skilled professionals was on the rise.

Today, diverse groups across the United States continue to fight for equal treatment. They face many challenges, and often, progress is slow. But history has shown that great changes happen when people work together to support what is right and just. With your knowledge of the country's past and a drive to stand up for your beliefs, you can help create the next great chapter in American history.



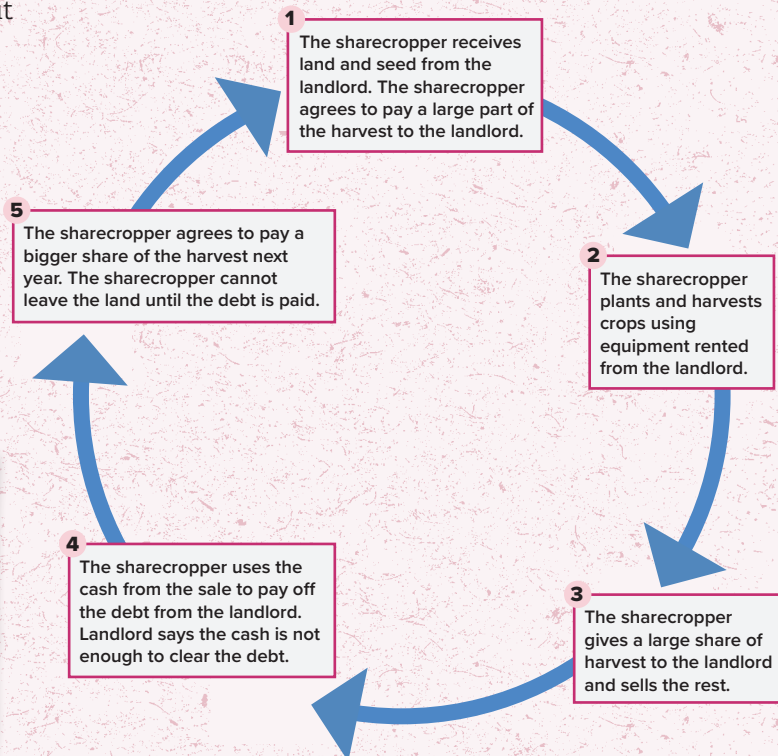
The Struggles of Sharecropping

After nearly four million people were freed from slavery, most of them had no money, land, or education. Most formerly enslaved people had never done anything but farm. As a result, many became sharecroppers. Sharecroppers were farmers who did not own land but were allowed to live and work on someone else's farm. To pay for rent, they gave a big portion of their crops to the landowner at the end of the growing season. This system kept many people in debt and made it hard for them to buy property or move.

"After freedom, we worked on shares a while . . . we couldn't make nothing, just overalls and something to eat. Half went to the other man. . . . They'd keep you in debt."

—Henry Blake, who became a sharecropper after he was freed from slavery in Arkansas

The Sharecropping Cycle of Debt and Poverty



● Sharecropping kept many poor people, especially African Americans, in debt.



READING SKILL

Citing Evidence

If you want to make an argument, it is useful to cite primary and **secondary sources**. History books are examples of secondary sources. Providing evidence from these sources will make your argument more convincing.

1. First, mention the source you want to use. For example, write "According to the text/author/graph, _____."
2. There are multiple ways to express the points your sources make. You can use phrases such as "The text/author states/says/describes/points out _____."
3. Finally, explain to your audience why this evidence is important. For example, write "This means/reveals/illustrates/highlights _____."

Did many African Americans become sharecroppers after the Civil War? What evidence from the text above supports your answer?

CHAPTER 6 SUMMARY

How Did the United States Struggle to Stay Together?

The Northern and Southern parts of the country were divided. They had different ways of life and different views on slavery. When Lincoln was elected, Southern states left the Union and a civil war began. After the war, enslaved people were freed. A struggle to bring rights to African Americans and rebuild the South began.

LESSON 1 What Was Slavery like in the United States?

- Most enslaved people worked on Southern farms or plantations. Some worked in homes or businesses.
- Slaveholders harshly punished enslaved people who they felt were not working hard enough.
- Enslaved people risked their lives to escape or participate in rebellions.
- Abolitionists worked to end slavery.

LESSON 2 What Happened When Slavery Expanded into New Areas?

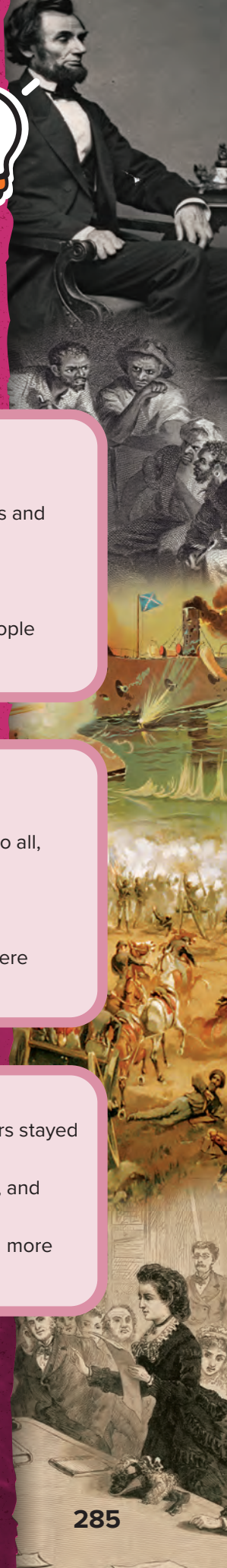
- Northern and Southern states disagreed about allowing slavery in new states and territories.
- The Missouri Compromise of 1820 and the Compromise of 1850 were designed to keep a balance between free and slave states.
- The compromises stopped immediate conflicts, but the country remained divided over slavery.

LESSON 3 Why Did the North and the South Grow Apart?

- “King Cotton” became the most important crop in the South and increased demand for slave labor.
- The North was less dependent on farming. The North developed mills, factories, big cities, and railroads. Immigrants provided cheap labor.
- Because of their differences, the North and the South disagreed over many issues, including tariffs, railroads, states’ rights, and slavery.

LESSON 4 How Did the Civil War Begin?

- After Lincoln’s election, South Carolina seceded from the Union. Other Southern states followed.
- States that left the Union formed the Confederacy. In 1861, the Civil War between the Union and the Confederacy began.
- The Confederacy won many early battles, though Union general Ulysses S. Grant achieved important victories.
- New technologies such as the telegraph and the steamboat played a large role in the war.



LESSON 5 What Led to the Union's Victory?

- Union victories in 1863 showed the tide turning for the North.
- The Union army stopped supplies from reaching the South by forming naval blockades and destroying railroads.
- Lincoln issued the Emancipation Proclamation, declaring all enslaved people in the Confederacy free. France and Spain decided not to support the Confederacy.
- The Confederacy surrendered in April 1865. The Union won the war, and enslaved people were gradually freed.

LESSON 6 How Did the Southern States Rejoin the Union?

- Reconstruction plans aimed to rebuild the South after the war.
- The 13th, 14th, and 15th Amendments were passed to outlaw slavery, give citizenship to all, and give voting rights to all men.
- Congress created the Freedmen's Bureau to help freed people get land, jobs, food, and education.
- Violence erupted in the South, and military governments took over. Southern states were allowed to rejoin the Union after ratifying the amendments.

LESSON 7 What Other Changes Took Place after the Civil War?

- Some African Americans in the South moved away and worked a variety of jobs. Others stayed in the South, working on farms and plantations, often for unfair pay.
- African American rights and freedoms were restricted through black codes, poll taxes, and terrorism by groups such as the KKK.
- After Reconstruction ended in 1877, Jim Crow laws were passed in the South, bringing more injustice to African Americans.



Atlas



United States





United States















Founding Documents



Declaration of Independence

The Declaration of Independence

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

People are equal, and we all have rights that can never be taken away by any government.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

If your government does not protect your rights, you can take action to change the government.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his

Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

The colonists listed all the things that upset them about British rule. There were a lot of complaints!



Taxation without representation was a major reason the colonists wanted independence.

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They

The colonists repeatedly sent their complaints to the British government, but things got worse instead of better.

too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

As representatives of the American colonists, we declare ourselves free and independent.

Georgia

Button Gwinnett
Lyman Hall
George Walton

North Carolina

William Hooper
Joseph Hewes
John Penn

South Carolina

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Massachusetts

John Hancock

Maryland

Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware

Caesar Rodney
George Read
Thomas McKean

New York

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart

Abraham Clark

New Hampshire

Josiah Bartlett
William Whipple

Massachusetts

Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island

Stephen Hopkins
William Ellery

Connecticut

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire

Matthew Thornton

Only wealthy white men signed the Declaration of Independence. But its ideas inspired all Americans to demand rights and equality.



The Constitution set up the government and a united, fair, free, and safe country.

Article I set rules for the legislative branch—Congress.



Crossed-out text was in the original document but was later amended (changed). Footnotes at the bottom of the page show the amendment responsible for the change.

The United States Constitution

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

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

~~Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three-fifths of all other Persons.¹~~ The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

¹ Changed by the 14th Amendment, Section 2

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, ~~chosen by the Legislature~~² thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; ~~and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.~~³

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators. The Congress shall assemble at least once in every Year,

² Changed by the 17th Amendment

³ Changed by the 17th Amendment

What is the minimum-age requirement to be a senator?



and such Meeting shall be on the first Monday in December,⁴ unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Congress must keep a record of its work and make all votes available to the public.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in

⁴ Changed by the 20th Amendment, Section 2

which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

Congress has specific powers and duties. It is responsible for collecting taxes, making and borrowing money, and establishing post offices.

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, ~~unless in Proportion to the Census or enumeration herein before directed to be taken.~~⁵

The government cannot hold or arrest a person unless that person is charged with a crime.

⁵ Changed by the 16th Amendment

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Article II set rules for the executive branch—the president.



What qualifications does a person have to meet to become president of the United States?



The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.⁶

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.⁷

⁶ Changed by the 12th Amendment

⁷ Changed by the 25th Amendment

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

This is what the president says on inauguration day.

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

The president is in charge of the United States military.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—~~between a State and Citizens of another State,~~⁸—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, ~~and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.~~⁹

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

⁸ Changed by the 11th Amendment

⁹ Changed by the 11th Amendment

Article III set rules for the judicial branch.



The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

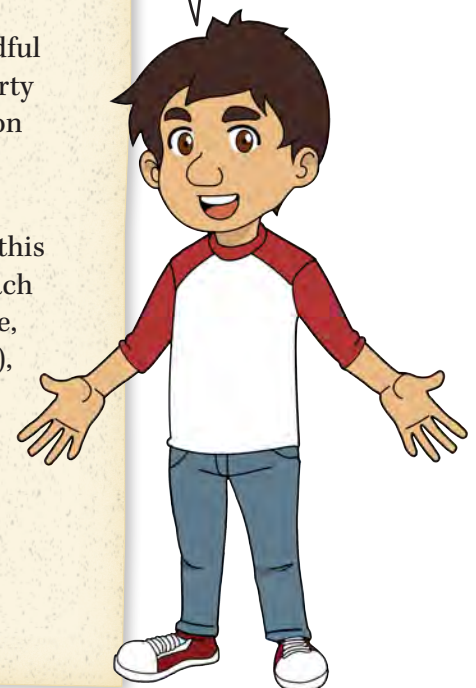
~~No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.~~¹⁰

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

Article IV
set rules
for states.



¹⁰ Changed by the 13th Amendment

The Constitution can be changed through amendments. Amendments require approval from two-thirds of Congress and three-fourths of the states.

Article VI says that the Constitution is the ultimate authority in the United States.

How many states needed to approve the Constitution before it became official?



Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independance of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

Attest William Jackson, Secretary

George Washington, President and deputy from Virginia

Delaware

*George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom*

Maryland

*James McHenry
Daniel Jenifer of St Thomas
Daniel Carroll*

Virginia

*John Blair
James Madison*

North Carolina

*William Blount
Richard Dobbs Spaight
Hugh Williamson*

South Carolina

*John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler*

Georgia

*William Few
Abraham Baldwin*

New Hampshire

*John Langdon
Nicholas Gilman*

Massachusetts

*Nathaniel Gorham
Rufus King*

Connecticut

*William Samuel Johnson
Roger Sherman*

New York

Alexander Hamilton

New Jersey

*William Livingston
David Brearley
William Paterson
Jonathan Dayton*

Pennsylvania

*Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris*

Thirty-nine delegates signed the Constitution, including George Washington. Sixteen delegates did not sign it.



Amendments

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment 3

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

The first ten amendments were passed by Congress on September 25, 1789, and ratified on December 15, 1791. These ten amendments are known as the Bill of Rights.

The Fourth Amendment protects people's privacy. If police want to search you or your property, they need an official warrant.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment 7

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Amendment 11

[Passed by Congress March 4, 1794. Ratified February 7, 1795.]

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

The 12th Amendment describes how presidents are elected.

Amendment 12

[Passed by Congress December 9, 1803. Ratified June 15, 1804.]

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. ~~And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President.~~¹¹ The person having the greatest number of votes as Vice-President, shall be

¹¹ Changed by the 20th Amendment

the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment 13

[Passed by Congress January 31, 1865. Ratified December 6, 1865.]

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Amendment 14

[Passed by Congress June 13, 1866. Ratified July 9, 1868.]

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of

The 13th Amendment ended slavery in the United States.

The 14th Amendment explains that all people born in the United States are citizens. It also says that all citizens have the same rights and protections.

representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Amendment 15

[Passed by Congress February 26, 1869. Ratified February 3, 1870.]

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

The 15th Amendment says that the voting rights of citizens cannot be taken away.

Amendment 16

[Passed by Congress July 2, 1909. Ratified February 3, 1913.]

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment 17

[Passed by Congress May 13, 1912. Ratified April 8, 1913.]

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment 18

[Passed by Congress December 18, 1917. Ratified January 16, 1919.]

Section 1.

~~After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.~~

Section 2.

~~The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.~~

Section 3.

~~This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.¹²~~

¹² Changed by the 21st Amendment

The 17th Amendment says that senators must be elected directly by the people. Before this amendment, senators were chosen by state legislatures, not by popular vote.

Amendment 19

[Passed by Congress June 4, 1919. Ratified August 18, 1920.]

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

The 19th Amendment guaranteed women the right to vote.

Amendment 20

[Passed by Congress March 2, 1932. Ratified January 23, 1933.]

Section 1.

The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2.

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3.

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4.

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5.

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment 21

[Passed by Congress February 20, 1933. Ratified December 5, 1933.]

Section 1.

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2.

The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment 22

[Passed by Congress March 21, 1947. Ratified February 27, 1951.]

Section 1.

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

The 22nd Amendment limited the president to two terms—eight years—in office.

Amendment 23

[Passed by Congress June 16, 1960. Ratified March 29, 1961.]

Section 1.

The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

The 23rd Amendment gave Washington, D.C., electoral votes. Before this amendment, people living in the nation's capital could not vote in presidential elections.

Amendment 24

[Passed by Congress August 27, 1962. Ratified January 23, 1964.]

Section 1.

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment 25

[Passed by Congress July 6, 1965. Ratified February 10, 1967.]

Note: Article II, section 1, of the Constitution was affected by the 25th amendment.

Section 1.

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

The 25th Amendment set the rules for succession in case a president dies or is unable to serve.

Section 2.

Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3.

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4.

Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment 26

[Passed by Congress March 23, 1971. Ratified July 1, 1971.]

Section 1.

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment 27

[Originally proposed Sept. 25, 1789. Ratified May 7, 1992.]

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

The 26th Amendment lowered the voting age to 18. Before this amendment, there was no national voting age, but in most states people had to be 21 years old to vote.

Glossary

A

- abolition** the end of something; often refers to the end of slavery
- abolitionist** a person who worked to end slavery
- adapt** to change because you are in a different situation
- agriculture** the raising of crops and animals
- alliance** an agreement to work together
- amendment** an addition to a legal document; often refers to an addition to the U.S. Constitution
- ancestor** a member of your family who lived long ago
- annex** to seize and take over the control of land from another country
- apprentice** someone who is learning a skill by working with an expert
- arsenal** a building where weapons and ammunition are kept
- artifact** an object made by human beings; often refers to a tool or weapon used in the past
- artisan** someone who is skilled at working with their hands at a particular craft
- assassinate** to murder someone who is well-known or important; often refers to killing a politician

B

- barter** to do business by trading goods or services
- bicameral** refers to a legislative body with two chambers
- bill** a written plan for a new law; it must be debated and passed by a legislature
- black codes** laws limiting the rights of African Americans, usually referring to the American South after the Civil War
- blockade** the closing off of an area to keep people or supplies from going in or out, often using ships

boycott the act of not buying goods or services as a form of punishment or protest

C

cabinet a group of advisers responsible for controlling government policy

canal a waterway built by people to connect rivers, lakes, or oceans

caravel a kind of sailboat that is able to move against the wind, used during the age of exploration

cash crop an agricultural product grown mainly to sell on the market

cede to give up territory

census an official count of all the people living in an area

charter a formal document that creates an institution such as a company or a university

checks and balances a system that allows branches of government to counterbalance each other

citizenship the condition of having full rights in a particular country, such as the rights to live, work, and vote

civic action something people do to improve their communities

civil polite

civilian a person who is not a member of the armed forces or the police

civil war a war between citizens of the same country

colony a territory that is settled and controlled by people from another country

Columbian Exchange the system of transferring plants, animals, people, and diseases across the Atlantic Ocean

commerce large-scale buying and selling

commodity a raw material or agricultural product that can be bought and sold

compass an instrument with a magnetic pointer, used for finding directions

compromise a negotiated settlement in which each side makes concessions

Confederacy the group of 11 Southern states that declared independence from the rest of the United States before and during the Civil War

conquistador an explorer whose primary purpose was to conquer land for Spain

constitution the basic laws of a country that express the rights of the people and the powers of the government

Continental Divide the mountainous divide through America where waters on each side flow to different oceans

corrupt dishonest or prone to cheating; usually refers to public officials

credit money that is lent and can be repaid at a later time

culture the ideas, customs, traditions, and way of life of a group of people

currency the form of money used in an area

D

delegate someone who represents other people at a meeting or in a legislature

descendant a person related to someone who lived long before them

dictator a ruler with total power over a country

direct democracy a system of government in which the people vote and decide on all public issues and laws

draft a government action that forces people to join the military

E

economy the system of buying, selling, making things, and managing money in a place

emancipation the act of freeing someone; often refers to freeing people from slavery

empire a group of countries or states that have the same ruler

Enlightenment an intellectual movement in Europe during the late 1600s and 1700s that emphasized reason

enslaved person a person who is owned by another person and thought of as property

executive the branch of government that is in charge of enforcing laws

expedition a journey taken by a group of people for a particular purpose, such as exploration

export to sell a product to another country

F

federalism a system of government in which power is shared between national and state governments

federalist a person who supported the U.S. Constitution and a strong central government

foreign affairs matters having to do with international relations

free state a state in which slavery was illegal

frontier the far edge of a country, where few people live

fugitive someone who is running away, especially from the authorities

G

Great Awakening a period in colonial American history when religious practices began to change

H

harbor an area where ships can safely dock, often to unload cargo

hierarchy an arrangement in which people have different ranks or levels of importance

House of Burgesses the first elected legislative body in colonial Virginia

I

immigration the process of moving into an area from another country

import to bring into a place or country from somewhere else

indentured servant a worker who agrees to work for a set amount of time in exchange for transportation, food, and housing costs

J

Jim Crow laws laws that separated whites and African Americans

joint-stock company a business opportunity in which several people contribute money in hopes of gaining profits at a later time

judicial the branch of government that is in charge of interpreting laws

Juneteenth a celebration taking place on June 19 to mark the end of slavery in the United States

L

latitude an imaginary line that runs around the globe in an east-to-west direction

legislature a group of people who have the power to make or change laws

Lower South a region of the United States that includes Louisiana, Mississippi, Alabama, and Arkansas

Loyalist a supporter of Britain during the American Revolution

M

Manifest Destiny the belief in the 1800s that Americans were meant to expand westward across the continent

martial law the suspension of ordinary law and government in favor of a military government

Mayflower Compact a document written in 1620 outlining rules for the settlers of Plymouth Colony

mercenary a soldier hired to fight in the military of another country

merchant a person who sells goods to make money

migration the movement of people or animals from one region to another

militia a short-term military force raised from the civilian population

mission a community set up with the purpose of spreading Christianity

missionary someone who is sent to a foreign country to convert people to a different religion

monarchy a government in which the head of state is a king or queen

monopoly the complete possession or control of the supply of a product or service

mudslinging an attack on a political opponent; often refers to untrue or unfair accusations

N

natural resource a material produced by the earth that is necessary or useful to people

navigation the act of finding where you are as you travel

Navigation Acts a series of British laws that restricted colonial American trade

neutral not supporting or agreeing with either side of a disagreement or war

nomadic not having a permanent home, but instead traveling from place to place

Northwest Passage an all-water route west from the Atlantic Ocean to the Pacific Ocean

O

ordinance a law or regulation, especially for a town or city

Oregon Trail a 2,000-mile route to Oregon that began in Independence, Missouri

P

pardon to forgive a crime or an action

parish a geographic area, often for a particular religious group

patent a legal document giving the inventor of an item sole rights to manufacture or sell it

Patriot a supporter of American colonists' struggle against Britain

peace medal a token given to American Indians by explorers of the American West

pension a regular payment of money to a person who has retired from work or the military

Pilgrim an English religious settler who moved to Plymouth Colony

pioneer a person who is the first to do something, such as living in a new place

plantation a large farm that requires many workers, usually found in warm climates

poll tax a restrictive tax that had to be paid by African Americans in order to vote

popular sovereignty the principle that a government gets its authority from the people

population the total number of people who live in a place

preamble an introduction; often refers to the introduction to the U.S. Constitution

precedent an action that is regarded as an example or guide to be followed in similar situations

prejudice an opinion or judgment formed unfairly or without knowing all the facts

primary source a firsthand account of an event; examples include letters, photographs, and diary entries

proclamation an official public announcement

pseudonym a fake name used to protect someone's identity

R

ratification approval; often refers to the process of approving the U.S. Constitution and its amendments

raw material a substance that is treated or processed and made into a useful finished product

Reconstruction the era after the Civil War in which the United States was rebuilt and reorganized

repeal to revoke, or cancel, a law or rule

reservation land set aside by the government for the use of American Indians

riot a noisy or violent public disturbance involving a lot of people

S

scarce hard to find or get, or available in quantities too small to meet demand

secede to formally withdraw from a group or organization; often refers to the secession of Southern states from the United States prior to and during the Civil War

secondary source a secondhand account of a historical event; examples include textbooks and biographies

sectionalism a cultural division of people based on geography

segregation the legal separation of people, often by race

Separatist a person who broke away from the Church of England

settlement the beginnings of a small village, with houses and other structures necessary for a community

sharecropping an economic system in which farmworkers were paid with a share of the crop

slaveholder a person who owns another person or people and makes them do unpaid labor

slave state a state in which slavery was legal

slogan a phrase or motto used by a business, a group, or an individual to express a goal or belief

social class a group of people in society with a similar way of life or range of income

sovereignty supreme power and authority

stagecoach a four-wheeled, horse-drawn coach used in the past to carry mail and passengers

subsistence farm a farm that grows only enough crops to feed the people who work there

T

tariff a tax on imported goods

tenant farmer a farmer who rents property instead of owning it

textile a woven or knitted fabric or cloth

tolerance the willingness to respect or accept the customs, beliefs, or opinions of others

township a division of a county, used only for some states

treason the crime of being disloyal to your country

treaty a formal written agreement between two or more countries

triangular trade a global economic trading system in which goods and people moved between Africa, Europe, and the Americas

tyranny a system of government in which a ruler has all the power and unfair laws are harshly enforced

U

unanimous agreed on by everyone

Underground Railroad a network of people who helped enslaved people reach freedom

unicameral refers to a legislative body with one chamber

Union the United States of America

Upper South a region of the United States that included slave states located close to the North

V

veto to reject something; often refers to the executive right to reject a bill

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Chapter 3: **76** TL: Courtesy of the National Maritime Museum/Greenwich, London/Michael Graham-Stewart Slavery Collection/ZBA2507, TR: Courtesy of LOC/Geography and Map Division/G3824.P5A35 1754 .H4 19--; BL: Courtesy of the Yale Center for British Art, BM: iS/janniswerner, BR: Courtesy of the National Archives of the Netherlands; **77** TL: Courtesy of LOC/LC-USZ62-54026, TM: Courtesy of the Colonial Williamsburg Foundation, TR: Courtesy of the Granger Collection, BL: Courtesy of LOC/LC-USZ62-123567, BR: © Napa/CC BY-SA 3.0; **80** Courtesy of LOC/Geography and Map Division/G3291.S12 coll .H3; **81** © Napa/CC BY-SA 3.0; **82** © Dennis Jarvis/CC BY-SA 2.0; **83** Courtesy of LOC/LC-DIG-pga-01451; **85** Courtesy of LOC/LC-USZ62-123567; **87** Courtesy of the Yale Center for British Art; **90** Courtesy of LOC/Rare Books Division/The New York Public Library/Astor, Lenox, and Tilden Foundations; **92** T: Courtesy of LOC/LC-DIG-pga-00394, B: Courtesy of the National Maritime Museum/Greenwich, London/Michael Graham-Stewart Slavery Collection/ZBA2507; **93** iS/janniswerner; **94** Courtesy of the Smithsonian Museum of American History/TE.H06590; **95** T: Courtesy of LOC LC-USZ62-7714, B: © Redjar/CC BY-SA 2.0; **96** Background: Courtesy of LOC/LC-DIG-pga-01451, TL: Courtesy of the National Park Service, TR: iS/ivan-96, M: Courtesy of the National Park Service, B: Courtesy of the Colonial Williamsburg Foundation; **97** First: *The Burning of Jamestown* by Howard Pyle. From Benson John Lossing, ed., *Harper's Encyclopaedia of United States History* (New York: Harper & Brothers, 1905), Second: Courtesy of LOC/LC-USZ62-54026, Third: Courtesy of the Granger Collection, Fourth: Public domain via Wikimedia Commons; **99** Courtesy of the National Archives of the Netherlands; **101** Courtesy of Immigrant Servants Database; **102** Courtesy of LOC/Geography and Map Division/G3824.P5A35 1754 .H4 19--; **103** © Godot13/CC BY-SA 3.0; **107** iS/JacobH; **109** Courtesy of the Colonial Williamsburg Foundation; **111** L: Courtesy of the Yale Center for British Art, FirstR: Courtesy of the National Maritime Museum/Greenwich, London/Michael Graham-Stewart Slavery Collection/ZBA2507, SecondR: Courtesy of LOC/Geography and Map Division/G3824.P5A35 1754 .H4 19--; ThirdR: Courtesy of LOC/LC-USZ62-54026, FourthR: Courtesy of the Colonial Williamsburg Foundation, FifthR: Courtesy of the Granger Collection

Chapter 4: **114** TL: Courtesy of the White House Historical Association, TR: Courtesy of LOC/LC-USZ62-9487, FirstB: Courtesy of the Granger Collection, SecondB: Courtesy of the Smithsonian/National Postal Museum, ThirdB: Courtesy of LOC/LC-USZC4-4971, FourthB: Courtesy of the United States Capitol; **115** TL: *New England Kitchen Scene*. From Joel Dorman Steele and Esther Baker Steele, *A Brief History of the United States* (New York: American Book Company, 1885), TM: Courtesy of LOC/LC-DIG-pga-10838, TR: Courtesy of LOC/LC-DIG-ppmsca-01657, BL: Courtesy of the Architect of the Capitol, BM: iS/Rawpixel, BR: Courtesy of the Architect of the Capitol; **117** Courtesy of LOC/LC-DIG-pga-10838; **118** Courtesy of the Smithsonian/National Postal Museum; **119** *New England Kitchen Scene*. From Joel Dorman Steele and Esther Baker Steele, *A Brief History of the United States* (New York: American Book Company, 1885); **120** Courtesy of LOC/LC-DIG-ppmsca-01657; **121** Courtesy of LOC/LC-USZ62-9487; **122** Courtesy of LOC/LC-USZCN4-164; **123** L: Courtesy of LOC/LC-D416-9855, R: Courtesy of LOC/LC-USZ62-49130; **126** Courtesy of LOC/LC-USZC4-4971; **127** Courtesy of the White House Historical Association; **130** Courtesy of the Museum of Fine Arts/Boston; **131** T: Courtesy of LOC/LC-DIG-ppmsca-15712, B: © Hal Sherman/CC BY 3.0; **132** Courtesy of LOC/LC-USZ62-10658; **133** Courtesy of the United States Capitol; **135** Shutterstock.com/f11photo; **136** Background: Courtesy of the United States Capitol, Foreground: iS/Andrea Izzotti; **137** L: iS/Andrea Izzotti, R: Courtesy of LOC/LC-USZ62-82852;

139 iS/Keith Lance; **140** T: *Washington Crossing the Delaware*. By Emanuel Leutze/1851/the Met/New York, B: Courtesy of the Architect of the Capitol; **141** Courtesy of LOC/LC-USZC2-3793; **142** Courtesy of LOC/LC-USZC4-4969; **143** iS/duncan1890; **144** Courtesy of the Architect of the Capitol; **148** Background: Courtesy of LOC/LC-USZCN4-164, TL: Courtesy of the US Army Center of Military History. DA Poster 21-37, TR: *Pulling Down the Statue of King George III, N.Y.C.* By Johannes Adam Simon Oertel/1859, M: © Maclean, Maggie/CC BY-SA 4.0, B: *Casimir Pulaski in Defense of Czestochowa*. By Juliusz Kossak/1883; **149** First: Courtesy of LOC/LC-DIG-ppmsca-15704, Second: Courtesy of Massachusetts Historical Society/Boston, Third: © Wellcome Images/CC BY 4.0, Fourth: © Miguel Hermoso Cuesta/CC BY-SA 4.0; **152** Courtesy of Cowan's Auctions; **153** T: Courtesy of the National Numismatic Collection at the Smithsonian Institution, B: Courtesy of the National Numismatic Collection at the Smithsonian Institution; **154** *Shays' Insurrection* by C. Kendrick. From Edward S. Ellis et al., *The People's History of the World* Vol. 6 (Chicago: W. D. Warren, 1900); **155** iS/Teneresa; **156** Courtesy of the Architect of the Capitol; **158** iS/IconicBestiary; **159** Courtesy of the Peace Palace Library; **162** iS/giftlegacy; **164** T, ML, and MR: © Social Studies School Service, B: iS/puruan; **165** T: iS/adamkaz, B: iS/Roberto Galan; **166** T: iS/SDI Productions, B: iS/Techa Tungateja; **167** iS/giftlegacy; **168** T: Courtesy of LOC/LC-USZC4-4097, B: *The Federalist* (vol. 1) J and A M'Lean, publisher, New York, 1788. From Rare Books and Special Collections Division in Madison's Treasures; **170** Courtesy of LOC/LC-USZ62-45589; **171** Background: Courtesy of NARA/1408042, First: iS/Rawpixel, Second: iS/Italia17, Third: iS/duncan1890, Fourth: © Office of Public Affairs/CC BY 2.0, Fifth: iS/Image Source, Sixth: iS/Image Source, Seventh: Titus Oates. From Robert Chambers, *Book of Days* (Philadelphia: J. B. Lippincott, 1879), Eighth: iS/Daviles, Ninth: iS/Nclauzing; **172** © Charles Edward Miller/CC BY-SA 2.0; **173** iS/jcamilobernal; **174** iS/duncan1890; **175** First: Courtesy of the White House Historical Association, Second: Courtesy of LOC/LC-USZ62-9487, Third: *New England Kitchen Scene*. From Joel Dorman Steele and Esther Baker Steele, *A Brief History of the United States* (New York: American Book Company, 1885), Fourth: Courtesy of LOC/LC-DIG-pga-10838, Fifth: Courtesy of LOC/LC-DIG-ppmsca-01657

Chapter 5: **178** TL and BL: Courtesy of Cornell University Library/Susan H. Douglas Political Americana Collection/2214, TR and BM: *Hoisting of American colors over Louisiana*. By Thure de Thulstrup/1904/Cabildo Museum/LA, BR: Courtesy of LOC/LC-DIG-pga-03028; **179** TL: Courtesy of LOC/LC-DIG-pga-03028, TM and BR: Courtesy of LOC/LC-DIG-pga-11189, TR: iS/ChrisBoswell, BL: Courtesy of LOC/LC-DIG-pga-01891, BM: Courtesy of the Women's Rights National Historical Park/National Park Service; **180** Courtesy of Internet Archive Book Images via Flickr; **181** Courtesy of Cornell University Library/Susan H. Douglas Political Americana Collection/2214; **182** Courtesy of the Metropolitan Museum of Art; **183** *The Pennsylvania Gazette*, May 24, 1796; **184** L: Courtesy of the National Gallery of Art/1954.7.2, R: Courtesy of the National Gallery of Art/1954.7.1; **187** T: iS/Matt Anderson, B: iS/THEPALMER; **191** T: *Bitwa na San Domingo*. By January Suchodolski/1845/Polish Army Museum, B: *Hoisting of American colors over Louisiana*. By Thure de Thulstrup/1904/Cabildo Museum/LA; **192** iS/StefaniePayne; **193** Courtesy of LOC/LC-DIG-pga-04448; **194** Courtesy of LOC/LC-USZC4-668; **195** T: *Lewis & Clark at Three Forks*. By Edgar Samuel Paxson/1912/Montana State Capitol, B: *Great Falls of the Missouri River*. By M. L. DeLong/c. 1907; **196** Background: iS/ChrisBoswell, T: Courtesy of the Missouri History Museum/N28367, B: Narcissa Prentiss Whitman. From O. W. Nixon, *How Marcus Whitman Saved Oregon* (Chicago: Star Publishing, 1895); **197** First: Courtesy of LOC/LC-USZ62-85205, Second: iS/FierceAbin, Third: Courtesy of LOC/LC-DIG-pga-07569, Fourth: Courtesy of the Texas State Library and Archives Commission; **198** Courtesy of LOC/LC-DIG-pga-03028; **200** iS/ideabug; **201** William Wells Brown by Lorenzo G. Chase. From W. Wells Brown, *Narrative of William W. Brown, an American Slave* (London: Charles Gilpin, 1849); **202** Courtesy of LOC/LC-DIG-pga-01891; **204** T: Public domain via Wikimedia Commons, B: Courtesy of LOC/LC-DIG-ds-03377; **205** Courtesy of LOC/LC-USZ62-103801; **207** Courtesy of LOC/LC-DIG-highsm- 27929; **208** iS/ChrisBoswell; **211** Courtesy of LOC/LC-DIG-pga-11189; **213** Courtesy of the Women's Rights National Historical Park/National Park Service; **215** L: Courtesy of LOC/LC-USZ62-103801, FirstR: Courtesy of Cornell University Library/Susan H. Douglas Political Americana Collection/2214, SecondR: *Hoisting of American colors over Louisiana*. By Thure de Thulstrup/1904/Cabildo Museum/LA, ThirdR: Courtesy of LOC/LC-DIG-pga-03028, FourthR: Courtesy of LOC/LC-DIG-pga-11189, FifthR: iS/ChrisBoswell

Chapter 6: **218** TL: Courtesy of LOC/LC-USZ62-15324, TR: Courtesy of the New York Public Library/EM15025, BL: Courtesy of LOC/LC-USZC4-5321, BR: Courtesy of LOC/LC-DIG-pga-04518; **219** TL: Courtesy of LOC/LC-DIG-pga-04682, TM: Courtesy of LOC/LC-DIG-pga-04033, TR: Courtesy of LOC/LC-DIG-ppmsca-58145, BL: Courtesy of LOC/LC-USZ62-15324, BM: Courtesy of LOC/LC-DIG-cwpbh-00554, BR: Courtesy of Granger Historical Picture Archive; **220** Courtesy of the Brown University Portrait Collection; **221** Courtesy of the Grand Lodge of British Columbia and Yukon; **222** Courtesy of LOC/LC-DIG-ppmsca-57689; **224** Courtesy of LOC/LC-DIG-pga-04518; **225** Harriet Tubman. By Benjamin Powelson/circa 1869/Swann Galleries; **226** Courtesy of the New York Public Library/EM15025; **227** T: Courtesy of LOC/LC-USZC4-5321, B: Courtesy of LOC/LC-USZC4-10315; **228** T: Courtesy of the National Portrait Gallery/NPG.80.21, B: Courtesy of LOC/National Woman's Party Records/Group II/Container II:275; **229** Courtesy of the Louisiana Research Collection at Tulane University; **231** Courtesy of LOC/LC-USF34-054302-D; **232** Courtesy of the National Portrait Gallery/NPG.93.476; **234** Courtesy of LOC/LC-DIG-pga-04769; **236** T: Courtesy of LOC/LC-USZ62-28493, B: Courtesy of LOC/LC-USZC4-5321; **238** iS/Robert_Ford; **240** Courtesy of the Bancroft Library/University of California/Berkeley; **241** Courtesy of LOC/LC-USZ62-105528; **242** Courtesy of LOC/LC-USZ62-72135; **243** Courtesy of LOC/Portfolio 4/no. 25/Stern catalog 5036; **244** T: Courtesy of LOC/LC-DIG-ppmsca-38385, B: Courtesy of the National Portrait Gallery/NPG.96.123; **245** Courtesy of LOC/LC-USZ62-15324; **248** Background: Courtesy of LOC/LC-DIG-pga-03898, TL: Courtesy of LOC/LC-DIG-ppmsca-58145, TR: Courtesy of Randolph Linsly Simpson African-American collection/Beinecke Rare Book & Manuscript Library/Yale University/New Haven, CT, M: Courtesy of LOC/LC-USZ61-1609, B: Courtesy of Internet Archive Book Images via Flickr; **249** First and Fourth: Public domain via Wikimedia Commons, Second: Courtesy of NARA/528267, Third: Courtesy of LOC/LC-DIG-cwpbh-00554; **250** Courtesy of LOC/LC-DIG-ppmsca-19610; **253** Courtesy of LOC/LC-DIG-pga-08709; **255** TL: Courtesy of LOC/LC-DIG-ppmsca-31465, TR: Courtesy of LOC/LC-DIG-ppmsca-57914, B: Courtesy of LOC/LC-DIG-ppmsca-35326; **256** T: Courtesy of LOC/LC-DIG-stereo-1s02838, B: Courtesy of LOC/LC-DIG-pga-04682; **257** Courtesy of LOC/G3701.S5 1861 .E4; **258** Courtesy of LOC/LC-DIG-pga-04031; **259** T: Courtesy of LOC/LC-DIG-pga-08518, B: Courtesy of LOC/LC-DIG-cwpb-01930; **260** T: Courtesy of LOC/LC-DIG-pga-01871, B: Courtesy of LOC/LC-DIG-pga-04033; **261** Courtesy of LOC/LC-DIG-ppmsca-09326; **262** T: Courtesy of LOC/LC-DIG-stereo-1s01796, B: Courtesy of the New York Public Library/b17539717; **264** Courtesy of Granger Historical Picture Archive; **265** Courtesy of LOC/LC-DIG-ppmsca-23851; **266** Courtesy of LOC/LC-DIG-pga-03898; **267** Courtesy of LOC/LC-USZ62-42028; **268** Courtesy of LOC/LC-DIG-ppmsca-08230; **269** Courtesy of LOC/LC-USZ62-13017; **270** © Blackwells/CC BY-SA 3.0; **271** Courtesy of LOC/LC-USZ62-105555; **272** Courtesy of LOC/LC-USZC6-79; **273** Courtesy of LOC/LC-DIG-ppmsca-37947; **274** Courtesy of LOC/LC-DIG-ppmsca-17564; **275** Courtesy of LOC/LC-DIG-ppmsca-58269; **276** Courtesy of LOC/LC-DIG-ppmsca-21005; **278** Courtesy of LOC/LC-USZ62-41744; **279** Courtesy of LOC/LC-USZ62-128619; **281** Courtesy of the National Portrait Gallery/NPG.2009.36; **282** Courtesy of LOC/LC-DIG-ds-13083; **284** Courtesy of LOC/LC-DIG-ppmsca-35326; **285** First: Courtesy of LOC/LC-USZ62-15324, Second: Courtesy of the New York Public Library/EM15025, Third: Courtesy of LOC/LC-DIG-pga-04682, Fourth: Courtesy of LOC/LC-DIG-pga-04033, Fifth: Courtesy of LOC/LC-DIG-ppmsca-58145

NYSTROM

Young Citizens

Investigate

5

Chapter 1 What Was Life like for the First People in the Americas?

Chapter 2 Why Did Europeans Come to the Americas?

Chapter 3 How Did the English Colonies Grow?

Chapter 4 How Did the 13 Colonies Become the United States?

Chapter 5 How Did the United States Expand?

Chapter 6 How Did the United States Struggle to Stay Together?

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