

This lesson will help you to understand the causes of the American Revolution, to identify documents that shaped US democratic traditions, to summarize provisions of the Articles of Confederation, and to understand how and why the Constitution was developed. Use it with core lesson 3. 1 American Revolution to reinforce and apply your knowledge.

Key Concept

After defeating the British, the new United States established a democratic government built on a foundation of English laws and government.

Core Skills & Practices

- Summarize Ideas
- Analyze Cause and Effect

English Colonies in America

British colonies were established in North America beginning in the late sixteenth century. Colonies in Virginia and New England provided English men and women a place to start a new life. Some sought religious freedom, while others sought economic gain. In each case, the settlements established rules and selected leaders to govern the colonies.

Directions: Use the passage to answer questions 1-4.

... having undertaken... a voyage to plant the first colony in [North America], [we] do... covenant and combine ourselves together into a civil body politic, for our better ordering and preservation... and by virtue hereof 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 Colony...

—The Mayflower Compact

- What was the purpose of this document?
 - It authorized Sir Walter Raleigh to set up a colony in North America.
 - It explained why the Pilgrims broke with the Church of England.
 - It established the rules by which the Pilgrims would govern themselves.
 - It gave the Pilgrims large portions of land in Massachusetts.
- How were the settlers who created this document different from the people who settled in Pennsylvania?
 - Settlers in Pennsylvania were more tolerant of religious differences.
 - Pennsylvania did not have a written law code.
 - The people who settled in Pennsylvania were not from England.
 - The Pennsylvania colony was not as successful as the Massachusetts colony.

3. This document is an early example of a(n)
- A. boycott.
 - B. charter.
 - C. constitution.
 - D. unicameral.
4. What is the definition of the word **colony** as it is used in this passage?
- A. a voyage of discovery
 - B. a religious organization
 - C. a land controlled by another nation
 - D. a market for another country's goods

The American Revolution

As Britain's empire in America grew, so did the expenses for governing colonies so far away. The costs of providing an army and material goods put a strain on England's economy. Taxes and other policies set forth by the King and Parliament were deemed unfair by many colonists. They felt no one in England was representing their cause before the governing bodies.

Directions: Read the passage below. Then answer the questions that follow.

Let these *truths* be indelibly impressed on our minds—that we cannot be HAPPY, without being FREE—that we cannot be free, without being secure in our property—that we cannot be secure in our property, if without our consent, others may, as by right, take it away—that *hues* imposed on us by parliament, do thus take it away—that duties laid for the sole purpose of raising money, are taxes—that attempts to lay such duties should be instantly and firmly opposed—that this opposition can never be effectual, unless it is the united effort of these provinces...

(excerpt from "Letter XII," *Letters from a Farmer in Pennsylvania* by John Dickinson, 1768)

5. Dickinson was most likely writing in opposition to which of the following?
- A. the Townshend Acts
 - B. the Boston Massacre
 - C. the American Revolution
 - D. the Continental Congress
6. The main reason most colonists opposed British taxes was that they
- A. could not raise enough money to pay the taxes.
 - B. preferred to pay taxes to the French government.
 - C. believed that paying taxes went against their religion.
 - D. had no representatives in the British Parliament.
7. Many colonists responded to the taxes mentioned in Dickinson's letter by participating in
- A. colonies.
 - B. boycotts.
 - C. minutemen.
 - D. declarations.
8. What is the definition of the term **indelibly** as it is used in this passage?
- A. hesitantly
 - B. temporarily
 - C. permanently
 - D. without delay

Directions: Read the passage below. Then answer the questions that follow.

We therefore beseech your Majesty, that your royal authority and influence may be graciously interposed to procure us relief from our afflicting fears and jealousies... and to settle peace through every part of our Dominions... and that, in the mean time, measures may be taken for preventing the further destruction of the lives of your Majesty's subjects; and that such statutes as more immediately distress any of your Majesty's Colonies, may be repealed.

9. This passage was most likely taken from

A. the Declaration of Independence.

B. the Olive Branch Petition.

C. the Mayflower Compact.

D. the Articles of Confederation.
10. This document was written in response to

A. the Boston Massacre.

B. the Tea Party.

C. the Stamp Act and the Townshend Acts.

D. the Battles of Lexington and Concord.
11. King George III responded to this document by

A. calling for peace.

B. signing it.

C. rejecting it.

D. attacking the colonies.

The Confederation Period

Recognizing the weaknesses of the Articles of Confederation, Congress convened a Constitutional Convention which produced the US Constitution.

Directions: Answer the following questions.

12. In the chart below, identify the characteristics of the Articles of Confederation and the Constitution

- A. Passing laws requires approval of 9 of 13 states.

B. Government divided into three branches

C. Representation based on population in House of Representatives
- D. Each state gets one vote in Senate.

E. Congress has no authority to pass taxes.

F. Trade regulated by states

Articles of Confederation	Constitution

13. Use the graphic organizer below to place the following events in chronological order from left to right. Second Continental Congress, Constitution Ratified, Stamp Act, Articles of Confederation, Battle of Yorktown, Great Compromise, Boston Massacre, Treaty of Paris, Battles of Lexington and Concord

	→		→	
	→		→	
	→		→	

14. On a separate sheet of paper, write an essay in which you compare and contrast the differences and similarities between the ideals of the authors of the Constitution and the status of enslaved people and women in the 1700s.



Test-Taking Tip

You don't always need to remember specific dates to fill in timelines. Just try to focus on what caused specific events. For example, we know that the Second Continental Congress was called for a reason—what was it? Try to link this reason to events that might be related to it.

This lesson will help you understand how the United States grew geographically, identify the causes and consequences of the War of 1812, and explain how westward expansion affected Native American policy. Use it with core lesson 3. 2 A New Nation to reinforce and apply your knowledge.

Key Concept

After the Revolutionary War, the United States endured conflicts within and struggled with other countries as well.

Core Skills & Practices

- Relate Ideas Within Text
- Sequence Events

The Growth of the Nation

The expansion of the new United States was aided by the Northwest Ordinance of 1787 and the newly ratified Constitution, which created a federal government with a much stronger executive branch than that of the Articles of Confederation and a new president, George Washington.

Directions: Read the passage below. Then answer the questions that follow

So soon as there shall be five thousand free male inhabitants of full age in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect a representative from their counties or townships to represent them in the general assembly...

1. This passage is most likely taken from the
A. United States Constitution.
B. Articles of Confederation.
C. Treaty of Paris.
D. Northwest Ordinance of 1787.
2. This document dealt with the organization of the western lands controlled by the United States; these lands are referred to as _____
3. _____ states were added to the Union as a result of this document.



Test-Taking Tip

When answering a fill-in-the-blank question, if the blank occurs within a sentence, make sure the sentence makes sense after writing in your answer. Keep track of verb tenses when writing text, and use appropriate units when writing numbers.

Directions: Use the chart below to answer questions 4 and 5.

Roles and Responsibilities of the
Executive Departments

Department	Leader's Title	Main Area of Responsibility
State Department	Secretary of State	dealing with other nations
Treasury Department	Secretary of the Treasury	looking after the nation's finances
War Department	Secretary of War	defending the nation

4. The offices described in this chart were created by
- popular vote.
 - an act of Congress.
 - presidential appointment.
 - an article of the Constitution.
5. Which department would be involved in monitoring conflict between nations that are allies of the United States?
- War Department
 - State Department
 - Treasury Department
 - Secretary of the Treasury
6. Using the chart below, write the letter of the condition that caused each of the following treaties in the bin below.

Treaty of Greenville	Treaty of Paris, 1783	Jay's Treaty	Pinckney's Treaty

- British troops would not withdraw from American forts.
- Tecumseh, a Shawnee leader, and other tribes attacked white settlers in the Ohio Valley.
- The Continental Army defeated the British in the American Revolution.
- Spain was worried about American interference in its territories in North America.

Directions: Read the passage below. Then answer the questions that follow.

Louisiana Purchase Treaty (1803)

Robert Livingston and James Monroe closed on the sweetest real estate deal of the millennium when they signed the Louisiana Purchase Treaty in Paris on April 30, 1803. Then were authorized to pay France up to \$10 million for the port of New Orleans and the Floridas. When offered the entire territory of Louisiana—an area larger than Great Britain, France, Germany, Italy, Spain and Portugal combined—the American negotiators swiftly agreed to a price of \$15 million.

Although President Thomas Jefferson was a strict interpreter of the Constitution who wondered if the U. S. Government was authorized to acquire new territory, he was also a visionary who dreamed of an “empire for liberty” that would stretch across the entire continent. As Napoleon threatened to take back the offer, Jefferson squelched whatever doubts he had and prepared to occupy a land of unimaginable riches.

7. Why would a strict interpretation of the Constitution have prevented Thomas Jefferson from moving forward with the Louisiana Purchase?
 - A. It would have kept him from asking Congress to raise taxes to pay for the land.
 - B. It would have kept him from acquiring the land because there was no specific provision for acquiring land in the Constitution.
 - C. It would have required him to get approval from each of the states before proceeding with this acquisition.
 - D. It would have kept him from entering into a treaty with a foreign country.
8. What did Jefferson consider more important than constitutionality in making this decision?
 - A. his popularity with the American people
 - B. removing all foreign landowners from America
 - C. eradicating slavery in the new territory
 - D. providing for future growth of the nation
9. The Louisiana Purchase led directly to the
 - A. Lewis and Clark Expedition.
 - B. Treaty of Greenville.
 - C. War of 1812.
 - D. Trail of Tears.

The War of 1812

Issues with Great Britain continued for several years after the American Revolution ended, and soon, war again became inevitable.

Directions: Read the following questions. Then select the correct answers.

10. Which of the following was an outcome of the War of 1812?
 - A. an upsurge in American nationalism
 - B. the signing of Jay’s Treaty
 - C. increased tensions with Spain
 - D. the establishment of a new American navy

11. Congressmen who pushed for war with Great Britain were referred to as _____

- A. Doves
- B. Jefferson
- C. Federalists
- D. War Hawks

12. General _____ rose **to national** prominence following his victory at the Battle of New Orleans.

- A. Adams
- B. Jackson
- C. Jefferson
- D. Washington

Manifest Destiny

In the early 1800s, Americans were angry with the British for impressing American sailors and for taking American ships. On June 18, 1812, Congress declared war against Britain. In 1815, the Treaty of Ghent ended the war. Britain and the United States agreed to restore any territories taken during the war.

Directions: Read the passage below. Then answer the questions that follows.

The whole continent of North America appears to be destined by Divine Providence to be peopled by one *nation*, speaking one language, professing one general system of religious and political principles, and accustomed to one general tenor of social usages and customs. For the common happiness of them all, for their peace and prosperity, I believe it is indispensable that they should be associated in one federal Union.

—John Quincy Adams

13. In this quote, John Quincy Adams is expressing an idea that became known as

- A. the Annexation of Texas.
- B. from sea to shining sea.
- C. the American Revolution.
- D. Manifest Destiny.

15. Which of the following was one of the negative consequences of Adams's declaration?

- A. war with Spain
- B. Native American removal
- C. the Battle of New Orleans
- D. the Louisiana Purchase

14. Which of the following events can be seen as a direct result of the beliefs espoused by Adams?

- A. Jay's Treaty
- B. the War of 1812
- C. the Annexation of Texas
- D. the Battle of Tippecanoe

This lesson will help you understand the causes and effects of the Civil War, and help you analyze a writer's point of view and use of persuasive language. Use it with core lesson 3.3 Civil War and Reconstruction to reinforce and apply your knowledge.

Key Concept

The Civil War began as an attempt to preserve the Union, but it ended with the abolition of slavery in the United States.

Core Skills & Practices

- Analyze Point of View
- Recognize Persuasive Language

Slavery in the United States

Though slavery was a vital part of the Southern economy, many northerners began the movement to end slavery.

Directions: Use the map below to answer questions 1 and 2.



- Which of the following best explains why it was so important to opponents of slavery that Missouri not enter the Union as a slave state?
 - Missouri had a higher population of enslaved workers than any other territory.
 - Most of the country's enslaved workers were purchased in markets in Missouri.
 - They did not believe that Missouri should have the same rights as the original states.
 - Its entry would upset the balance between the slave and free states in the Senate.
- Which other state was created as a result of Missouri's admission to the Union?
 - Michigan
 - Maine
 - Louisiana
 - Oregon

Directions: Read the following questions. Then select the correct answers.

3. People who were opposed to slavery were known as
 - A. abolitionists.
 - B. slave traders.
 - C. confederates.
 - D. unionists.
4. Which of the following groups would most likely have supported the expansion of slavery?
 - A. poor farmers
 - B. factory owners
 - C. wealthy planters
 - D. newspaper publishers

Civil War

In the spring of 1861, seven southern states seceded from the Union and formed the Confederate States of America. On the morning of April 12, 1861, Confederate guns fired on Fort Sumter and began the Civil War.

Directions: Read the passage below. Then answer the questions that follow

In *your* hands, my dissatisfied fellow-countrymen, and not in *mine*, is the momentous issue of civil war. The Government will not assail *you*. You can have no conflict without being yourselves the aggressors. *You* have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to “preserve, protect, and defend it.”

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

—Abraham Lincoln, First Inaugural Address

5. Which of the following best explains why Lincoln stressed that the Union would not provoke a civil war?
 - A. Lincoln was not confident in the North’s military leadership.
 - B. Lincoln did not want to alienate slave states that had stayed in the Union.
 - C. Lincoln still thought the Missouri Compromise would settle the issue.
 - D. Lincoln knew that the northern economy depended on southern cotton.
6. Lincoln’s speech is characterized by his use of
 - A. bias.
 - B. relevant language.
 - C. rhetorical language.
 - D. persuasive language.
7. A little more than a month after Lincoln delivered this address, Confederate forces attacked Union troops at
 - A. Fort Sumter.
 - B. Lexington and Concord.
 - C. Gettysburg.
 - D. Washington, D. C.

Directions: Use the chart below to answer question 8.

8. Using the terms and the chart below, identify the relative advantages of the North and the South in the Civil War.

More factories and materials

Familiarity with battlegrounds

More men of military age

Only needed to fight to a draw

More railroads and banks

Naval superiority

North	South

9. On a separate sheet of paper, write a paragraph analyzing how the outcome of the war might have been different if the Confederates had won at Gettysburg.



Test-Taking Tip

When completing a drag-and-drop activity, first check to see which information you recall, and then sort the parts of that known piece of information first. This will shorten the list and make it easier for you to sort the remaining pieces of information, especially if a logical pattern begins to appear.

Reconstruction

The period after the Civil War is known as Reconstruction because it was necessary to restore the Union and fix the destruction in the South caused by the war.

10. Identify the conditions under which former Confederate states were allowed back into the Union by writing the letter for the correct answer choices in the box below.

Conditions for Re-Admittance to the Union

- A. The South would be divided into five military districts.
- B. States would have to write new constitutions that repealed secession rights.
- C. The states would have to ratify the 13th Amendment.
- D. Only soldiers below the rank of sergeant would be pardoned.
- E. Formerly enslaved people would not be included in any provisions of the plan.

Directions: Read the passage below. Then answer the questions that follow

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.

- 11. This excerpt is most likely taken from the
 - A. Thirteenth Amendment.
 - B. Fourteenth Amendment.
 - C. Fifteenth Amendment.
 - D. Sixteenth Amendment.
- 12. Many Southern states responded to this amendment by passing
 - A. slave laws.
 - B. black codes.
 - C. the Fourteenth Amendment.
 - D. indentured servant codes.
- 13. Northerners originally opposed these measures, but eventually turned away from Reconstruction for reasons that could best be classified as
 - A. religious.
 - B. political.
 - C. economic.
 - D. ethical.

European Settlement and Population of the Americas Lesson 3. 4

This lesson will help you understand why immigrants came to the United States, identify where they settled, and understand how they were received. Use it with core lesson 3. 4 European Settlement and Population of the Americas to reinforce and apply your knowledge.

Key Concept

As immigrants came to America, they settled in cities and spread throughout the growing West.

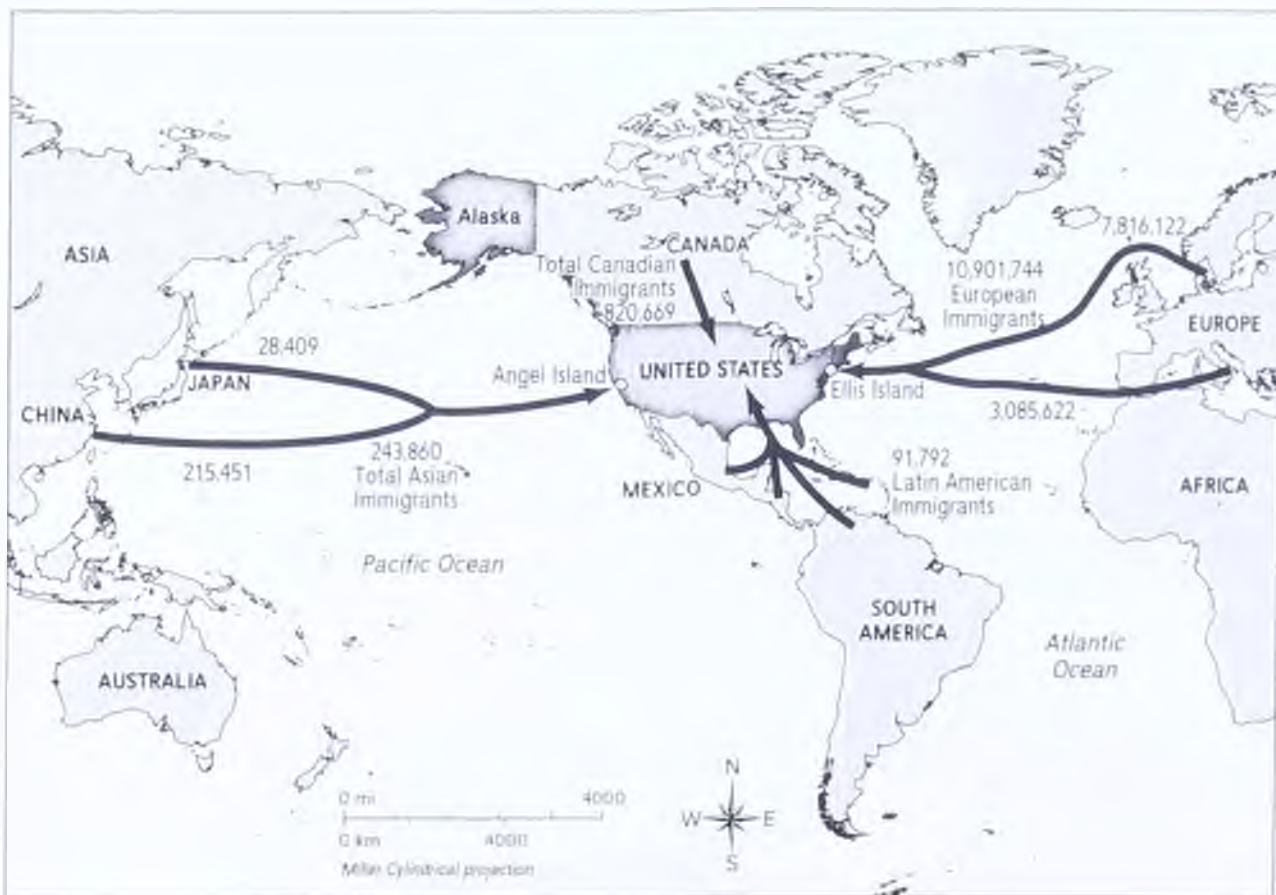
Core Skills & Practices

- Summarize Ideas
- Find Details

The Growth of Immigration

The United States not only grew geographically in the period from 1820 to 1920, but it also grew in population due to the more than 33 million immigrants who moved to the United States from other countries.

Directions: Use the map below to answer questions 1-3.



1. Most immigrants from Europe during this period settled in
A. midwest farms.
B. east coast cities.
C. southern plantations.
D. southwestern ranches.
2. Based on the information in this map, you can conclude that the problem of overcrowding was most pronounced in the
A. northeast.
B. west.
C. midwest.

3. The total number of Asian immigrants was _____

4. Use the terms below to identify the different push factors and pull factors that increase immigration.

Religious Intolerance

Democracy

Poverty

Religious Freedom

Economic Opportunity

Political Oppression

Push Factors	Pull Factors

5. On a separate sheet of paper, describe how the American population changed between 1820 and 1920, including the response of Americans to these changes.



Test-Taking Tip

When answering questions involving a map, make sure you read the question first so you can know what to look for when you study the map.

Life in America

By the end of the 19th century, more than half of all Americans were living in cities instead of on farms, encouraging a rise of poor living conditions and three distinct social classes.

Directions: Read the passage below. Then answer the questions that follow.

Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feel your way, if you cannot see it. Close? Yes!... That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak!... In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain. But the saloon, whose open door you passed in the hall, is always there. The smell of it has followed you up. Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean?

—excerpt from *How the Other Half Lives* by Jacob Riis, 1890

6. The passage is most likely describing life in a
- A. farm.
 - B. suburb.
 - C. city center.
 - D. tenement house.
7. This passage shows that one of the greatest dangers facing immigrants was
- A. gang violence.
 - B. poor sanitation.
 - C. political corruption.
 - D. unsafe working conditions.
8. To combat the problems described in this passage, some reformers created _____, which offered a variety of services that helped poor immigrants.

Directions: Answer the following question.

9. Write the descriptions provided in the table below to accurately describe each social class.

Settled with others of the same ethnic group

lived in city centers

Lived in neighborhoods on the edge of cities

Commuted to places of work downtown

Owned horses and carriages

Lived farthest from the city center

Social Class Divisions

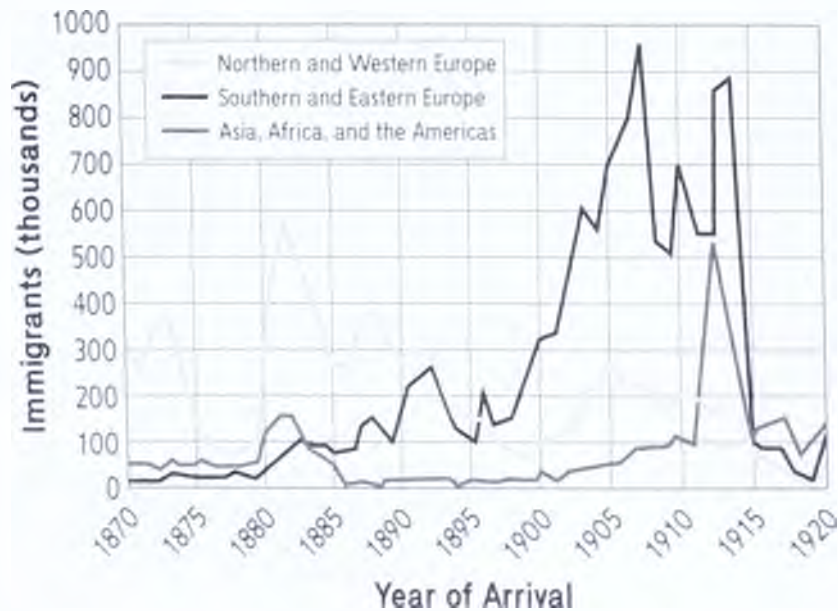
Upper Class	Middle Class	Lower Class

Discrimination Against Immigrants

Adapting to life in America was not easy for many immigrants, and their differences often made them targets of discrimination.

Directions: Use the chart below to answer questions 10-13.

Immigration to the United States, 1870-1920



10. Which of the following groups was most opposed to the increase in immigration illustrated in the chart above?
 - A. women
 - B. Catholics
 - C. Progressives
 - D. nativists
11. Which of the following best explains why some Americans opposed this new wave of immigration?
 - A. Immigrants from southern and eastern Europe had different religions and traditions.
 - B. Immigrants tended to push native-born citizens out of the city centers.
 - C. Immigrants from Asia and Eastern Europe were opposed to democratic institutions.
 - D. Immigrants built new factories that caused pollution and unsafe working conditions.
12. Which of the following best explains the decline in Asian, African, and Latin American immigration between 1880 and 1885?
 - A. the Progressive Movement
 - B. the Chinese Exclusion Act
 - C. the Spanish-American War
 - D. the Mexican Revolution
13. In 1885, Northern and Western immigration totaled _____