

US History: Revolutionary War through the Depression

History is the study of people, places, and events in the past. Certain people, events, places, and decisions probably stand out when you think of your own past. These are all important parts of who you are today. Similarly, the United States has been shaped by people, events, and decisions throughout its history.

In this chapter, you will learn what shaped the United States from its earliest days through the Great Depression. As you read, think about events today that are similar to events of the past. How does the past help us make decisions in the present?

In this chapter you will study these topics:

Lesson 2. : Early Democratic Traditions

Two documents written long ago in England—the Magna Carta (1215) and the English Bill of Rights (1689)—protected the people from the abuse of the king. These documents and others, such as the Mayflower Compact, provided models for the Declaration of Independence and the Articles of Confederation.

Lesson 2. 2: Revolution and a New Nation

Increased taxation without representation in government led colonists to rebel against English rule. Once the colonists won their independence, they developed a new form of government. As the country grew, settlers moved west. This expansion led to conflict in territories that belonged to other nations.

Lesson 2. 3: The Civil War and Reconstruction

Tension between slave states and free states led seven states to break away from the Union and form the Confederate States of America. The Civil War was fought to keep the United States whole. Eventually the war resulted in the end of slavery. After the war, the Reconstruction effort tried to rebuild what had been destroyed.

Lesson 2. 4: The Progressive Era, World War I, and the Depression

Progressive politics challenged the influence of large monopolies in the late 1800s and early 1900s. The United States became a major world power after it joined the Allies in World War I and helped them to victory. The Great Depression in the 1930s began with the stock market crash of 1929. Many workers lost their jobs. As a result, people lost their homes, farms, and other property.

Goat Setting

Why is it important to study US history?

- to find out what important events helped shape the country
- to understand the causes and the effects of conflict and war
- to understand the values and principles the country was founded on

Think about the reasons people study US history.

- to pass a citizenship test
- to find out what challenges people faced in settling the United States
- to understand the reasons people came to the United States
- to learn the reasons certain heroes and holidays are celebrated in the United States

What do you hope to learn from the lessons in this chapter? List some of your ideas here. As you read this chapter, think about these goals.

Early Democratic Traditions

Lesson Objectives

You will be able to

- Identify the documents that shaped US democratic traditions
- Explain the idea of social contract
- Summarize the provisions of the Articles of Confederation

Skills

- Core Skill: Analyze Events and Ideas
- Reading Skill: Summarize Ideas

Vocabulary

assembly
charter
declaration
legislature
peer
representative government
summarize

KEY CONCEPT: The government of the United States is built on a foundation of English laws and government.

You may have heard the expression "Let's not re-invent the wheel."

The idea behind this saying is that we should not waste time duplicating what others have done. The wheel was invented long ago; today the question is how can we improve the wheel. For example, tires continue to be made with stronger materials and safer designs.

In the **same** way, when people form the government of a new nation, they often look to previous examples to see what has worked well.

Influential Documents

A series of historical documents from England and the British colonies provided ideas that shaped the government of the United States.

The English Bill of Rights

After the Magna Carta was signed in 1215, the king met regularly with the nobles. This group eventually included representatives of the common people. By the late 1300s the group became a lawmaking body, or **legislature**. It became known as Parliament. This style of governing was an early form of **representative government**—government in which people elect others to rule for them.

During the 1600s, many political struggles took place between the king, Parliament, and the people. Parliament passed the Bill of Rights in 1689. It **stipulated**, or demanded, that the rulers rule by the consent of the governed, who were represented by Parliament. It also stated that people have the right to a fair trial by a jury of their **peers**, or equals, and that people should not suffer cruel or unusual punishments.

The Mayflower Compact

The Church of England was a state church. This meant that anyone who did not belong to the church went to jail. The Pilgrims separated from the church and left England. They sailed on the *Mayflower* and arrived at what is now Plymouth, Massachusetts, in December 1620.

During the voyage, all was not peaceful among the passengers. Realizing that they needed to work together to form a system of government, they created a document known as the Mayflower **Compact**. This agreement was signed by the 41 adult males on the *Mayflower*. In the compact, they promised to follow laws and rules.

SUMMARIZE IDEAS

Writing a summary will help you to understand and remember the text you have read. When you **summarize**, you use your own words to restate the most important information. Summaries are useful when you want to review material or study for a test.

To summarize information, look for the main idea. Identify the details that support it. Look for places where the author has repeated or emphasized important ideas. A graphic organizer, such as a web or a chart, can help you organize the information.

Read the following paragraph. In a notebook, take notes as you read. Then summarize the information in the paragraph. Write one sentence that contains the most important ideas.

(1) King John signed the Magna Carta (Great Charter) in 1215, granting rights to the people of England. (2) His barons forced the king to sign the document. (3) The rights granted can be divided into nine categories. (4) Some of the ideas and phrases in the US Constitution were taken from the Magna Carta.

Magna Carta

- signed in 1215
- gave rights to the people of England
- nine categories of rights granted
- US Constitution borrowed ideas

The Magna Carta, which was signed in 1215, granted rights to the people of England and influenced the US Constitution.

The Fundamental Orders of Connecticut

Later some English settlers went to nearby Connecticut. In 1639, representatives chosen from three towns in that colony met. They created a civil charter, the Fundamental Orders of Connecticut. A **charter** is a written code of rules or laws.

Core Skill Analyze Events and Ideas

The genius of the Founders was their ability to take ideas they knew about and apply these ideas in a new situation. The laws and government structure of England formed a basis for how the colonies would function. Eventually they were the basis of the government in the new nation.

Today documents are written in schools, workplaces, housing developments, and other organizations to help people live and work together.

In a notebook, name one such agreement you know about. Explain how its rules encourage members to cooperate.

WRITE TO LEARN

As you read about the Mayflower Compact on page 74, identify the main idea of the section. Then write a summary of the section in your notebook.



THINK ABOUT SOCIAL STUDIES

Directions: Answer these questions.

1. Which right was guaranteed by the English Bill of Rights?
 - A. the right to free speech
 - B. the right to a fair trial by a jury of their peers
 - C. the right to bear arms
 - D. the right of freedom of religion
2. What makes the Fundamental Orders of Connecticut unique?
 - A. It allowed only members of the church to vote.
 - B. It applied to all the towns in the Connecticut colony.
 - C. It is the only document that men consulted when writing the US Constitution.
 - D. It makes no mention of a king or any other government.

One interesting feature of the Fundamental Orders of Connecticut is that the document does not mention the king of England or any existing government. Another feature is that, unlike the rules in other colonies, it extended voting rights to community members who owned land even if they were not members of the church. The Fundamental Orders of Connecticut seems to be the first constitution written to create a government. A century and a half later, those who wrote the US Constitution had a model to use.

Reading Skill

Summarize Ideas

When you summarize a passage, you restate only the most important ideas. Begin by finding the main idea, that is, the most important point in the passage. The main idea of a paragraph may be stated directly or it may be implied. Then determine which details support the main idea.

As you read the first paragraph under "Articles of Confederation," ask yourself, *What is the most important point?*

Then summarize the paragraph in your own words.

Declaration of Independence

In 1776, after the American Revolution had begun, a group of men met in Philadelphia to consider the question of independence. They began working on the document that became the Declaration of Independence. In less than a month, the document was presented to the entire **assembly**, or group. Thomas Jefferson of Virginia wrote most of the document. The **declaration**, or statement, begins by stating its purpose and defining basic rights. Next it states the charges against George III, king of England. The document ends with the declaration of freedom.

Jefferson stated that the Declaration of Independence contained no new political ideas. It borrowed the idea of a **social contract**, the idea that government is a contract between the governing authority and the people. The role of government is to protect the people's liberty, property, and lives. In return, the people give up some freedom and agree to follow the government's decisions. On July 2, 1776, twelve of the thirteen colonies voted to approve the document. Two days later, it was officially adopted.

Articles of Confederation

Following the end of the American Revolution, the new country needed a government. The first constitution, the Articles of Confederation, guided the country from 1781 to 1789. The men who wrote the Articles did not want a strong central authority. They were afraid of repeating the harshness they had endured under Great Britain. There was no president. The Articles also created a **unicameral** legislature. This means that the legislature had only one chamber, unlike Parliament, which had two chambers. The legislature had the power to control war and foreign affairs, borrow money, and control the postal service. In reality, it could not force the states to pay taxes or to send troops.

The states were not united. Every state made its own rules and printed its own money. Most states had their own navies. States taxed goods from other states, making commerce between the states difficult. People's loyalty was to their state, not to the country.

Vocabulary Review

Directions: Use these words to complete the following sentences.

assembly charter declaration legislature peers representative government

The colonists gathered in a(n) _____ to discuss how they were going to form a government. The first order of business was making a _____ in which the freedom of the colonists was announced. The Founders wanted a _____, a document stating the laws of the new country. Most colonists wanted a _____ because they believed that the people should elect a group to rule for everyone. The group that was elected would become a _____, or lawmaking body. It was important to the colonists that people have fair trials by a jury of their _____.

Skill Review

Directions: Read the passage below. Then on a separate sheet of paper, write a brief summary of how the Founders applied ideas from the Iroquois League in a new context.

The Iroquois League of Nations, which formed before AD 1500, linked five tribes under a single government. The Iroquois League functioned with a Grand Council of male chiefs who represented the five clans. These leaders met to discuss common issues and to reach agreements. John Rutledge of South Carolina had encountered this tradition when he was attending a congress in New York. Years later he suggested that some of its provisions become part of the government structure of the new nation.

Skill Practice

Directions: Choose the one best answer to each question.

- Which document first guaranteed the basic rights of British people?
 - Articles of Confederation
 - Declaration of Independence
 - Magna Carta
 - Mayflower Compact
- The Declaration of Independence contained no new political ideas. What advantage might this have given it?
 - It would not anger the king.
 - It contained ideas the people knew about.
 - It would restore peace with England.
 - It made the document confusing.

Writing Practice

Directions: The English Bill of Rights, Mayflower Compact, Declaration of Independence, and Articles of Confederation all had some ideas in common. Write a paragraph summarizing some of the main points these documents had in common. In the conclusion of your paragraph, describe how these documents became part of the government of the new nation.

Revolution and a New Nation

Lesson Objectives

You will be able to

- Understand the causes and effects of the American Revolution
- Understand how and why the Constitution was developed
- Recognize how the new nation grew geographically and economically

Skills

- Core Skill: Identify Cause-and-Effect Relationships
- Reading Skill: Understand Cause and Effect

Vocabulary

annex
cause
Constitution
effect
expansion
federal
independence
revolution
sectional

KEY CONCEPT: After defeating the British, the new United States established a democratic government. As the nation grew, conflict between regions increased.

Think about a disagreement that you have had with a friend or family member. How did you resolve the disagreement? Was the other person satisfied with the resolution?

Compromise is important **in** resolving disagreements. A compromise is reached when both sides find a solution that is agreeable to them. To reach a fair compromise, both sides must be flexible. When creating the new federal government, the founders compromised on several issues.

The American Revolution

In 1763, England passed several laws that resulted in new taxes for the American colonists. Among the laws were the Sugar Act, the Stamp Act, and the Tea Act. These laws angered colonists. They had no political representation in England, where the laws were passed. The colonists protested these laws by dumping tea into Boston Harbor on December 16, 1773. This event is known as the Boston Tea Party.

The English responded with the Intolerable Acts. Boston Harbor was closed until the colonists paid for the destroyed tea. In addition, colonists were forced to pay for housing English soldiers.

In response, the colonists called for a meeting of the First Continental Congress. The delegates met in 1774 to draw up a document that stated their loyalty to the king of England but also outlined their rights. They formed a plan to **boycott**, or refuse to buy, British goods.

In April 1775, British troops and American colonists fought in Massachusetts at Lexington and Concord. The battles marked the beginning of the American Revolution. A **revolution** is the overthrow of a government or ruler and replacement with another government.

The Second Continental Congress met later in 1775. It voted to establish an army, and it named George Washington as commander in chief. In July 1776, the Second Continental Congress adopted the Declaration of Independence. The Declaration established the principle that government must be based on the **consent**, or agreement, of the governed.

The colonists waged a five-year war with England. It ended in 1781 with the surrender of the British at Yorktown, Virginia. The Americans had won their **independence**; they were no longer under the control of the British government.

The American Revolution marked the first time that a European power had lost a colony to an independent movement. This influenced the successful slave revolution against the French in Haiti (1795-1803) and later struggles against Spanish rule in Latin America in the early nineteenth century.

UNDERSTAND CAUSE AND EFFECT

Writers frequently use **cause** and **effect** to show how one event causes another event to happen. For example, the introduction of a new technology can lead to greater productivity for some companies. This would be a positive effect. On the other hand, the new technology might allow machines to do much of the work that people had done in the past. This could mean that many workers will lose their jobs. This would be a negative effect.

CAUSES	EFFECTS
development of new technology	more productivity
machines replace people	increased unemployment

Identify cause-and-effect relationships by looking for key words and phrases such as *because, since, therefore, as a result, consequently, the reason was, if... then, led to, the outcome was, the result was, brought about, was responsible for, and accordingly*.

Identify the cause and the effect in this passage. Circle the phrase that signals the cause-and-effect relationship.

The British government passed many new laws taxing the colonists. As a result, colonists boycotted British goods to avoid paying these new taxes.

Cause: The British government passed new tax laws.

Effect: Colonists boycotted British goods.

The phrase signaling the cause-and-effect relationship is *as a result*.

Research It Identify Reliable Sources

When conducting online research, it is important to find reliable sources of information. Usually that means using websites created by educational, government, and professional institutions.

Use reliable online sources to find out more about the quest for independence in another country in the Americas or elsewhere. Identify where this revolution took place, who led it, who the revolutionists were fighting, and why the people wanted the revolution.

Take notes as you do research. Then share your findings with a partner.

Core Skill

Identify Cause-and-Effect Relationships

You can use a two-column chart to identify cause-and-effect relationships. The chart makes it easier to visualize how one event is connected to another. It can also show how some effects may, in turn, become causes.

Look at the example of the two-column chart.

Causes	Effects
Articles of Confederation created a weak federal government	Interstate commerce was difficult to conduct.
Interstate commerce was difficult to conduct.	The nation was in an economic depression.

In a notebook, create a two-column chart like the one above. Use the chart to identify the causes and the effects that resulted from the new Constitution.

Creating the Constitution

The years after the Revolutionary War (1783-1789) were troubled times. The nation was in a serious economic depression. The Articles of Confederation were adopted in 1781. They established a weak national government with no executive branch or court system. The government had no power to tax or to regulate commerce between the states. Interstate commerce was difficult because each state could issue its own **currency** (the bills and coins used in trade) and often charged its own taxes on goods.

Meetings held in some states in 1785 and 1786 led to a call for a Constitutional Convention. The convention opened in Philadelphia in May 1787.

One of the main issues was the division of power between the central government and the states. The final **Constitution**, the document that defined the basic laws and principles of government for the United States, represented a compromise between centralized power and states' rights. The government in Washington increased its powers. It gained the right to tax, create an army and navy, control foreign trade, make treaties, and control currency. The states, however, still maintained important responsibilities. The kind of arrangement that divides power between a central government and the states is called a **federal** system.

Another compromise was reached over the issue of whether enslaved people should be counted in population totals. If they were, Southern states would have greater representation in the House of Representatives. Southern delegates argued that slaves should be counted. Northern delegates said that if enslaved people were counted for representation, they should be counted for taxation.

The Three-Fifths Compromise agreed that only three-fifths of all enslaved people would be counted in population totals. This gave slave states more power in the House of Representatives. The Constitution also protected the slave trade for at least 20 years.

The Louisiana Purchase

The new nation had gained from England most of the land east of the Mississippi River. In 1800, Spain gave France most of the Louisiana Territory. This gave France control over the Mississippi River. In 1803, President Thomas Jefferson bought the huge Louisiana Territory for \$15 million. The purchase doubled the size of the United States. It also put the Mississippi River firmly under US control.

The War of 1812

The War of 1812 was fought over English interference with US merchant ships. The war ended with no clear winner. However, the War of 1812 was important for the United States for two reasons. First, it united Americans by temporarily making national interests more important than **sectional**, or local, interests. Second, it proved that the United States had a strong military. With new land open in the West and the removal of the English threat, there was opportunity to expand US territory.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to each question.

1. What system of government did the Constitution establish?

2. Identify two effects of the War of 1812.

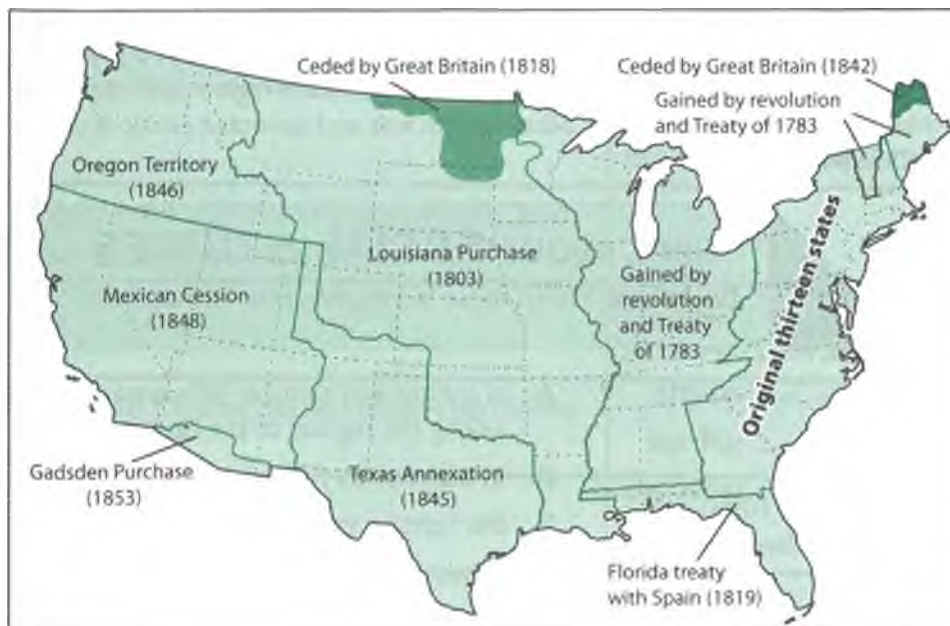
Westward Expansion

Expansion means “increase” or “enlargement.” From 1800 to 1850, Americans believed that it was their destiny, or fate, to occupy the land from the Atlantic Ocean to the Pacific Ocean. This belief, and the policies that developed from it, came to be called **Manifest Destiny**. The United States soon obtained Florida from Spain and Texas from Mexico.

The Mexican government gave grants of land in its province of Texas to American settlers during the 1820s. Later these settlers revolted against Mexico. They declared Texas an independent republic in 1836. The brief but fierce war was famous for the battle of the Alamo in San Antonio.

In 1845, the United States **annexed**, or added on, Texas as a state. This angered many Mexicans. When US troops occupied a border region claimed by Mexico, the Mexican War began. The United States won the war. It took control of an area that now makes up the states of California, Nevada, Utah, Arizona, New Mexico, Texas, and parts of Oklahoma, Kansas, Colorado, and Wyoming. The United States also acquired the Oregon Territory from England.

THE UNITED STATES EXPANDS, 1783-1853



Reading Skill

Understand Cause and Effect

Key words and phrases can help you identify cause-and-effect relationships.

As you read the section on Economic Development, circle the key words and phrases that help you identify cause-and-effect relationships.

WRITE TO LEARN

Think about two countries that are currently at war or have fought with each other in the past. In a notebook, write one paragraph explaining what caused the war. Write a second paragraph describing how the war has affected the people, lands, and culture of those two countries.

Economic Development

Economic growth was rapid during the early 1800s. This period is called the Industrial Revolution. The building of canals and the development of the steamboat created a big increase in transportation by water. That, in turn, resulted in an increase in trade. After the 1820s, building railroads became a major economic activity. By 1860, the United States was crisscrossed with about 30,000 miles of railroad tracks.

The cotton industry brought in more money than all other **exports** (goods sent to another country) combined. This cotton boom began with Eli Whitney's invention of the cotton gin in the 1790s. The cotton gin could clean the large amounts of cotton that were needed for manufacturing. The Industrial Revolution led to the establishment of large mechanized mills in England and New England where cotton was processed. The demand for Southern cotton grew. In this way, cotton helped firmly establish slave labor as the basis for the South's economy.

Issues about democratic rights became important during Andrew Jackson's presidency (1829-1837). Previously most states had required people to be property owners in order to vote. Now this requirement was dropped. All white male citizens over the age of 21 could vote. However, Native Americans, women, and African Americans still could not vote.

More Americans wanted to **abolish**, or get rid of, slavery. These people helped create an antislavery movement in the North and West. This resulted in popular support for the Union position in the Civil War.

Women continued to have few rights, but they were active in early antislavery societies. The experience of fighting for the rights of enslaved persons helped women fight for their own rights. Women's suffrage, or the right of women to vote, became a major cause. In 1848, Elizabeth Cady Stanton and Lucretia Mott founded the first national women's organization at Seneca Falls, New York. Its goal was equal rights for women.

The growth of the United States and the development of regional economies created political problems. The Southern economy was based on slavery and the export of cotton. The Western economy was based on crops grown on small farms. The North, especially the Northeast, became the region of shipping, finance, and industry. These differences led to the growth of sectional identification. Politicians in each region defended their region's economic interests. Sectionalism was an important cause of the Civil War.

THINK ABOUT SOCIAL STUDIES

Directions: Match these words with their definitions.

- | | |
|-----------------------|--|
| 1. _____ exports | A. economic and political differences among the regions of the United States |
| 2. _____ suffrage | B. to add territory |
| 3. _____ sectionalism | C. the right to vote |
| 4. _____ annex | D. goods sent to other countries |

Vocabulary Review

Directions: Use these words to complete the following sentences.

annexed Constitution expansion federal independence Revolution sectional

1. The American _____ gave the colonists _____ from Britain.
2. The _____ established the division of power between the federal government and the states. It created a _____ system.
3. The belief in Manifest Destiny was a cause of westward _____.
4. The state of Texas was _____ by the United States in 1845.
5. Strong _____ differences existed throughout the United States.

Skill Review

Directions: Identify the cause and the effect in the passage below.

1. An unfortunate result of national growth was increasing conflict with Native Americans. The federal government's policy was to move Native Americans west of the Mississippi River. Cherokees and Creeks were forcibly moved from the Carolinas, Georgia, and Alabama to the Oklahoma Territory in the late 1830s.

Cause: _____

Effect: _____

Directions: Look at the chart below. Fill in the missing causes or effects.

CAUSES AND EFFECTS OF THE AMERICAN REVOLUTION

Causes	Effects
	Colonists protest the tax laws and boycott English goods.
British troops and American militia fight battles at Lexington and Concord.	
	An army is established; George Washington is named commander in chief
In 1776 the Declaration of Independence is adopted.	
	The United States becomes an independent nation.



1. According to the map, in which region did most states vote no on the question of annexing Texas?
 - A. South
 - B. West
 - C. Northeast
 - D. Southeast
2. Which conclusion about the voting pattern does the map support?
 - A. The Northern states were opposed to adding another Southern state in the Union.
 - B. The Northern states supported Mexico's right to Texas.
 - C. The Southern states preferred that Texas stay independent.
 - D. The Northern states feared Texas's industrial competition.

Directions: Answer the following questions. Questions 3 and 4 refer to this excerpt from the Declaration of Independence.

“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 abolish it, and to institute a 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.”

3. Which words best describe what the founders meant by "unalienable rights"?
 - A. rights that came into being when the colonies were established
 - B. rights given by a monarch
 - C. rights that cannot be taken away
 - D. rights that exist with the president's consent
4. Why do you think the founders included the right of the people to alter or abolish the government?
 - A. They wanted to be sure that the government represented the will of the people.
 - B. They wanted to restore a monarchy.
 - C. They wanted to be sure they would have control over the people.
 - D. They wanted to give more power to the military.
5. What was the purpose of the Boston Tea Party?
 - A. to entertain British soldiers
 - B. to celebrate the Stamp Act
 - C. to protest unfair British laws in the colonies
 - D. to increase the amount of tea the colonies exported to Britain
6. What effect did the American Revolution have on other colonies and countries?
 - A. Most other countries took on democratic forms of government.
 - B. Some areas of Latin America rebelled against Spain's control.
 - C. The English founded several new settlements in colonial America.
 - D. Taxes increased in other colonies.

Writing Practice

Directions: Look at the chart you completed on page 83. Use your chart to write a short essay explaining several causes and effects of the American Revolution. Use signal words that indicate cause-and-effect relationships.

LESSON 2.3

The Civil War and Reconstruction

Lesson Objectives

You will be able to

- Identify the events and issues that led to the Civil War
- Understand the advantages and disadvantages of the North and the South during the Civil War
- Recognize how Reconstruction affected the South and the lives of newly freed African Americans

Skills

- **Reading Skill:** Recognize Persuasive Language
- **Core Skill:** Analyze Point of View

Vocabulary

abolitionist
context
point of view
poll tax
Reconstruction
secede
surrender
territory

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

Have you ever felt that you have been discriminated against or treated unfairly? Despite many laws that have been passed since the nation was founded, many minority groups continue to fight for equal rights and to protest unfair treatment. The Civil War ended slavery, but it did not end discrimination or sectional differences.

The Problem of Slavery

Sectionalism continued to deepen the divide in the country. The economy in the North was based on industry—manufacturing, free labor, and many kinds of farming. The economy in the South was based on single-crop plantations that relied on slave labor.

The argument over slavery was at the heart of sectionalism. The divide grew sharper as the new western **territories**, land controlled by the US government, were settled. **Abolitionist**, or antislavery, forces wanted slavery banned in new territories. Proslavery forces wanted the future states to decide for themselves whether to allow slavery in their states.

Whether the western territories joined the union as free states or slave states could tip the political balance in the US Congress. Before the new states were admitted to the Union, there were 11 slave states and 11 free states. Peace was kept only through a series of compromises.

The Missouri Compromise of 1820 admitted Missouri as a slave state and Maine as a free state. In addition, it prohibited slavery in the northern part of the territory acquired in the Louisiana Purchase.

In 1849, California asked to be admitted to the Union as a free state. Again Congress was divided along sectional lines. The Compromise of 1850 attempted to give both sides something of what they wanted.

The Compromise of 1850	
Northern Compromises Won	Southern Compromises Won
<ul style="list-style-type: none"> • California admitted as a free state • slave trade outlawed in the District of Columbia 	<ul style="list-style-type: none"> • no restrictions on slavery in the territories of Utah and New Mexico • passage of the Fugitive Slave Act, a law that helped slave owners recover runaway slaves

Although the Compromise of 1850 settled the issues in Congress, many people in the North were angry over the Fugitive Slave Act.

RECOGNIZE PERSUASIVE LANGUAGE

Writers use persuasive language to try to influence a reader's opinion on an issue or reaction to an event. The words that a writer chooses may reflect his or her feelings or beliefs about a certain topic.

Persuasive language can be used in both fiction and nonfiction. The author tries to convince the reader to agree with the **point of view**, or opinion, presented in the text. You will become aware of persuasive language if you look for strong words that show the author's bias.

Read the passage below. The author has strong feelings about one of the men she describes. Look for the persuasive words used by the author. List these words in a notebook.

Late in the afternoon of a chilly day in February, two gentlemen were sitting alone over their wine, in a well-furnished dining parlor, in the town of P—, in Kentucky. There were no servants present, and the gentlemen, with chairs closely approaching, seemed to be discussing some subject with great **earnestness** [seriousness].

For convenience sake, we have said, **hitherto** [up to this point], two gentlemen. One of the parties, however, when critically examined, did not seem, strictly speaking, to come under the species. He was a short, thick-set man, with coarse, **commonplace** [ordinary] features, and that swaggering air of **pretension** [ambition] which marks a low man who is trying to elbow his way upward in the world.

—Excerpted from *Uncle Tom's Cabin*, by Harriet Beecher Stowe

Words such as “coarse,” “commonplace,” “pretension,” and “low” convey a sense that the writer does not like the man and wants the reader to dislike him as well. This feeling is emphasized by the writer's descriptions of the man as a social climber (“trying to elbow his way upward in the world”).

Research It Locate Sources

If you want to learn more about the events described in this lesson, many sources are available. Examples:

- **Nonfiction**

Mary Chesnut's Diary
Team of Rivals by
Doris Kearns Goodwin
Memoirs by
Ulysses S. Grant
Battle Cry of Freedom
by James McPherson

- **Fiction**

Hospital Sketches by
Louisa May Alcott
March by Geraldine
Brooks
Shiloh by Shelby Foote
North and South by
John Jakes
Gone with the Wind by
Margaret Mitchell

- **Movies**

Cold Mountain (2003)
Gettysburg (1993)
Shenandoah (1965)

- **Television**

Andersonville (1996)
The Civil War (1990)

Select one event mentioned in this lesson. Use a search engine to find a book, a movie, and a TV show about this event. Record the list in your notebook.

Reading Skill

Recognize Persuasive Language

Frederick Douglass was a former enslaved person who became a leading spokesperson for abolition and equal rights for African Americans. Following is part of a speech he gave in April 1865.

"I have had but one idea for the last three years to present to the American people, and the phraseology in which I clothe it is the old abolition phraseology. I am for the 'immediate, unconditional, and universal' enfranchisement [right to vote] of the black man, in every State in the Union. Without this, his liberty is a mockery; without this, you might as well almost retain the old name of slavery for his condition; for in fact, if he is not the slave of the individual master, he is the slave of society, and holds his liberty as a privilege, not as a right. He is at the mercy of the mob, and has no means of protecting himself."

In a notebook, write one sentence that states Douglass's opinion. Then identify key words and phrases that he uses to emphasize his point. Explain why you think Douglass is (or is not) successful in persuading his audience.

Further events contributed to the growth of antislavery feelings:

- In 1852, Harriet Beecher Stowe published her best-selling novel *Uncle Tom's Cabin*. The book showed the harshness of slave life.
- In 1854, Senator Stephen Douglas introduced a bill to create the Kansas and Nebraska territories. In order for his bill to pass, Southern senators insisted that the Missouri Compromise be overturned and slavery be allowed in the new territories. The Kansas-Nebraska Act undid the compromise. It allowed slavery in the territories if the people who settled there voted for it.
- In the *Dred Scott* case of 1857, the Supreme Court ruled that enslaved people were not citizens. They were the property of their masters. The Court said that the Constitution protected slave owners' property rights, so Congress could make no law prohibiting slavery.
- In 1859, John Brown, a militant abolitionist, attacked the federal arsenal at Harpers Ferry (now part of West Virginia). An **arsenal** is a place where weapons are stored. Brown wanted to arm enslaved persons for rebellion. He failed and was hanged.

Founding of the Republican Party

The Kansas-Nebraska Act angered many members of both the Whig and the Democratic political parties. In 1854, antislavery members joined together to form the Republican Party. This new party was opposed to the spread of slavery. In 1860, its presidential candidate, Abraham Lincoln, won the presidential election.

THINK ABOUT SOCIAL STUDIES

Directions: Read the sentences below. Then number the sentences 1 to 5 to put the events in sequence.

- _____ The Dred Scott case protects the rights of property owners.
- _____ Harriet Beecher Stowe's novel *Uncle Tom's Cabin* helps build strong feelings against slavery.
- _____ The Missouri Compromise limits slavery to land south of Missouri.
- _____ John Brown is hanged after attacking the federal arsenal at Harpers Ferry.
- _____ Republican Abraham Lincoln is elected president.

The Civil War

The South believed that the balance of power had been permanently tipped against it by the 1850s. Northern political and economic strength grew when California, Oregon, and Minnesota joined the Union. Southern leaders feared that a Republican president meant that slavery would be abolished. In late 1860 and early 1861, seven states voted to **secede**, or withdraw, from the Union. They formed the Confederate States of America.

President Lincoln, however, was unwilling to allow the Union to break up. In 1861, the Civil War began between the North and the South. Each side had certain advantages.

The Civil War	
Northern Advantages	Southern Advantages
<ul style="list-style-type: none"> • greater population • industrial resources, such as factories and shops to produce weapons and other supplies • more railroads to get supplies to troops • control of the national treasury 	<ul style="list-style-type: none"> • strong military tradition and excellent military leaders • most of the fighting happened on Southern land • farmers could produce plenty of food

The Civil War began as an attempt by President Lincoln to save the Union. However, in 1863, Lincoln issued the **Emancipation Proclamation**, which freed the slaves living in Confederate states. Many former enslaved persons joined the Union Army as it moved through the South. This helped strengthen the Union Army.

The Battle of Gettysburg

In 1862 and 1863, Southern troops marched steadily north. They defeated the Union in battles at Fredericksburg and Chancellorsville, Virginia. On July 1, 1863, Union and Confederate forces clashed in Gettysburg, Pennsylvania. Over four days, the battle raged on. There were heavy **casualties** (deaths and injuries) on both sides. Finally Southern troops retreated to Virginia. The battle was a turning point in the war.

In November 1863, President Lincoln went to the field where the battle had taken place. Part of it was being dedicated as a military cemetery. There he gave one of his most famous speeches, the Gettysburg Address. Here are portions of his speech:

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal....

“... we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

After four long years, the North’s superiority wore down the Confederate states. General Robert E. Lee’s army was defeated. It **surrendered**, or gave up the fight, in the spring of 1865.

President Lincoln was re-elected in 1864. However, he was shot and killed on April 14, 1865, by John Wilkes Booth. The nation was shocked and saddened.

Core Skill

Analyze Point of View

Point of view is the way a person looks at events or issues. For example, someone living in the South in 1860 had one point of view about slavery, while someone living in the North might have had a different point of view. A person's experience, family, and location all affect point of view.

When reading letters, speeches, and newspaper articles, it is helpful to understand the point of view of the author. The reader must recognize the historical **context**, or situation, in which the writing was done.

As you read, ask yourself these questions:

- What was happening at this time in history?
- What is author's point of view?
- What is the purpose of the account—to persuade or simply to provide facts?
- What does the account tell you about the author?

Read the excerpt from the Gettysburg Address on this page. In a notebook, answer the questions above.

Reading Skill

Recognize Persuasive Language

When public figures give speeches, they are often trying to persuade their listeners in some way. Listen to one of these speeches: Martin Luther King's "I Have a Dream" speech (<http://archive.org/details/MLKDream>) or Richard Nixon's "Checkers" speech (<http://archive.org/details/RichardNixoncheckersSpeech>).

In a notebook, answer these questions about the speech you listened to. *What is the goal of the speaker? What persuasive words does he use? Why do you think this speech is remembered today?*

WRITE TO LEARN

Pick an issue in your community that is important to you. Write a paragraph about that issue. Use persuasive language to convince readers of your point of view.

THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to these questions.

1. Why do you think the North's advantages were more beneficial than the South's advantages?

2. How did the Emancipation Proclamation affect the war?

Reconstruction

The time of rebuilding following the Civil War is known as the **Reconstruction** era. Abraham Lincoln's successor, President Andrew Johnson, proposed plans similar to Lincoln's to try to reunite the divided nation. His plan included these features:

- Confederate officers and politicians would be **pardoned**, or forgiven, if they took an oath of loyalty to the Union. High-level officers and officials had to ask the president for a pardon.
- Southern states had to pass new constitutions. These constitutions had to repeal secession. They also had to ratify, or approve, the Thirteenth Amendment, which abolished slavery.
- States had to refuse to pay Confederate war debts.

Once these conditions were met, the states could hold elections. Many Confederate officials returned to Southern legislatures in 1865. The legislatures passed what were called the **Black Codes**. These laws severely restricted the rights of former enslaved persons.

Radical Republicans in Congress were enraged by the actions of Southern state legislatures. They wanted protection for the rights of those people who were now free and other social changes. The Radicals were in favor of a tough policy toward the South and former Confederate officials. Their conflicts with President Johnson became so heated that they brought impeachment proceedings against him. However, the Senate did not convict Johnson of wrongdoing.

The Radicals sponsored important constitutional **amendments**, changes or additions to the Constitution. The Thirteenth Amendment (1865) abolished slavery. The Fourteenth Amendment (1868) made African Americans citizens with equal rights under the law. The Fifteenth Amendment (1870) granted African American men the right to vote.

The Radicals' Reconstruction plan temporarily forced many former Confederate officials out of office. For the first time, African Americans were elected to statewide offices and to the US Senate. In the South, the Freedmen's Bureau set up the first schools for African Americans.

Reconstruction ended in 1877 as part of a compromise between conservative Republicans and Southern Democrats. After the disputed presidential election of 1876, an agreement gave the presidency to Republican Rutherford B. Hayes. In exchange, Hayes agreed to pull US troops out of the South.

Reconstruction made few economic and social changes in the South. Large plantations still remained. The freed men had little land and no economic opportunities. Many issues of justice and equality would not be settled for another hundred years.

After Reconstruction ended, a new system of segregation destroyed any remaining hopes for racial equality. **Poll taxes**, fees paid before voting, and literacy tests denied both African American men and poor white men their right to vote. These abuses continued until the civil rights protests of the 1960s led to federal laws outlawing such practices.



THINK ABOUT SOCIAL STUDIES

Directions: Match the terms with their definitions.

- | | |
|----------------------|---|
| _____ 1. Black Codes | A. made African Americans citizens |
| _____ 2 Thirteenth | who equal rights under the law |
| _____ 3. Amendment | B. gave African American men the right to vote |
| _____ 3. Fourteenth | C. laws passed by Southern |
| Amendment | legislators to restrict the rights |
| _____ 4. Fifteenth | of former enslaved persons |
| Amendment | D. abolished slavery |

Vocabulary Review

Directions: Use these words to complete the following sentences,

abolitionist poll taxes Reconstruction secede surrendered territories

1. The Civil War ended when the Confederate Army _____ in the spring of 1865.
2. South Carolina was the first state to _____ after Lincoln was elected president.
3. A(n) _____ is someone who tried to bring slavery to an end.
4. The Missouri Compromise and the Compromise of 1850 tried to settle the question of slavery in new _____
5. _____ were used to keep African Americans from voting.
6. _____ did not create permanent social changes in the South.

Skill Review

Directions: Underline the words or phrases that are examples of persuasive language. Then identify the point of view of the author.

1. This passage is from a newspaper editorial published after the *Dred Scott* decision.

The three hundred and forty-seven thousand five hundred and twenty-five Slaveholders in the Republic, accomplished day before yesterday a great success—as shallow men estimate success. They converted the Supreme Court of Law and Equity of the United States of America into a propagandist of human Slavery....

... The conspiracy is nearly completed. The Legislation of the Republic is in the hands of this handful of Slaveholders. The United States Senate assures it to them. The power of the Government is theirs.

2. The following passage is from a newspaper editorial published after John Brown's failed raid on the arsenal at Harpers Ferry.

In its immediate results this affair is a ridiculous, miserable failure. It could be nothing else. That Brown with his handful of deluded followers expected to arouse a general servile **insurrection** [uprising], overthrow existing governments, emancipate the entire body of Southern slaves, and build up a government of his own, only exhibits the pitiable plight into which the mad fanaticism of Abolition hurls its **votaries** [followers]. The culprits will attain the martyrdom which they seem to covet, and thus will end this contemptible disgraceful farce.

Skill Practice

Directions: Choose the one best answer to each question that follows. Questions 1 and 2 refer to this chart.

ECONOMIC RESOURCES IN 1860

Resources	North	South
population	71%	29%
railroad mileage	72%	28%
iron and steel	93%	7%
farm output	65%	35%

Skill Practice (continued)

1. Which resource gave the North the greatest advantage compared to the South?
 - A. population
 - B. railroad mileage
 - C. iron and steel
 - D. farm output
2. According to the chart, which conclusion can you draw?
 - A. The South had a superior railroad system.
 - B. Regional economic development before the Civil War was equal.
 - C. The South had great agricultural wealth.
 - D. The North had economic advantages over the South.
3. Which statement describes the main reason the South seceded from the Union?
 - A. It underestimated Lincoln.
 - B. It believed it could win the conflict.
 - C. It feared a majority of free states would vote to abolish slavery.
 - D. It wanted to stop abolitionists from provoking slave rebellions.
4. What effect did President Lincoln's Emancipation Proclamation have on the war?
 - A. It turned the war to save the Union into a war to end slavery.
 - B. It had no effect on the North's war effort.
 - C. Former enslaved persons joined the Confederacy.
 - D. It greatly helped the Confederacy.
5. In the years leading up to the Civil War, why was the abolition of slavery more acceptable to the North than the South?
 - A. People in the North did not own slaves.
 - B. The Northern economy depended on Southern cotton.
 - C. There were more African Americans in the North than in the South.
 - D. Northerners supported the Fugitive Slave Act.
6. What was an effect of the Black Codes passed during Reconstruction?
 - A. Slavery was extended.
 - B. The rights of African Americans were restricted.
 - C. African American men gained the right to vote.
 - D. Civil rights for African Americans were guaranteed.

Writing Practice

Directions: Write a letter home from the perspective of a soldier during the Civil War. You may be a member of the Union Army or the Confederate Army. Describe your feelings about why you are fighting in the war.

LESSON 2.4

The Progressive Era, World War I, and the Depression

Lesson Objectives

You will be able to

- Understand the economic and social issues of the Progressive Era
- Evaluate the impact of World War I on the United States
- Identify the results of FDR's New Deal

Skills

- **Core Skill:** Interpret Political Cartoons
- **Reading Skill:** Interpret Graphics

Vocabulary

identify
irony
muckrakers
progressive
reforms
social

KEY CONCEPT: Industrialization, a world war, and a bust-and-boom economy led to major social and economic changes in the first half of the twentieth century.

In the first decade of the twenty-first century, major advances in technology changed the work place. The United States was involved in foreign wars, and a real estate boom fueled social and economic changes. In the first four decades of the twentieth century, the nation dealt with similar issues.

The Progressive Era 1900-1917

In the last quarter of the nineteenth century, the United States transformed from a rural farming society into an urban industrial society. By 1900 the United States had replaced Great Britain as the leading industrial producer in the world. However, many Americans were concerned about worsening social conditions brought about by industrialization and urbanization. Labor strife continued. Abuses of child labor were widespread. Living and working conditions deteriorated in the cities.

At the same time, the wealth that was generated by the new industrial economy became more concentrated in a small number of families. This concentration of economic power helped cause a serious depression in 1907. Political institutions that had been suitable for a nation of farmers and small-business people could not deal with the problems of a large-scale industrial society. The developing economic, social, and political crises led to a time known as the **Progressive Era**. *Progressive* refers to a time of moving forward. This period lasted roughly from 1900 to 1917, when the United States entered World War I.

Industrialization had created a large new class of industrial workers. It also created a large urban middle class and a very small class of wealthy industrialists and financiers. Each of these groups had its own ideas about how the country should make **reforms**, or changes, to improve society and remove abuses. Many in the middle class felt that large corporations were destroying America's free-enterprise system. This system relied on free and open competition among companies.

Radical journalists, called **muckrakers**, exposed corruption in business and politics and influenced many people. For example, in his books and articles, Lincoln Steffens exposed the corruption, poverty, and boss-run political systems in the large cities.

The growing strength of radicals and the influence of the middle class forced the Democratic and Republican parties to take reform seriously. At first, reforms were carried out at state and local levels. Local reforms included sanitation laws, building codes, and child welfare laws. But local financial resources were limited. Reformers wanted the federal government to help solve the most serious problems.

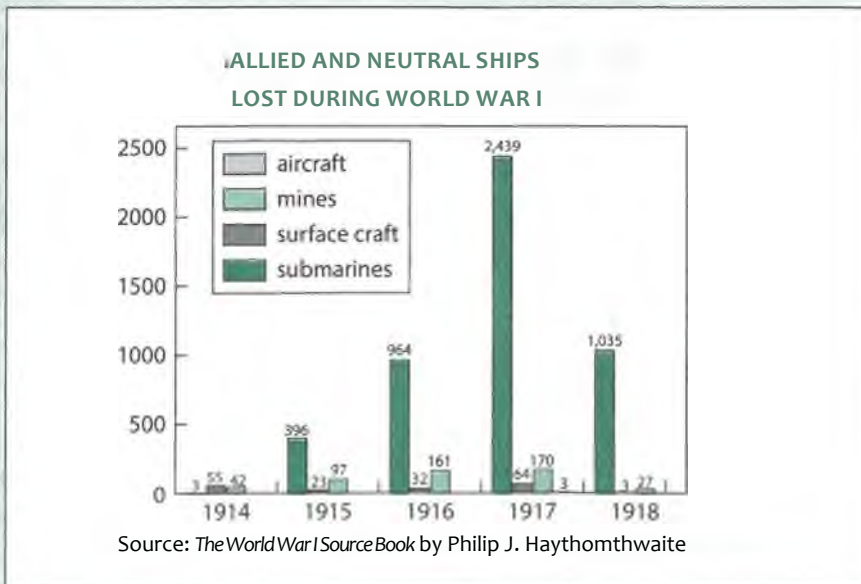
INTERPRET GRAPHICS

Sometimes a passage contains a lot of **statistics**, or information given in numbers. When this happens, it might be difficult for readers to understand. That's why writers use tables, graphs, and charts. These **illustrations**, or images, make it easier to see relationships between the numbers.

When looking at a table, graph, or chart, pay attention to the title, caption, and labels. These will tell you what information is contained in the graphic. Also, look at the key, if any. This will say what the colors indicate.

Use the bar graph below to answer these questions:

1. How were most allied and neutral ships lost?
2. When were attacks on allied and neutral ships worst?



For every year but 1914, the green bar is much higher than any of the others. The key shows that the green bar indicates ships lost to submarines. Thus, the answer to question 1 is "by submarine attack."

In the year 1917, all the bars are highest for all groups, so the answer to question 2 is "1917."

WRITE TO LEARN

Social workers and muckrakers faced the social problems of the Progressive Era head-on. They achieved considerable success in changing society.

What problems could a muckraker write about in today's society? Select a problem and write an editorial on what you think should be done to solve the problem.

Core Skill

Interpret Political
Cartoons

Reading a cartoon is much like reading other texts. Note the title or caption.

Identify characters; that is, figure out who is represented. Try to understand the artist's viewpoint so you can interpret the message.

Find a political cartoon in a current newspaper. Ask yourself the following questions:

- What does the title tell you?
- What do the words in the drawing explain?
- What is the artist's point of view toward the subject?

Research It

Locate Reliable Sources

During the Progressive Era, both men and women worked to point out the difficult living and working conditions of the poor and to make improvements in daily life.

Use a search engine to find information about one of the following Progressive reformers. Take notes as you read about the person.

Jane Addams
John Dewey
Florence Kelley
Upton Sinclair
Frances Willard

Then write one paragraph that introduces the reformer and tells what the person did to change the world.

Society was deeply divided over what to do. Some people supported an idea called **Social Darwinism**. Its main belief is that society is based on the survival of the fittest. To them, wealth was a symbol of survival. Nature intended for some people to succeed and others to fail. Social Darwinists did not want government to take part in social reforms.

Others believed that reforms were necessary to keep the system from falling into economic disorder. Their spokesperson was President Theodore Roosevelt. He pushed for reforms to control the worst abuses of big business. The Progressive Era produced a long list of legislative reforms. Some of these included the regulation of railroads, the establishment of the Federal Trade Commission, and child labor laws.

THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to each question.

1. Why did living and working conditions in the cities improve during the Progressive Era?

2. Why did Progressive Era social reformers turn to the federal government for help?

World War I

In 1914, Archduke Francis Ferdinand, the heir to the Austro-Hungarian throne, was assassinated. This sparked a war between rival groups of European nations—the Allies and the Central Powers. The United States stayed out of the war until 1917. Then Germany stepped up its submarine attacks on US passenger and merchant ships. The United States was forced into the war on the side of the Allies.

Allies	Central Powers
Great Britain France Russia Italy United States Japan	Germany Austria-Hungary Ottoman Empire (Turkey)

By the time the United States entered the war, the warring countries were tired of fighting and neither side seemed able to win. US soldiers helped break this stalemate. On November 11, 1918, the Germans signed an armistice, or truce. Today we celebrate that date as Veterans Day.

World War I made the United States a major world power. President Woodrow Wilson proposed Fourteen Points to make a lasting peace, including free trade and open **diplomacy** (negotiations between nations). He also proposed the **League of Nations**, an international organization to help nations settle disputes. However, the other Allied leaders decided that the enemy, especially the Germans, needed to be taught a lesson. Despite Wilson's efforts, the peace treaties were harsh.

Republican leaders in the US Senate opposed Wilson's peace plans. They kept the United States from signing the peace treaties and joining the League of Nations. They feared that joining the League of Nations would force the United States to go to war if conflicts arose. The country retreated into **isolationism**, a policy of not participating in international relations. It stayed there until forced into war again in 1941.

The Roaring Twenties

Isolationism meant that world affairs were quiet for the United States in the 1920s. At home, though, a lot was happening. President Calvin Coolidge said that "the chief business of the American people is business." That certainly seemed true. Giant companies developed and expanded modern forms of production and marketing. Mass-production assembly lines produced more goods at lower prices. Americans bought telephones, radios, and automobiles.

Chain stores and department stores replaced small shops. Industrial production rose 64 percent between 1919 and 1923. Many workers' **real wages** (that is, wages adjusted for inflation) rose 24 percent. Stock dividends often increased by 100 percent. Expanding industry brought more women into the work force. The Nineteenth Amendment (1920) gave women the right to vote.



Reading Skill Interpret Graphics

Cartoons, like photos, can be sources of historical information. Political cartoons are drawings in which the artists express their opinions about individuals, governments, businesses, and **social** conditions (that is, conditions relating to human society). Political cartoons are drawn to be humorous, or even ridiculous. Cartoonists make use of **irony**—showing things in a way that is the opposite of the way they really are.

Ask yourself the following questions when you are studying a political cartoon:

- What is the cartoon about? Does the topic help identify a period of history?
- What context clues (such as the way people are dressed) help you understand the cartoon?
- Are there labels or dialogue? Are the words familiar? What do the words tell you about the historical period?
- How does the artist use irony in the words or situation? What does this tell you about the artist's point of view?

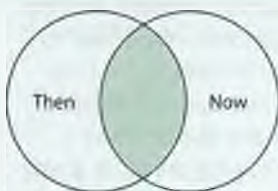
Look at the cartoon on this page. Using the questions above, write a sentence in a notebook identifying the time period shown in the cartoon. Then write another sentence explaining context clues that help you understand the cartoon.

21st Century Skill

Critical Thinking and Problem Solving

After reading this lesson, think about similarities and differences between the early twentieth century and today.

Use a Venn diagram like the one below to record your ideas.



After completing the diagram, use it to organize and write a short essay comparing and contrasting conditions in the United States during the first four decades of the twentieth century with conditions today.

African American workers continued to migrate from the South to work in factories in the North. They could earn higher wages in the North. The neighborhood of Harlem in New York City became home to thousands of African Americans. This new community gave rise to the Harlem Renaissance, a period of great artistic and cultural achievement. Harlem Renaissance poets, writers, and jazz and swing musicians and singers became world famous.

THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to each question.

1. Why did the United States enter World War I?

2. What caused the large growth in the amount of consumer goods available in the 1920s?

The Great Depression

The era of economic prosperity ended suddenly with the stock market crash of 1929. Manufacturers could not sell their goods. Farmers lost their farms. Unemployment in some cities rose to 60 percent. People without jobs faced losing their homes. When the Depression began, the United States had no unemployment insurance. It had little public welfare and no Social Security. Private relief agencies had difficulty caring for so many people. Millions of people had no money, no work, and no hope.

World War I veterans marched on Washington, DC, to collect their bonuses. They were driven out by the army. Organizers formed councils for the unemployed to keep people from being evicted from their homes.

The country was on the verge of economic collapse. Franklin D. Roosevelt was elected president in 1932. Roosevelt's New Deal programs included Social Security and Federal Unemployment Insurance. These programs were designed to prevent the worst features of the Great Depression from taking place again. The Works Progress Administration (WPA) gave public works jobs to thousands of unemployed people.

The New Deal did not get the United States out of the Depression. It did, though, establish the idea that government is responsible for helping people be free from economic anxiety. It did this through income support programs and the creation of jobs. At the same time, New Deal programs greatly increased the government's role in regulating the economy.

Labor unions made great gains during the Depression. New Deal laws guaranteed workers the right of **collective bargaining**, or the right to negotiate with their employers. The Congress of Industrial Organizations (CIO), formed in 1935, unionized four million industrial workers between 1935 and 1937. The older craft-oriented American Federation of Labor (AFL) had paid little attention to industrial workers.

Vocabulary Review

Directions: Match each word with its definition,

irony muckrakers progressive reform social

- _____ 1. showing things in a way that is the opposite of how they really are
- _____ 2. relating to a community
- _____ 3. supporting or working for reforms
- _____ 4. radical journalists who exposed corruption in business and politics
- _____ 5. changes made to improve society and end abuses

Skill Review

Directions: Study this political cartoon. Then answer the questions.

A HARD NAG TO RIDE

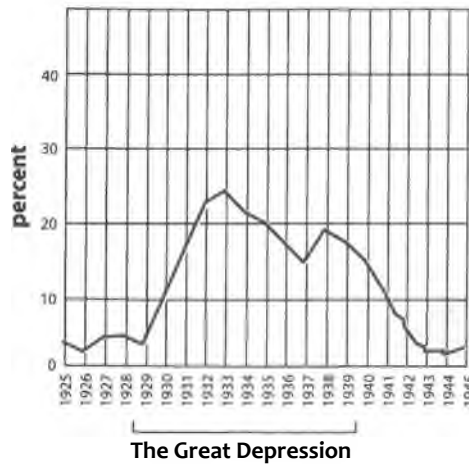


1. What word in the title gives a clue that this is the Great Depression of the 1930s, not the recession of 2009? What might the cartoon look like if it was created today?
2. What words in the labels help you to understand the topic?
3. Do you think the artist supports government spending to help restart the economy? How does the artist express this opinion in the cartoon?

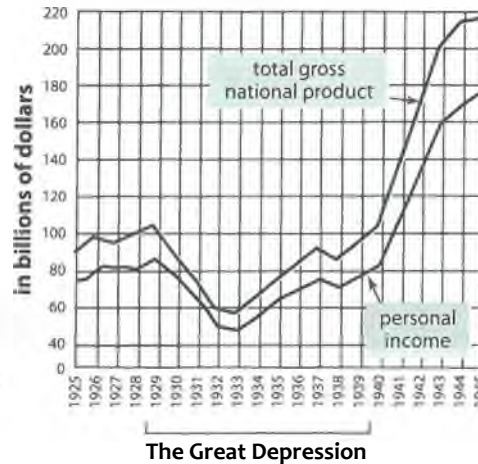
Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following graphs.

UNEMPLOYMENT
(civilian labor force)



THE DECLINE AND RECOVERY OF THE NATIONAL ECONOMY



1. What relationship do the graphs show between unemployment in 1933 and personal income that same year?
 - A. Unemployment was at a high, and so was personal income.
 - B. Unemployment was low, and so was personal income.
 - C. Unemployment was at its highest point in the same year that personal income was at its lowest point.
 - D. There is no relationship between unemployment and personal income.
2. What do the two graphs show about unemployment?
 - A. It increased from 1929 to 1933, and the gross national product declined.
 - B. It decreased from 1929 to 1933, and the gross national product decreased in the same period.
 - C. It declined continuously from 1933.
 - D. Unemployment and the gross national product both increased in 1938.

Skill Practice (continued)

Directions: Choose the one best answer to each question. Questions 3 and 4 refer to the following passage.

“Women even more than men need the ballot to protect their special interests and their right to earn a living.... We want a law that will prohibit home-work.... We hear about the sacredness of the home. What sacredness is there about a home when it is turned into a factory, where we find a mother, very often with a child at her breast, running a sewing machine? Running up thirty-seven seams for a cent. Ironing and pressing shirts seventy cents a dozen, and children making artificial flowers for one cent.... These women have had no chance to make laws that would protect themselves or their children.

“[Men] discriminate against the class that has no voice. Some of the men say, ‘You women do not need a ballot; we will take care of you.’ We have no faith in man’s protection.... Give us the ballot, and we will protect ourselves.”

—Excerpted from *Up Hill with Banners Flying*, by Inez Haynes Irwin

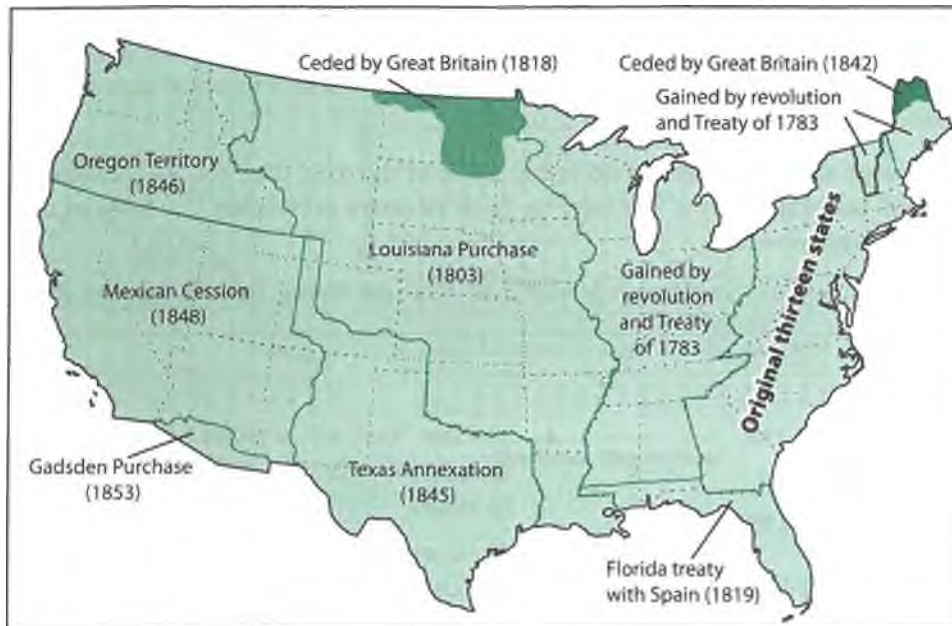
- | | |
|---|--|
| <p>3. What is the writer's opinion in this passage?</p> <ul style="list-style-type: none">A. The ballot will not help the working woman.B. Men cannot be depended on to protect women and children.C. Men should protect the well-being of women and children.D. Giving women the right to vote will destroy the sanctity of the home. | <p>4. The law "that will prohibit home-work" specifically refers to putting an end to what?</p> <ul style="list-style-type: none">A. work on one's homeB. studying at homeC. factory-like production at homeD. sewing |
|---|--|

Writing Practice

Directions: During the Progressive Era and the Great Depression, labor unions played an important role in US society and politics. What is the role of labor unions today? Think about a labor strike that you have heard about, or (if you are a union member) think about the effect your union has on your job. Write a letter to the editor for your local newspaper about an important labor union issue.

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following map.

THE UNITED STATES EXPANDS, 1783-1853



1. Which was one effect of the Mexican War?
 - A. the Texas Annexation in 1845
 - B. Oregon Territory gained from England
 - C. the Mexican Cession in 1848
 - D. the United States expanded eastward
2. Why did the United States claim the areas of land from east to west?
 - A. Expansion grew westward from the original thirteen states.
 - B. The United States wanted to claim land with rich natural resources.
 - C. The United States wanted other countries to give it more land.
 - D. The western lands were not as valuable as eastern lands.
3. Why was the Fundamental Orders of Connecticut a model for the US Constitution?
 - A. It does not mention the king of England.
 - B. It called for direct election of the governor.
 - C. It required citizens to be church members.
 - D. It was the first written constitution to create a government.
4. Which action led directly to the American Civil War?
 - A. More railroads were built in Northern states than Southern states.
 - B. Abraham Lincoln was elected president.
 - C. John Brown attacked the US arsenal at Harpers Ferry.
 - D. Lincoln issued the Emancipation Proclamation.

Review

CHAPTER 2

Directions: Question 5 refers to the following chart.

ECONOMIC RESOURCES IN 1860

Resources	North	South
population	71%	29%
railroad mileage	72%	28%
iron and steel	93%	7%
farm output	65%	35%

5. Which conclusion is supported by the data?
 - A. The population, railroad mileage, and iron and steel resources in the South combined are greater than the farm output in the North.
 - B. The North had an advantage over the South in terms of resources.
 - C. The North had the biggest advantage in railroad mileage.
 - D. The South had the biggest advantage in farm output.
6. Which of the following is a reason that some people might not support Social Darwinism?
 - A. They believe that the rights of the weak should be protected.
 - B. They believe that government should not be involved in social reforms.
 - C. They think that everyone has equal opportunities in society.
 - D. They think that success should always be rewarded.
7. Which document set up the government of the United States?
 - A. Articles of Confederation
 - B. Declaration of Independence
 - C. Magna Carta
 - D. Mayflower Compact
8. What was the most important change made by the US Constitution?
 - A. It set up a legislature.
 - B. States could issue their own currency.
 - C. The power of individual states increased.
 - D. The national government gained more power.
9. What was the goal of the Missouri Compromise?
 - A. to pass the Fugitive Slave Act
 - B. to allow California to join the Union as a free state
 - C. to maintain a balance between the number of slave states and the number of free states
 - D. to keep the Southern economy based on agriculture and the Northern economy on industry
10. Which term describes John Brown, Harriet Beecher Stowe, and Frederick Douglass?
 - A. abolitionists
 - B. secessionists
 - C. former slaves
 - D. important authors

Review

11. Which was one reason the United States did not join the League of Nations after World War I?
- A. US citizens voted against US membership in the League of Nations.
 - B. Republican senators feared joining might force the United States to go to war.
 - C. US leaders did not want to join a group that Germany belonged to.
 - D. Democratic senators feared joining would prevent the United States from going to war.
12. Which of the following best describes the 1920s?
- A. a time of isolationism and prosperity
 - B. a time of loss and hopelessness
 - C. a decade of political activism and social upheaval
 - D. a decade of war and political dominance

Questions 13 and 14 refer to the following passage.

The only way whereby any one divests himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest.

—*The Second Treatise of Civil Government*, by John Locke (1690)

13. Which option best describes what Locke is writing about in this passage?
- A. the best way to organize people
 - B. why it is necessary to create laws
 - C. how a large group of people should make decisions
 - D. the social contract between the individual and the government
14. Which words from the Declaration of Independence are similar to Locke's words in this passage?
- A. "We hold these rights to be self-evident."
 - B. "All men are created equal."
 - C. "Governments are instituted among Men."
 - D. "It is the right of the people to abolish it [a destructive government]."

Review

CHAPTER 2

Check Your Understanding

On the following chart, circle the number of any question you answered incorrectly. In the third column, you will see the pages you can review to learn the content covered in the question. Pay particular attention to reviewing those lessons in which you missed half or more of the questions.

Chapter 2 Review

Lesson	Item Number	Review Pages
Early Democratic Traditions	3, 7, 13, 14	74-77
Revolution and a New Nation	1, 2, 8	78-85
The Civil War and Reconstruction	4, 5, 9, 10	86-93
The Progressive Era, World War I, and the Depression	6, 11, 12	94-101

Review

ESSAY WRITING PRACTICE

US History: Revolutionary War through the Depression

Directions: Write a summary in response to one of the prompts below. A summary is a general overview of the main points of a text. It is written in your own words. Organize your summary by sequence of events. Use time-order words to show how the ideas are connected.

SUMMARY OF A LESSON

Write a summary of one of the following lessons that you and others could use as a study guide:

Lesson 2. 2: Revolution and a New Nation

Lesson 2. 3: The Civil War and Reconstruction

Lesson 2. 4: The Progressive Era, World War I, and the Depression

Use text features such as the lesson title, key concept, and subheads to determine your main points. Explain each of the main points in your own words. Include an opening sentence and a closing sentence that relate to the general idea presented in the lesson.

SUMMARY OF AN EVENT

Select a key event in US History from the Revolutionary War through the Depression. Write one paragraph summarizing the event. Then write one paragraph describing how the event has affected US history.

ESSAY WRITING PRACTICE

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.