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The Nation's Beginnings Prehistory–1824



WITNESS HISTORY AUDIO

The Nation's First President

George Washington was elected President twice, serving from 1789 to 1797. Washington's second inauguration took place in Philadelphia, where he delivered the shortest inaugural speech ever given!

“I am again called upon by the voice of my country to execute the functions of its Chief Magistrate. . . . I shall endeavor to express the high sense I entertain of this distinguished honor, and of the confidence which has been reposed in me by the people of United America.”

—George Washington, March 4, 1793

Listen to the Witness History audio to hear more about George Washington's inauguration.

- ◀ This painting shows (from left to right) George Washington, John Adams, and Thomas Jefferson at Washington's second inauguration.

Chapter Preview

Chapter Focus Question: What factors led to the founding of the United States and its formation as a democratic republic?

Section 1

Many Cultures Meet

Section 2


The American Revolution

Section 3

The Constitution

Section 4

The New Republic

Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.



Navajo pottery



Three-cornered hat worn by Patriots during the American Revolution



Peace medal given to the Nez Percés in 1810 in honor of the expedition of Meriwether Lewis and William Clark

Note Taking Study Guide Online

For: Note Taking and American Issues Connector
Web Code: nee-6151

Cultures Share Many Traits Despite their diverse cultures, many Indian cultures shared a number of characteristics. Most cultures were based on extended family groups called **clans**. All members of a clan had a common ancestor and identified with the spirit of a powerful animal. Several clans combined to make up a mobile band of Indians or a stationary village.

Many American Indian cultures shared similar religious beliefs. They believed that powerful spiritual forces were part of nature. Some Indians became shamans, who conducted rituals to seek benefits from spirit beings.

Agriculture Leads to the Growth of Civilizations About 3,500 years ago in central Mexico, the Indians learned how to grow such crops as maize (corn), squash, and beans. The methods of cultivation spread northward into the American Southwest and Midwest. The expanded food supply allowed the population to grow, which led in turn to the growth of towns and cities sometimes guided by powerful chiefs.

Many Indians did not adopt an agricultural way of life and thrived on a mix of hunting, gathering, and fishing. Crops did not thrive in the arid Great Basin between the Sierra Nevada and Rocky Mountains. In the Pacific Northwest, Indians did not need to farm because fishes and game were so plentiful.

Checkpoint How did geography influence the American Indians' way of life?

Vocabulary Builder
diverse—(duh VERS) *adj.* different; varied

Geography Interactive
For: Interactive map
Web Code: ncp-0102

Native American Culture Regions of North America in About 1450

Map Skills By 1450, a great variety of Native American groups lived in North America. Within each culture area shown on the map, groups shared similar ways of life.

- Locate:** (a) Gulf of Mexico, (b) Arctic Ocean, (c) Hudson Bay
- Regions** In which region do the Cheyennes live?

- Make Comparisons** Based on the characteristics of their regions, describe at least one way in which Inuit culture may have differed from Navajo culture.



The Europeans

While Native American cultures thrived in the Americas, life in Europe was changing rapidly. Changes in Europe that had begun in the fourteenth century would lead to contact between the cultures of Europe and the Americas.

The Renaissance Changes Europe The period from the fourteenth to the sixteenth centuries when great advances in science, economics, political thought, and art occurred in Europe is called the Renaissance. Scientific advances and an increase in economic wealth led some to sponsor early voyages of exploration. European kingdoms on the Atlantic coastline sent explorers into the sea. The monarchs and aristocrats who ruled these nations competed for access to the profitable trade in silks, gems, gold, ivory, and spices from Asia and Africa. This trade was dominated by Muslims who lived in North Africa, the Balkans, and Southwest Asia and by Italian merchants with access to the Mediterranean Sea.

The Age of Exploration Leads to Voyages of Discovery During the fifteenth century, the Portuguese took the lead in an era known as the Age of Exploration. By developing better ships and more advanced methods of navigation, the Portuguese regularly ventured into the Atlantic Ocean far from the sight of land. Sailing farther south and then east, Portuguese mariner Bartolomeu Dias traveled around the southern tip of Africa into the Indian Ocean from 1487 to 1488. Then in 1498, Vasco da Gama reached India, opening a profitable trade.

✓ **Checkpoint** Why did Europeans seek a sea route to Asia?

The West Africans

Sailing south into the Atlantic Ocean, Portuguese mariners reached West African kingdoms below the Sahara. Highly civilized and densely populated, African kingdoms like Songhai and Benin had a sophisticated agricultural system, made iron tools, and employed draft animals and writing systems. Their products and produce moved north by caravans of camels or along the coast and the major rivers in large canoes. To trade, the Portuguese needed the cooperation of the powerful West African kings.

The Portuguese mariners were not only interested in gold and salt, they were also interested in buying enslaved Africans. The Portuguese did not invent the slave trade, but they greatly expanded it—especially after 1500, when new colonial plantations created a demand in the Americas. During the next three centuries, slave traders from Portugal, Spain, Britain, and other European nations forced at least 11 million Africans across the Atlantic. Known as the **Middle Passage**, this brutal transatlantic commerce weakened the economy of West Africa as it enriched European merchants and empires.

✓ **Checkpoint** What effects did the Portuguese mariners have in West Africa?

First Encounters in America

In 1492, Spain sponsored a voyage headed by Italian mariner **Christopher Columbus**. Columbus hoped to reach the Indies of East Asia by sailing westward across the Atlantic. However, he underestimated the size of the world and had no idea that the Americas were there to block his ships.

West African Kingdoms

Songhai and Benin were powerful African kingdoms. Pictured here are the city of Timbuktu, which reached its height under the Songhai empire, and a Benin ivory saltcellar with carvings of Portuguese traders. *How did trade affect West Africa?*



TRACK THE ISSUE



Is global interdependence good for the American economy?

Like many nations, the United States depends on trade and commerce with other countries to support its economy. Employment is a part of the global economy, as a growing number of U.S. companies outsource jobs overseas. Use the timeline below to explore this enduring issue.

- **1500s Columbian Exchange**
Products and ideas are exchanged between the hemispheres.
- **1812 War of 1812**
United States goes to war in part to protect its trade rights.
- **1944 World Bank**
The World Bank and International Monetary Fund are established at Bretton Woods Conference.
- **1990s World Trade Increases**
NAFTA joins the United States, Mexico, and Canada in a free-trade pact, and the World Trade Organization is founded.
- **2000s Globalization Debated**
Critics and advocates debate benefits of globalization.



Europeans trade goods with Native Americans.



U.S. firms outsource work to such nations as India and Nigeria.

DEBATE THE ISSUE

Outsourcing Jobs Many American companies send work overseas where wages are lower. This is called “outsourcing.” In the past, most of the jobs lost through outsourcing were factory jobs. Now office work and computer jobs are being sent abroad, too. How does outsourcing affect America?

“Sending jobs overseas is part of corporate America’s quest for short-term profits at the expense of the well-being of our workers. In effect, forcing the middle class to compete with the cheapest foreign labor can only result in a decline in our nation’s standard of living and a diminished quality of life.”

—Lou Dobbs, News Anchor, CNN

“Will [the outsourcing of services] lead to jobs going overseas? You bet, but that is not a disaster. For a start, America runs a large and growing surplus in services with the rest of the world. The jobs lost will be low-paying ones. . . . By contrast, jobs will be created that demand skills to handle the deeper incorporation of information technology, and the pay for these jobs will be high.”

—*The Economist* magazine



TRANSFER Activities

1. **Compare** How do these two views on outsourcing differ?
2. **Analyze** Do you think either Lou Dobbs or the writer in *The Economist* would have considered the Columbian Exchange a danger to European or Native American economies? Explain.
3. **Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. **Web Code:** neh-6102

Columbus explored several Caribbean islands. Convinced that the islands were the Indies, he called the natives “Indians.” (See the Witness History at the beginning of this section.) Columbus and those who followed worked to convert the Indians to Christianity. Europeans also took Indians’ lands and enslaved Indians.


The Conquistadores The Spanish rapidly conquered a vast empire around the Caribbean and in Central and South America. Known as **conquistadores**, Spanish invaders were brave, resourceful, ruthless, and destructive. Between 1519 and 1521, Hernando Cortés overpowered the Aztecs in Mexico.

Other Spanish conquistadores explored and conquered other parts of North America. Juan Ponce de Leon traveled through parts of Florida in 1513. Later, from 1539 to 1542, Hernando de Soto explored other portions of Florida and parts of the Southeast, reaching the Mississippi River. Francisco Coronado searched for legendary cities of gold in the Southwest. He explored present-day Arizona and New Mexico but found no gold.

The Columbian Exchange The conquistadores had the advantage of horses and steel weapons. But they had an unintentional weapon, too. Native Americans had no immunity to such deadly European diseases as smallpox, measles, and cholera. Indians died by the thousands.

These plagues made it easier for the Europeans to conquer and colonize North and South America. But they also thinned the number of possible Indian slaves. To make up the loss, the colonizers forced millions of enslaved Africans across the Atlantic to the Americas.

In addition to bringing new people into the Americas, the colonizers introduced new animals, including pigs, horses, mules, sheep, and cattle. The Europeans diversified their own agriculture by adopting crops pioneered by the Indians. Maize and potatoes helped to boost the population of Europe. The traffic of goods and ideas between Europe and the Americas is called the **Columbian Exchange**.

 **Checkpoint** How did European explorations affect life in the Americas, Africa, and Europe?

Comprehension

- 1. Terms and People** For each item below, write a sentence explaining its significance.
- clan
 - Middle Passage
 - Christopher Columbus
 - conquistador
 - Columbian Exchange

- 2. NoteTaking Reading Skill: Identify Causes and Effects** Use your cause-and-effect chart to answer the Section Focus Question: What were the causes and effects of European arrival in the Americas?

Writing About History

- 3. Quick Write: Identify Effects** Write a paragraph describing the effects of the European arrival in America from a Native American point of view. Your paragraph should state a main idea and include supporting details.

Critical Thinking

- 4. Draw Inferences** How would the culture of Native American peoples who lived in a mountainous region differ from those who lived on a fertile plain? Which groups would be more likely to live in villages, and which would be more likely to hunt and gather?

- 5. Summarize** What did the Europeans hope to gain by finding a sea route to Asia?
- 6. Analyze Information** How did European contact with Africans affect the Africans?
- 7. Recognize Bias** When Europeans and American Indians first encountered one another, they each must have been startled to see the other. What opinion do you think Columbus had of the Indians? What do you think American Indians thought of the Europeans?

ROOTS of DEMOCRACY

Although the United States is more than 200 years old, the ideas of democracy and representative government are far older. The roots of democracy reach back to civilizations in southwest Asia and Europe.



JUDEO-CHRISTIAN ROOTS ▲

The values found in the Bible, including the Ten Commandments and the teachings of Jesus, inspired American ideas about government and morality.



THE ENLIGHTENMENT ▲

Two Enlightenment philosophers who influenced American ideas about government were John Locke and Baron de Montesquieu. Locke stated that all people have natural rights and that if a monarch violates those rights, then the people have the right to overthrow the monarch. Montesquieu declared that the powers of government should be clearly defined and limited.



ENGLISH PARLIAMENTARY TRADITIONS ▼

Two key English documents inspired Americans. The Magna Carta (1215) and the English Bill of Rights (1689) guaranteed certain rights to citizens, including the right to trial by jury. The ideas of a two-house lawmaking body and voting rights also influenced Americans.

GREECO-ROMAN ROOTS ▶

Ancient Greek democracy and Roman republicanism have influenced American government.



Thinking Critically

- 1. Draw Conclusions** How does government in the United States reflect English Parliamentary traditions?
- 2. Make Inferences** How might John Locke's ideas about natural rights lead to revolution?

History *Interactive* ★

For: More about the roots of democracy
Web Code: ncp-0114




Despite enormous losses to disease, to starvation, and to war with the Indians, the English expanded around the Chesapeake Bay. The colonists prospered by raising tobacco for export. Claiming the political rights of Englishmen, the Virginia planters elected a legislature, known as the **House of Burgesses**. It governed the colony in partnership with a royal governor appointed by the king of England.

New England Colonies To the north, the English established more colonies, which they called New England. The first colonists were devout Protestants called “Puritans,” who hoped to create model moral communities. They settled first in 1620 at Plymouth, where they adopted the **Mayflower Compact**, which provided a framework for self-government. By 1700, New England had four colonies: Massachusetts, Rhode Island, Connecticut, and New Hampshire.

Adapting to the cold climate and short growing season, the New Englanders supplemented farming with lumber harvested from the forests and fish taken from the seas. By building ships, they were able to trade with the other colonies and with Europe.

Middle and Southern Colonies The English developed a third cluster of colonies between Maryland and New England. They conquered Dutch New Netherland and renamed it New York, then added New Jersey and Pennsylvania, a haven for Quaker immigrants. The Middle Colonies offered religious toleration and a prospering economy based on exporting wheat.

South of Virginia, the English developed a fourth cluster of colonies. The Southern Colonies consisted of North Carolina, South Carolina, and Georgia. The colonists raised rice on coastal plantations and cattle on farms in the back-country. The plantations relied on the labor of enslaved Africans.

 **Checkpoint** What were the major economic activities of the English colonies in America?

Democratic Ideals in the American Colonies

The English colonists brought ideas about democracy and republican government with them to America. Some of these ideas were from Southwest Asia while others came from Europe.

English Traditions As English citizens, the colonists believed that they were entitled to the same rights as English citizens in England. Many of these rights were contained in two important documents: the Magna Carta and the English Bill of Rights. The **Magna Carta**, signed by King John in 1215, limited the power of the English monarch. It protected the right of people to own private property and guaranteed the right to trial by jury. The **English Bill of Rights**, signed by King William and Queen Mary in 1688, was a written list of freedoms that the government promised to protect. The English Bill of Rights required Parliament, England’s lawmaking body, to meet regularly. It also stated that the monarch could not raise taxes or build an army without Parliament’s consent.

The Enlightenment and the Great Awakening During the 1700s, ideas based on the **Enlightenment** circulated among well-educated American colonists. The Enlightenment was a European intellectual movement. Enlightenment philosophers believed that all problems could be solved by human reason. Frenchman Baron de Montesquieu and Englishman John Locke were two thinkers who applied reason to government and politics.



Colonial America

Three European nations controlled vast amounts of territory in North America in the mid-eighteenth century. *Which nation controlled territory that bordered the Pacific Ocean?*

WITNESS HISTORY DVD

Watch *The Enlightenment and the American Revolution* on the United States Witness History DVD to explore the effect of Enlightenment philosophy on the leaders of the American Revolution.


Vocabulary Builder

philosophy—(fih LAHS uh fee) *n.* theory or logical analysis of the fundamental principles of human conduct, thought, knowledge, and the nature of the universe

Enlightenment **philosophy** affected religious beliefs in the colonies. Colonists who admired these ideas wanted a religion that was less emotional and more rational. At the same time, attendance at worship services was in decline.

During the 1740s, concern about these trends led to a religious movement called the **Great Awakening**. Evangelical preachers such as Jonathan Edwards and George Whitefield toured the colonies promoting revivals where people felt a direct and transforming contact with an overwhelming Holy Spirit. The Great Awakening led to the birth of new churches. This eventually increased tolerance of religious differences. Many colonists also came to believe that if they could decide how to worship God, they could also decide how to govern themselves.

The Enlightenment and the Great Awakening would later combine to influence the American Revolution. The Enlightenment informed the writings of the political leaders, while the Great Awakening inspired the common people.

 **Checkpoint** Which democratic ideas were expressed by Enlightenment thinkers?

Causes of the American Revolution

The tradition of a limited English monarchy, experience with self-government, and exposure to Enlightenment ideas were important ideas in the minds of leading American colonists. A war and a spirit of independence in the colonies prompted Americans to action that would change the course of world history.

Between 1689 and 1763, the British and French fought a series of wars in Europe. These conflicts spread to America and involved the French and English colonists and their Native American allies.

The last of these wars, called the French and Indian War, erupted in 1754 and ended in 1763 with a British victory. The peace treaty gave Canada, Florida, and a portion of French Louisiana to Britain. British colonists were eager to move into Louisiana, but Britain wished to keep peace with the Indians who lived on this territory. British limits on westward expansion angered the colonists.

Taxes and Traditional Rights The British victory was expensive, nearly doubling Britain's national debt. During the 1760s, the British Parliament **asserted** that the colonists should pay new taxes to help the empire. The proposed taxes and tighter trade regulations shocked the colonists. Valuing the prosperity and protection of the empire, they did not immediately seek independence. Instead, they wanted to remain part of the empire that had for so long produced so many benefits at so little cost to them.

In resisting the taxes, colonists cited the traditional rights of Englishmen. They cited the Magna Carta and the English Bill of Rights, which blocked the king from levying taxes without the permission of Parliament. During the 1760s, their problem was with Parliament, rather than with King George III. Professing loyalty to the king, the colonists hoped to be free from Parliament's efforts to tax them. They would pay taxes levied only by their own elected assemblies in the colonies.

Colonial Resistance To pressure Parliament, colonists boycotted British goods. Local committees enforced this boycott, which threatened the British economy. Angry crowds harassed colonists who helped to collect the new taxes. Colonists who refused to honor the boycotts or who spoke out in favor of the taxes were considered Loyalists. Representing a large minority, the Loyalists preferred to pay the taxes and honor Parliament and the king. They also feared that the resistance would lead to a war that Britain seemed certain to win.

 **Checkpoint** Why did many American colonists object to paying taxes imposed by Parliament?

Vocabulary Builder

assert—(uh SERT) *v.* to state positively; declare; affirm

The American Revolution

Geography Interactive

For: Interactive map
Web Code: ncp-0105



Conflict With Great Britain

The American colonists opposed “taxation without representation”—or taxes levied by a Parliament to which the colonists had elected no representatives. Patriot leaders staged boycotts and anti-British propaganda campaigns in order to win support for independence.

Map Skills The American Revolution was fought in battles along the east coast of North America and along the Mississippi River in the West. This map shows the war’s major battles in the fight for American independence from Great Britain.

- 1. Locate:** (a) Saratoga, (b) Brandywine, (c) Yorktown
- 2. Place** Which battles were fought along the Mississippi River?
- 3. Synthesize Information** Based on the dates that appear on the map, in which region were the earlier battles fought? In which region were the later battles fought?

Roots of the American Revolution

1763 French and Indian War ends with a British victory. King George III signs the Proclamation of 1763, ending colonial expansion west of the Appalachian Mountains.

1764 To pay off war debt, Parliament passes the Sugar Act, imposing duties on imported sugar and other goods that colonists import from England.

1765 Stamp Act is passed by Parliament, directly taxing all legal documents, almanacs, and other items in the colonies. Colonists form the Sons of Liberty and the Daughters of Liberty to organize protests. One year later, the Stamp Act is repealed.

1767 Parliament passes the Townshend Acts, taxing a number of items the colonies import. Colonists boycott British goods.

1770 Boston Massacre results in death of five colonists. Townshend Acts are repealed.

1773 Protesting the tax on tea, colonists stage the Boston Tea Party, dumping crates of British tea into Boston Harbor.

1774 Parliament passes the Intolerable Acts, imposing harsh measures on the colonies. The First Continental Congress meets.

1775 First shots of the American Revolution are fired at Lexington and Concord.

The War for Independence

In 1774, leading colonists held a convention, called the First Continental Congress. Delegates appealed to the British government to stop taxing the colonies. The British government refused.

Americans Declare Their Independence In 1775, war began when British troops tried to seize arms and ammunition stored at Concord, Massachusetts. The New Englanders quickly organized an army, which the Continental Congress adopted as the army for all the colonies.

In 1776, Congress adopted a Declaration of Independence drafted by **Thomas Jefferson** of Virginia. This declared American independence and expressed Enlightenment philosopher John Locke's ideas about the natural rights of people. The Declaration stated that certain truths were "self-evident."

Primary Source "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. . . ."

—Declaration of Independence, July 4, 1776

The War Is Fought During the war, the British made many military mistakes because they underestimated the Patriots, who were highly motivated and benefited from the leadership of **George Washington**. Beginning in 1778, the Patriots also received military assistance from France. In 1781, a French fleet trapped the British army at Yorktown in Virginia, where Washington's army completed the victory. The treaty of Paris, signed in 1783, gave the new nation very favorable boundaries: Florida on the south; the Great Lakes to the north; and the Mississippi River to the west. The British retreated to Canada, and the Spanish claimed Florida and everything west of the Mississippi.

Checkpoint What risks did declaring independence pose for the colonists?



Minuteman

This sculpture reminds Americans of the sacrifices made by minutemen, members of the Patriot militia who were ready to fight for freedom at a moment's notice.

SECTION

2 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-0106

Comprehension

1. Terms and People For each term and person below, write a sentence explaining how each contributed to the development of U.S. democracy or to the Revolution.

- House of Burgesses
- Mayflower Compact
- Enlightenment
- Great Awakening
- Magna Carta
- English Bill of Rights
- Thomas Jefferson
- George Washington

2. NoteTaking Reading Skill:

Recognize Sequence Use your series-of-events chain to answer the Section Focus Question: What important ideas and major events led to the American Revolution?

Writing About History

3. Quick Write: Identify Effects Make a list of one or two effects of each of the following events: the French and Indian War, the British decision to tax the colonists, the colonial boycott of British goods, and the American Revolution.

Critical Thinking

- 4. Make Inferences** What Enlightenment values are reflected in the Declaration of Independence?
- 5. Draw Conclusions** What effects did the Great Awakening have on American thought?
- 6. Analyze Information** How did the peace treaty that marked the end of the American Revolution change the boundaries of the United States? Which countries controlled territory on the borders of the new nation?



◀ Benjamin Franklin framed by the U.S. Constitution

WITNESS HISTORY AUDIO

A New Constitution

Delegates to the Constitutional Convention met in 1787 at Independence Hall in Philadelphia. After intense debate and compromise, they created a document that has endured for more than 200 years. Benjamin Franklin, a great patriot, diplomat, and philosopher, urged his fellow delegates to ratify the Constitution:

“I agree to this Constitution with all its faults . . . because I think a general government necessary for us, and there is no form of government but what may be a blessing to the people if well administered. . . . On the whole, sir, I can not help expressing a wish that every member of the convention who may still have objections to it, would, with me, . . . to make manifest our unanimity, put his name to this instrument.”

—Benjamin Franklin, Constitutional Convention, 1787

The Constitution

Objectives

- Identify the weaknesses of the Articles of Confederation.
- Describe the role compromise played in the creation of the Constitution and the struggle for its ratification.
- Define the principles expressed in the Constitution and Bill of Rights.

Terms and People

bill of rights	federalism
Shays' Rebellion	separation of powers
James Madison	checks and balances
ratify	

NoteTaking

Reading Skill: Recognize Sequence

Complete a timeline that includes important dates that led to the formation of the U.S. government.

1781 Articles of Confederation

1780 1785 1790 1795

Why It Matters Dissatisfied with British rule, the American colonists rebelled and created the United States of America. The leaders of the new nation faced the task of creating a system of government. Their hard work resulted in the U.S. Constitution, an enduring document that has guided the nation for more than 200 years. **Section Focus Question:** What ideas and debates led to the Constitution and Bill of Rights?

A Confederation of States

The colonists declared their independence from Britain in 1776 and won independence with their victory in the American Revolution in 1783. Now, they faced the daunting task of organizing a new government.

States Establish Constitutional Governments The former colonies became states in 1776, and each wrote a constitution that created republics, or governments in which officials are representatives elected by the people. Voters elected their state legislatures and their governors. Only white male property owners could vote, except in New Jersey where women had the right to vote until 1807. African Americans—whether free or enslaved—and Native Americans were not permitted to vote. Most state constitutions included a **bill of rights**, a list of freedoms guaranteed by the state government.



The Northwest Territory

Congress passed land ordinances to organize the Northwest Territory. Settlers then rushed in to build homes. Eventually, the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota were carved out of this vast territory.

Vocabulary Builder

constrain—(kuhn STRAYN) *v.* to hold back; restrain

Many of them guaranteed freedom of religion, freedom of the press, and the right to trial by jury.

The Articles of Confederation In 1781, the 13 states adopted their first federal constitution. Under the Articles of Confederation, most power remained with the states. The Articles granted the federal government only certain limited powers. Congress had the power to declare and conduct war and could regulate trade with foreign countries and with Indian nations.

Under the Articles, each state set its own trade policy. Each state tried to protect its growing industry and agriculture from competition by taxing goods imported from other states. This practice discouraged trade among the states.

The national government had no say in interstate commerce and could not levy taxes. For money, Congress drew on contributions from the states, which were unreliable. Without a steady source of income, the federal government could not pay its immense war debt.

The government also suffered from structural weaknesses. There was no President. Each state, no matter how large or small, had a single vote in a unicameral, or one-house, Congress. On the major issues, including declaring war and making treaties, two thirds of the states (nine) had to approve. Amending the Articles was almost impossible, because all 13 states had to endorse any change.

The Northwest Territory Under the Articles, Congress had authority over the vast Northwest Territory, which lay north of the Ohio River and stretched west from Pennsylvania to the Mississippi River. In 1785 and 1787, Congress passed two laws to manage this land. The first, the Land Ordinance, created a system for surveying and selling the land to settlers. The second, the Northwest Ordinance, described how territories should be governed and how they could become full-fledged states. This law also banned slavery in the territory and provided for public education.

Troubles Grow in the 1780s Lacking an army, the weak Confederation could not defend American interests on the frontier. The Spanish in Louisiana tried to **constrain** western American settlements by closing the port of New Orleans. Along the Great Lakes, the British refused to abandon frontier forts on the American side of the boundary set by the terms of the peace treaty that ended the American Revolution.

During the mid-1780s, an economic depression reduced the prices paid to farmers for their produce. Unable to pay their debts, farmers faced losing their crops, livestock, and even their homes. In Massachusetts, matters worsened when the courts seized farms from farmers who did not pay taxes to the state or their loans. In rural Massachusetts in 1786, armed farmers led by Daniel Shays shut down the courts, blocking foreclosures. The state of Massachusetts sent troops to suppress this revolt, known as **Shays' Rebellion**. The rebellion highlighted the weaknesses of the federal government.



Checkpoint What were the chief weaknesses of the Articles of Confederation?

The Constitutional Convention

By 1787, many Americans agreed that the Articles of Confederation were flawed. To draft proposed amendments to the Articles, the states sent delegates to a special convention in Philadelphia, in May 1787. However, once delegates restructured the national government, the convention would be known as the Constitutional Convention.

Favored by the small states, the proposed New Jersey Plan would give Congress the power to regulate commerce and to tax, while keeping the basic structure of the Confederation. The plan retained a unicameral legislature representing the states as equals—no matter how large or small. The states remained sovereign except for those few powers specifically granted to the national government. Under the New Jersey Plan, the United States would stay a loose confederation of states, rather than become a unified nation.

James Madison of Virginia designed the Virginia Plan, which advocated a national union that was both strong and republican. He insisted that a large republic could be more stable than a small one, because in a large republic, the diverse interests would provide checks and balances to preserve the common good. In addition to securing the power to tax and to regulate commerce, this plan proposed major structural changes. The nation would have a bicameral legislature: a House of Representatives and a Senate. In both houses, the states with larger populations would have more members. The Virginia Plan also featured a President to command the armed forces and to manage foreign relations.

The Great Compromise The delegates worked throughout the hot Philadelphia summer to resolve their differences. Roger Sherman proposed what has come to be called the Great Compromise. It settled the differences between the Virginia and the New Jersey plans by creating a bicameral, or two-house legislature. In a concession to the smaller states, the Senate would equally represent every state by allowing just two senators per state. In keeping with the Virginia Plan, the House of Representatives, which represented population, granted more power to the larger states.

Another major compromise appeased the southern states. Their delegates feared domination by the northern states, which had a larger white population. To reassure the South, the delegates adopted the three-fifths clause. It counted each enslaved person as three fifths of a person, to be added to a state's free population, which boosted the number of the South's seats in Congress. The three-fifths clause, however, gave no rights to enslaved African Americans.

✓ **Checkpoint** What key compromises did delegates to the Constitutional Convention make?

The Struggle Over Ratification

The Constitution was now written, but it was not yet the law of the land. Before it could go into effect, 9 of the 13 states had to **ratify**, or officially approve, it.

Federalists Argue for Ratification Supporters of the Constitution were called Federalists. They wanted the United States to have a strong central government. Three leading Federalists—James Madison, Alexander Hamilton, and John Jay—wrote a series

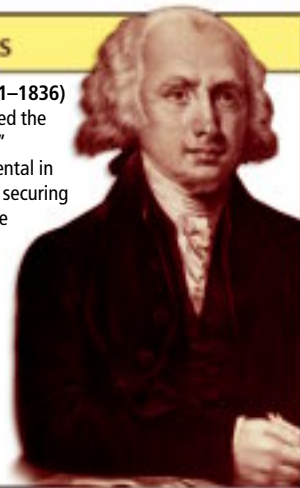
Vocabulary Builder

advocate—(AD vuh kayt) *v.* to speak or write in support of; be in favor of

HISTORY MAKERS

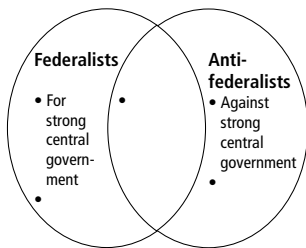
James Madison (1751–1836)

James Madison is aptly called the “Father of the Constitution” because he was so instrumental in creating that document and securing its ratification in Virginia. He agreed to add amendments that would guarantee basic freedoms, a promise he fulfilled by introducing the Bill of Rights when the House of Representatives first met. Later, Madison served as Secretary of State and was elected President for two terms.



NoteTaking

Reading Skill: Compare and Contrast As you read, identify similarities and differences between the Federalists and the Antifederalists.



of letters to newspapers in support of the Constitution. These letters, collectively called *The Federalist Papers*, explained why they believed the Constitution was vital to the survival of the new nation. Today, the *Federalist* essays are recognized as perhaps the most sophisticated explanation of the new American political system ever written.

Antifederalists Argue Against Ratification Opponents of the proposed Constitution were the Antifederalists. They included some leading Americans, such as Patrick Henry and Samuel Adams. The Antifederalists objected to the Constitution because they thought it gave the national government far too much power at the expense of the states. They believed that the President had too much power, that Congress was too small and could not represent voters, and that a federal court system interfered with local courts.

A Bill of Rights Leads to Ratification One of the most powerful arguments of the Antifederalists was that the proposed Constitution lacked a bill of rights. To secure ratification, the Federalists promised to add a bill of rights once the new government convened.

In 1789, Congress approved the ten constitutional amendments that became the federal Bill of Rights. States ratified the amendments in 1791. The protected rights included freedom of speech, free exercise of religion, freedom of the press and of assembly, the right to bear arms as part of “a well-regulated militia,” and judicial protections against arbitrary arrests and trials.

✓ **Checkpoint** What were the main arguments for and against ratification of the Constitution?

Decision Point

Should the states ratify the Constitution?

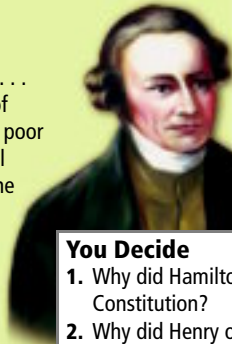
Delegates at the Constitutional Convention in 1787 debated the pros and cons of the new Constitution. In order for the Constitution to become law, at least 9 of the 13 states had to approve the document. Read the opinions below. Then, you decide.

Patrick Henry Opposes Ratifying the Constitution

Primary Source

“I review . . . the subject . . . and . . . the dangers . . . in this new plan of government, and compare . . . my poor abilities to secure our rights, it will take much more time to traverse the objectionable parts of it. . . . [T]he change is dangerous . . . and the experiment ought not be made. . . .”

—Patrick Henry, June 9, 1788

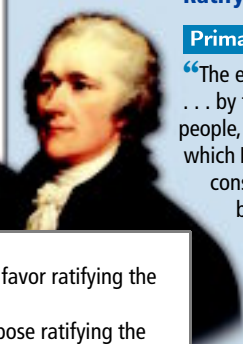


Alexander Hamilton Favors Ratifying the Constitution

Primary Source

“The establishment of a Constitution, . . . by the . . . consent of a whole people, is a prodigy, to the completion of which I look forward. . . . I dread . . . the consequences of new attempts, because I know that powerful individuals, . . . are enemies to a general national government in every possible shape.”

—Alexander Hamilton, *The Federalist Papers*



You Decide

1. Why did Hamilton favor ratifying the Constitution?
2. Why did Henry oppose ratifying the Constitution?
3. What decision would you have made? Why?

TRACK THE ISSUE



What should the federal government do to expand and protect civil rights?

The U.S. Constitution guarantees equal rights for all Americans. In 1789, though, African Americans, women, and Native Americans did not have the same rights given white males. Over the years, however, rights have been extended to these groups. A major question remains, though: How far should the government go to expand rights? Use the timeline below to explore this enduring issue.

1791 Bill of Rights

The first 10 amendments to the U.S. Constitution guarantee certain basic rights and freedoms.

1868 Fourteenth Amendment

Guarantees citizenship to everyone born or naturalized in the United States.

1920 Nineteenth Amendment

Women gain the right to vote.

1964 Civil Rights Act

Bans race or gender discrimination in public accommodations and jobs.

1990 Americans With Disabilities Act

Bans discrimination against people with disabilities.



The Bill of Rights



College graduates celebrate their achievements.

DEBATE THE ISSUE

Affirmative Action Some urge companies, colleges, and the government to use affirmative action programs to expand opportunities for women and minorities. Others argue that such steps are unfair.

“You do not take a man who for years has been hobbled by chains, liberate him, bring him to the starting line of a race, saying ‘you are free to compete with all the others,’ and still justly believe you have been completely fair. . . . We seek not just freedom but opportunity. . . . not just equality as a right and a theory, but equality as a fact and as a result.”

—President Lyndon Johnson, speech, June 4, 1965

“The civil rights laws themselves forbade employers to discriminate on the basis of race, sex, national origin, color, or religion. They didn’t say anything about guaranteeing a certain number of slots to minorities or women. . . . The supporters of affirmative action everywhere seemed to believe that the only way to eliminate racial discrimination against blacks, Latinos, and women was to discriminate against white men.”

—Linda Chavez, essay, October 2002



TRANSFER Activities

- 1. Compare** Choose a statement about affirmative action you disagree with. Explain why you disagree.
- 2. Analyze** Do you think either Johnson or Chavez believed that affirmative action is a basic right? Why or why not?
- 3. Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. **Web Code:** neh-6502

Ideas Behind the Constitution



Principle	Definition
Popular sovereignty	People are the main source of the government's authority.
Limited government	The government has only the powers that the Constitution gives it.
Federalism	The federal government and the state governments share power.
Separation of powers	The government's power is divided among three branches: the legislative, the executive, and the judicial branch.
Checks and balances	Each branch of government has the power to limit the actions of the other two.
Representative government	Citizens elect representatives to government to make laws.
Individual rights	The Constitution protects citizens' individual rights, such as freedom of speech and freedom of religion.

Principles of the Constitution

The new Constitution divided power between the states and the nation, a division of sovereignty known as **federalism**. The states could no longer issue their own paper money. These were delegated powers belonging only to the federal government. Certain reserved powers belonged to the states, including the power to regulate elections. The federal and state governments also held some overlapping concurrent powers, among them parallel court systems.

The Constitution also promoted a **separation of powers** within the federal government by defining distinct executive, legislative, and judicial branches. Each branch had **checks and balances** on the others to prevent the emergence of a single center of power. For example, although Congress enacts laws, the President may veto them—but Congress may over-

ride the veto by a two-thirds majority. The President nominates judges, but the Senate must approve them.

The founders knew that they could not anticipate future social, economic, or political events, and so they worded parts of the Constitution to permit flexibility. For example, the Constitution gave Congress the power “to make all laws which shall be necessary and proper” to carry out its powers. This clause of the Constitution has been stretched to provide constitutional underpinning for so many laws that it is sometimes called the elastic clause. The ability to amend the Constitution also provides flexibility as well. Since its ratification, the Constitution has been amended 27 times.



Checkpoint What major principles appear in the U.S. Constitution?

SECTION

3 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nea-0108

Comprehension

- 1. Terms and People** What do all of the terms and people listed below have in common? Explain.
 - bill of rights
 - Shays' Rebellion
 - James Madison
 - ratify
 - federalism
 - separation of powers
 - checks and balances

- 2. NoteTaking Reading Skill: Recognize Sequence** Use your timeline to answer the Section Focus Question: What ideas and debates led to the Constitution and Bill of Rights?

Writing About History

- 3. Quick Write: Make a Cause-and-Effect Flowchart** As you prepare a cause-and-effect essay, you need to decide how to organize it. To do so, create a flowchart that shows the causes and effects of Shays' Rebellion. Do you want to write about the events in chronological order or by the importance of each event?

Critical Thinking

- 4. Draw Inferences** Under the Articles of Confederation, the federal government had limited power. Why do you think that the states were reluctant to concede power to the federal government?

- 5. Identify Central Issues** Why did delegates to the Constitutional Convention create a new Constitution rather than revise the Articles of Confederation?
- 6. Recognize Ideologies** Does the following quotation express the views of a Federalist or an Antifederalist? Explain. “The entire separation of the States into thirteen unconnected sovereignties is a project too extravagant and too replete with danger to have many advocates.”



◀ Hard-working pioneers, like this woman, helped the new nation grow and prosper.

WITNESS HISTORY AUDIO

Democracy in America

The French historian and politician, Alexis de Tocqueville, toured the United States for nine months in 1831 and 1832. After returning to France, he wrote *Democracy in America*, a highly regarded study of American life and customs. In one chapter, he discussed the importance of popular rule, or “sovereignty of the people,” in America.

“If there is a country in the world where the doctrine of the sovereignty of the people can be fairly appreciated, where it can be studied in its application to the affairs of society, and where its dangers and its advantages may be judged, that country is assuredly America. . . . The people reign in the American political world. . . . They are the cause and the aim of all things; everything comes from them, and everything is absorbed in them.”

—Alexis de Tocqueville, *Democracy in America*

The New Republic

Objectives

- Discuss the structure of the federal government and the emergence of political parties.
- Explore the major foreign-policy issues that confronted the United States.
- Describe the growing differences between the North and the South.

Terms and People

Alien Act	impressment
Sedition Act	embargo
judicial review	cotton gin
Louisiana Purchase	Monroe Doctrine

NoteTaking

Reading Skill: Categorize Create a chart that lists the five Presidents in this chapter. List the major accomplishments of each President in the chart.

President	Accomplishments
George Washington	
John Adams	

- **Why It Matters** The new U.S. Constitution promised a stronger federal government to guide the new republic through difficult times. During the 1790s and early 1800s, both internal political issues and international affairs tested the nation’s strength. Despite these challenges, the nation continued to grow in size and power. Nevertheless, economic, political, and social differences began to divide the North and the South. **Section Focus Question:** How did the United States and its government change in the late 1700s and early 1800s?

Government and Party Politics

In 1789, a new federal government gathered in New York City. The nation was anxious as its first President took office. Washington’s government set precedents of enduring importance to the nation’s future. A good start would increase the strength of the nation. But early mistakes could doom it.

The Government Under Washington Fortunately, the United States enjoyed extraordinary leadership. Americans had the best of all possible Presidents in George Washington, whose dignity commanded respect. To conduct foreign policy, Washington appointed Thomas Jefferson as Secretary of State. To supervise domestic policy, the President depended on the Secretary of the Treasury, Alexander Hamilton.

Hamilton and Jefferson belonged to a group of executive officers known as the President's Cabinet.


Hamilton's Financial Plan Stirs Debate

Alexander Hamilton wanted the United States to develop a commercial and industrial economy that could support a large federal government with a strong army and navy. He also wanted to pay off the nation's huge war debt. Hamilton proposed to pay off the debt by issuing government bonds, which paid interest to the bondholders. To pay the interest, Hamilton proposed new taxes on goods. To manage the debt, he asked Congress to charter a Bank of the United States with the power to regulate state banks.

To justify his ambitious program, Hamilton pointed to the Constitution's elastic clause empowering Congress to enact laws for the "general welfare." He reasoned that a national bank would promote the general welfare. In Congress, in 1791, Hamilton's supporters—the Federalists—narrowly approved his program.

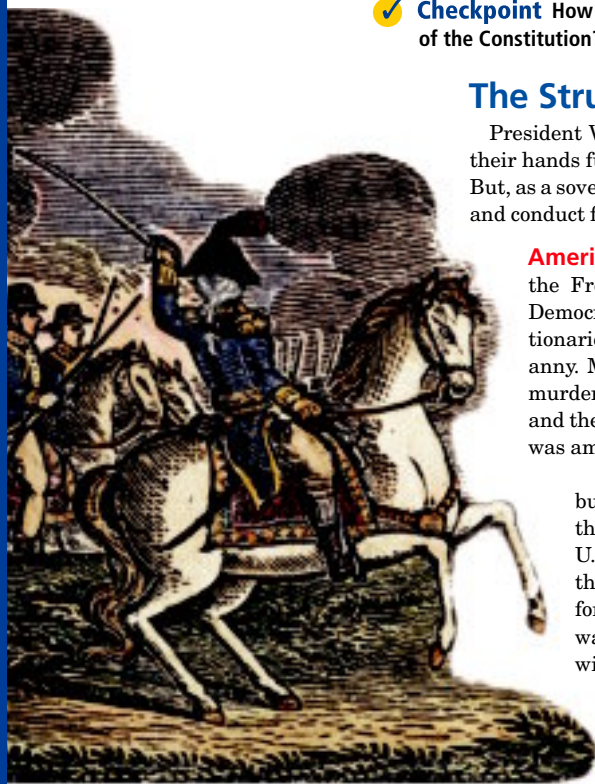
Democratic Republicans Challenge Hamilton Hamilton's broad interpretation of the Constitution appalled critics who wanted to limit the federal government to powers explicitly granted by the Constitution. Favoring a "strict construction," Democratic Republicans led by Thomas Jefferson saw no grounds for a national bank.

The critics also pointed out that Hamilton's system favored merchants from northeastern cities who owed much of the debt. Why, southerners asked, should their tax dollars compensate creditors in the Northeast?

 **Checkpoint** How did Hamilton and Jefferson differ in their interpretations of the Constitution?

The Battle of Fallen Timbers

U.S. General Anthony Wayne led his troops against Indians in the Ohio Valley. Wayne's victory in 1794 opened the region to settlement and discouraged foreign nations from invading the region.



The Struggle Over Foreign Policy

President Washington and other federal government officials had their hands full dealing with domestic economic and political issues. But, as a sovereign country on the world stage, they also had to define and conduct foreign policy.

America Has Strained Relations With Europe In 1789, the French Revolution began. Many Americans, especially Democratic Republicans, sympathized with the French revolutionaries, whom they viewed as fighting for freedom from tyranny. Many Federalists, however, saw the revolutionaries as murderous mobs. Other nations of Europe shared this view, and they declared war on the new French government. Britain was among them.

The United States declared its neutrality in this war but continued to trade with Britain and France. In 1793, the British navy tested American neutrality by seizing U.S. merchant ships trading with the French colonies in the West Indies. This added to the U.S. outrage at British forts on the American side of the Great Lakes. To avoid war, Washington sent John Jay to London to negotiate with the British. In Jay's Treaty of 1794, the British gave up the forts but kept most of their restrictions on U.S. shipping. Washington had avoided war. However, the Democratic Republicans denounced Jay's Treaty as a sellout.

Meanwhile, the Americans were in conflict with Indians in the Ohio Country. In August 1794, General Anthony Wayne won the pivotal victory at Fallen Timbers. The Indians gave up two thirds of what is now Ohio as well as southern Indiana.

In 1795, the United States also benefited from a treaty negotiated by Thomas Pinckney with the Spanish. Pinckney's Treaty permitted Americans to export their produce through New Orleans. Recovering the forts, defeating the Indians, and opening New Orleans combined to encourage westward movement.

The Alien and Sedition Acts After two terms in office, George Washington retired. Federalist John Adams won the election of 1796. A foreign policy crisis with France dominated Adams's administration. Offended by Jay's Treaty, the French began seizing American merchant ships. In addition, the French demanded bribes from American diplomats. Soon, French and American ships were fighting a full-scale naval war on the high seas.

The Federalists **exploited** the crisis by trying to crush their political opponents by passing the Alien and Sedition Acts in 1798. Most immigrants voted Democratic Republican and the **Alien Act** made it more difficult for them to become citizens. The Alien Act also authorized the President to arrest and to deport immigrants who criticized the federal government.

The **Sedition Act** made it a crime for citizens publicly to discredit the federal leaders. The Federalists argued that criticism undermined trust in the government, which was dangerous at a time when the French might invade the country.

 **Checkpoint** Why did Jay's Treaty offend France?

Jefferson, Madison, and the War of 1812

By 1800, support for the Federalists and for fighting France declined. In the presidential election, Jefferson defeated Adams. The Democratic Republicans also won control of Congress and most of the state governments. The victors spoke of the election as the "Revolution of 1800."

Jefferson's election established the principle that the federal government should respect public opinion and should allow public criticism. The new President encouraged Congress to abandon the Alien and Sedition Acts. He got rid of the Federalist taxes on stamps and on land. Despite reducing taxes, he cut the national debt from \$80 million when he took office to \$57 million in 1809. He achieved this budgetary miracle, in part, by reducing the federal government, including major cuts in the army and the navy. He benefited from the French decision to seek peace and from the increased federal revenue from customs duties.

The Supreme Court Issues a Landmark Decision

Thomas Jefferson's electoral revolution was limited by the growing power of the Supreme Court. In 1801, shortly before Jefferson became President, John Marshall became the Chief Justice of the Supreme Court.

Marshall served on the Supreme Court for 35 years—longer than any other Chief Justice. He had a lasting influence on the role of the Court. In 1803, Marshall first asserted **judicial review**—the power to decide the constitutionality of a federal law—in the celebrated case *Marbury v. Madison*. Judicial review gives the Court the power to review acts of the President or laws in Congress.

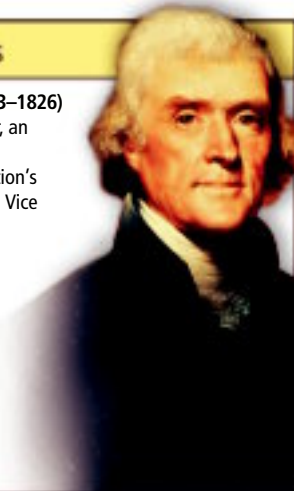
Vocabulary Builder

exploit—(ehk SPLOYT) *v.* to make use of for one's own advantage or profit

HISTORY MAKERS

Thomas Jefferson (1743–1826)

Thomas Jefferson was a writer, an inventor, an architect, and a politician. He served as the nation's first Secretary of State, second Vice President, and third President. Jefferson did not believe in a strong presidency or federal government. He thought the states should have relatively more strength. In 1798, he wrote the Virginia Resolutions, which said that states could leave the union if the federal government tried to take away their power.



America Purchases Louisiana In 1803, Jefferson scored a great diplomatic coup when France's new ruler, Napoleon Bonaparte, agreed to sell the Louisiana Territory. In 1801, Napoleon had forced Spain to give the territory to France. That concession alarmed the Americans, who dreaded their powerful new neighbors. Fortunately, Napoleon needed money and decided to sell the territory.

In the **Louisiana Purchase**, Jefferson bought a vast territory extending from the Mississippi River to the Rocky Mountains. The Louisiana Territory nearly doubled the size of the United States and cost the country only \$15 million. Explorers Meriwether Lewis and William Clark were sent west to the Pacific, while Zebulon Pike was sent southwest to explore the territory.

Jefferson's Embargo After the Louisiana Purchase, Jefferson's foreign policy faltered. The British navy resumed seizing American merchant ships trading with France. The British also seized sailors from U.S. ships for the royal navy, a practice known as **impressment**.

As an alternative to war, in 1807 Jefferson persuaded Congress to declare an **embargo**, suspending trade by ordering American ships to stay in port. He expected that the British would pressure the British to make concessions. He reasoned that the British needed American food more than Americans needed to wear British-made clothing. In fact, however, the embargo hurt Americans more than it hurt the British.

Geography Interactive

For: Interactive map
Web Code: nep-0109

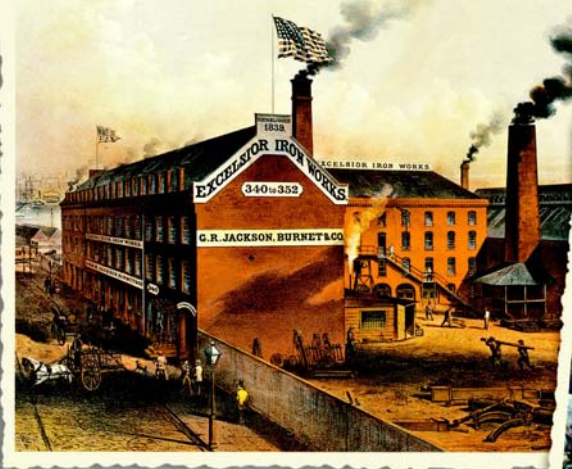
Louisiana Purchase

Map Skills The Louisiana Purchase of 1803 doubled the size of the United States. In exploring Louisiana Territory, Lewis and Clark were aided by Native American groups who lived in the region.

- 1. Locate:** (a) Mississippi Territory, (b) Spanish Florida, (c) Missouri River
- 2. Movement** Describe the journey of Lewis and Clark. Where did they begin and end their journey? What

- 3. Make Comparisons** How did Zebulon Pike's expedition differ from that of Lewis and Clark?






Industrial North and Agricultural South AUDIO

In the North, industry relied on employing factory workers at low wages. In the South, agriculture often relied on the labor of enslaved Africans.

The War of 1812 Congress lifted the embargo in 1809, shortly before Jefferson's term ended. Another Democratic Republican, James Madison, became President. In 1812, he and Congress decided that there was no alternative to war with the British Empire.

During the first two years of war, the Americans failed in their attempts to invade British Canada. In 1814, the British invaded the United States. They briefly captured Washington, D.C., burning the Capitol and the White House. However, the Americans defeated the British in other major attacks.

Weary of war, both sides agreed to a peace treaty that did not change any boundaries. Relieved at surviving the British counterattacks, the Americans celebrated the treaty as proving the stability of their republican form of government.

 **Checkpoint** What were the causes and effects of the War of 1812?

Growing Differences Between North and South

During the 1700s, a change took place that affected the way people worked. The gradual change from using mostly hand-held tools to using machines to produce goods is called the Industrial Revolution.

Industry Grows in the North The Industrial Revolution began in Great Britain, where inventors had built machines that revolutionized the way textiles were produced. Slowly, British textile workers came to the United States and built factories. Industrial growth was slow until after the War of 1812. The war cut off American access to British manufactured goods. Eager for substitutes, Americans built factories to produce textiles, shoes, guns, and tools.

Most of those new factories were in the northeastern states, which had more water power than any other region. Industrialization promoted urban growth and attracted European immigrants seeking work. Consequently, the Northeast became the most populous region in the nation.

TRACK THE ISSUE



How do regional differences affect national politics?

Throughout U.S. history, people in different parts of the country have had different views on important national issues. These differences have sometimes divided American politics along regional lines. Use the timeline below to explore this enduring issue.

1787 Three-fifths Compromise

North and South disagree over congressional representation of enslaved people.

1812 War of 1812

Western and southern farmers favor war.

1816–1832 Tariffs

North wants protective tariffs.

1861 Civil War

Disagreements between the North and the South lead to the Civil War.

1948 Dixiecrats

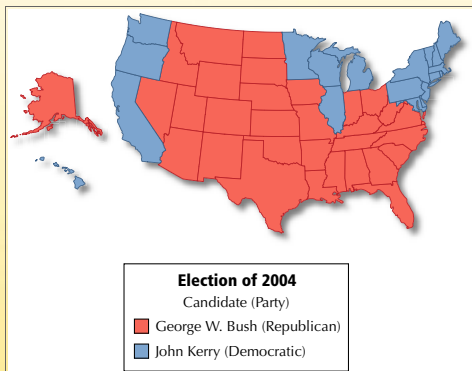
Southern Democrats split from their party over civil rights.

2004 Presidential Election

Election confirms division between Democratic and Republican states.



Henry Clay, a senator from the western state of Kentucky, supported the War of 1812.



The presidential election of 2004

DEBATE THE ISSUE

Red and Blue States Recent presidential elections have revealed an alleged political divide between the states. “Red” states in the South, West, and Midwest have generally voted Republican. “Blue” states in the Northeast and Pacific West have generally voted Democratic. Are regional or sectional differences affecting voting patterns?

“Democrats and Republicans once came from the same kinds of communities. Now they don’t. . . . The nation has gone through a big . . . sifting of people and politics into what is becoming two Americas. One is urban and Democratic, the other Republican, suburban and rural.”

—Bill Bishop, *Austin American-Statesman*

“Very little in politics, very little in life is black and white, or in this case, red and blue. There’s an awful lot of gray. . . . Truth be told, if we ask about core American values and core beliefs, about opportunity, equity and how we should go about living our lives, we see very little [if] any difference.”

—Samuel Abrams, Harvard University researcher




TRANSFER Activities

- Compare** In what way does Bishop believe the United States is split? How does Abrams see the red-blue divide?
- Analyze** How do you think each of the writers quoted above would respond to the regional differences of opinion regarding the War of 1812?
- Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. **Web Code:** neh-6702

Cotton Boom in the South While the Northeast industrialized, the southern states had an agricultural economy that relied on enslaved labor. Slavery became more profitable as cotton became the South's leading crop. In 1793, Eli Whitney of Connecticut visited Georgia, where he invented the **cotton gin**. This simple machine reduced the time and cost of separating cotton fiber from its hard shell. From 1.5 million pounds in 1790, American cotton production surged to 167 million pounds in 1820.

Cotton planters established new plantations in Tennessee, Alabama, Mississippi, Arkansas, Louisiana, and Texas. Taken from the Indians, the new lands proved more fertile for cotton than the longer-cultivated fields to the east.

Cotton was in great demand in textile factories in the northern United States and in Europe. By paying good prices for cotton, the mill owners encouraged southern planters to expand their fields and increase the number of enslaved African Americans to work them. However, as the North and South adopted different specializations, their political differences increased as well.

 **Checkpoint** How did the industrialization in the North and the spread of cotton in the South contribute to the spread of slavery?

The Monroe Doctrine

In 1817, James Monroe of Virginia succeeded James Madison as President. The Monroe administration hoped to cure sectional differences by cultivating national strength and ambition. The President and his Secretary of State, John Quincy Adams, wanted to prevent Spain from recovering her American colonies that had declared their independence. In 1823, Monroe and Adams announced a doctrine declaring that European monarchies had no business meddling with American republics. In return, the United States promised to stay out of European affairs.

The **Monroe Doctrine** meant little in 1823, when the Americans lacked the army and navy to enforce it. The Latin American republics kept their independence with British, rather than American, help. The doctrine became much more important later in the nineteenth century, when the United States began to intervene militarily in the Caribbean and Central America.

 **Checkpoint** How did the Monroe Doctrine assert American power in the Western Hemisphere?

SECTION

4 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nea-0111

Comprehension

- 1. Terms and People** For each item below, write a sentence explaining its significance.
 - Alien Act
 - Sedition Act
 - judicial review
 - Louisiana Purchase
 - impressment
 - embargo
 - cotton gin
 - Monroe Doctrine

2. NoteTaking Reading Skill:

Categorize Use your completed chart to answer the Section Focus Question: How did the United States and its government change in the late 1700s and early 1800s?

Writing About History

- 3. Quick Write: Rank Effects** Make a list of the effects of one of the following events: the Louisiana Purchase, the War of 1812, the Industrial Revolution. Then, rank the effects in order of importance.

Critical Thinking

- 4. Identify Central Issues** Why did southerners object to Hamilton's plan to pay off America's war debt?
- 5. Analyze Information** Why did the Democratic Republicans believe that Jay's Treaty did not serve American interests?
- 6. Recognize Cause and Effect** What impact did the War of 1812 have on U.S. industrial growth? Explain.

Quick Study Guide

Progress Monitoring *Online*

For: Self-test with Vocabulary Practice
Web Code: nea-0112

■ World in About 1500



■ Causes of the American Revolution

The American Revolution

Long-Term Causes

- Enlightenment
- Great Awakening
- French and Indian War

Immediate Causes

- British tax colonists
- Colonists protest and resist paying taxes
- British king refuses to compromise with colonists
- Colonists declare independence

■ The Bill of Rights

1st:	Guarantees freedom of religion, speech, press, assembly, and petition
2nd:	Guarantees right to bear arms
3rd:	Prohibits quartering of troops in private homes
4th:	Protects people from unreasonable searches and seizures
5th:	Guarantees due process for accused persons
6th:	Guarantees the right to a speedy and public trial in the state where the offense was committed
7th:	Guarantees the right to jury trial for civil cases tried in federal courts
8th:	Prohibits excessive bail and cruel and unusual punishments
9th:	Provides that people have rights beyond those stated in the Constitution
10th:	Provides that powers not granted to the national government belong to the states and to the people

✓ Quick Study Timeline

In America

1492
Christopher Columbus sails to the Americas

1607
Jamestown established in Virginia

1740s
Great Awakening sweeps through American colonies

Presidential Terms

1400–1600

Around the World

1689
England's Glorious Revolution leads to English Bill of Rights

1707
Act of Union unites England and Scotland

1750



American Issues

Connector

By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com **Web Code:** neh-6155).

Issues You Learned About

● **Expanding and Protecting Civil Rights** The United States has long embraced the idea that citizens are entitled to certain rights.

1. What new ideas about citizenship were introduced during the Enlightenment?
2. Which groups of people were not afforded all the rights stated in the Bill of Rights? Why?

● **Global Interdependence** As Europeans explored and settled the Americas, these two regions became linked by culture and economics.

3. What caused European sailors to seek a sea route to Asia despite the dangers they faced?
4. Why were many American colonists dependent on trade with West Africa?

5. During the Industrial Revolution, Britain passed a law prohibiting textile workers from leaving the country or from sharing technological information on water-powered textile mills. Why would Britain do this?

Connect to Your World

Activity

Sectionalism and National Politics The Federalists and the Democratic Republicans were the first political parties in the United States. Today, the two main parties are the Democrats and the Republicans. Go online or to your local library and conduct research to learn more about each party. Then, use your findings to create a chart, similar to the one below, contrasting the two parties today.

Federalist Party	Democratic Republican Party
<ul style="list-style-type: none"> • Supported a powerful federal government • Promoted the growth of manufacturing and trade • Led by Hamilton and Adams 	<ul style="list-style-type: none"> • Supported a weaker federal government and stronger state governments • Promoted an economy based on agriculture • Led by Madison and Jefferson

1775–1781
American
Revolution



1788
U.S. Constitution
is ratified

1803
Louisiana
Purchase



1823
Monroe
Doctrine
issued

George Washington
1789–1797

John Adams
1797–1801

T. Jefferson
1801–1809

J. Madison
1809–1817

J. Monroe
1817–1825

1775

1800

1825

1799
Napoleon seizes
control of France

1805
Haiti declares
independence
from France

History Interactive
For: Interactive timeline
Web Code: nep-0113

Chapter Assessment

Terms and People

1. Define **conquistador**. What impact did conquistadores have on American Indian societies?
2. What is the **Enlightenment**? How did the Enlightenment influence American political thought?
3. Define **separation of powers** and **checks and balances**. Give an example of how these ideas work in U.S. government.
4. Who was **James Madison**? How did he contribute to the Constitutional Convention of 1787?

Focus Questions

The focus question for this chapter is **What factors led to the founding of the United States and its formation as a democratic republic?** Build an answer to this big question by answering the focus questions for Sections 1 through 3 and the Critical Thinking questions that follow.

Section 1

5. What were the causes and effects of European arrival in the Americas?

Section 2

6. What important ideas and major events led to the American Revolution?

Section 3

7. What ideas and debates led to the Constitution and Bill of Rights?

Critical Thinking

8. **Identify Assumptions** What were some of the values held by North American Indian cultures?
9. **Analyze Information** What advantages did the Columbian Exchange bring to the people of the Americas? What disadvantages did it bring?
10. **Categorize** Identify four English colonial regions, and name their primary resources and economic activities.
11. **Recognize Cause and Effect** In what ways did Britain demonstrate its control over the American colonies? What result did these actions have on the colonists?
12. **Make Comparisons** How was the United States government under the Constitution different from the government under the Articles of Confederation?
13. **Draw Conclusions** Why do you think the Antifederalists demanded that a bill of rights be added to the Constitution?

Writing About History

Expository Essay: Cause and Effect There were a number of reasons England established colonies on the eastern seaboard of North America. The founding of colonies had profound effects on Native Americans, Africans, and other European nations. Write an essay that explains the causes and effects of one of the 13 English colonies.

Prewriting

- Consider what you know about the founding of each colony, and choose one that you think best shows cause and effect.
- Take time to research facts, descriptions, and examples to clearly illustrate the causes and effects in your essay.

Drafting

- To organize the causes and effects in your essay, either show the chronological order of events or order the events from the least important to the most important.
- As you draft your essay, illustrate each cause and effect with supporting facts and details.

Revising

- Review your entire draft to ensure you show a clear relationship between the causes and effects.
- Analyze each paragraph to check that you have provided a thorough set of facts and details.
- Use the guidelines on page SH11 of the Writing Handbook to revise your essay.



Document-Based Assessment

Religious Freedom in Early America

America was settled by colonists who had been subjected to religious discrimination in their native countries. How did their desire to protect their religious freedom influence the formation of state and federal governments? Use your knowledge of government and Documents A, B, and C to answer questions 1 through 4.

Document A

"Whereas Almighty God has created the mind free, so that all attempts to influence it by temporal punishments . . . are a departure from the plan of the Holy Author of our religion, . . . that to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical; . . . that our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry. . . .

Be it . . . enacted by the General Assembly that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, molested, or burdened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and that the same shall in no wise diminish, enlarge, or affect their civil capacities. . . . [Y]et as we are free to declare, and do declare, that the rights hereby asserted are the natural rights of mankind, and that if any act shall hereafter be passed to repeal the present, or to narrow its operation, such act will be an infringement of natural right."

—Thomas Jefferson, Virginia Statute for Religious Freedom, 1779

Document B

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

—First Amendment to the U.S. Constitution, 1791

Document C

Religion in the Colonies, 1776

Denomination	Number of Congregations
Congregational	668
Presbyterian	588
Baptist	497
Episcopal	495
Quaker	310
German Reformed	159
Lutheran	120
Methodist	65
Catholic	56
Moravian	31
Separatist and Independent	27
Dunker	24
Mennonite	16
Huguenot	7
Sandemanian	6
Jewish	5
Total	3,074

SOURCE: *The Churching of America, 1776–2005*, Roger Finke and Rodney Stark

- What civil right is protected by Document A?
 - freedom of speech
 - freedom of the press
 - freedom of education
 - freedom of religion
- What can you conclude about the growth of religion in the colonies based on Document C?
 - By 1776, there were fewer than 2,000 congregations in America.
 - There were a variety of religious denominations in colonial America.
 - Most colonists did not practice their religion on a regular basis.
 - Most colonists belonged to two establishment churches.
- What is the relationship between Documents A and B?
 - Both established the right of assembly.
 - Both prohibited the government from imposing religious taxes.
 - Both guaranteed the separation of church and state.
 - Both guaranteed freedom of the press.
- Writing Task** What effect did the importance of religious liberty have on the social, moral, and political development of the new nation? Use your knowledge of the formation of the new national government and specific evidence from the primary and secondary sources above to support your answer.