

History Alive!

Study Guides

Teachers' Curriculum Institute

Grade 8

TCI

Teachers' Curriculum Institute

Chapter Study Guides

This section contains reproducible study guides for each chapter of *History Alive! The United States Through Industrialism*. A study guide lists the content standards covered by the chapter, key terms, essential questions, and a timeline exercise. Use these study guides to introduce the standards related to each chapter and to check that students have mastered those standards.

Using the Study Guides in Your Classroom

1. *Reproduce and distribute the study guide.* Give students the appropriate study guide at the beginning of a lesson. Ask them to keep the study guide in their Interactive Student Notebook for reference throughout the lesson. Encourage students to review their study guide frequently and to add notes as they learn new information.
2. *Preview the standards that will be covered.* Ask students to read the standards and find the corresponding topics on their Student Guide to the California Standards. Explain that in order to master the standards for this chapter, students will have to know the key terms listed and be prepared to answer the essential questions. They will also need to be able to place several key events on a timeline.
3. *Preview the key terms.* Before beginning a lesson, introduce new terms by having students find each one in their textbook. As students work through the lesson activity and the reading, awareness of these terms will help them focus on important content. At the end of a lesson, working with the terms as indicated on the study guide offers further review of that content.
4. *Introduce the essential questions.* Post the essential questions in your classroom for reference. At the end of class each day, ask students to reflect on what they have learned that will help them to answer the essential questions. Tell students to record notes that will prepare them to answer the questions. When an Online Resource is suggested for additional information, be sure that students have the opportunity to visit www.teachtci.com.
5. *Use the study guides to help students review for the chapter test.* Ask students to complete their notes for the essential questions and to create the timeline. For further review, students might play a quiz game using the key terms. Students might use their completed timelines to label a more extensive timeline on the classroom wall that includes events they have studied throughout the year.
6. *Use the study guides for midyear and year-end reviews.* When students keep their study guides for each chapter, the collected packet offers a useful summary and review of key terms and concepts before the benchmark exams.



The Native Americans

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

migrate (p. 2)
environment (p. 3)
natural resources (p. 3)
culture (p. 3)
cultural region (p. 3)
buffalo (p. 12)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did Native Americans view the environment and the land? How was their perspective different from that of the Europeans who later came to America?
2. For each of the following regions, explain how the Native American inhabitants fed, clothed, and sheltered themselves: Northwest Coast, California, Great Basin, Plateau, Southwest, Great Plains, Eastern Woodlands, and Southeast.
3. How might Native American settlement and living patterns have influenced the formation of America as a nation? (8.1)
4. What is history and why does it change when new information is uncovered? (See Online Resources, Essay 1, *What Is History?*)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of last Ice Age
Crossing of land bridge by Siberians
End of Ice Age
Beginning of early American agriculture

Study Guide for Chapter 2

European Exploration and Settlement

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

New World (p. 17)
Christopher Columbus (pp. 18–19, 427)
The Columbian Exchange (p. 19)
slavery (pp. 19–20)
conquistadors (p. 20)
Spanish borderlands (p. 22)
New France (p. 25)
trappers (p. 25)
Jamestown (p. 28)
Pocahontas (p. 29)
New Netherland (p. 30)
New Amsterdam (p. 31)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did European nations compete to claim lands and riches in the New World?
2. What changes did the arrival of Europeans bring to Native American life?
3. How did early European explorers and settlers influence the formation of America as a nation? (8.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Columbus's arrival in the New World
Cortés's arrival in the New World
Cartier's arrival in the New World
Jamestown
New Amsterdam

Study Guide for Chapter 3

The English Colonies in America

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

8.7.2 Trace the origins and development of slavery.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

indentured servant (p. 35)

cash crops (p. 38)

assembly (p. 38)

democratic (p. 38)

Puritans (p. 39)

Mayflower Compact (pp. 39, 428)

slave trade (p. 40)

Fundamental Orders (p. 41)

William Penn (p. 43)

James Oglethorpe (p. 46)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How were the New England, Middle, and Southern colonies different from each other? How were they similar?
2. What events, ideas, and social patterns from the colonial period helped to shape American democracy? (8.1)
3. In what way was the Mayflower Compact important to the development of democracy in America? (8.2.1)
4. How and why did the practice of slavery begin and grow in colonial America? (8.7.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

First slaves in Virginia

Mayflower voyage across Atlantic

Rhode Island settled

William Penn's Great Law

Election of the first New York assembly

Study Guide for Chapter 4

Life in the Colonies

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

8.6.5 Trace the development of the American education system from its earliest roots.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

economy (p. 50)

Magna Carta (p. 52)

Parliament (p. 52)

English Bill of Rights (p. 52)

petition (p. 52)

blue laws (p. 53)

social class (p. 54)

the Middle Passage (p. 55)

First Great Awakening (pp. 56, 429)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Considering various parts of colonial life—cities and farms, citizen's rights, crime and punishment, social class, education, and African American life—how does each compare with life in America today?
2. How did the religious revival called the First Great Awakening help pave the way for the American Revolution? (8.1.1)
3. In what ways were the English Bill of Rights and Magna Carta important to the development of democracy in America? (8.2.1)
4. What made the colonists decide to provide education to at least some of their children? What was it like to attend America's earliest schools? (8.6.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Magna Carta

English Bill of Rights

Salem witch trials

First Great Awakening

Toward Independence

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Patriots (p. 63)
Loyalists (p. 63)
French and Indian War (p. 65)
Proclamation of 1763 (p. 66)
Stamp Act (p. 67)
Quartering Act (p. 68)
Townshend Acts (p. 68)
Boston Massacre (p. 68)
Boston Tea Party (p. 70)
Tea Act (p. 71)
Intolerable Acts (p. 72)
First Continental Congress (p. 73)
Lexington and Concord (p. 74)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were some of the major events that led Americans toward revolution? (8.1)
2. What was life like for the English colonists before the Royal Proclamation of 1763? After?
3. What were some of the important British mistakes and misunderstandings about the Americans after the French and Indian War?
4. How did the events that happened during America's colonial and revolutionary period influence the shape of American democracy? (8.1)
5. How did Thomas Paine's pamphlet *Common Sense* influence American colonial thinking about British rule? (See *Investigating History*, page 430.)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

French and Indian War
Royal Proclamation of 1763
Stamp Act and Quartering Act
Townshend Acts
Boston Tea Party
Lexington and Concord

The Declaration of Independence

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

George Washington (p. 80)
Continental Army (p. 80)
Bunker Hill (p. 80)
Ticonderoga (p. 81)
Olive Branch Petition (p. 82)
Thomas Jefferson (p. 83)
Declaration of Independence (p. 83)
King George III (p. 83)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Who said “Give me liberty, or give me death!” and what did it mean to Patriots? To Loyalists?
2. What political philosophy is expressed by the Declaration of Independence? (8.1.2)
3. What is the significance of each of these phrases from the Declaration of Independence:
all men are created equal
unalienable rights
consent of the governed
right of the people to alter or abolish it
Why were these phrases important to the development of American democracy? (8.1.2)
4. According to the Declaration, what is the purpose of government? (8.1.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Battle of Bunker Hill
Olive Branch Petition
Common Sense
Signing of the Declaration of Independence

The American Revolution

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.3 Analyze how the American Revolution affected other nations, especially France.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Thomas Paine's *The Crisis* (p. 92)

Trenton (p. 92)

Saratoga (p. 94)

Valley Forge (p. 94)

guerilla troops (p. 96)

Lord Cornwallis (p. 96)

Yorktown (p. 96)

Treaty of Paris (p. 100)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the strengths and weaknesses of the Continental Army? What were the strengths and weaknesses of the British?
2. What military strategies did each side use during the war?
3. What factors led to American victory over the British?
4. Why were the results of the Revolutionary War so important to the development of American democracy? (8.1)
5. How did the American Revolution affect other countries, especially France? (8.1.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Washington's defeat in New York

Saratoga

Valley Forge

Yorktown

Treaty of Paris

Creating the Constitution

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.4 Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Articles of Confederation (p. 103)

Constitutional Convention (p. 106)

James Madison (p. 107)

constitution (p. 108)

state constitutions (pp. 108, 433)

republic (p. 108)

Virginia Plan (p. 109)

New Jersey Plan (p. 109)

the Great Compromise (p. 110)

the three-fifths compromise (p. 112)

Electoral College (p. 114)

ratify (p. 115)

Federalists and Anti-Federalists (p. 116)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the events between 1776 and 1787 influence the development of American democracy? (8.1)
2. In what ways did civic republicanism, classical liberal principles, and English parliamentary traditions contribute to the development of American democracy? (See Online Resources, Essay 5, *The Roots of American Democracy*.) (8.1.4)
3. What were the main features of the Articles of Confederation? How well did the Articles of Confederation and the Constitution promote the ideals in the Declaration of Independence? (8.2.2)
4. What major debates shaped the terms of the U.S. Constitution? (8.2.3)
5. What political ideas can be found in the thinking of key founders such as James Madison, in the *Federalist Papers*, in the actions and words of leaders such as George Washington, and in the U.S. Constitution? (8.2.4)
6. Why were state constitutions important to the development of the American political system? What did early state constitutions have to say about slavery? (See Online Resources, Essay 6, *Early State Constitutions*.) (8.3.1, 8.7.2, 8.9.2)
7. How did the land ordinances of 1785 and 1787 encourage private land ownership and the orderly development of towns and states? (8.3.2)
8. What was the significance of domestic rebellions—such as Shays's Rebellion—and the way the government responded to them? (8.3.5)

(See next page for timeline activity.)

Creating the Constitution

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.7.2 Trace the origins and development of slavery. . . .

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.2 Discuss the abolition of slavery in early state constitutions.

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Shays's Rebellion
Constitutional Convention
Signing the Constitution

Study Guide for Chapter 9

The Constitution: A More Perfect Union

Content Standards

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

the Preamble (p. 120)
popular sovereignty (p. 120)
legislative branch (p. 121)
bicameral (p. 121)
bill (p. 121)
veto (p. 122)
executive branch (p. 123)
impeach (p. 124)
judicial branch (p. 124)
amendment (p. 127)
federal system (p. 128)
interstate commerce (p. 128)
political parties (p. 130)
interest groups (p. 130)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What powers does the national government have under the Constitution? Which powers belong to the states? Which powers are shared? (8.2.6)
2. What is the significance of the following terms: *federalism, dual sovereignty, separation of powers, checks and balances, and individual rights*? (8.2.7)
3. How did the Constitution encourage the development of a common market among American states? What are the advantages to a common market? (8.3.3)
4. How did the Constitution view Native American tribes? (8.2.3)
5. What are the roles of individual citizens, elections, political parties, and interest groups in the political process? (8.3.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of the Constitutional Convention
Conclusion of the Constitutional Convention
Ratification of the Constitution

The Bill of Rights

Content Standards

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.5 Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

8.3.7 Understand the functions and responsibilities of a free press.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

ratification (p. 133)

bill of rights (p. 133)

separation of church and state (pp. 135, 435)

self-incrimination (p. 139)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the addition of the Bill of Rights resolve the concerns of some of the delegates to the Constitutional Convention? (8.2.3)
2. What fundamental freedoms are guaranteed by each amendment in the Bill of Rights? How do these amendments protect people from government excesses? (8.2, 8.2.6)
3. Where did the idea of the separation of church and state come from, and how did it influence the U.S. Constitution? (8.2.5)
4. What is the role of a free press in America? What are the responsibilities of a free press? (8.3.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Ratification of Constitution

Official addition of Bill of Rights to Constitution

Study Guide for Chapter 11

Political Developments in the Early Republic

Content Standards

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

8.9.5 Analyze the significance of the States' Rights Doctrine.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

inauguration (p. 146)
executive departments (p. 146)
the French Revolution (p. 147)
Alexander Hamilton (p. 149)
Thomas Jefferson (p. 152)
John Adams (p. 155)
the Alien and Sedition Acts (p. 155)
Election of 1800 (p. 157)
Twelfth Amendment (p. 158)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the American political system change during the early years of the nation's history? (8.3)
2. How did the conflict between Thomas Jefferson and Alexander Hamilton give rise to two opposing political parties and two plans for what was best for America? (8.3.4, 8.4.1)
3. What was the significance of the Whiskey Rebellion and the way the government responded to it? (8.3.5)
4. How did Washington's Farewell Address help set America's future direction? (8.4.2)
5. What was the significance of Jefferson's 1801 Inaugural Address? (See *Investigating History*, page 436.) (8.4.2)
6. What is the significance of the idea of states' rights? (8.9.5)
7. What is the significance of the term *nullify*, and where did it come from? (8.10.3)
8. What were some of the hopes and ideals expressed by Americans in the early years of the nation's history? (8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Election of George Washington
Whiskey Rebellion
French Revolution
Washington's Farewell Address
Election of 1800
Twelfth Amendment

Foreign Affairs in the New Nation

Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

8.5 Students analyze U.S. foreign policy in the early Republic.

8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

- | | |
|-------------------------|--------------------------------|
| neutrality (p. 163) | embargo (p. 167) |
| isolationism (p. 163) | blockade (p. 168) |
| the Jay Treaty (p. 164) | War Hawks (p. 169) |
| the XYZ Affair (p. 164) | Francis Scott Key (p. 169) |
| impressment (p. 166) | Battle of New Orleans (p. 170) |
| Barbary States (p. 166) | Monroe Doctrine (p. 172) |
| tribute (p. 167) | |

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What foreign policy position did George Washington urge the United States to take in his famous Farewell Address? (8.4.2)
2. What policy did John Q. Adams favor in his Fourth of July Address, 1821? (See *Investigating History*, page 437.) (8.4.2)
3. Analyzing early U.S. foreign policy generally, what can be said about its motives, methods, and the outcomes that were achieved? (8.5)
4. What were the causes and consequences of the War of 1812? What major battles, leaders, and events contributed to the story of this war? (8.5.1)
5. How did early American foreign policy influence the nation’s relationship with its neighbors and Europe, the nation’s boundaries, and westward expansion? (8.5.2)
6. What hopes and ideals do America’s early foreign policy actions reveal? (8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

- The Jay Treaty
- The XYZ Affair
- Bombardment of Tripoli
- Battle of Tippecanoe Creek
- War of 1812
- Monroe Doctrine

A Growing Sense of Nationhood

Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

8.6.7 Identify common themes in American art.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Appalachian Mountains (p. 176)
Uncle Sam (p. 177)
capitalism (p. 178)
Bank of the United States (p. 178)
McCulloch v. Maryland (p. 179)
Era of Good Feelings (p. 179)
folk art (p. 180)
Hudson River School (p. 180)
spirituals (p. 181)
minstrel shows (p. 181)
Washington Irving (pp. 182, 438)
James Fenimore Cooper (pp. 182, 438)
Henry Wadsworth Longfellow (p. 182)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What hopes and ideals did Americans hold after the War of 1812? (8.4)
2. What was the nature of America's landscape in the early 1800s? (8.4.1)
3. How did capitalism develop and secure its place in America's economic and legal systems? (8.4.3)
4. What were the characteristics of daily life in early America? What did people enjoy for art, music, and literature? (See also Online Resources, Essay 7, *Daily Life in the New Nation*.) (8.4.4)
5. What was the focus of Henry Clay's American System? What physical, economic, and political obstacles did Clay's system face? (8.6.2)
6. What were some common themes in American art and literature during this time period? (See also Online Resources, Essay 8, *The Growth of a National Literature*.) (8.6.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

War of 1812
Election of James Monroe
Creation of second Bank of the United States
McCulloch v. Maryland
Election of John Quincy Adams

Andrew Jackson and the Growth of American Democracy

Content Standards

8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion... (e.g., accounts of the removal of Indians, the Cherokees' "Trail of Tears,"...)

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

self-made man (p. 187)

Jacksonian democracy (p. 188)

the Kitchen Cabinet (p. 189)

civil servant (p. 189)

tariff (p. 190)

secede (p. 190)

Bank of the United States (p. 191)

Indian Removal Act (p. 192)

Five Civilized Tribes (p. 192)

Trail of Tears (pp. 193, 439–440)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How was Andrew Jackson's election and presidency viewed by the rich and well-born? By the common people? By Native Americans? By supporters of states' rights? (8.8.1)
2. Why was Andrew Jackson opposed to a National Bank? (8.8.1)
3. What was the spoils system? Why did Jackson favor it, and why was he criticized for doing so? (8.8.1)
4. How did Jacksonian democracy give more governmental power to the common people? (8.8.1)
5. Why did many Americans, including Jackson, believe that Native Americans needed to be removed from their lands? How did Jackson respond to the 1831 Supreme Court ruling that Indians had a right to their lands? (8.8.2)
6. What was the nullification crisis? How did it demonstrate the growing split between the North and South? (8.10.3)
7. What were the details and outcomes of the treaties negotiated between the first four presidents and Indian nations? (See also *Investigating History*, p. 439.) (8.5.3, 8.12.2)
8. What events and ideas connected to Andrew Jackson led to patterns of change in the United States? How did things stay the same?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Inauguration of Andrew Jackson

Nullification crisis

Battle over the National Bank

Indian Removal Act

Trail of Tears

Study Guide for Chapter 15

Manifest Destiny and the Growing Nation

Content Standards

8.4.1 Describe the country's . . . territorial expansion during the terms of the first four presidents.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

8.8 Students analyze the divergent paths of the American people in the West from 1800 and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Manifest Destiny (p. 197)
Louisiana Purchase (p. 198)
diplomacy (p. 200)
Texas War for Independence (p. 202)
the Alamo (p. 202)
converts (p. 205)
Oregon Fever (p. 205)
Mexican-American War (pp. 206–208)
Treaty of Guadalupe Hidalgo (p. 208)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What does the term *Manifest Destiny* mean, and why was it so important to the westward expansion of the United States? (8.8.2)
2. What were the major territorial acquisitions of the United States between 1803 and 1853, and how did they change the country's boundaries? How did the United States achieve each territorial expansion: by purchase, by treaty, or by war? (8.4.1, 8.5.2)
3. Who fought in the Texas War for Independence and the Mexican-American War, and what were they fighting for? What effect did those wars have on U.S. boundaries? What was the wars' effect on Americans and Mexicans living in the Southwest? How are the lives of Mexican Americans today affected by what happened in those wars? (8.8.6)
4. What different paths did Americans in the West take in the period from 1800 to 1850, and what challenges did they face? (8.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Louisiana Purchase
Acquisition of Florida
Battle of the Alamo
Oregon Fever
Mexican-American War
Gadsden Purchase

Life in the West

Content Standards

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) . . . and how those relationships influenced westward expansion.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Zebulon Pike (p. 213)

John C. Fremont (p. 213)

Californios (p. 216)

missions (p. 216)

rancho (p. 216)

Annie Bidwell (p. 222)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What different paths did Americans in the West take in the period from 1800 to 1850, and what challenges did they face? Consider, for example, the Californios, the Mormons, the Forty-Niners, and the Chinese. (8.5.2, 8.8)
2. Why did Lewis and Clark make their journey? What challenges did they face? What were the possible economic outcomes of their expedition? (8.8.2)
3. What role did pioneer women—including women like Annie Bidwell, Laura Ingalls Wilder, and slave women who gained their freedom—play in the West? How did the status of women improve? (See also *Investigating History*, pp. 442–444.) (8.8.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Lewis and Clark expedition

Mormons found Salt Lake City

California Gold Rush

Mexicano Contributions to the Southwest

Content Standards

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.4 Examine the importance of the great rivers and the struggle over water rights.

8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Mexicanos (p. 229)

batea (p. 230)

rifle box (p. 230)

arrastra (p. 230)

Californios (p. 231)

Tejanos (p. 231)

vaquero (p. 231)

rodeo (p. 231)

irrigation (p. 234)

Tex-Mex cooking (p. 235)

adobe (p. 236)

community property (p. 237)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the effects of the Texas War for Independence and the Mexican-American War on Americans and Mexicans living in the Southwest? How are the lives of Mexican Americans today affected by what happened in those wars? (8.8.6)
2. What were the main features of the Mexican settlements? Discuss their location, food, architecture, music, economic pursuits, land ownership, laws, and attitudes toward slavery. How did these features contribute to the development of the West? (8.8.5)
3. In what ways were great rivers and issues over water rights important to life in the West? (See *Investigating History*, p. 444.) (8.8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Discovery of the New World by Columbus

Conquering of Mexico by Spain

Mexican independence

Mexican-American War

An Era of Reform

Content Standards

8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

8.6.6 Examine the women's suffrage movement (e.g. biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Hermann Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Second Great Awakening (p. 242)
transcendentalism (p. 243)
Dorothea Dix (p. 244)
Horace Mann (p. 245)
public schools (p. 245)
abolitionists (p. 246)
Frederick Douglass (p. 247)
Sojourner Truth (p. 247)
Elizabeth Cady Stanton (pp. 248, 446)
Lucretia Mott (pp. 248, 446–447)
Elizabeth Blackwell (p. 249)
Seneca Falls Convention (p. 249)
Declaration of Sentiments (p. 249)
Susan B. Anthony (pp. 250, 445–446)
Margaret Fuller (p. 447)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the Second Great Awakening, as well as transcendentalism, help inspire an era of reform in the United States beginning in the 1820s? (8.6.7)
2. How did American public education develop, and what role did Horace Mann play in its development? (8.6.5)
3. Who were the leaders of the women's suffrage movement? What can you say about their goals, their writings, their accomplishments, and their struggles? (8.6.6)
4. What was done during the era of reform to eliminate slavery and realize the ideals of the Declaration of Independence? (8.9)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Second Great Awakening
Founding of the *Liberator* by William Lloyd Garrison
World Anti-Slavery Convention
Seneca Falls Convention

The Worlds of North and South

Content Standards

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Eli Whitney (pp. 253, 256)

cotton gin (pp. 253, 256)

deforestation (p. 254)

agrarians (p. 256)

plantation (p. 256)

Industrial Revolution (p. 257)

industrialist (p. 257)

immigration (p. 266)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Where is the best place to draw a boundary between the North and the South? (8.10.2)
2. What are the key differences in the geography and climate of the North and the South? (8.10.2)
3. What features of the physical geography of the Northeast made this region well-suited to industrial and technological development? (8.6.1)
4. How did industry and technology influence life and affect the environment of the Northeast? (8.6.1)
5. What were the physical obstacles, political issues, and economic factors involved in building a network of roads, canals, and railroads in the Northeast? (8.6.2)
6. Why did a wave of immigrants come from northern Europe to America from 1845 to 1860? How did they contribute to the growth and changing characteristics of cities? (8.6.3)
7. What different paths did Americans in the Northeast take in the period from 1800 to 1850, and what challenges did they face? (8.6)
8. What were conditions like for free African Americans in the North, and how did they respond? (8.6.4)
9. What factors caused many Southern states to develop a farming economy based mostly on cotton? (8.7.1)
10. What explains the birth and growth of slavery in the South? (8.7.2)
11. How did slavery affect the South's economy and society? (8.7.2)
12. What were some of the characteristics of white Southern society, and how were these characteristics influenced by the physical geography of the region? (8.7.3)

(Continued)

The Worlds of North and South

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

13. What features of the geography of the North and the South caused one region to produce so many agrarians and the other so many industrialists? (8.10.2)
14. What different paths did Americans in the South take in the period from 1800 to 1850, and what challenges did they face? (8.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a clever, creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Industrial Revolution
Invention of the cotton gin
Invention of the reaper
Building of the Erie Canal
Irish potato famine

African Americans at Mid-Century

Content Standards

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

racism (p. 269)

Frederick Douglass (p. 270)

discrimination (p. 271)

segregation (p. 271)

Underground Railroad (p. 278)

Denmark Vesey (p. 278)

Nat Turner (p. 278)

oppression (p. 282)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What explains the birth and growth of slavery in the South? (8.7.2)
2. What did free blacks in the North do to advance their rights and build communities? (8.6.4)
3. In what ways were the lives of free blacks in the North different from—and similar to—the lives of free blacks in the South? (8.7.4)
4. What was life like for free blacks? How were laws used to limit their freedom and economic opportunities? (8.9.6)
5. In what ways did the institution of slavery affect the political, social, religious, economic, and cultural lives of African Americans in the South? (8.7.2)
6. What was the legal status of slaves? How did slaveholders control their slaves and attempt to preserve slavery? (8.7.2)
7. What actions did African Americans take to eliminate slavery and realize the ideals of the Declaration of Independence? (See also Online Resources, Essay 13, *Documents on the Slave Rebellions of Denmark Vesey and Nat Turner*.) (8.9)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Invention of the cotton gin

Denmark Vesey's rebellion

Nat Turner's revolt

A Dividing Nation

Content Standards

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Tallmadge Amendment (p. 286)

gag rule (p. 289)

Henry Clay (p. 291)

Fugitive Slave Law (p. 292)

Uncle Tom's Cabin (p. 293)

John Brown's raid (pp. 298–299)

Election of 1860 (p. 299)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What actions did the following individuals take to eliminate slavery: John Quincy Adams, John Brown, William Lloyd Garrison, and Theodore Dwight Weld? (See also *Investigating History*, p. 451.) (8.9, 8.9.1)
2. What was the Northwest Ordinance, and how did it influence the spread of slavery? (8.9.3)
3. Why did the admission of Texas and California increase tensions over the slavery issue? (8.9.4)
4. How did each of the following either raise or reduce tensions over the slavery issue: the States' Rights Doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the Lincoln-Douglas debates? (8.9.5)
5. How did Daniel Webster and John C. Calhoun disagree over the division of power between the states and the federal government? (See *Investigating History*, pp. 453–454.) (8.10.1)
6. Where did the idea of secession start, and why did it create a constitutional crisis? (8.10.3)
7. To what extent did Abraham Lincoln live up to the ideals of the Declaration of Independence in his speeches and as president? (8.10.4)
8. What were the key causes of the American Civil War? (8.10)

(See next page for timeline activity.)

A Dividing Nation

8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Missouri Compromise
Compromise of 1850
Kansas-Nebraska Act
Dred Scott case
Election of 1860
Civil War begins

Study Guide for Chapter 22

The Civil War

Content Standards

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Abraham Lincoln (pp. 305–306)	draft (p. 312)
Jefferson Davis (pp. 305–306)	habeas corpus (p. 313)
Anaconda Plan (p. 308)	Merrimac and Monitor (p. 315)
Bull Run (p. 308)	Vicksburg (p. 316)
blockade (p. 310)	Ulysses Grant (p. 318)
Robert E. Lee (p. 310)	total war (p. 318)
emancipation (p. 312)	William Sherman (pp. 318–319)
Emancipation Proclamation (p. 312)	Appomattox (p. 319)
Gettysburg (p. 312)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the key causes, events, and consequences of the American Civil War? (8.10)
2. To what extent did Abraham Lincoln live up to the ideals of the Declaration of Independence in his speeches and as president? (See also Online Resources, Essay 14, *Great American Speeches: Abraham Lincoln's Inaugural Addresses*.) (8.10.4)
3. What comparisons and differences do you see in the views and lives of leaders (such as Lincoln, Davis, Lee, and Grant) and soldiers on both sides of the Civil War? (See *Investigating History*, pp. 454–457.) (8.10.5)
4. What major events and battles of the American Civil War helped to determine the outcome? (8.10.6)
5. What were the geographic advantages and disadvantages of both sides in the war? (8.10.6)
6. What technological advances were made during the war? (8.10.6)
7. What was significant about Lee's surrender at Appomattox? (8.10.6)
8. In what ways did the war affect soldiers, civilians, the physical environment, and future warfare? (8.10.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Abraham Lincoln's inauguration
Battle of Bull Run
Gettysburg
Vicksburg

The Reconstruction Era

Content Standards

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Reconstruction (p. 323)	scalawags (p. 328)
Andrew Johnson (p. 324)	carpetbaggers (p. 328)
freedmen (p. 324)	Election of 1876 (p. 331)
Freedmen’s Bureau (p. 324)	Compromise of 1877 (p. 331)
black codes (p. 325)	Jim Crow laws (pp. 333, 457–458)
sharecropping (p. 327)	<i>Plessy v. Ferguson</i> (p. 333)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were some of the conflicts over the original Reconstruction plans? How did these conflicts affect American politics and result in the impeachment of a president? (8.11.1)
2. How did Reconstruction affect the different regions of the nation in different ways? (8.11.1)
3. Why did former slaves leave the South to go to the cities of the North and to the West, and what were their experiences once they got there? (8.11.2)
4. How did the Freedmen’s Bureau help former slaves to advance their rights as Americans? (8.11.3)
5. What restrictions were placed on freedmen that kept them from achieving true equality? (8.11.3)
6. Where did the Ku Klux Klan come from, and what effects did it have? (8.11.4)
7. What new constitutional rights were ushered in during the Reconstruction era? Why were these rights added at this time? (8.11.5)
8. What were the key characteristics of the Reconstruction era? How did Reconstruction change America for the better? For the worse? (8.11)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Assassination of Abraham Lincoln
Civil Rights Act of 1866
Thirteenth, Fourteenth, and Fifteenth Amendments
Election of 1876

Tensions in the West

Content Standards

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

reservation (p. 337)
Nez Percé (p. 338)
Chief Joseph (p. 339)
homesteader (p. 340)
Homestead Act (p. 340)
transcontinental railroad (p. 340)
subsidy (p. 340)
mining (pp. 343–344)
the "long drive" (p. 345)
Battle of the Little Big Horn (p. 350)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What motivated so many Americans to move west, onto and beyond the Great Plains? What challenges did this movement present to settlers, Native Americans, and the nation? (See also Online Resources, Essay 15, *The Homestead Act and the Rise of Private Property*.) (8.8.2)
2. How and why did American agriculture and industry develop so dramatically in the late 19th and early 20th century? What role did climate, natural resources, and trade play in this development? (8.12.1)
3. How did the growth of agriculture, mining, railroading, and industry contribute to a change in federal Indian policy in the 1860s? (8.12.2)
4. What actions did the government take to encourage business growth in the late 19th century? (8.12.3)
5. Why were entrepreneurs, industrialists, and bankers significant figures in American politics and business in the late 19th century? (8.12.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Discovery of gold in California
Homestead Act
Pacific Railroad Act
Completion of the transcontinental railroad
Battle of the Little Big Horn

Study Guide for Chapter 25

The Rise of Industry

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and locate such development on a map.

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

industrialization (p. 354)	monopoly (p. 359)
entrepreneur (p. 354)	J. P. Morgan (p. 359)
laissez-faire (p. 354)	urbanization (p. 361)
the Gilded Age (p. 355)	tenements (p. 361)
Bessemer process (p. 356)	trade unions (p. 366)
corporation (p. 359)	collective bargaining (p. 366)
trust (p. 359)	strikes (p. 367)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How and why did American agriculture and industry develop so dramatically in the late 19th and early 20th century? What roles did climate, natural resources, and trade play in this development? (8.12.1)
2. What actions did the government take to encourage business growth in the late 19th century? (8.12.3)
3. Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19th century? (8.12.4)
4. Why did the growth of industry contribute to the following: the growth of cities; changing social conditions in cities; increased immigration; and new business opportunities? In what parts of the country were these effects most visible? (8.12.5)
5. What were conditions like for factory workers, including children? How did the government's laissez-faire policies toward big business affect those conditions? (8.12.6)
6. What strategies did the labor movement use to try to improve working conditions? Who were the leaders of the labor movement? (8.12.6)
7. How did late 19th-century inventors—such as Thomas Edison, the Wright brothers, and Alexander Graham Bell—change the quality of life in America? (8.12.9)
8. In what ways did the Industrial Revolution transform America's economy, society, and politics? (8.12)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Hosting of grand ball by Vanderbilt family
Fire at the Triangle Shirtwaist Factory

The Great Wave of Immigration

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

immigration (pp. 371–372)
Ellis Island (p. 371)
refugees (p. 372)
assimilation (p. 372)
tenement buildings (p. 375)
pogroms (p. 376)
Chinese Exclusion Act (p. 378)
passport (p. 380)
barrios (p. 381)
nativism (p. 382)
quota (p. 382)
visas (p. 384)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Where did the huge numbers of late 19th-century immigrants come from? What drew them to America? (8.12.7)
2. Historians look for *historical continuity*—the way things stay the same as in the past. They also look for *new patterns*—the way things change. How was immigration at the turn of the century similar to previous times in America’s past? How was it different?
3. What contributions did immigrants make to the building of the American economy and cities? (8.12.7)
4. What factors contributed to the assimilation of immigrants into American society? (8.12.7)
5. What explains the growth of nativism around the turn of the 20th century? (8.12.7)
6. In what ways did the Industrial Revolution transform America’s economy, society, and politics? (8.12)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Russian pogroms
Chinese Exclusion Act
Mexican Revolution
Quota system

The Progressive Era

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

8.12.8 Identify the characteristics and impact of Grangerism and Populism.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Progressive movement (p. 385)	John Muir (p. 393)
muckrakers (p. 385)	conservation (p. 393)
Social Darwinism (p. 389)	W. E. B. DuBois (p. 394)
Theodore Roosevelt (p. 390)	Upton Sinclair (p. 395)
Robert LaFollette (p. 391)	Alice Paul (p. 396)
Mother Jones (p. 392)	Nineteenth Amendment (p. 396)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. In what ways did the Industrial Revolution transform America's economy, society, and politics? How did the changes give birth to a new era of reform? (8.12)
2. Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19th century? (8.12.4)
3. Why did the growth of industry contribute to the development of a conservation movement? (See also Online Resources, Essay 20, *This Land Is Our Land: Conservation in the United States*.) (8.12.5)
4. What were conditions like for factory workers, including children? How did the government's laissez-faire policies toward big business affect those conditions? (8.12.6)
5. What strategies did the labor movement use to try to improve working conditions? Who were the leaders of the labor movement? (8.12.6)
6. What was the Granger movement, and what did it accomplish? (8.12.8)
7. What was Populism, and how did it help usher in the Progressive movement? (8.12.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Start of Granger movement
Birth of People's (Populist) Party
Sherman Anti-Trust Act
Creation of Yosemite National Park
Founding of NAACP
Nineteenth Amendment

America Becomes a World Power

Content Standards

From the California History–Social Science Framework, Course Descriptions:

This period is notable for the extension of the United States beyond its borders. Students can trace the major trends in our foreign policy, from George Washington’s Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I. By discussing and debating the issues, students should be able to formulate appropriate questions about the American role in these wars.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

expansionists (pp. 399–400)	nationalism (p. 408)
imperialism (p. 400)	militarism (p. 408)
the <i>Maine</i> (pp. 402, 465)	trench warfare (p. 409)
yellow journalism (pp. 402, 465)	Lusitania (p. 410)
Spanish-American War (p. 402)	Treaty of Versailles (p. 413)
Battle at Manila Bay (p. 404)	reparations (p. 413)
Panama Canal (p. 405)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Why did U.S. expansionists believe America should gain control over other areas of the world?
2. Explain how America gained influence or control over each of the following areas of the world: Alaska, Hawaii, Cuba, Puerto Rico, Philippines, Panama.
3. How did militarism and nationalism lead to the outbreak of World War I in Europe? Why did America join the fight almost three years later?
4. How did new strategies and new weapons help make World War I the deadliest ever fought up to that time?
5. How did the American entry into the war help end the stalemate? American president Woodrow Wilson tried to end the war with a fair and just peace. Did he succeed or fail?
6. What happened to Wilson’s idea of a League of Nations, and why didn’t the United States join? How did the end of World War I sow the seeds for World War II?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Purchase of Alaska
Annexation of Hawaii
Spanish-American War
Building of the Panama Canal
World War I
Treaty of Versailles

Study Guide for Chapter 29

Linking Past to Present

Content Standards

From the California History–Social Science Framework, Course Descriptions:

In this last unit students should examine the transformation of social conditions in the United States from 1914 to the present.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Martin Luther King Jr. (p. 418)
John F. Kennedy (p. 418)
Great Depression (p. 419)
GI Bill (p. 419)
feminists (p. 419)
Internet (p. 420)
knowledge worker (p. 420)
Brown v. Board of Education (p. 421)
Gideon v. Wainwright (p. 421)
Twenty-fourth Amendment (p. 421)
Twenty-sixth Amendment (p. 421)
Little Rock Nine (p. 422)
Betty Friedan (p. 422)
Cesar Chavez (p. 422)
Ryan White (p. 422)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Compare life in the United States in 1914 to today. What are the most significant differences? (See also *Investigating History*, pp. 467–469.)
2. How has America changed since 1914 in the following areas: equal rights, social opportunity, economic opportunity, technological innovation, and individual rights?
3. Who were some of the individual Americans that made a difference in the 20th century? How did they bring about change? (See also Online Resources, Essay 21, *Ryan White: A Young American Who Made a Difference*.)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Industrial Revolution
World War I
World War II
Great Depression
Civil Rights Movement
Cold War
Information Age