

Study Guide



Chapter 2, Section 1

For use with textbook pages 172–181

THE NEW REPUBLIC

CONTENT VOCABULARY

- cabinet** a group of advisors to the president (page 173)
- enumerated powers** powers specifically mentioned in the Constitution (page 174)
- implied powers** powers not explicitly listed in the Constitution but necessary for the government to do its job (page 174)
- judicial review** the power of the Supreme Court to decide whether laws passed by Congress were constitutional and to strike down those that were not (page 175)
- nativism** prejudice or hostility toward foreigners (page 179)
- labor union** organization of workers who press for better wages and working conditions (page 179)

DRAWING FROM EXPERIENCE

How does the government of your community raise the money it needs to pay for community services? How does the government of the United States raise the money?

In this section, you will learn how the new government of the United States addressed the challenges it faced.

ORGANIZING YOUR THOUGHTS

Use the outline below to help you take notes. Many actions that strengthened the federal government occurred as a result of American nationalism after the War of 1812. Outline the main actions.

- I. Economic Nationalism
 - A.
 - B.
 - C.
- II. Judicial Nationalism
 - A.
 - B.
- III. Diplomatic Nationalism
 - A.
 - B.

California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

Focuses on: 11.1.2, 11.1.3

Study Guide



Chapter 2, Section 1 (continued)

READ TO LEARN

- **The Early Years of the Republic** (page 173)

One of the first tasks of the new United States was to organize the government. In 1789 Congress created the Department of State, the Department of the Treasury, the Department of War, and the Office of the Attorney General. Then Washington chose his **cabinet**—the individuals who would head these departments and advise him.

In 1791 the Bill of Rights—the first 10 amendments to the Constitution—were ratified. The first 8 amendments protect individual rights against the government.

The new government inherited a huge debt. Alexander Hamilton, the Secretary of the Treasury, wanted to pay off all national and state debts. He also proposed the creation of a national bank to collect taxes, regulate trade, and provide for the common defense. Opponents argued that establishing a bank was not an **enumerated power**—a power specifically mentioned in the Constitution. Hamilton cited Article I, Section 8, which gave the federal government the power to “make all laws which shall be necessary and proper” to fulfill its responsibilities. This **clause** created **implied powers**—powers not explicitly listed in the Constitution but necessary for the government to do its job. The Bank of the United States was established in 1791 for a 20-year period.

Hamilton’s financial program and the handling of the Whiskey Rebellion, an uprising among Western farmers opposed to a tax on whiskey, split Congress into rival political parties. Federalists like Hamilton favored a strong national government led by the “rich, well born, and able.” The Democratic-Republicans, referred to as Republicans, favored strict limits on federal power and protection of states’ rights. Madison and Jefferson were prominent Republicans.

Washington’s successor was John Adams, a Federalist. Even though Washington had warned Americans of the dangers of party politics and sectionalism, the division between the two parties was deepening. The Federalists passed the Alien and Sedition Acts in 1798. These laws made it a crime to say anything bad about the federal government or federal officials. Aliens, or foreigners living in the country, were often anti-British and tended to vote Republican. The new laws made it harder for them to gain citizenship.

In the election of 1800, there was an unexpected tie between Thomas Jefferson and his running mate Aaron Burr. The Constitution specified that citizens would vote for electors who would vote for president and vice president. This Electoral College voted for two people. The candidate receiving the most votes became president; the runner-up became vice president. Ties were decided in the House of Representatives. The House made Jefferson the president and the Federalists stepped down. The election of 1800 showed that power could be peacefully transferred.

Academic Vocabulary

clause: a distinct section in a written formal document (p. 174)

Study Guide



Chapter 2, Section 1 (continued)

2. What did the election of 1800 show?

• The Republicans Take Power (page 175)

Thomas Jefferson was committed to limiting the scope of government and weakening the Federalists' control of the judiciary. On his last day in office, Adams had appointed dozens of new Federalist judges. Jefferson asked Congress to not allow these last-minute appointments. William Marbury, one of the last minute appointees, took his case to the Supreme Court. Chief Justice John Marshall ruled against Marbury, saying that the law that authorized the Court to issue enforcement orders was unconstitutional. In *Marbury v. Madison* (1803), the Court established its right of **judicial review**, the power to decide whether laws are constitutional and to strike down those that are not.

Also in 1803, Jefferson was busy expanding the size of the country. When Napoleon offered to sell the Louisiana Territory and New Orleans, the United States accepted the offer. In the **Louisiana Purchase** the United States doubled in size for a total cost of \$15 million, or less than three cents an acre.

When James Madison took office in 1809, he inherited a foreign relations crisis with Britain. The British regularly seized American ships at sea and kidnapped American sailors, a practice called impressment. Americans in the West accused the British of inciting Native Americans to attack settlers. Economic sanctions finally began to have the desired effect, but word of British cooperation came too late—Congress had already declared war.

Conquering Canada was the primary goal in the War of 1812. The Treaty of Ghent, signed in 1814, restored prewar boundaries but did not address the core issues of neutral rights or impressment. But the war did increase U.S. prestige and generated a spirit of patriotism and national unity. It also destroyed the Federalist Party, which had strongly opposed the war.

3. What was the significance of the *Marbury v. Madison* case?

Study Guide



Chapter 2, Section 1 (continued)

• The Growth of American Nationalism (page 176)

After the War of 1812, Americans developed national pride. Americans had a greater feeling of loyalty toward the United States than toward their state or region. The Monroe presidency is described as a time of political harmony in the country. One reason for this was because the Republican Party was the only political party that had any power. Also, the war had taught Americans that a stronger national government was advantageous. Republican leaders focused on national growth.

During Monroe's presidency, Congress created a new national bank to replace the First Bank of the United States. They also passed the Tariff of 1816, which protected American manufacturers by taxing imports.

Between 1816 and 1824, chief justice of the United States John Marshall helped unify the nation. He ruled in two cases that established the power of the federal government over the states.

In 1819 the Court decided in *McCulloch v. Maryland* that the Second Bank of the United States was constitutional. The decision said that the "necessary and proper" clause meant that the federal government could use any method to carry out its powers, as long as the method was not expressly forbidden in the Constitution. Marshall also ruled that state governments could not interfere with an agency of the federal government exercising its specific constitutional powers within a state.

In 1824 the Court decided in *Gibbons v. Ogden* that the Constitution granted the federal government control over interstate commerce. States could regulate commerce only within their borders. This ruling made it clear that federal law had priority over state law in interstate transportation.

Nationalism also influenced the nation's foreign affairs. Under President Monroe, the United States expanded its borders and became involved in world affairs.

In the early 1800s, many Southerners were angry with Spanish-held Florida. Runaway slaves hid there, aided by the Seminoles. When Spain could not control its border, Andrew Jackson captured Spanish settlements in Florida. Secretary of State John Quincy Adams pressured Spain to agree to a border treaty. In the Adams-Onís Treaty of 1819, Spain ceded all of Florida to the United States.

Spain's Latin American colonies began to rebel in 1809. Several European monarchies discussed the possibility of helping Spain regain control of these colonies. Russia also showed a growing interest in America. In response to this threat, President Monroe issued the Monroe Doctrine. This foreign policy said that the United States would prevent other countries from becoming involved in the political affairs of Latin American countries. The Monroe Doctrine became a long-term foreign policy of the United States.

Study Guide



Chapter 2, Section 1 (continued)

4. What were the outcomes of the Adams-Onís Treaty and the Monroe Doctrine?

• A Growing Nation (page 178)

In the early 1800s a transportation revolution occurred. In 1806 Congress funded the building of the National Road—a major east-west highway. Steamboats opened the nation’s rivers and waterways to freight and travel. Railroads, which appeared in the early 1800s, helped settle the West and expand trade among regions.

The Industrial Revolution began in Britain in the 1700s. During this time, manufacturers began using large-scale production in factories. Manufactured goods were sold nationwide and overseas.

The United States industrialized quickly because of the American system of free enterprise. There were few government controls, low taxes, and laws favoring businesses.

Industrialization began in the Northeast. The swift-flowing streams provided waterpower for the factories. The Northeast had entrepreneurs and merchants who had money to invest in industry.

Inventions and technological advances helped industry grow in the United States. Eli Whitney made the idea of interchangeable parts popular. In 1832 Samuel F.B. Morse perfected the telegraph. He developed the Morse code for sending messages. Newspapers used the telegraph to quickly collect and share news stories over wires.

Industrialization caused the rise of large cities. Many people moved to urban areas in search of factory jobs and better pay. By 1860 eight cities in the country had populations of over 100,000. Immigrants also contributed to city growth. Many Americans had feelings of **nativism**, a preference for native-born people and a desire to limit immigration. A political party known as the Know-Nothings arose to keep foreigners and Catholics out of politics.

By 1860 there were 1.3 million factory workers in the United States. During the late 1820s and early 1830s, many factory workers joined **labor unions** to improve working conditions. The unions, however, had little power or money. Courts often ruled against early unions.

Despite the trend toward urbanization and industrialization, agriculture was still the nation’s leading economic activity. “Cotton was King” in the

Study Guide



Chapter 2, Section 1 (continued)

South and provided nearly two-thirds of the total export trade of the United States. The cotton industry was fueled by Eli Whitney's cotton gin and by enslaved labor. The foreign slave trade had been outlawed in 1808, but a high birthrate among enslaved women kept the population growing. By 1850 there were nearly 3.2 million slaves in the South, accounting for nearly 37 percent of the Southern population.

No matter how well treated, all enslaved persons suffered indignities and the complete lack of citizenship rights. Resistance ranged from work slow-downs to violence. Free African Americans had an ambiguous position in Southern society. There was no slavery in the North, but African Americans did not experience real equality.

Academic Vocabulary
ambiguous: to lack a definitive purpose (p. 181)

5. How did industrialization affect cities in the United States?

Study Guide



Chapter 2, Section 2

For use with textbook pages 182–189

GROWING DIVISION AND REFORM

CONTENT VOCABULARY

- spoils system** the practice of appointing people to government jobs on the basis of party loyalty and support (page 184)
- caucus** a system of selecting presidential candidates in which members of a political party choose the nominee for president (page 184)
- secede** to withdraw (page 185)
- nullification** to declare invalid (page 185)
- temperance** abstinence from alcohol (page 187)
- abolition** an immediate end to slavery (page 188)
- emancipation** freeing enslaved persons (page 188)

California History-Social Science Standards

- 11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
 - 11.3** Students analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.
 - 11.10** Students analyze the development of federal civil rights and voting rights.
- Focuses on:** 11.1.3, 11.3.1, 11.3.2, 11.3.3, 11.10.7

DRAWING FROM EXPERIENCE

Have you ever had a disagreement with someone and just could not seem to resolve your differences? Did you try to compromise, or give up something in order to get something else in return? Compromise has been an important problem-solving tool in our country’s history.

This section discusses the growing differences between the North and the South.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. In the early 1800s, many people worked to reform different aspects of society. List the reform that each person or group listed below worked for.

Reformer	Type of Reform
American Colonization Society	1.
William Lloyd Garrison	2.
Prudence Crandall	3.
Frederick Douglass	4.
Lucretia Mott	5.
Elizabeth Cady Stanton	6.

Study Guide



Chapter 2, Section 2 (continued)

READ TO LEARN

- **The Resurgence of Sectionalism** (page 183)

In 1819 the Union had 11 free states and 11 slave states. Missouri applied for statehood as a slave state. This set off the divisive issue as to whether slavery should expand westward. Admitting any new state, either slave or free, would upset the balance of political power in the Senate and start a struggle for political power.

While trying to settle the question of slavery in Missouri, Maine applied for statehood. The Senate decided to combine Maine's request with Missouri's. The result was the Missouri Compromise. It called for admitting Maine as a free state and Missouri as a slave state. An amendment was added to the compromise that prohibited slavery in the Louisiana Purchase territory north of Missouri's southern border. Henry Clay of Kentucky steered the vote through the House of Representatives, which accepted the compromise.

Sectional differences over beliefs and policies were part of the election of 1824. All four candidates in the presidential election of 1824 were from the Republican Party.

Jackson won the popular vote and led in the Electoral College. No candidate, however, won a majority in the Electoral College. The House of Representatives had to vote to select the president out of the three candidates with the highest number of electoral votes. Clay had the least electoral votes, so he was eliminated. Clay, who was Speaker of the House, had great influence there. He threw his support to John Quincy Adams, and Adams won the House vote.

Jackson's supporters accused Clay of winning votes for Adams in return for a cabinet post. Adams and Clay were accused of making a "corrupt bargain." Adams and Clay said they had done nothing wrong. Jackson's supporters took the name Democratic Republicans to point out their differences with Adams's party, the National Republicans. The Democratic Republicans later shortened their name to Democrats.

Starting in the early 1800s, the United States saw a growth of democracy. Hundreds of thousands of males gained voting rights. This was because many states eliminated property ownership as a voting qualification.

John Quincy Adams and Andrew Jackson were the presidential candidates in the election of 1828. The campaign resorted to mudslinging. The candidates criticized each other's personalities and principles.

Jackson won the popular vote and the electoral vote in the election of 1828. Many voters who supported him were from the West and South. They were rural and small-town men who thought Jackson would represent their interests.

President Jackson believed in the capability and intelligence of average Americans. He believed that ordinary citizens should play an active role in government. As a result, Jackson supported the **spoils system**, the practice of appointing people to government jobs on the basis of party loyalty and

Study Guide

Chapter 2, Section 2 (continued)



support. Jackson replaced large numbers of government employees with his own supporters. He believed that opening government offices to ordinary citizens increased democracy.

Jackson and his supporters also wanted to make the way presidential candidates were chosen more democratic. At that time, political parties chose presidential candidates through the **caucus** system, in which party members who served in Congress would meet to choose the nominee for president. Jackson believed that this method gave only the well connected the opportunity to hold office. He and his supporters replaced the caucus with the national nominating convention. Delegates from the states met to decide on the party's presidential nominee.

The economy of South Carolina was weakening throughout the early 1800s. Many people blamed the nation's tariffs. South Carolina had to purchase many manufactured goods from Europe. Tariffs placed on these items made them very expensive. In 1828 Congress added a new tariff, which people called the Tariff of Abominations. Many South Carolinians threatened to **secede**, or withdraw, from the union.

John C. Calhoun, the vice president, was torn between following the country's policies and helping his fellow South Carolinians. Calhoun proposed the idea of **nullification**, which said that states had the right to declare a federal law null, or not valid. He said that states had this right because they had created the union. The issue came up again in 1830 when two senators—Robert Hayne of South Carolina and Daniel Webster of Massachusetts—debated each other on the Senate floor. Hayne supported the right of states to do what they wanted. Webster defended the Union.

President Jackson also defended the Union. When Congress passed another tariff law in 1832, South Carolina was upset and called for secession, while a special state convention voted to nullify the tariffs. Jackson considered this an act of treason. He sent a warship to Charleston, South Carolina, and tensions increased. Senator Henry Clay pushed through a bill that would lower the tariffs gradually until 1842. South Carolina repealed its nullification decision.

Like many other people, President Jackson believed that conflicts with Native Americans would end if they were moved to the uninhabited regions west of the Mississippi River. In 1830 Jackson pushed through Congress the Indian Removal Act, which provided money to relocate Native Americans.

Most Native Americans gave in and resettled in the West. However, the Cherokee of Georgia refused. Two cases reached the Supreme Court. Chief Justice John Marshall sided with the Cherokee and ordered the state of Georgia to honor their property rights. President Jackson, however, did not support the Court's decision.

Eventually, the army was sent to resolve the conflict with the Cherokee. The army forced them out of their homes and marched them west. Thousands of Cherokee died on the journey, which became known as the Trail of Tears. By

Academic Vocabulary
item: a distinct unit in a collection or series (p. 185)

Study Guide



Chapter 2, Section 2 (continued)

1838 the government had moved the majority of Native Americans east of the Mississippi to reservations. Although most Americans supported the removal policy, some, such as a few National Republicans and some religious denominations, denounced it.

President Jackson opposed the Second Bank of the United States. He believed that it benefited only the wealthy. He removed the government's deposits, which forced the Bank to end. Many people later claimed that Jackson's action contributed to the nation's future financial problems.

In the mid-1830s, the Whig Party formed to oppose President Jackson. The Whigs wanted to expand the federal government and to develop industry and trade. The Whig's ideas were very different from those of Jackson's Democrats, who wanted a limited government.

In the presidential election of 1836, Democrat Martin Van Buren easily defeated the Whigs, who had three candidates. Shortly after he became president, an economic crisis hit the United States. The crisis had been set off by Jackson, who had issued the Specie Circular before leaving office. It ordered that payments for public land must be made in gold or silver, not paper currency. This set off the Panic of 1837. Land sales plummeted and economic growth slowed. Banks and businesses failed, and thousands of farmers lost their land.

The Whigs hoped that the economic crisis would lead to an easy victory over the Democrats in the 1840 presidential election. The Whigs nominated William Henry Harrison for president and John Tyler for vice president. Harrison won, but he died one month after his inauguration, and John Tyler became president.

Tyler actually opposed many Whig policies. As a result, he sided with the Democrats and refused to support a third Bank and a higher tariff. President Tyler also had to deal with foreign relations, particularly with Great Britain. The Webster-Ashburton Treaty established a firm boundary between the United States and Canada.

7. What helped the Whigs defeat President Van Buren in the 1840 election?

Study Guide



Chapter 2, Section 2 (continued)

• The Reform Spirit (page 186)

In the 1800s, religious leaders organized a movement to revive Americans' commitment to religion. This movement came to be known as the Second Great Awakening. Ministers attracted thousands of followers in revival meetings, where people sang and prayed. Charles G. Finney, a Presbyterian minister, was an important promoter of the Second Great Awakening. His revivals attracted many followers.

A number of new religions flourished during the mid-1800s. Among these were Unitarianism and Universalism. New Englander Joseph Smith founded the Church of Jesus Christ of Latter-day Saints, whose followers are commonly known as the Mormons. After being harassed in New England for their beliefs, the Mormons moved west. Brigham Young became the leader of the Mormon Church after Joseph Smith's murder.

Lyman Beecher, a revivalist minister, preached the idea of individuals rather than government working to build a better society. He and other religious leaders helped start organizations known as benevolent societies. These organizations focused on spreading God's word and on solving social problems.

Many women participated in the reform movements in the United States. They focused on aspects of American society that they believed needed change.

The optimism of the time and the new stress on individuals led to the creation of new communities. The people who started these communities believed that society corrupted human nature, and the best way to prevent this from happening was to separate people from society.

Many believed that excessive use of alcohol caused many social problems, such as crime and poverty. Reformers stepped up their campaign for **temperance**, or abstinence from alcohol. Temperance groups formed all across the country. Several groups joined together to form the American Temperance Union. Temperance groups also worked for laws to prohibit the sale of liquor.

Some reformers worked to improve prison conditions. Some people also worked for programs to help prisoners rehabilitate themselves rather than simply locking them up. States also began funding schools in which students would become better-educated workers and voters.

In the 1800s, many people believed that the home was the proper place for women. Many women believed that as wives, they were partners with their husbands. Still, some used the reform movement to create schools for girls that taught academic subjects.

In 1848 Lucretia Mott and Elizabeth Cady Stanton organized the Seneca Falls Convention. This was a gathering of women and the start of an organized woman's movement. The convention declared that all men and women are created equal. Stanton also proposed that women focus on gaining the right to vote, and the proposal narrowly passed.

Academic Vocabulary

academic: associated with higher learning at a scholarly institution (p. 188)

Study Guide



Chapter 2, Section 2 (continued)

Throughout American history, many Americans had opposed slavery. The first organizations formed to end slavery started in the early 1800s. In 1816 the American Colonization Society (ACS) was formed. The society bought land in West Africa and began shipping free African Americans to a colony they established there. The colony eventually became the country of Liberia. However, most African Americans regarded the United States as their home and did not want to move to another continent.

In the 1830s, the idea of **abolition**, or the immediate end to slavery, gained renewed strength. William Lloyd Garrison was most influential in the development of a national abolitionist movement in the 1830s. He founded Boston's antislavery newspaper, the *Liberator*. In his newspaper, Garrison called for complete **emancipation**, or freeing, of enslaved persons. Garrison founded the American Antislavery Society in 1833. Many women in both the North and South carried on Garrison's abolitionist work.

Free African Americans also took on significant roles in the abolitionist movement. Frederick Douglass, who escaped from slavery in Maryland, was the most famous. He published his own antislavery newspaper, the *North Star*. Another important abolitionist was Sojourner Truth. Her antislavery speeches drew huge crowds.

Many Northerners disapproved of slavery. However, many thought the abolitionist movement was a threat to the existing social system. Some believed that it would create conflict between the North and the South. Others were afraid that it would lead to the influx of freed African Americans to the North, causing housing and job shortages.

Southerners viewed slavery as a necessity to the Southern way of life and to its economy. They defended it by claiming that most slaves did not want freedom because they benefited from their relationship with the slaveholders.

In 1831, a slave rebellion left more than 50 white Virginians dead. Southerners were furious and demanded that abolitionist material not be circulated in the South. Southern postal workers refused to deliver abolitionist newspapers. The House of Representatives refused to debate all abolitionist petitions.

8. How did Southerners respond to the abolitionist movement?

Study Guide



Chapter 2, Section 3

For use with textbook pages 192–201

MANIFEST DESTINY AND CRISIS

CONTENT VOCABULARY

Manifest Destiny idea that the nation was meant to spread to the Pacific (page 193)

annexation act of adding a new state to the United States (page 194)

popular sovereignty the idea that people living in a territory had the right to decide by voting whether to allow slavery in the territory (page 196)

secession the process of leaving the Union that Southern states threatened (page 196)

Underground Railroad an organized system for helping enslaved persons escape (page 197)

transcontinental railroad railroad that connected the West Coast to the rest of the country (page 197)

insurrection a rebellion (page 199)

Confederacy the new nation declared by the seceding Southern states (page 201)

California History-Social Science Standards

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11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.10 Students analyze the development of federal civil rights and voting rights.

Focuses on: 11.1.3, 11.2.6, 11.10.2

DRAWING FROM EXPERIENCE

Why did Southern states support slavery? Why did Northerners oppose it? What steps do you think the government could have taken to solve the issue?

In this section, you will learn how the government dealt with slavery in the new territories that were organized after the Mexican War.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Several events helped sectional divisions in the 1850s to grow. Explain how each of the events listed in the chart contributed to the growth of sectionalism.

Event	How It Contributed to the Growth of Sectionalism
Dred Scott decision	1.
The Lecompton constitution	2.
John Brown's raid	3.

Study Guide



Chapter 2, Section 3 (continued)

READ TO LEARN

• Manifest Destiny (page 193)

Americans moved west for many reasons, including fertile soil, the fur trade, and trade with Pacific nations. Many Americans believed in **Manifest Destiny**, the idea that the nation was meant to expand to the Pacific.

People who came later to the Midwest pushed on toward California and Oregon. Other nations had already claimed parts of these lands. The United States and Great Britain agreed to settle Oregon together. In the late 1830s, American missionaries came to the Oregon Territory and wrote enthusiastic reports that attracted settlers.

Mexico controlled California. Its distance from Mexico made it difficult to govern. The local California government could not attract enough emigrants from Mexico, so it welcomed foreign settlers, but it remained suspicious about their national loyalties.

Much of the land that pioneers crossed to reach the Pacific was difficult terrain. By the 1840s, they had made several east-west passages, such as the Oregon Trail, the California Trail, and the Santa Fe Trail.

As overland traffic increased, Native Americans on the Great Plains disliked immigration. They were afraid it would change their way of life. The Native Americans in this region relied on buffalo to meet their needs for food, shelter, and clothing. They feared that the increasing number of settlers moving across their hunting grounds would disrupt the wanderings of the buffalo herds.

The federal government wanted peace, so in 1851 the U.S. government and eight Native American groups negotiated the Treaty of Fort Laramie. The Native American groups agreed to live in certain territories. In return, the U.S. government promised that these territories would always belong to the Native Americans.

At first, Mexico had encouraged Americans to settle in the Mexican region of Texas. Tensions developed when Americans refused to accept the conditions of Mexico's offer, and Mexico closed its borders in 1830. American settlers decided to separate from Mexico and finally defeated the Mexicans at the Battle of San Jacinto in 1836. Also in 1836, they voted in favor of **annexation**—absorption—by the United States as a slave state. Because of the slavery issue and the fact that Mexico continued to claim Texas, President Jackson made no move toward annexation.

James K. Polk of Tennessee was the Democratic candidate in the 1844 election. Polk promised to annex Texas and the Oregon Territory. He also promised to buy California from Mexico. His platform appealed to both Northerners and Southerners because it expanded the country and kept a balance between free and slave states. Polk won the election against the Whig candidate Henry Clay.

Study Guide

Chapter 2, Section 3 (continued)



In 1845 Congress passed a joint resolution to annex Texas. In June 1846, Great Britain and the United States divided Oregon along 49° north latitude.

The entry of Texas into the Union angered Mexico, which then broke diplomatic relations with the United States. Matters between the two countries got worse when Mexico and the United States could not agree on the location of Texas's southwestern border. In November 1845, Polk sent John Slidell to Mexico City to purchase California. Mexico's president refused to meet with Slidell.

After Mexico's president refused to discuss the U.S. purchase of California, President Polk ordered General Zachary Taylor and his troops to cross the Nueces River into territory claimed by both the United States and Mexico. Polk wanted Mexico to attack the U.S. troops so he could win popular support for a war. Finally a force of Mexicans attacked Taylor's men. Polk declared war with Mexico, and Congress voted for the war.

Before Polk had signed the declaration of war, settlers in northern California, led by American general John C. Frémont, began an uprising. They easily defeated the Mexican presence there. On June 14, 1846, the settlers declared California independent from Mexico. They called the region the Bear Flag Republic. A few weeks later, American naval forces took possession of California for the United States.

Mexico refused to surrender. Polk sent General Winfield Scott to capture Mexico City. The city was captured in September 1847. On February 2, 1848, Mexico and the United States signed the Treaty of Guadalupe Hidalgo. In this agreement, Mexico gave the United States territory that included what are now the states of California, Utah, and Nevada, as well as most of New Mexico and Arizona and parts of Colorado and Wyoming. Mexico agreed to the Rio Grande as the southern border of Texas. The United States agreed to pay Mexico \$15 million and to take over \$3.25 million in debt that the Mexican government owed American citizens.

4. What did the United States gain from the Treaty of Guadalupe Hidalgo?

• Slavery and Western Expansion (page 195)

The lands acquired after the Mexican War raised the issue of extending slavery westward. In August 1846, Representative David Wilmot proposed an amendment to a bill, which became known as the Wilmot Proviso. It proposed that slavery not be allowed in any territory gained from Mexico. This proposal angered Southerners, who believed Americans had the right to bring

Study Guide



Chapter 2, Section 3 (continued)

along their property, including enslaved laborers, and that Congress had no right to ban slavery in the territories.

Senator Lewis Cass of Michigan proposed an idea that became known as **popular sovereignty**. The idea stated that the citizens of each new territory should decide for themselves if they wanted to permit slavery or not. This idea appealed to many politicians because it removed the issue of expanding slavery from the national government.

In the 1848 presidential election, the major parties decided to avoid the issue of slavery. Many northern opponents of slavery decided to join with members of the abolitionist Liberty Party to form the Free-Soil Party. This party opposed the spread of slavery into western territories.

On election day in 1848, many supporters of the Free-Soiler candidate Martin Van Buren pulled votes from Democrat Lewis Cass. The Whig candidate, Zachary Taylor, won the election.

In 1849 the discovery of gold in California brought thousands of “Forty-Niners,” or people who hoped to get wealthy, to California. Soon Californians applied for statehood. California asked to be admitted as a free state.

If California came in as a free state, then the slaveholding states would be in the minority in Congress. Southerners feared losing power in Congress. Many began talking of **secession**, or taking their states out of the Union. In 1850 Senator Henry Clay of Kentucky proposed a compromise to solve the crisis. His resolutions offered concessions to both sides. They included admitting California as a free state, but not placing restrictions on slavery in the rest of the territory from Mexico. Another proposal would add a stronger law about African Americans who had fled north.

Under the Fugitive Slave Act, an individual needed to only point out a person as a runaway for that person to be taken into custody. The law required that any Northerner had to help catch African Americans. If they refused, they could be jailed. Northerners reacted angrily to the law, and antislavery activists disobeyed it. The Northern opposition to slavery increased.

Whites and free African Americans continued helping African Americans escape North through the **Underground Railroad**. This was an organized system in which runaways were transported north and given shelter and food along the way. They were moved to freedom in the Northern states or Canada. Many people, particularly Harriet Tubman, acted as conductors. They made dangerous journeys into the South to guide enslaved persons along the Underground Railroad.

By the early 1850s, Oregon was opened for settlement and California was admitted to the Union. Many Americans believed that they needed a **transcontinental railroad** for further growth in the new territories.

Study Guide



Chapter 2, Section 3 (continued)

Southerners wanted the railroad to start from New Orleans. However, this would require the railroad to pass through northern Mexico. As a result, the United States bought a strip of land for \$10 million.

Senator Stephen A. Douglas wanted the railroad to start in Chicago. However, this northern route would require Congress to organize the territory west of Missouri and Iowa. He suggested organizing the region into a new territory to be called Nebraska. Southern Senators responded that to form the new territory, he needed to repeal the Missouri Compromise and allow slavery in the new territory.

Douglas responded by saying that any states organized in the Nebraska territory would be allowed to use popular sovereignty on slavery. He then proposed undoing the Missouri Compromise and dividing the territory into two territories: Nebraska, adjacent to the North, would become a free state; Kansas would become a slave state. Despite opposition, Congress passed the Kansas-Nebraska Act in May 1854.

Academic Vocabulary
adjacent: sharing a common border (p. 198)

The conflict over slavery intensified in Kansas. Northern settlers headed for the new territory. In the spring of 1855, thousands of Missourians voted illegally in Kansas and created a pro-slavery legislature. Antislavery settlers held a convention in Kansas and created their own constitution that prohibited slavery. Kansas now had two governments. “Bleeding Kansas,” as one newspaper called it, became involved in a civil war between pro-slavery and antislavery settlers.

5. Why did violence break out in the territory of Kansas?

• The Crisis Deepens (page 198)

The Kansas-Nebraska Act brought an end to the Whig Party. Many Northern Whigs joined antislavery Democrats and Free-Soilers to form a new party called the Republican Party. The Republicans wanted to prevent the Southern planters from controlling the federal government. Although Republicans did not agree on whether slavery should be abolished, they did agree that it should be kept out of the territories.

At about the same time, the American Party, known as the Know-Nothings, gained popularity in the Northeast. The American Party was against Catholics and immigrants. Nativist fears helped the party gain seats in Congress and in state legislatures. However, like the Whigs, the Know-Nothings Party split over the issue of the Kansas-Nebraska Act. Eventually it dissolved.

Study Guide



Chapter 2, Section 3 (continued)

In the 1856 presidential election, the Republicans nominated John C. Frémont. The Democrats nominated James Buchanan. Buchanan had not spoken out loud about the Kansas-Nebraska Act and easily won the election.

The Supreme Court decided the issue of slavery in the territories by ruling in the case of *Dred Scott v. Sandford*. The case centered on Dred Scott, an enslaved man whose Missouri slaveholder had taken him to live in free territory before returning to Missouri. Scott sued to end his slavery, saying that the time spent in free territory meant he was free. The Court decided against Scott. The Court also ruled that the federal government could not prohibit slavery in the territories.

Conflicts continued between pro-slavery and antislavery forces in Kansas. The pro-slavery legislature drafted a constitution in the town of Lecompton in 1857 that would legalize slavery. Antislavery forces voted down the constitution in a territory-wide referendum, or vote on the issue. The Senate voted to accept the Lecompton constitution, but the House of Representatives blocked it. Buchanan and Southern congressional leaders agreed to allow another vote in Kansas on the constitution. In another referendum, settlers in Kansas again voted over-whelmingly against the Lecompton constitution and against allowing slavery in their state. As a result, Kansas did not become a state until 1861.

John Brown was an abolitionist. In 1859 he developed a plan to take over the federal arsenal at Harpers Ferry, Virginia. He wanted to bring about an **insurrection**, or rebellion, against slaveholders. Brown and his followers seized the arsenal, but soon a force of U.S. Marines, under the command of Robert E. Lee, stopped the attack. Brown was sentenced to death by a Virginia Court. Many Northerners viewed Brown as a hero. Most Southerners, however, believed that his plan was proof that Northerners were plotting the murder of slaveholders.

6. Why did John Brown seize the arsenal at Harpers Ferry?

- **The Union Dissolves** (page 199)

The issue of slavery dominated the presidential election of 1860. The Southern Democrats wanted the party to uphold the *Dred Scott* decision and support slaveholders' rights in the territories. Northern Democrats wanted the party to support popular sovereignty. The two groups could not agree on a candidate. As a result, they met again in Baltimore in June 1860 to select their candidate. Northern Democrats endorsed Stephen Douglas as their candidate. The Southern Democrats then walked out and organized their own convention. They

Study Guide

Chapter 2, Section 3 (continued)



nominated John C. Breckinridge, the current vice president. Other people who feared the prospect of Southern secession, including many former Whigs, formed the Constitutional Union Party. They nominated John Bell, who supported the Union.

The Republicans, who knew they would not be able to get any electoral votes in the South, needed to nominate a candidate who would be able to get the electoral votes in the North. The Republicans turned to Lincoln. During the campaign, the Republicans continued to run on the idea of banning slavery in new territories. They also supported the right of the Southern states to keep slavery in their borders. They supported higher tariffs and a transcontinental railroad.

With the Democrat votes split, the Republicans won the election without Southern support. For many Southerners, having a Republican president meant the end of Southern society and culture. They believed there was no choice but to secede.

South Carolina was the first state to secede. By February 1, 1861, six more states in the Lower South—Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas—had voted to secede.

As the Southern states seceded, Congress tried to find a compromise to save the Union. Senator John J. Crittenden suggested several amendments to the Constitution. Crittenden’s Compromise would guarantee slavery where it existed. It would also bring back the Missouri Compromise line. Slavery would be prohibited north of the Missouri Compromise line and allowed south of it. The compromise did not pass Congress. A peace conference also produced no results.

At the same time that some people were working toward compromise, the seceded states called a convention in Alabama and declared themselves to be a new nation—the Confederate States of America, or the **Confederacy**. They drafted their own constitution, which guaranteed slavery in Confederate territory. The convention chose former Mississippi senator Jefferson Davis to be president, who called on the rest of the South to join the Confederacy.

Academic Vocabulary
prospect: someone or something that has the potential of creating positive or negative consequences (p. 200)

7. What were the results of the convention that the seceded states called?

Study Guide



Chapter 2, Section 4

For use with textbook pages 206–215

THE CIVIL WAR

CONTENT VOCABULARY

martial law the situation in which the military takes control of an area, replacing civilian authorities and suspending certain civil rights (page 208)

greenback green-colored paper money that was created as a national currency in 1862 (page 209)

conscription the drafting of people for military service (page 209)

habeas corpus a person's right not to be imprisoned unless charged with a crime and given a trial (page 209)

attrition the wearing down of one side by the other through exhaustion of soldiers and resources (page 209)

siege to cut food and supplies and bombard a city until its defenders give up (page 212)

mandate a clear sign from voters that they support a certain policy (page 214)

DRAWING FROM EXPERIENCE

Do you know anyone who has served in the military during a war, such as the Vietnam War, the Persian Gulf War, or the current war on terrorism? How do they describe their experiences?

The last section discussed the sectional division leading to the Civil War. This section discusses the progress of the war and the effects on the lives of both soldiers and civilians.

ORGANIZING YOUR THOUGHTS

Use the table below to help you take notes. Both the North and South had several advantages and disadvantages from the policies each side implemented. List them in the table.

California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.10 Students analyze the development of federal civil rights and voting rights.

Focuses on: 11.1.3, 11.1.4, 11.10.2

The Opposing Sides

North		South	
Advantages	Disadvantages	Advantages	Disadvantages
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Study Guide

Chapter 2, Section 4 (continued)



READ TO LEARN

- **The Civil War Begins** (page 207)

In his inaugural address, President Lincoln again repeated his promise not to interfere with slavery where it existed. He insisted that the Union could not be dissolved, and he announced his intentions to take back the federal property seized by the seceded states.

In April 1861, Lincoln announced that the federal government intended to send supplies to Fort Sumter. The Confederacy faced a dilemma. To let federal troops in to the South's harbor would be unacceptable for an independent nation, as the South now saw itself. However, to fire on the supply ship would most likely lead to war. Davis decided to take Fort Sumter before the supply ship arrived there. The Confederates demanded that Major Robert Anderson surrender Fort Sumter. Anderson refused, and Confederate forces bombarded the fort until Anderson and his men surrendered. The Civil War had started.

After Fort Sumter fell, President Lincoln called for volunteers to serve in the military. Many people in the Upper South did not want to secede. However, with a civil war at hand, they believed they had no choice but to secede. Virginia seceded first, and the capital of the Confederacy moved to Richmond, Virginia. By the beginning of June 1861, Arkansas, North Carolina, and Tennessee had also seceded.

Lincoln tried to keep the slaveholding border states—Delaware, Maryland, Kentucky, and Missouri—from seceding. Delaware seemed safe. However, if Maryland seceded, Washington, D.C., would be surrounded by Confederate territory. To prevent secession, Lincoln placed Baltimore under **martial law**. Under martial law, the military takes control of an area and replaces civilian authorities, and it suspends certain civil rights. At first, Kentucky declared itself neutral. However, in September 1861, Confederate troops occupied the southwest corner of the state. The state convention voted to remain part of the Union. After a struggle between anti-secession and pro-secession forces, Missouri decided against secession.

2. Why did President Lincoln want to prevent Maryland from seceding?

Study Guide



Chapter 2, Section 4 (continued)

• The Opposing Sides (page 208)

On the day that Virginia seceded from the Union, General Winfield Scott asked Robert E. Lee, one of the best senior officers in the United States Army, to command the Union's troops. However, Lee was from Virginia, and so he chose to serve the Confederacy.

Lee was one of hundreds of military officers who chose to support the Confederacy. These officers helped the Confederacy to quickly organize a fighting force. In 1860 the South had seven out of the eight military colleges in the United States, which provided the South with a large number of trained officers. The North had a strong navy. More than three-quarters of the nation's naval officers came from the North. The crews of merchant ships were almost all from the north. They provided the navy with experienced sailors for the Union navy.

The North had several advantages over the South. The North had more people, which made it easier to raise an army and support the war effort.

The North had an economic advantage over the South. It had almost 90 percent of the nation's factories. Thus, the North could provide its troops with ammunition and other supplies.

The South had only one railroad line from the eastern to the western part of the Confederacy. As a result, the Union troops could easily disrupt the South's railroad system and stop the South from moving supplies and troops by rail.

The Union controlled the national treasury. It also continued to get money from tariffs. Congress passed the Legal Tender Act. It created a national currency and allowed the government to print paper money. The paper money became known as **greenbacks** because of its color.

The finances of the Confederacy, which were never very good, grew worse over time. Southern planters were in debt and could not buy bonds. Southern banks were small and did not have enough cash reserves to buy bonds. The Union's blockade of Southern ports reduced trade in the South and, therefore, reduced the amount of money the South could raise by taxing trade. As a result, the South tried to raise money by taxing the people. Many refused to pay taxes. The South also printed paper money, which caused a huge rise in inflation.

President Lincoln faced conflict from members of the Republican Party. Many were abolitionists. However, Lincoln's goal in the Civil War was to preserve the Union. The President also had to deal with the Democrats who challenged his policies.

Some disagreements between Republicans and Democrats had to do with civil rights. In 1862 Congress introduced a militia law that required states to use **conscription**, which is the drafting of people for military service. To enforce the militia law, Lincoln suspended writs of **habeas corpus**. This refers

Study Guide

Chapter 2, Section 4 (continued)



to a person’s right not to be imprisoned unless charged with a crime and given a trial. Lincoln suspended writs for those who supported the Confederacy or encouraged others to resist the draft.

The Confederate constitution stressed states’ rights. As a result, the power of the central government was limited. Many Southern leaders opposed Jefferson Davis’s policies. They opposed forcing people to join the Confederate army and Davis’s suspending of writs of habeas corpus.

The United States did not want European nations to interfere in the war. The Confederates wanted Britain to recognize the South and provide it with military assistance against the Union. The Confederates knew that Britain and France depended on Southern cotton for their textile factories. To pressure these countries, many planters stopped selling cotton to them. Both Britain and France chose not to go to war against the United States.

The Civil War was the first modern war. It involved large armies made up mostly of civilian volunteers. It required large amounts of supplies and equipment. By the 1850s, armies began using a new kind of cone-shaped bullet for rifles that was accurate at greater distances. **Attrition**—the wearing down of one side by the other through the using up of soldiers and resources—played an important role as the war dragged on.

The South ran a defensive war of attrition. Davis wanted to force the Union to use its resources until it became tired of the war and agreed to negotiate. Many Southerners disliked this strategy. Instead, Southern troops often went on the offensive. They charged enemy lines and suffered huge casualties.

Union generals proposed their own strategy for defeating the South. It included blockading Confederate ports and sending gunboats down the Mississippi to divide the Confederacy. They believed that this would force the South to run out of resources and surrender. Many Northerners rejected this Anaconda Plan. Lincoln and other Union leaders realized that a long war, focused on destroying the South’s armies, had a chance to succeed.

3. What strategy did Union generals develop to defeat the South?

Study Guide



Chapter 2, Section 4 (continued)

• The Early Stages (page 210)

The Union hoped for a quick victory against the South by striking Confederate forces at Bull Run. At first, the attack went well for the Union. Then Confederate reinforcements, led by Thomas J. “Stonewall” Jackson, arrived. The Union defeat made it clear that the North would need a large, well-trained army to defeat the South. The North tried to enlist men by offering a bounty, or a sum of money given as a bonus, to people who agreed to military service for three years. Eventually, however, both the Union and the Confederacy instituted the draft.

President Lincoln wanted to blockade all Confederate ports. Union ships, however, found it difficult to stop all of the blockade runners, or small, fast ships, that the South used to smuggle goods past the blockade. By doing so, the South could at least get some of its cotton to Europe in exchange for goods that it needed.

At the same time that Union ships were blockading Atlantic ports, the Union navy began to prepare to take over New Orleans and gain control of the lower Mississippi River. In April 1862, David G. Farragut led Union forces and within 6 days captured New Orleans.

General Ulysses S. Grant began a campaign to seize control of the Cumberland River and the Tennessee River. Control of these two rivers would cut Tennessee in two and give the Union a river route deep into Confederate territory.

Grant then continued down the Tennessee River. On April 6, 1862, Confederate troops attacked Grant’s forces at Shiloh. The Battle of Shiloh resulted in twenty thousand casualties, more than in any other battle up to that point.

In the South, General Robert E. Lee began a series of attacks on the Union army. These attacks became known as the Seven Days’ Battle. Lee inflicted heavy casualties and forced the Union army to retreat.

Lee’s forces then attacked the Union forces defending Washington. This led to another battle at Bull Run, with the North retreating. Lee then decided to invade Maryland. Both he and Jefferson Davis believed that invading the North would force the North to accept the South’s independence. They also thought that the invasion would help gain recognition from Britain. In addition, they hoped the invasion would help Peace Democrats gain control of Congress in the next election.

When Lee invaded Maryland, General George B. McClellan and his troops took positions along Antietam Creek, east of Lee’s location. The Battle of Antietam was the bloodiest one-day battle in the war. McClellan inflicted so many casualties on Lee’s troops that Lee was forced to retreat to Virginia. Lee’s defeat kept Britain from giving the Confederacy recognition and support. The defeat also convinced Lincoln that it was time to end slavery.

Study Guide



Chapter 2, Section 4 (continued)

Democrats opposed ending slavery. Republicans were split on the issue. As Northern casualties increased, however, many began to agree that slavery had to end.

On September 22, 1862, Lincoln announced that he would issue the Emancipation Proclamation—a decree freeing all enslaved persons in states still in rebellion after January 1, 1863. The Proclamation changed the purpose of the war from preserving the Union to ending slavery.

By the end of 1862, the South’s transportation system was destroyed. Union troops were located in several agricultural regions. As a result, the South experienced severe food shortages. Many Confederate soldiers deserted and returned home to help their families. The food shortages led to riots in several places in the South.

At the same time, the North was experiencing an economic boom. Northern factories supplied troops with ammunition, clothes, and other necessities. Northern farmers, many of whom were women, used mechanized reapers and mowers. This made farming possible with fewer workers. Women also worked in industries to fill the labor shortages there.

Both Union and Confederate soldiers suffered hardships during the war.

The Emancipation Proclamation officially allowed African Americans to enlist in the Union army and navy. Thousands of African Americans enlisted in the military.

Women helped in the war effort at home by managing family farms and businesses. Many women also served as nurses and doctors to soldiers on the battlefields. Clara Barton and many other women nursed soldiers on the battlefield. This was a turning point for the American nursing profession.

4. Why did thousands of African Americans enlist in the Union army and navy after the Emancipation Proclamation?

- **The Turning Point** (page 212)

The Union wanted to capture Vicksburg, Mississippi, the last major Confederate stronghold on the river. Doing so would cut the South in two.

Grant began two attacks on Vicksburg, but both times the Confederates stopped the attacks and caused high casualties for the Union troops. Grant then decided to put Vicksburg under **siege**—cut off its food and supplies and

Study Guide



Chapter 2, Section 4 (continued)

bombard the city until the Confederates gave up. The Confederates surrendered on July 4, 1863. The Union victory cut the Confederacy in two.

In 1863 Lee decided to invade the North. Some of Lee's troops headed into the town of Gettysburg. There they met the Union cavalry. On July 1, 1863, the Confederates pushed the Union troops out of the town and into the hills to the south. The main troops of both armies moved to the scene of the fighting.

Lee attacked on July 2, but the Union forces held their ground. On July 3, Lee ordered General George E. Pickett and General A. P. Hill to lead 15,000 men in an attack on the Union forces. The attack became known as Pickett's Charge. The Union forces opened fire on the Confederates, causing more than 7,000 casualties. Pickett's Charge did not break the Union lines. Lee withdrew his troops from Gettysburg and retreated to Virginia. At Gettysburg, the Union had 23,000 casualties. The Confederacy had 28,000 casualties, more than a third of Lee's forces.

The Battle of Gettysburg was a turning point of the war in the East. For the rest of the war, the Confederate forces would stay on the defensive and the Union army would continue to advance.

In November 1863, President Lincoln came to Gettysburg to dedicate a part of the battlefield as a military cemetery. The speech, known as the Gettysburg Address, became one of the best-known speeches in American history. In it, Lincoln reminded his listeners that the nation was "Conceived in liberty, and dedicated to the proposition that all men are created equal."

Academic Vocabulary

conceive: to create from nothing (p. 213)

The Union wanted to take Chattanooga to control a major railroad running south to Atlanta. This would allow the Union to advance into Georgia. General Grant's forces were able to scatter the Confederate soldiers who blocked the way to the city. Lincoln rewarded Grant's victories in Chattanooga and in Vicksburg by appointing him general in chief of the Union forces.

General Grant placed Union forces in the West under the command of his most trusted subordinate, General William Sherman. Then in the spring of 1864, Grant headed to Washington, D.C., to lead the Union troops against General Lee. He was determined to continue fighting the Confederates until they surrendered. He fought the Confederates near Fredericksburg, Virginia, and then near Spotsylvania Courthouse. Grant could not break Confederate lines there, so he headed toward Cold Harbor. This was an important cross-roads northeast of Richmond. Grant launched an all-out attack on Lee's forces, but failed. The Union suffered heavy casualties.

Academic Vocabulary

subordinate: to be under the authority of a superior (p. 213)

General Grant ordered General Philip Sheridan to lead the cavalry in a raid outside Richmond. Grant wanted the raid to distract Lee's troops while he headed south past Richmond. When Grant reached Petersburg, he ordered his troops to put the city under siege.

Study Guide

Chapter 2, Section 4 (continued)



While Grant fought Lee, the Union navy led by David Farragut closed the port of Mobile, Alabama. Mobile was the last major Confederate port on the Gulf of Mexico.

General Sherman’s forces worked to encircle Atlanta. Confederate troops evacuated Atlanta, and Sherman and his troops occupied it.

On November 15, 1864, Sherman began the March to the Sea, cutting a path of destruction through Georgia that was in places 60 miles wide. His troops looted houses, burned crops, and killed cattle. By December 21, 1864, the troops reached the coast and seized the city of Savannah. Sherman then headed north into South Carolina. The troops burned and pillaged, or looted, everything in front of them.

The capture of Atlanta had come just in time to revitalize Northern support for the war and for Lincoln, who won another term in the election of 1864. Lincoln believed that his re-election was a **mandate**, a clear sign from the voters, to end slavery permanently by amending the Constitution. On January 31, 1865, the Thirteenth Amendment, which banned slavery in the United States, passed the House of Representatives and was sent to the states for ratification.

At the same time, General Lee withdrew from Petersburg and tried to escape Grant’s forces. However, General Sheridan’s cavalry got ahead of Lee’s troops and blocked the road at Appomattox Courthouse. With his troops surrounded and outnumbered, Lee surrendered to Grant on April 9, 1865. As part of the terms for surrender, Grant guaranteed that the United States would not prosecute Confederate soldiers for treason.

After the end of the war, Lincoln’s advisers warned him not to appear unescorted in public. However, Lincoln went to Ford’s Theater with his wife on April 14, 1865. During the play, John Wilkes Booth slipped behind him and shot the president. Lincoln’s assassination shocked the nation.

The North’s victory saved the Union. It strengthened the power of the federal government over the states. It changed American society by ending the enslavement of millions of African Americans. The war devastated the society and the economy of the South.

5. How did President Lincoln view his reelection in 1865?

Study Guide



Chapter 2, Section 5

For use with textbook pages 218–225

RECONSTRUCTION

CONTENT VOCABULARY

- Reconstruction** the rebuilding of the nation after the Civil War (page 219)
- amnesty** pardon (page 219)
- pocket veto** the rejection of a bill by the president by leaving the bill unsigned until after Congress adjourns (page 220)
- freedmen** freed African Americans (page 220)
- black codes** a series of laws passed by Southern legislatures, which severely limited African Americans' rights in the South (page 221)
- impeach** to bring charges of a crime against a government official (page 222)
- tenant farmers** farmers who paid rent for the land they farmed (page 225)
- sharecroppers** farmers who paid a share of their crops to cover their rent and the equipment they needed (page 225)

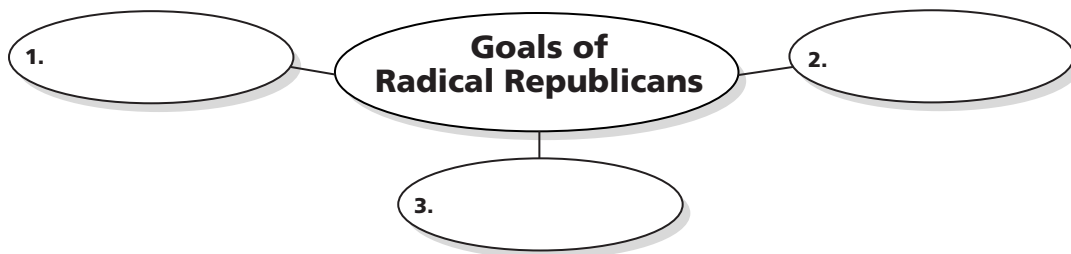
DRAWING FROM EXPERIENCE

What do you think life was like for Southern planters after the Civil War? For African Americans?

In this section, you will learn about Lincoln's plan to reunite the nation. You will also learn what life was like in the South after the Civil War.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. President Lincoln and the Republicans in Congress differed on how the Confederate states were to be readmitted to the Union. List the goals of the Republicans in the diagram.



California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.10 Students analyze the development of federal civil rights and voting rights.

Focuses on: 11.1.3, 11.1.4, 11.10.2

Study Guide

Chapter 2, Section 5 (continued)



READ TO LEARN

- **Reconstruction Begins** (page 219)

The South was destroyed after the Civil War. Its economy was in shambles. The president and Congress had to deal with **Reconstruction**, or rebuilding the nation after the war. They had to decide how the former Confederate states would come back into the Union.

President Lincoln wanted a plan that would bring the South into the Union without punishing it for treason. His plan offered a general **amnesty**, or pardon, to all Southerners who took an oath of loyalty to the United States and accepted the Union's stand on slavery. When 10 percent of a state's voters took the oath, the state could set up a new government.

A group of Republicans, led by Thaddeus Stevens, opposed Lincoln's plan. They did not want to reconcile with the South. This group became known as the Radical Republicans. They had three goals. They wanted to prevent Confederate leaders from returning to power after the war. They wanted the Republican Party to become powerful in the South. They wanted the federal government to help African Americans gain political equality by guaranteeing their right to vote in the South.

The Republicans knew that after the South came back to the Union, they would gain more seats in Congress. They feared that they would lose control of Congress unless they found a way to guarantee voting rights to African Americans. Because African Americans generally supported the Republicans, giving African Americans voting rights would benefit the Republicans.

Moderate Republicans thought Lincoln's plan was too easy on the South, but they thought the Radical Republicans were going too far. As a result, the moderates and radicals came up with a plan that they both could support as an alternative to Lincoln's plan. They introduced the Wade-Davis Bill to Congress. The bill called for a majority of the adult white men in a former Confederate state to take an oath of loyalty to the Union. The state could then hold a convention to create a new state government. The state would have to abolish slavery, reject all debts the state had taken on as part of the Confederacy, and not allow former government and military officials the right to vote or to hold public office.

Congress passed the Wade-Davis Bill, but Lincoln blocked it with a **pocket veto**. He let the session of Congress come to an end without signing it into law. Lincoln believed that a harsh treatment of the South would not be productive.

After the war, hundreds of thousands of people in the South were left unemployed, homeless, and hungry. Thousands of freed African Americans, or **freedmen**, were looking for food and shelter. To help feed and clothe these people, Congress established the Freedmen's Bureau. The bureau also helped freed African Americans find work on plantations.

Some Northerners believed that the federal government should take lands of Confederates and give it to freed African Americans. Others, however, believed

Study Guide



Chapter 2, Section 5 (continued)

that taking land from plantation owners was against the idea of individual property rights. Congress refused to support the idea of taking land away.

Andrew Johnson became president after Lincoln was assassinated. His plan for Reconstruction was similar to that of Lincoln's. In the summer of 1865 he began to put his plan in place. The plan offered to pardon all former citizens of the Confederacy who took an oath of loyalty to the Union and to return their property. Confederate officers and officials were not eligible for the pardon. To return to the Union, each state had to call a convention to ratify the Thirteenth Amendment. For the most part, the Confederate states met these conditions.

When Congress met in December 1865, many members became angry when they realized that Southern voters had elected many former Confederate officers and political leaders. Many Republicans voted to reject the new Southern members of Congress.

Republicans were also angry about a series of laws that Southern legislatures had passed. Known as **black codes**, these laws limited African Americans' rights in the South. The codes were intended to keep African Americans in a condition similar to slavery.

4. Why did some Southern legislatures pass the black codes?

- **Congressional Reconstruction** (page 221)

Many moderate Republicans were upset that many former Confederates were members of Congress. They were also upset about the black codes. As a result, they joined the radicals. In late 1865, House and Senate Republicans created a Joint Committee on Reconstruction to set up their own plan for Reconstruction.

In March 1866, Congress passed the Civil Rights Act of 1866. It gave citizenship to all persons born in the United States except Native Americans. It allowed African Americans to own property and to be treated equally in court. The Republicans also introduced the Fourteenth Amendment to the Constitution. It granted citizenship to all persons born or naturalized in the United States. It also said that no state could deny any person equal protection of the laws.

President Johnson hoped the Northern voters would turn against the Radical Republicans in the 1866 election and support his Reconstruction plan. However, the Republicans won, and they had a three-to-one majority in Congress. They now could override any presidential veto. They also believed they had a mandate from the people to pass their own Reconstruction program.

Study Guide

Chapter 2, Section 5 (continued)



In March 1867, Congress passed the Military Reconstruction Act. It divided the Confederacy into five military districts. A Union general was placed in charge of each district. Each former Confederate state had to hold a convention to set up a constitution that Congress accepted. These constitutions had to give the right to vote to all male citizens, regardless of race. Each state also had to ratify the Fourteenth Amendment before it could send representatives to Congress.

The Republicans knew that President Johnson could interfere with their plans. To limit Johnson, Congress passed the Command of the Army Act, which required all orders from the president to go through the general of the army's office. Congress also passed the Tenure of Office Act. It required the Senate to approve the removal of any government official whose appointment had required the Senate's consent.

Johnson challenged the law by firing Secretary of War Stanton. A few days later, the House of Representatives voted to **impeach** Johnson, charging him with "high crimes and misdemeanors" in office. The main charge was that Johnson had broken the law by not upholding the Tenure of Office Act. The Senate then put the president on trial. The Senate voted in May 1868. It was just one vote short of convicting Johnson.

Although Johnson remained in office, he had very little power left. He did not run for reelection in the 1868 presidential election. The Republicans nominated General Ulysses S. Grant. He won, and the Republicans kept their majorities in both houses of Congress.

Congress continued with its Reconstruction program. It passed the Fifteenth Amendment to the Constitution. The amendment guaranteed African Americans the right to vote.

5. Why was the victory of the Republicans in the 1866 congressional elections significant?

• Reconstruction and Republican Rule (page 223)

By late 1870, all the Southern states had rejoined the Union. Many Northerners moved to the South as Reconstruction began. Some were elected to the South's new state governments. Some Southerners referred to the Northerners as carpetbaggers. Many looked at the carpetbaggers as intruders who were trying to take advantage of the South's condition. Southerners also disliked the white Southerners who worked with the Republicans and supported Reconstruction. These people were referred to as scalawags.

Thousands of African Americans took part in governing the South. Hundreds of African Americans served as delegates to the state constitutional conventions. They won election to many local offices and to the state legislatures.

Study Guide



Chapter 2, Section 5 (continued)

African Americans also wanted to get an education. The Freedmen’s Bureau established schools for African Americans across the South. By 1876 about 40 percent of all African American children attended school.

African Americans in the South also worked to establish their own churches. Churches housed schools and hosted social events and political meetings.

Although African Americans participated in the government, they did not control it. The Republican Party took power in the South because poor white Southerners supported it. They resented the planters and the Democratic Party that had ruled the South before the Civil War.

Republican governments in the South repealed the black codes. They set up state hospitals and institutions for orphans and the mentally ill. To improve the infrastructure, they rebuilt roads, railroads, and bridges. They paid for these improvements by borrowing money and setting high property taxes. Those property owners who could not afford the taxes lost their property.

Many Southern whites resented African Americans. Some organized secret societies such as the Ku Klux Klan. Ku Klux Klan members terrorized African Americans, Republican supporters, teachers in African American schools, and others.

As violence between the Klan and Republicans and African American militias increased, Grant and Congress took action. Congress passed three Enforcement Acts in 1870 and 1871. One outlawed the activities of the Ku Klux Klan. Under this law, thousands of Ku Klux Klan members were arrested. However, only a few hundred were actually convicted or served any time in prison.

Grant’s political inexperience helped divide the Republican Party. Scandals hurt Grant’s second administration.

Grant’s administration also experienced an economic crisis. The crisis started in 1873 when a powerful bank declared bankruptcy. A wave of fear known as the Panic of 1873 spread through the nation.

The scandals and the economic troubles hurt the Republicans in the congressional elections of 1874. The Democrats won control of the House and gained seats in the Senate.

Academic Vocabulary
infrastructure: the basic facilities or services of a system or organization
 (p. 223)

6. How did African Americans fair under Republican rule?

Study Guide



Chapter 2, Section 5 (continued)

• Reconstruction Ends (page 224)

With more Democrats in Congress, Republicans had difficulty enforcing Reconstruction. Many Northerners were also focusing more on government scandals and their own economic problems than with the situation in the South.

Southern Democrats had worked to regain control of their state and local governments. They often intimidated African American and white Republican voters and used election fraud to make political gains. Democrats saw the elections as a struggle between African Americans and whites. They received the support of white owners of small farms by promising to lower high taxes passed during Republican rule. By 1876 the Democrats had taken control of most of the state legislatures in the South.

For the election of 1876, the Republicans nominated Rutherford B. Hayes, who wanted to end Reconstruction. The Democrats nominated Samuel Tilden. On election day, neither candidate won the majority of the electoral votes. Twenty votes were in dispute. Congressional leaders worked out an agreement, which became known as the Compromise of 1877. Although no one is sure if a deal was actually made, the terms of the compromise most likely included a promise by the Republicans to pull federal troops out of the South if Hayes was elected. In April 1877, Hayes did pull the troops out, and Reconstruction came to an end.

President Hayes called for an end to the nation's regional conflicts. Many Southern leaders realized that the South could not return to the kind of agricultural economy it had before the Civil War. These Southerners called for a "New South."

Powerful white Southerners joined forces with Northern financiers to bring about economic changes to some parts of the South. Money from the North helped build railroads and industries across the South. However, the South remained mostly agricultural. By 1900 Southern manufacturing establishments equaled only 4 percent of its number of farms.

The end of Reconstruction brought an end to African Americans' hopes for gaining land in the South. Many African Americans returned to plantations, where they became **tenant farmers**, paying rent for the land they farmed. Most of these farmers eventually became **sharecroppers**. Sharecroppers paid their rent with a share of their crops rather than with cash. In addition to rent, their payment included the cost of seeds, tools, and the animals they needed. Although sharecropping allowed African American farmers to control their own work schedule and working conditions, it also trapped sharecroppers on the land because they could not make enough money to pay off their debts and leave the land. The Civil War ended slavery, but Reconstruction's failure left many Southerners trapped in economic circumstances beyond their control.

Academic Vocabulary

circumstances: factors in a problem that determine its solution (p. 225)

7. After Reconstruction, why were many African Americans trapped on the land they farmed?
