

**HOLT**

**CALIFORNIA SOCIAL STUDIES**



# United States History

**Independence to 1914**

**Mastering the California  
History–Social Science  
Standards**

with support for

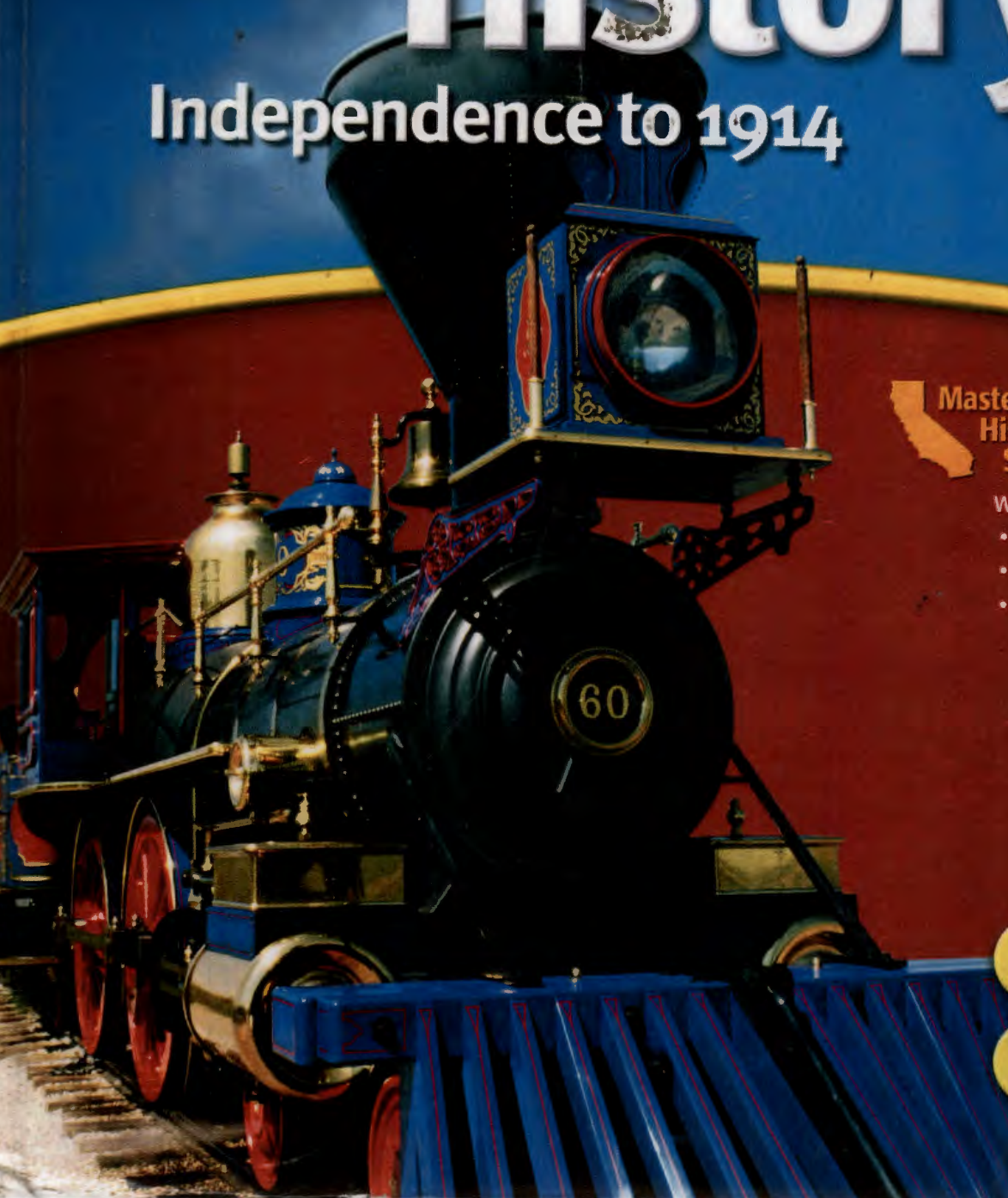
- Reading
- Vocabulary
- Writing



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# YOUR Window TO History





# Reading like a Historian

Historians use paintings, like *Washington Crossing the Delaware*, to help understand the past. As you study United States history, you too will learn how to use different historical sources to **Read like a Historian**.

To find out more about reading like a historian and the historical sources that follow, visit

[go.hrw.com](http://go.hrw.com)

**More Online**

KEYWORD: HISTORIAN

**By Frances Marie Gipson**  
Secondary Literacy Coordinator  
Los Angeles Unified School District, Los Angeles, California







# What Does It Mean to Read like a Historian?

In your history class you will be doing a lot of reading, thinking, and problem-solving. Much of your reading and thinking will center on different types of texts or materials. Since you are in a history class reading all sorts of things, a question to consider is, "What does it mean to think, read, and solve problems like a historian?"

Historians work with different types of sources to understand and learn from history. Two categories of sources are **primary** and **secondary** sources.

**Primary Sources** are historical documents, written accounts by a firsthand witness, or objects that have survived from the past. A study of primary sources might include letters, government documents, diaries, photographs, art objects, stamps, coins, and even clothing.

**Secondary Sources** are accounts of past events created by people some time after the events happened. This textbook and other books written about historical events are examples of secondary sources.

As you learn more about your work as a historian, you will begin to ask questions and analyze historical materials. You will be working as a detective, digging into history to create a richer understanding of the mysteries of the past.



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### California Standards

#### History–Social Science

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

#### Analysis Skills

**CS 2** Construct various time lines of key events, people, and periods of the historical era they are studying.



#### History's Impact Video Series

The Impact of Freedom of Religion

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### California Standards

#### History–Social Science

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

#### Analysis Skills

**HI 5** Recognize that interpretations of history are subject to change.



#### History's Impact Video Series

The Impact of Being Able to Choose Your Own Government

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## California Standards

## History–Social Science

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

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

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

## Analysis Skills

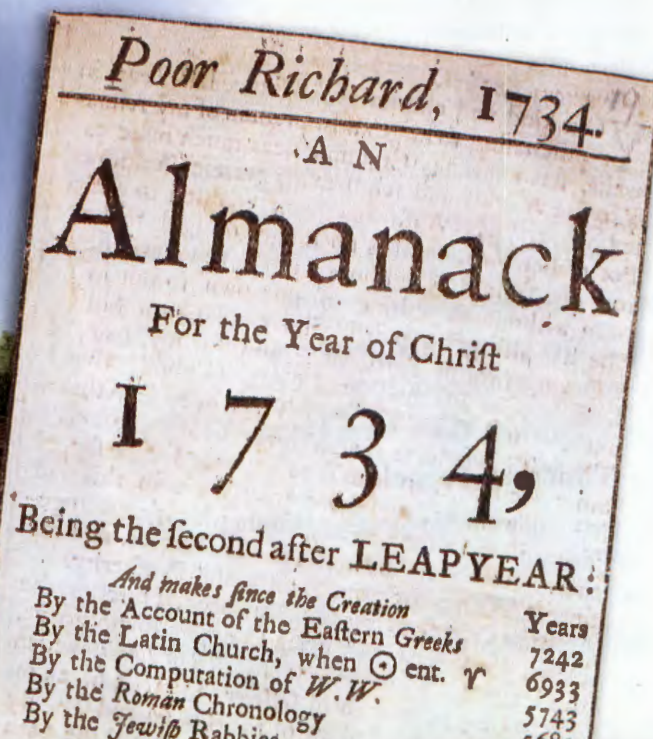
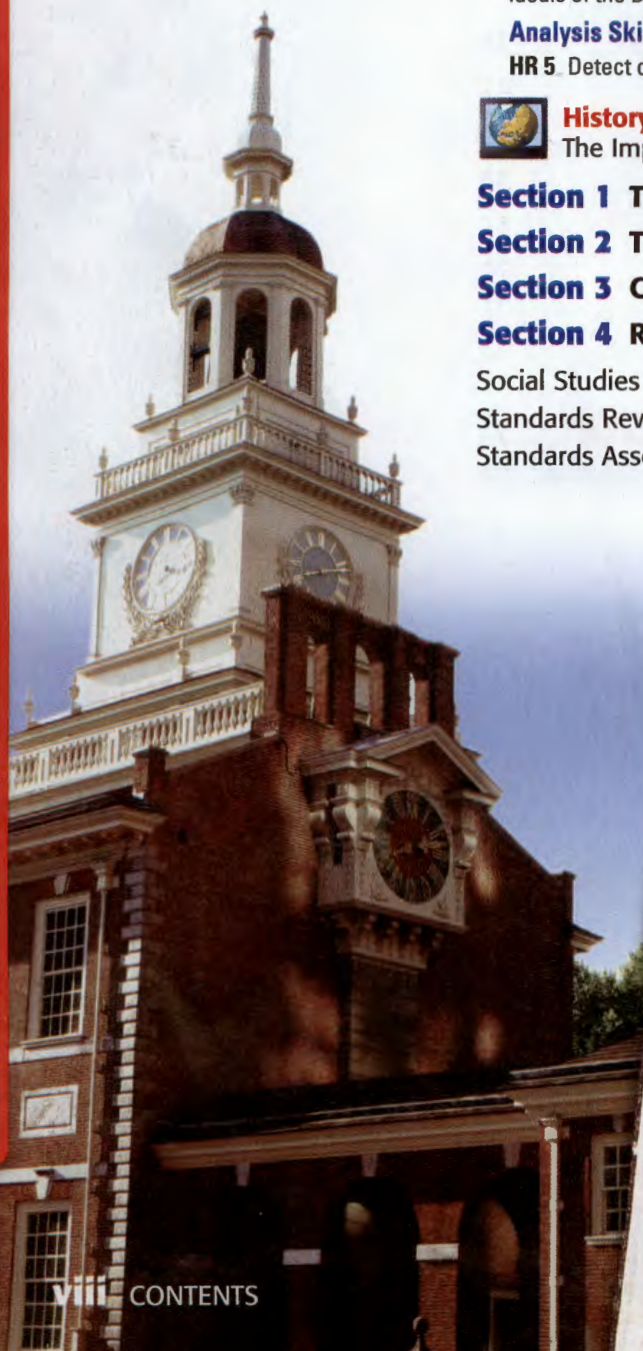
**HR 5** Detect different historical points of view.



## History's Impact Video Series

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### **California Standards**

#### **History–Social Science**

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

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

#### **Analysis Skills**

**HR 5** Detect different historical points of view.



#### **History's Impact Video Series**

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### **California Standards**

#### **History–Social Science**

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

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

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

**8.5** Students analyze U.S. foreign policy in the early republic.



#### **History's Impact Video Series**

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

**8.5** Students analyze U.S. foreign policy in the early republic.

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

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

**8.5** Students analyze U.S. foreign policy in the early republic.

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

**Analysis Skills**

**HI 1** Explain the central issues and problems from the past.

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### California Standards

#### History–Social Science

- 8.4** Students analyze the aspirations and ideals of the people of the new nation.
- 8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.
- 8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.



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### California Standards

#### History–Social Science

- 8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.
- 8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

#### Analysis Skills

- CS 3** Use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries.



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

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## California Standards

### History–Social Science

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

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



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## California Standards

### History–Social Science

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

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

### Analysis Skills

**HR 3** Distinguish relevant from irrelevant information.

**HR 4** Assess the credibility of primary and secondary sources and draw sound conclusions about them.



### History's Impact Video Series

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**California Standards****History–Social Science**

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

**History's Impact Video Series**

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### California Standards

#### History–Social Science

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

**8.11** Students analyze the character and lasting consequences of Reconstruction.

#### Analysis Skills

**HR 3** Distinguish relevant from irrelevant information.

**HI 4** Recognize the role of chance, oversight, and error in history.



#### History's Impact Video Series

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### California Standards

#### History–Social Science

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

**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.

#### Analysis Skills

**CS 3** Use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries.



#### History's Impact Video Series

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### California Standards

#### History–Social Science

**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.

#### Analysis Skills

**HI 6** Interpret basic indications of economic performance.



#### History's Impact Video Series

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### California Standards

#### History–Social Science

**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.

#### Analysis Skills

**HI 2** Understand and distinguish cause, effect, sequence, and correlation in historical events.

**HR 2** Distinguish fact from opinion in historical narratives.



#### History's Impact Video Series

The Impact of Immigrants on the United States

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## California Standards

### History–Social Science

**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.

### Analysis Skills

**HI 3** Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.



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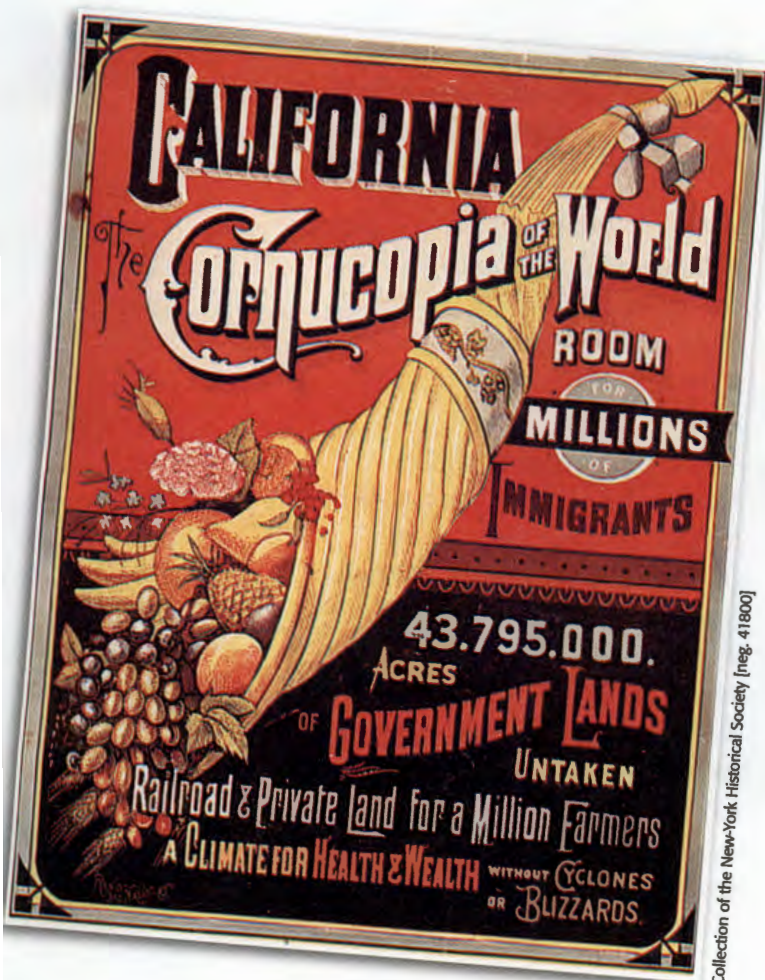


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*Learn, practice, and apply the skills you need to study and analyze history.*

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# Mapping the Earth

A **globe** is a scale model of the earth. It is useful for showing the entire earth or studying large areas of the earth's surface.

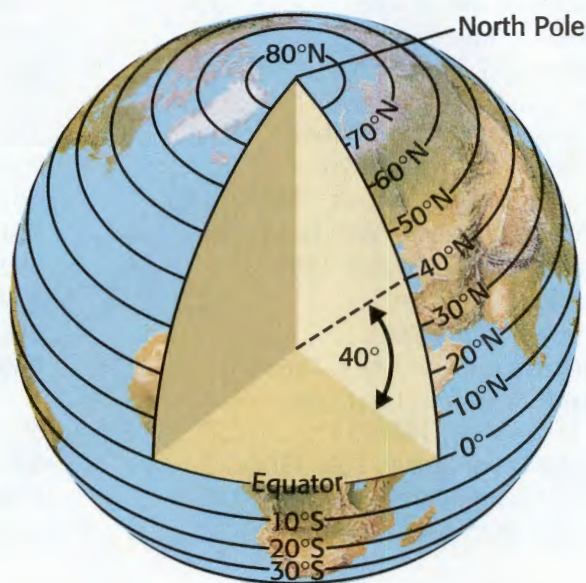
A pattern of lines circles the globe in east-west and north-south directions. It is called a **grid**. The intersection of these imaginary lines helps us find places on the earth.

The east-west lines in the grid are lines of **latitude**. Lines of latitude are called **parallels** because they are always parallel to each other. These imaginary lines measure distance north and south of the **equator**. The equator is an imaginary line that circles the globe halfway between the North and South Poles. Parallels measure distance from the equator in **degrees**. The symbol for degrees is  $^{\circ}$ . Degrees are further divided into **minutes**. The symbol for minutes is  $'$ . There are 60 minutes in a degree. Parallels north of the equator are labeled with an N. Those south of the equator are labeled with an S.

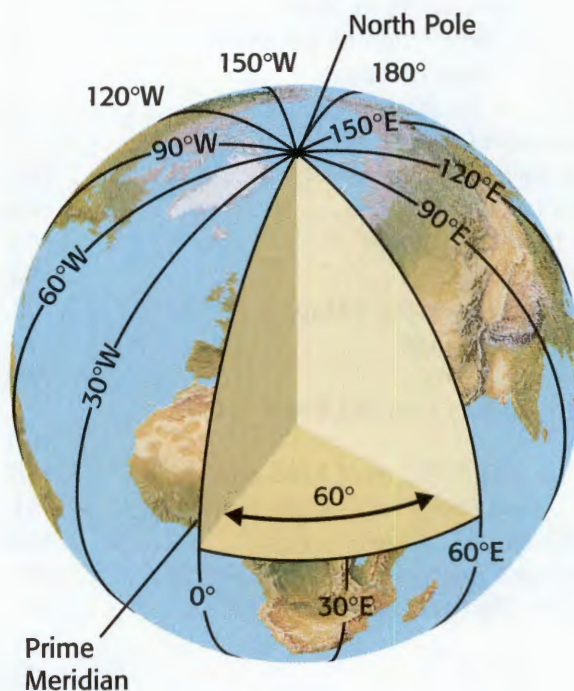
The north-south lines are lines of **longitude**. Lines of longitude are called **meridians**. These imaginary lines pass through the Poles. They measure distance east and west of the **prime meridian**. The prime meridian is an imaginary line that runs through Greenwich, England. It represents  $0^{\circ}$  longitude.

Lines of latitude range from  $0^{\circ}$ , for locations on the equator, to  $90^{\circ}\text{N}$  or  $90^{\circ}\text{S}$ , for locations at the Poles. Lines of longitude range from  $0^{\circ}$  on the prime meridian to  $180^{\circ}$  on a meridian in the mid-Pacific Ocean. Meridians west of the prime meridian to  $180^{\circ}$  are labeled with a W. Those east of the prime meridian to  $180^{\circ}$  are labeled with an E.

## Lines of Latitude



## Lines of Longitude



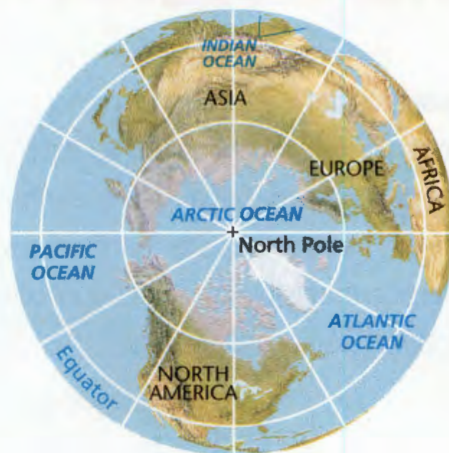


The equator divides the globe into two halves, called **hemispheres**. The half north of the equator is the Northern Hemisphere. The southern half is the Southern Hemisphere. The prime meridian and the 180° meridian divide the world into the Eastern Hemisphere and the Western Hemisphere. However, the prime meridian runs right through Europe and Africa. To avoid dividing these continents between two hemispheres, some mapmakers divide the Eastern and Western hemispheres at 20°W. This places all of Europe and Africa in the Eastern Hemisphere.

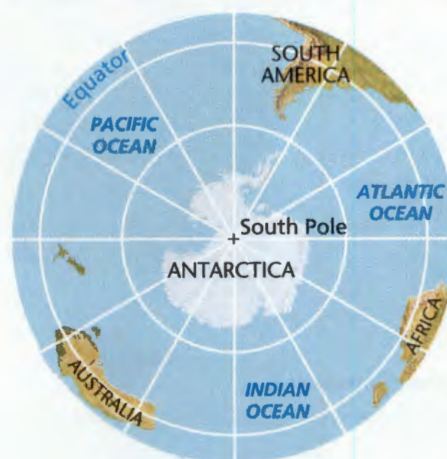
Our planet's land surface is divided into seven large landmasses, called **continents**. They are identified in the maps on this page. Landmasses smaller than continents and completely surrounded by water are called **islands**.

Geographers also organize Earth's water surface into parts. The largest is the world ocean. Geographers divide the world ocean into the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, and the Arctic Ocean. Lakes and seas are smaller bodies of water.

## Northern Hemisphere



## Southern Hemisphere



## Western Hemisphere



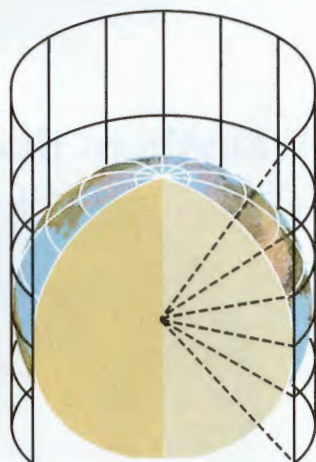
## Eastern Hemisphere





# Mapmaking

A **map** is a flat diagram of all or part of the earth's surface. Mapmakers have created different ways of showing our round planet on flat maps. These different ways are called **map projections**. Because the earth is round, there is no way to show it accurately in a flat map. All flat maps are distorted in some way. Mapmakers must choose the type of map projection that is best for their purposes. Many map projections are one of three kinds: cylindrical, conic, or flat-plane.



Paper cylinder

## Cylindrical Projections

Cylindrical projections are based on a cylinder wrapped around the globe. The cylinder touches the globe only at the equator. The meridians are pulled apart and are parallel to each other instead of meeting at the Poles. This causes landmasses near the Poles to appear larger than they really are. The map below is a Mercator projection, one type of cylindrical projection. The Mercator projection is useful for navigators because it shows true direction and shape. However, it distorts the size of land areas near the Poles.

Mercator projection

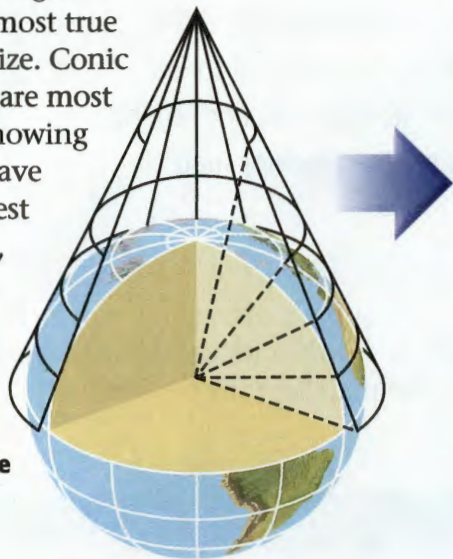




## Conic Projections

Conic projections are based on a cone placed over the globe. A conic projection is most accurate along the lines of latitude where it touches the globe.

It retains almost true shape and size. Conic projections are most useful for showing areas that have long east-west dimensions, such as the United States.



**Paper cone**

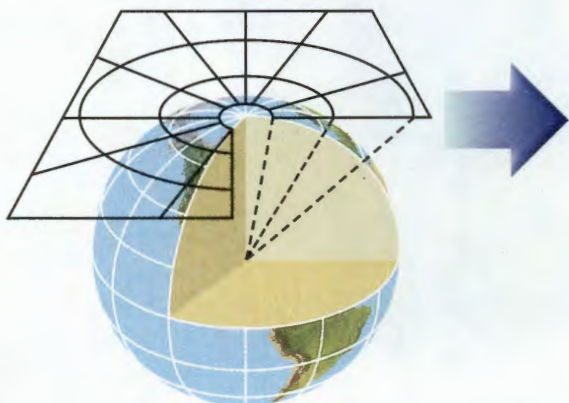


**Conic projection**

## Flat-plane Projections

Flat-plane projections are based on a plane touching the globe at one point, such as at the North Pole or South Pole. A flat-plane projection is useful for showing true direction for airplane pilots and ship navigators. It also shows true area. However, it distorts the true shapes of landmasses.

**Flat plane**



**Flat-plane projection**





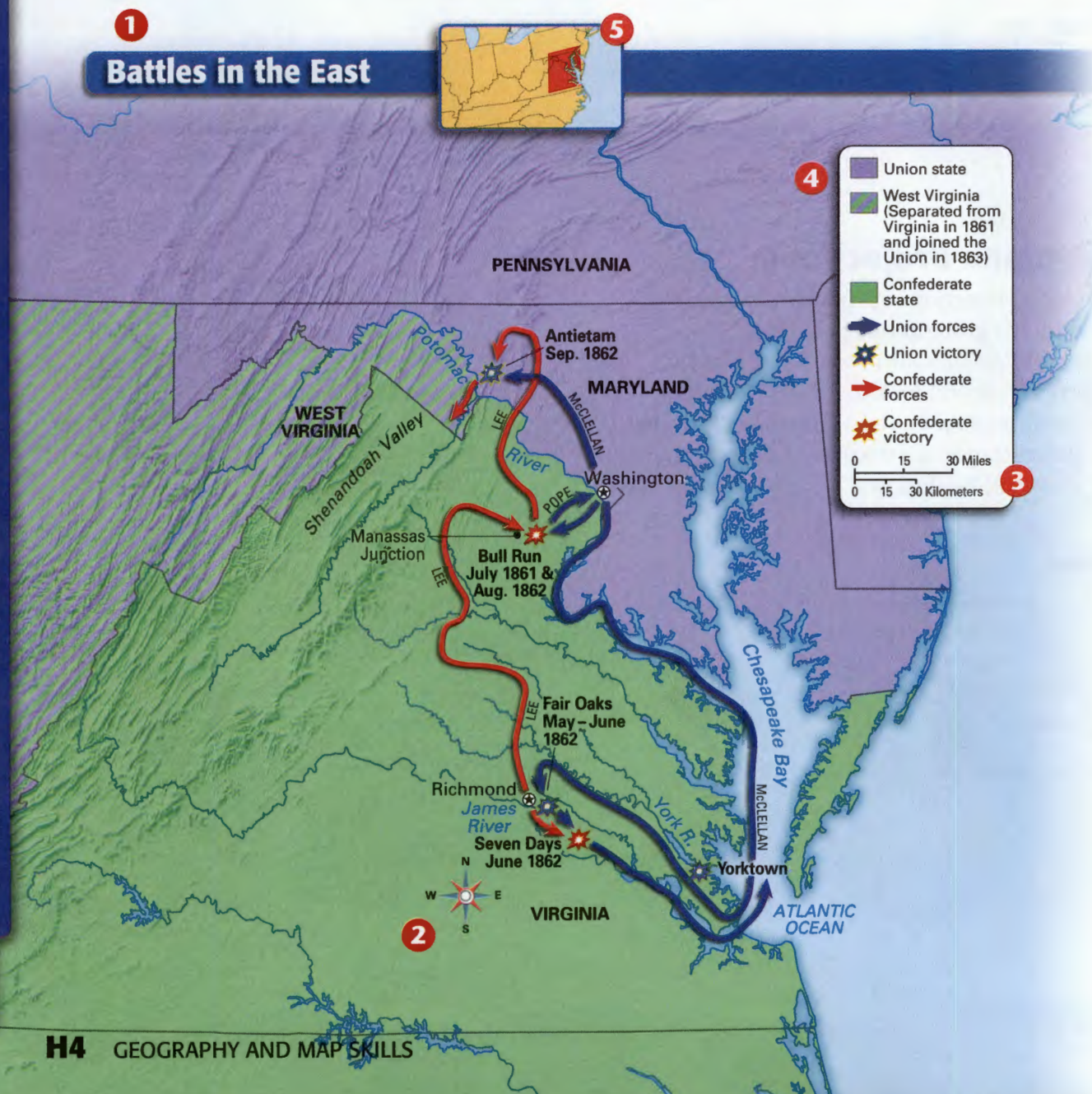
# Map Essentials

Maps are like messages sent out in code. Mapmakers provide certain elements that help us translate these codes. These elements help us understand the message they are presenting about a particular part of the world. Of these elements, almost all maps have titles, directional indicators, scales, and legends. The map below has all four of these elements, plus a fifth—a locator map.

## 1 Title

A map's **title** shows what the subject of the map is. The map title is usually the first thing you should look at when studying a map, because it tells you what the map is trying to show.

### 1 Battles in the East





## 2 Compass Rose

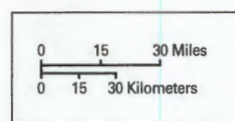
A directional indicator shows which way north, south, east, and west lie on the map. Some mapmakers use a “north arrow,” which points toward the North Pole. Remember, “north” is not always at the top of a map. The way a map is drawn and the location of directions on that map depend on the perspective of the mapmaker. Most maps in this textbook indicate direction by using a compass rose. A **compass rose** has arrows that point to all four principal directions, as shown.



## 3 Scale

Mapmakers use scales to represent the distances between points on a map. Scales may appear on maps in several different forms. The maps in this textbook provide a bar **scale**. Scales give distances in miles and kilometers.

To find the distance between two points on the map, place a piece of paper so that the edge connects the two points. Mark the location of each point on the paper with a line or dot. Then, compare the distance between the two dots with the map's bar scale. The number on the top of the scale gives the distance in miles. The number on the bottom gives the distance in kilometers. Because the distances are given in large intervals, you may have to approximate the actual distance on the scale.



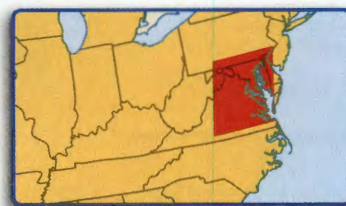
## 4 Legend

The **legend**, or key, explains what the symbols on the map represent. Point symbols are used to specify the location of things, such as cities, that do not take up much space on the map. Some legends, such as the one shown here, show colors that represent certain elevations. Other maps might have legends with symbols or colors that represent things such as roads. Legends can also show economic resources, land use, population density, and climate.



## 5 Locator Map

A locator map shows where in the world the area on the map is located. The area shown on the main map is shown in red on the locator map. The locator map also shows surrounding areas so that the map reader can see how the information on the map relates to neighboring lands.





# Working with Maps

The Atlas at the back of this textbook includes both physical and political maps. Physical maps, like the one you just saw, show the major physical features in a region. These features include things like mountain ranges, rivers, oceans, islands, deserts, and plains. Political maps show the major political features of a region, such as countries and their borders, capitals, and other important cities.

## Historical Map

In this textbook, most of the maps you will study are historical maps. Historical maps, such as this one, are maps that show information about the past. This information might be which lands an empire controlled, where a certain group of people lived, what large cities were located in a region, or how a place changed over time. Often colors are used to indicate the different things on the map. Be sure to look at the map title and map legend first to see what the map is showing. What does this map show?

### The United States, 1820





## The Louisiana Purchase



### Route Map

One special type of historical map is called a route map. A route map, like the one above, shows the route, or path, that someone or something followed. Route maps can show things like trade routes, invasion routes, or the journeys and travels of people. The routes on the map are usually shown with an arrow. If more than one route is shown, several arrows of different colors may be used. What does this route map show?

The maps in this textbook will help you study and understand history. By working with these maps, you will see where important events happened, where empires rose and fell, and where people moved. In studying these maps, you will learn how geography has influenced history.



# Geographic Dictionary

**OCEAN**  
a large body of water

**GULF**  
a large part of  
the ocean that  
extends into land

**CORAL REEF**  
an ocean ridge made up of  
skeletal remains of tiny sea animals

**PENINSULA**  
an area of land that sticks  
out into a lake or ocean

**ISTHMUS**  
a narrow piece of land  
connecting two larger  
land areas

**BAY**  
part of a large  
body of water  
that is smaller  
than a gulf

**ISLAND**  
an area of land  
surrounded entirely  
by water

**DELTA**  
an area where a  
river deposits soil  
into the ocean

**STRAIT**  
a narrow body of  
water connecting two  
larger bodies of water

**WETLAND**  
an area of land  
covered by  
shallow water

**RIVER**  
a natural flow of  
water that runs  
through the land

**SINKHOLE**  
a circular depression  
formed when the roof  
of a cave collapses

**LAKE**  
an inland body  
of water

**FOREST**  
an area of densely  
wooded land



**COAST**  
an area of land  
near the ocean

**MOUNTAIN**  
an area of rugged  
land that generally  
rises higher than  
2,000 feet

**VALLEY**  
an area of low  
land between  
hills or mountains

**VOLCANO**  
an opening in Earth's crust  
where lava, ash, and gases erupt

**CANYON**  
a deep, narrow valley  
with steep walls

**GLACIER**  
a large area of  
slow-moving ice

**HILL**  
a rounded, elevated  
area of land smaller  
than a mountain

**PLAIN**  
a nearly  
flat area

**DUNE**  
a hill of sand  
shaped by wind

**OASIS**  
an area in the  
desert with a  
water source

**DESERT**  
an extremely dry area with  
little water and few plants

**PLATEAU**  
a large, flat,  
elevated  
area of land



# The Five Themes of Geography



Geography is the study of the world's people and places. As you can imagine, studying the entire world is a big job. To make the job easier, geographers have created the Five Themes of Geography. They are: **Location, Place, Human-Environment Interaction, Movement, and Region**. You can think of the Five Themes as five windows you can look through to study a place. If you looked at the same place through five different windows, you would have five different perspectives, or viewpoints, of the place. Using the Five Themes in this way will help you better understand the world's people and places.

**1 Location** The first thing to study about a place is its location. Where is it? Every place has an absolute location—its exact location on Earth. A place also has a relative location—its location in relation to other places. Use the theme of location to ask questions like, “Where is this place located, and how has its location affected it?”

**2 Place** Every place in the world is unique and has its own personality and character. Some things that can make a place unique include its weather, plants and animals, history, and the people that live there. Use the theme of place to ask questions like, “What are the unique features of this place, and how are they important?”

**3 Human-Environment Interaction** People interact with their environment in many ways. They use land to grow food and local materials to build houses. At the same time, a place's environment influences how people live. For example, if the weather is cold, people wear warm clothes. Use the theme of human-environment interaction to ask questions like, “What is this place's environment like, and how does it affect the people who live there?”

**4 Movement** The world is constantly changing, and places are affected by the movement of people, goods, ideas, and physical forces. For example, people come and go, new businesses begin, and rivers change their course. Use the theme of movement to ask questions like, “How is this place changing, and why?”

**5 Region** A region is an area that has one or more features that make it different from surrounding areas. A desert, a country, and a coastal area are all regions. Geographers use regions to break the world into smaller pieces that are easier to study. Use the theme of region to ask questions like “What common features does this area share” and “How is it different from other areas?”





**2**

New York City is one of the most powerful cities in the world. The people of New York also make the city one of the most ethnically diverse places in the world.

**PLACE**



**3**

**HUMAN-ENVIRONMENT INTERACTION**

People near Las Vegas, Nevada, transform the desert landscape by building new neighborhoods. Americans modify their environment in many other ways—by controlling rivers, building roads, and creating farmland.



**4**

**MOVEMENT**

People, goods, and ideas are constantly moving to and from places such as Seattle, Washington. As some places grow, others get smaller, but every place is always changing.

The United States is located in the Western Hemisphere. Forty-eight of the states are located between Mexico and Canada. This location has good farmland, many resources, and many different natural environments.

**LOCATION**

**1**



**5**

The United States is a political region with one government. At the same time, smaller regions can be found inside the country, such as the Black Hills in South Dakota.

**REGION**





READING  
SOCIAL STUDIES

*by Dr. Kylene Beers*

Did you ever think you would begin reading your social studies book by reading about reading? Actually, it makes better sense than you might think. You would probably make sure you learned some soccer skills and strategies before playing in a game. Similarly, you need to learn some reading skills and strategies before reading your social studies book. In other words, you need to make sure you know whatever you need to know in order to read this book successfully.

### Tip #1

## Use the Reading Social Studies Pages

Take advantage of the two pages on reading at the beginning of every chapter. Those pages introduce the chapter themes; explain a reading skill or strategy; and identify key terms, people, and academic vocabulary.

## Themes

Why are themes important? They help our minds organize facts and information. For example, when we talk about baseball, we may talk about types of pitches. When we talk about movies, we may discuss animation.

Historians are no different. When they discuss history or social studies, they tend to think about some common themes: Economics, Geography, Religion, Politics, Society and Culture, and Science and Technology.

### Reading Skill or Strategy

Good readers use a number of skills and strategies to make sure they understand what they are reading. These lessons will give you the tools you need to read and understand social studies.

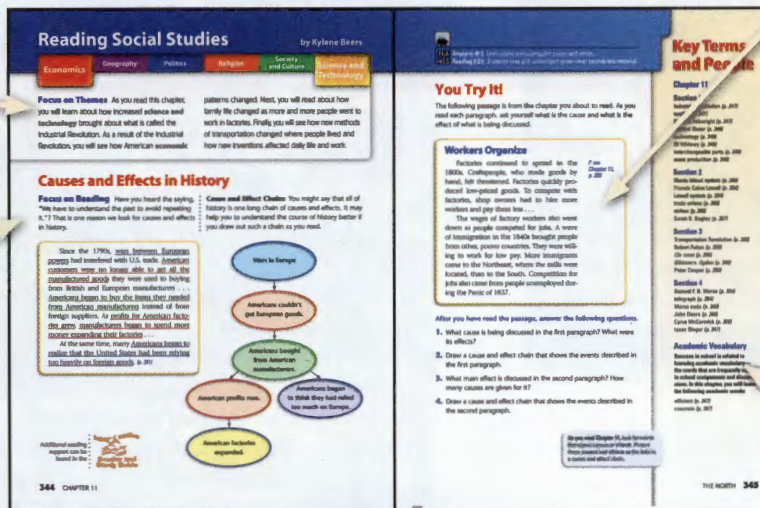
## Key Terms, People, and Academic Vocabulary

Before you read the chapter review these words and think about them. Have you heard the word before? What do you already know about the people? Then watch for these words and their meanings as you read the chapter.

Gives you practice in the reading skill or strategy.

Tells which theme or themes are important in the chapter

Explains a skill  
or strategy good  
readers use



Identifies the important words in the chapter.



**Tip #2****Read like a Skilled Reader**

You will never get better at reading your social studies book—or any book for that matter—unless you spend some time thinking about how to be a better reader.

**Skilled readers do the following:**

- They preview what they are supposed to read before they actually begin reading. They look for vocabulary words, titles of sections, information in the margin, or maps or charts they should study.
- They divide their notebook paper into two columns. They title one column “Notes from the Chapter” and the other column “Questions or Comments I Have.”
- They take notes in both columns as they read.

- They read like **active readers**. The Active Reading list below shows you what that means.
- They use clues in the text to help them figure out where the text is going. The best clues are called signal words.

**Chronological Order Signal Words:**

*first, second, third, before, after, later, next, following that, earlier, finally*

**Cause and Effect Signal Words:**

*because of, due to, as a result of, the reason for, therefore, consequently*

**Comparison/Contrast Signal Words:**

*likewise, also, as well as, similarly, on the other hand*

**Active Reading**

Successful readers are **active readers**. These readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active, and successful, reader.

**Predict** what will happen next based on what has already happened. When your predictions don’t match what happens in the text, re-read the confusing parts.

**Question** what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.

**Summarize** what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.

**Connect** what is happening in the part you’re reading to what you have already read.

**Clarify** your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to re-read to clarify, or you may need to read further and collect more information before you can understand.

**Visualize** what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.



## Tip #3

# Pay Attention to Vocabulary

It is no fun to read something when you don't know what the words mean, but you can't learn new words if you only use or read the words you already know. In this book, we know we have probably used some words you don't know. But, we have followed a pattern as we have used more difficult words.

## Key Terms and People

At the beginning of each section you will find a list of key terms or people that you will need to know. Be on the lookout for those words as you read through the section.

After 1783, Britain forced American merchants to pay high **tariffs**—taxes on imports or exports. The tariffs applied to goods such as...



### Trade with Britain

The United States also faced problems trading with Great Britain. After the signing of the Treaty of Paris, Britain closed many of its ports to American ships. Before the Revolutionary War, colonial ships had traded a great deal with the British West Indies and stopped there on their way to other destinations. This travel and trading stopped after 1783.

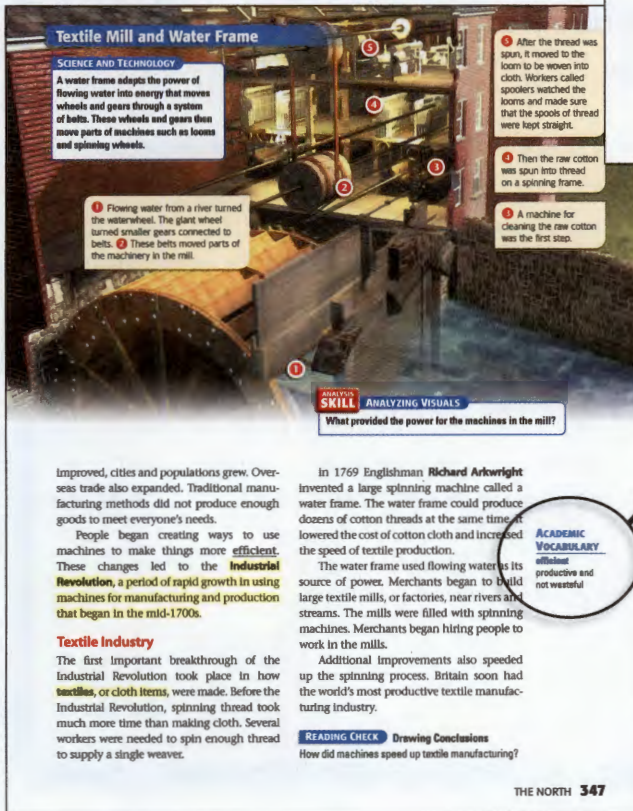
In addition, Britain forced American merchants to pay high **tariffs**—taxes on imports or exports. The tariffs applied to goods such as rice, tobacco, tar, and oil that were grown or mined in the United States and then sold in Britain. Merchants had to raise prices to cover the tariffs. Ultimately, the costs would be passed on to customers, who had to pay higher prices for the goods. The economic condition of the country was getting worse by the day.

### Trade with Spain

In 1784 Spanish officials closed the lower Mississippi River to U.S. shipping. Western farmers and merchants were furious because they used the Mississippi to send goods to eastern and foreign markets. Congress tried to work out an agreement with Spain, but the plan did not receive a majority vote in Congress. The plan could not be passed. As a result, Spain broke off the negotiations.

Many state leaders began to criticize the national government. Rhode Island's representatives wrote, "Our federal government is but a name; a mere shadow without substance [power]." Critics believed that Spain might have continued to negotiate if the United States had possessed a strong military. These leaders believed that the national government needed to be more powerful.

FORMING A GOVERNMENT 121



THE NORTH 347

## Academic Vocabulary

When we use a word that is important in all classes, not just social studies, we define it in the margin under the heading Academic Vocabulary. You will run into these academic words in other textbooks, so you should learn what they mean while reading this book.



## Social Studies Vocabulary

We know that some words are special to this particular topic of social studies, United States history. As you read this book, you will be more successful if you know the meaning of the words in the following list.

### Social Studies Words to Know

#### Time

<b>AD</b>	refers to dates after Jesus's birth
<b>BC</b>	refers to dates before the birth of Jesus of Nazareth
<b>BCE</b>	refers to "Before Common Era," dates before the birth of Jesus of Nazareth
<b>CE</b>	refers to "Common Era," dates after Jesus's birth
<b>century</b>	a period of 100 years
<b>decade</b>	a period of 10 years

#### The Earth and Its Resources

<b>climate</b>	the weather conditions in a certain area over a long period of time
<b>geography</b>	the study of the earth's physical and cultural features
<b>physical features</b>	the features on the land's surface, such as mountains and rivers
<b>region</b>	an area with one or more features that make it different from surrounding areas
<b>resources</b>	materials found on the earth that people need and value

#### People and the Way They Live

<b>civilization</b>	the culture of a particular time or place
<b>culture</b>	the knowledge, beliefs, customs, and values of a group of people
<b>custom</b>	a repeated practice; tradition
<b>economy</b>	the system in which people make and exchange goods and services
<b>society</b>	a group of people who share common traditions
<b>trade</b>	the exchange of goods or services

#### Politics and Government

<b>civil</b>	having to do with the citizens of a country
<b>democracy</b>	governmental rule by the people, usually on a majority rule principle
<b>independence</b>	freedom from forceful rule
<b>monarchy</b>	governmental rule by one person, a king or queen
<b>North</b>	the region of the United States sometimes defined by the states that did not secede from the Union during the Civil War
<b>rebellion</b>	an organized resistance to the established government
<b>South</b>	the region of the United States sometimes defined by the states that seceded from the Union to form the Confederate States of America



# Academic Words

*If only...*

*If only reading in school was like reading a letter from your best friend.*

*If only reading in History was like reading Harry Potter.*

It can be... if you learn the language!

There is a reason that you feel uncomfortable with reading academic textbooks. Common words in these books account for less than 2% of the words in your favorite novels. No wonder reading in school seems so different!

Academic vocabulary refers to words that are used in most of your school subjects. The Holt Social Studies program has identified Academic Words that will be highlighted throughout this textbook. The Holt program provides structured practice to help support student proficiency with this specialized vocabulary.

## Grade 6 Academic Words

<b>acquire</b>	to get
<b>agreement</b>	a decision reached by two or more people or groups
<b>aspects</b>	parts
<b>authority</b>	power, right to rule
<b>cause</b>	the reason something happens
<b>classical</b>	referring to the cultures of ancient Greece or Rome
<b>contract</b>	a binding legal agreement
<b>develop/development</b>	creation
<b>distribute</b>	to divide among a group of people
<b>effect</b>	the results of an action or decision
<b>establish</b>	to set up or create
<b>ideal</b>	ideas or goals that people try to live up to
<b>impact</b>	effect, result
<b>method</b>	a way of doing something
<b>neutral</b>	unbiased, not favoring either side in a conflict
<b>primary</b>	main, most important
<b>principle</b>	basic belief, rule, or law
<b>process</b>	a series of steps by which a task is accomplished
<b>purpose</b>	the reason something is done
<b>rebel</b>	to fight against authority
<b>role</b>	a part or function
<b>strategy</b>	a plan for fighting a battle or war
<b>vary/various</b>	to be different

## Grade 7 Academic Words

<b>affect</b>	to change or influence
<b>aspects</b>	parts
<b>authority</b>	power, right to rule
<b>classical</b>	referring to the cultures of ancient Greece or Rome
<b>develop/development</b>	the process of growing or improving
<b>efficient/efficiency</b>	productive and not wasteful
<b>element</b>	part
<b>establish</b>	to set up or create
<b>features</b>	characteristics
<b>impact</b>	effect, result
<b>influence</b>	change, or have an effect on
<b>innovation</b>	a new idea or way of doing something
<b>logic/logical</b>	reasoned, well thought out
<b>policy</b>	rule, course of action
<b>principle</b>	basic belief, rule, or law
<b>procedure</b>	a series of steps taken to accomplish a task
<b>process</b>	a series of steps by which a task is accomplished
<b>rebel</b>	to fight against authority
<b>role</b>	assigned behavior
<b>strategy</b>	a plan for fighting a battle or war
<b>structure</b>	the way something is set up or organized
<b>traditional</b>	customary, time-honored
<b>values</b>	ideas that people hold dear and try to live by
<b>vary/various</b>	of many types



## Grade 8 Academic Words

<b>abstract</b>	expressing a quality or idea without reference to an actual thing
<b>acquire</b>	to get
<b>advocate</b>	to plead in favor of
<b>agreement</b>	a decision reached by two or more people or groups
<b>aspects</b>	parts
<b>authority</b>	power, right to rule
<b>circumstances</b>	surrounding situation
<b>complex</b>	difficult, not simple
<b>concrete</b>	specific, real
<b>consequences</b>	the effects of a particular event or events
<b>contemporary</b>	existing at the same time
<b>criteria</b>	rules for defining
<b>develop/development</b>	the process of growing or improving
<b>distinct</b>	separate
<b>efficient/efficiency</b>	productive and not wasteful
<b>element</b>	part
<b>establish</b>	to set up or create
<b>execute</b>	to perform, carry out
<b>explicit</b>	fully revealed without vagueness
<b>facilitate</b>	to bring about
<b>factor</b>	causes
<b>function</b>	use or purpose
<b>implement</b>	to put in place
<b>implications</b>	effects of a decision
<b>implicit</b>	understood though not clearly put into words
<b>incentive</b>	something that leads people to follow a certain course of action
<b>influence</b>	change, or have an effect on
<b>innovation</b>	a new idea or way of doing something
<b>method</b>	a way of doing something
<b>motive</b>	a reason for doing something
<b>neutral</b>	unbiased, not favoring either side in a conflict
<b>policy</b>	rule, course of action
<b>primary</b>	main, most important
<b>principle</b>	basic belief, rule, or law
<b>procedure</b>	a series of steps taken to accomplish a task
<b>process</b>	a series of steps by which a task is accomplished
<b>reaction</b>	a response
<b>role</b>	assigned behavior
<b>strategy</b>	a plan for fighting a battle or war
<b>vary/various</b>	of many types





# History–Social Science Content Standards

**S**tudents in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

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

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
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").
3. Analyze how the American Revolution affected other nations, especially France.

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.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
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.
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.
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.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
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 Students understand the foundation of the American political system and the ways in which citizens participate in it.**

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

7. Understand the functions and responsibilities of a free press.

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

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

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

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



## 8.6 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.

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).
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).
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).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
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.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
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, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

## 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.

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.
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).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

## 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.

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).
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.



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).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
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.

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

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).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
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.
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).

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

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

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.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
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).
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.
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.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.



### 8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
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).
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.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

### 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.

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.
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.
3. Explain how states and the federal government encouraged business expansion—through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

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).
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.
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.
8. Identify the characteristics and impact of Grangerism and Populism.
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).





# Historical and Social Sciences Analysis Skills

**T**he intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction* with the content standards in grades six through eight.

*In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:*

## Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

## Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

## Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.



# How to Make This Book Work for You

Studying U.S. history will be easy for you using this textbook. Take a few minutes to become familiar with the easy-to-use structure and special features of this history book. See how this U.S. history textbook will make history come alive for you!

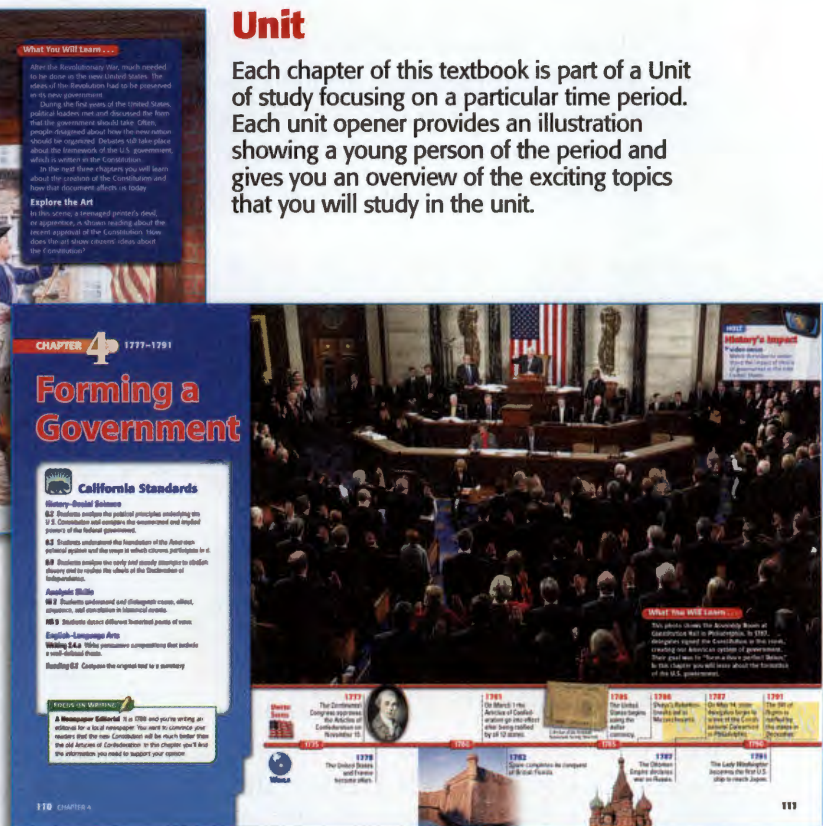


## Unit

Each chapter of this textbook is part of a Unit of study focusing on a particular time period. Each unit opener provides an illustration showing a young person of the period and gives you an overview of the exciting topics that you will study in the unit.

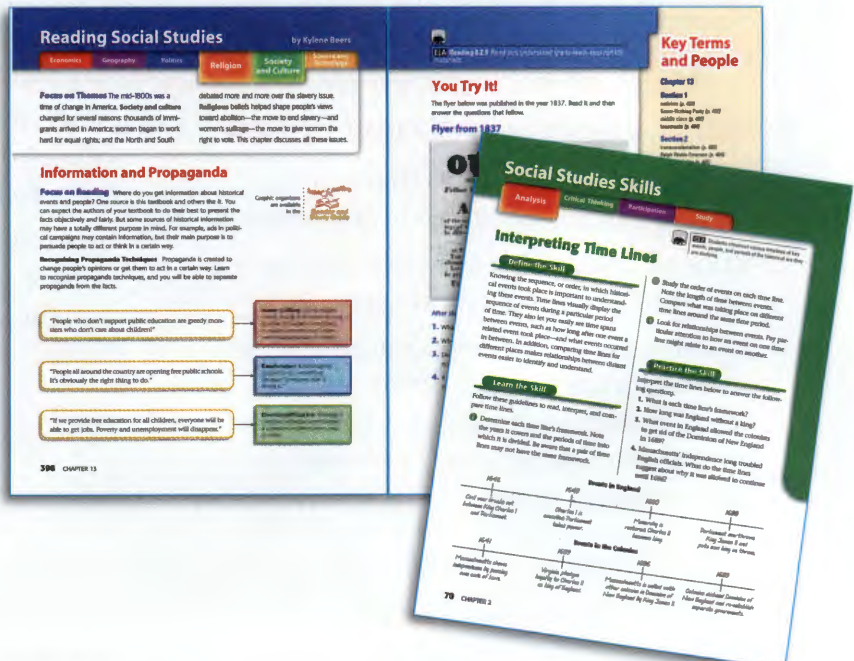
## Chapter

Each Chapter begins with a chapter-opener introduction where the California History-Social Science Standards and Analysis Skills are listed out, and ends with Standards Review pages and a Standards Assessment page.



**Reading Social Studies** These chapter-level reading lessons teach you skills and provide opportunities for practice to help you read the textbook more successfully. Within each chapter there is a point of reference *Focus on Reading* note in the margin to demonstrate the reading skill for the chapter. There are also questions in the Standards Review activity to make sure that you understand the reading skill.

**Social Studies Skills** The Social Studies Skills lessons, that appear at the end of each chapter, give you an opportunity to learn and use a skill that you will most likely use again while in school. You will also be given a chance to make sure that you understand each skill by answering related questions in the Standards Review activity.





## Section

The Section opener pages include: Main Idea statements, an overarching Big Idea statement, and Key Terms and People. In addition, each section includes the following special features.

**If You Were There . . .** introductions begin each section with a situation for you to respond to, placing you in the time period and in a situation related to the content that you will be studying in the section.

**Building Background** sections connect what will be covered in this section with what you studied in the previous section.

**Short sections of content** organize the information in each section into small chunks of text that you should not find too overwhelming.

**The California History-Social Science Standards for 8th grade** that are covered in each section are listed on the first page of each section of the textbook.

## SECTION 1

# The Articles of Confederation

### If YOU were there...

You live in a town in New England during the 1770s. In the town meeting, people are hotly debating about who will have the right to vote. Most think that only men who own property should be able to vote. Some think that all property owners—men and women—should have that right. A few others want all free men to have the vote. Now it is time for the meeting to decide.

**How would you have voted on this issue?**

**BUILDING BACKGROUND** At the time of the Revolution, each of the 13 states had its own government. The rights of citizens varied from state to state. In their town meetings, people often argued about exactly what those rights ought to be. Solving such issues was one step in moving toward a national government.

### Ideas behind Government

The American colonies had taken a bold step in declaring their independence from Great Britain in July 1776. Their next political goal was to form a new government. To do so, the American people drew from a wide range of political ideas.

### English Laws and the Enlightenment

One source of inspiration was English law. England had limited the power of its kings and queens in two documents. These were Magna Carta and the English Bill of Rights. **Magna Carta**, which was signed by King John in 1215, made the king subject to law. The **English Bill of Rights**, passed in 1689, declared the supremacy of Parliament. It kept the king or queen from passing new taxes or changing laws without Parliament's approval. As a result, the people's representatives had a strong voice in England's government.

Americans were also influenced by Enlightenment—a philosophical movement that emphasized the use of reason to examine old

### What You Will Learn . . .

#### Main Ideas

1. The American people examined many ideas about government.
2. The Articles of Confederation laid the basis for the first national government of the United States.
3. The Confederation Congress established the Northwest Territory.

#### The Big Idea

The Articles of Confederation provided a framework for a national government.

#### Key Terms and People

Magna Carta, p. 114  
English Bill of Rights, p. 114  
Confederation, p. 115  
Virginia Statute for Religious Freedom, p. 115  
Articles of Confederation, p. 116  
Land Ordinance of 1785, p. 117  
Northwest Ordinance of 1787, p. 117  
Northwest Territory, p. 117

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

**SS.8.3.3** Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

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### Northwest Territory

Congress had to decide what to do with the western lands now under its control and how to raise money to pay debts. It tried to solve both problems by selling the western lands. Congress passed the **Land Ordinance of 1785**, which set up a system for surveying and dividing the territory. The land was split into townships, which were 36 square miles divided into 36 lots of 640 acres each. One lot was reserved for a public school, and four lots were given to veterans. The remaining lots were sold to the public.

To form a political system for the region, Congress passed the **Northwest Ordinance of 1787**. The ordinance established the **Northwest Territory**, which included areas that are now in Illinois, Indiana, Michigan, Ohio, Minnesota, and Wisconsin. The Northwest Ordinance created a system for bringing new states into the Union. Congress agreed that the Northwest Territory would be divided into several smaller territories with a

governor appointed by Congress. The population of a territory reached 60,000, its settlers could draft their own constitution and ask to join the Union.

In addition, the law protected civil liberties and required that public education be provided. Finally, the ordinance stated that "there shall be neither slavery nor involuntary servitude [forced labor] in the . . . territory." This last condition banned slavery in the Territory and set the standard for future territories. However, slavery would continue to be a controversial issue.

**READING CHECK Analyzing Information** How did the Northwest Ordinance of 1787 affect the United States?

**SUMMARY AND PREVIEW** The Northwest Ordinance settled the future of the Northwest Territory. In the next section you will read about other challenges the new government faced.

### THE IMPACT TODAY

Townships remained the unit of local government after the Northwest Territory was divided into states. Many of these townships still exist today.

**Reading Check Questions** end each section of content so that you can test whether or not you understand what you have just studied.

**Summary and Preview** statements connect what you have just studied in the section to what you will study in the next section.

**Section Assessments** boxes provide an opportunity for you to make sure that you understand the main ideas of the section. We also provide assessment practice online!

### Section 1 Assessment

#### Reviewing Ideas, Terms, and People

1. a. **Identify** What documents influenced ideas about government in the United States?  
b. **Draw Conclusions** What impact did the **Virginia Statute for Religious Freedom** have on the U.S. government?
2. a. **Identify** What was the **Articles of Confederation**?  
b. **Summarize** What powers were granted to Congress by the **Articles of Confederation**?  
c. **Predict** What are some possible problems that might result from the lack of a national court system?
3. a. **Describe** How were public lands in the West divided by the **Land Ordinance of 1785**?  
b. **Evaluate** In your opinion, what was the most important element of the **Northwest Ordinance of 1787**? Why?

#### Critical Thinking

4. **Categorizing** Copy the chart below. Use it to identify the strengths and weaknesses of the government created by the **Articles of Confederation**.

Articles of Confederation	
Strengths	Weaknesses

#### FOCUS ON WRITING

5. **Thinking about the Articles of Confederation** Make a list of powers the **Articles of Confederation** gave the national government. Which ones seem strong? Can you think of any important powers that are missing?

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