

Archdiocese of Philadelphia

SOCIAL STUDIES

Grade 7



2004

Archdiocese of Philadelphia

Elementary Social Studies Curriculum Committee

Mission Statement

The mission of the Elementary Social Studies Curriculum

of the Archdiocese of Philadelphia

is the development of Catholic citizens

who will uphold democratic principles

and serve the Church, the nation, and the world

within the framework of Gospel values.

Social Studies

The leading national organization in the field, the National Council for the Social Studies, adopted this definition of social studies in 1992.

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

(“Minutes of the 36th Delegate Assembly,” 1993)

Scope and Sequence

In 1989 the National Council for the Social Studies Task Force on Scope and Sequence identified the scope and sequence common in many school districts throughout the United States. The scope and sequence reflect an “expanding environments” approach to social studies.

The Elementary Social Studies Curriculum Committee used the NCSS Scope and Sequence as the basis for its own pattern. The following *Scope and Sequence* forms the Elementary Social Studies Curriculum.

Kindergarten	Awareness of Self in a Social Setting (Early Childhood Guidelines)
Grade 1	The Individual in Primary and Social Groups - Understanding School and Family Life
Grade 2	Meeting Basic Needs in Nearby Social Groups - The Neighborhood
Grade 3	Sharing Earth and Space with Others - The Community
Grade 4	Interdisciplinary Study of the Local Region - Pennsylvania
Grade 5	The Western Hemisphere - The United States and Its Close Neighbors
Grade 6	The Eastern Hemisphere - Representative World Regions
Grade 7	Building a Strong and Free Nation: BC-1853 The United States (Early American Civilizations through Manifest Destiny)
Grade 8	Building a Strong and Free Nation: 1850-1960 The United States (Road to the Civil War to the New Frontier)

In guidelines which include multiple grades, a repeated topic indicates that a topic is introduced in its first appearance and reinforced in subsequent appearances.

Ten Thematic Strands in Social Studies

The Ten Thematic Strands in Social Studies are designed to be woven throughout the curriculum at all grade levels. The Elementary Social Studies Curriculum seeks to develop these ten strands throughout the scope of the program.

I. Culture Anthropology explores likenesses and differences between and among peoples in geography and history as well as through multicultural studies.

II. Time, Continuity, and Change

History opens students to knowledge, skills, and values in exploring their own past and our collective past.

III. People, Places, and Environments

Geography allows students to investigate the world through the five themes of Location, Place, Interactions, Movement, and Regions.

IV. Individual Development and Identity

Psychology and anthropology help students discover about themselves individually and as a society.

V. Individuals, Groups, and Institutions

Sociology, anthropology, history and political science guide students to learn about their relationship with society's institutions.

VI. Power, Authority, and Governance

Political science, history, law, and other areas inform students about the development, structures, and functions of rule and law.

VII. Production, Distribution, and Consumption

Economic concepts and issues assist students in understanding their roles as producers and consumers in the world.

VIII. Science, Technology, and Society

Connecting science and technology in the world with history and the social sciences is important in the life of every student.

IX. Global Connections

Interdependence is a key attribute in the world of every student, and this theme supports this understanding.

X. Civic Ideals and Practices

The role of civic competence is critical to the social studies and society as developed through this theme.

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The narratives before each section are meant to be a teacher resource tool. They are not to be duplicated for student use, but used as a reference point for the teacher to build upon.

Unit I

Different Worlds Meet

Objectives

Upon completion of this unit, the student will be able to:

1. Trace the origins of the Native Americans.
2. Analyze the impact of the environment on the development of Native American culture.
3. Locate the cultural regions of the early Native Americans; compare and contrast life in these regions.
4. Explain the impact of the Crusades and the Renaissance on the development of trade in Europe.
5. Evaluate the effect expansion of trade had on European overseas exploration.
6. Describe the influence new technology had on the ability to make long sea voyages.
7. Trace the voyages of explorers from individual European countries.

Outline

- I. Different Worlds Meet
 - A. Native Americans
 - B. Exploration

A. Native Americans

Long before European explorers sailed west from Europe to the Americas, people had settled these lands. Who were these people? Where did they come from? Where did they settle? How did they live?

Historians have long believed that the early inhabitants of the Americas crossed over to the North American continent via the land bridge from northern Asia during the last Ice Age. Evidence suggests that people were living in the Americas more than 25,000 years ago. Scholars point to blood types, human genes, teeth, and language to back up their claims. Native American cultures developed in many different areas of both North America, Middle America, and South America. Some nomadic tribes moved around and survived by hunting and gathering while others learned to domesticate crops and stay in one area. Some groups developed highly advanced societies, while others continued the ways of their ancestors and lived very simply.

Over time, Native Americans developed different languages and organized their societies in different ways. However, they were alike in one important way. Native Americans looked upon themselves as part of the environment in which they lived. They felt a spiritual connection to the animals, plants, and natural forces on which they depended. This connection was celebrated in the stories, songs, dances, prayers, and art of the different groups.

In 1492, as the European explorers began to arrive in the New World, North American inhabitants existed in very diverse cultures and societies. Close contact with the Europeans brought to an end this closed civilization on a virgin continent.

A. Native Americans

1. Migration From Asia
 - A. Across Land Bridge During Last Ice Age
 - B. Southward From Alaska To Land East Of The Rocky Mountains

2. Early Cultures
 - A. Anasazi
 - B. Hohokam
 - C. Moundbuilders

3. Cultures Of The North American Geographic Areas*
 - A. Northwest fishermen
 - B. Northern hunters
 - C. Eastern woodland
 - D. Plains
 - E. Southeast
 - F. Southwest
 - G. Intermontane

*Geographic Regions May Vary In Different Textbooks

4. Early Cultures of Middle And South America
 - A. Aztec Empire
 - B. Maya Empire
 - C. Inca Empire

B. Exploration

The collapse of trade and the invasion by barbaric tribes ushered in the Middle Ages in Europe. The Middle Ages, or the medieval period, separates ancient and modern time. The Middle Ages lasted from about 400 to 1400.

During the Middle Ages, western Europeans turned to powerful landowners for protection from barbaric invaders. These invasions brought turmoil and hard times to Europe. Threatened both by invasions and the collapse of trade, Europeans devised a way to survive. This was the social, economic, and political system known as feudalism. On the manor, as the land divisions were called, agriculture became more important while trade became less important. Without trade, money became scarce, taxes became nonexistent, and kingdoms fell apart. During this time of great political disunity, the only unifying factor was the Catholic Church.

During the eleventh century, life began to improve. Viking explorers crossed the Atlantic and explored the coast of North America. Improved agricultural methods resulted in a surplus in food supplies and a population boom. These factors led to an increase in trade which, in turn, led to a revitalization of town life.

Trade increased both inside and outside Europe. The Crusades, a series of Holy Wars waged by Christians to recapture the Holy Land from the Moslems, piqued the European curiosity and desire for Middle Eastern products. With trade expanding outside of Europe, the feudal system weakened. As feudal lords lost their power, strong rulers emerged and united manors and towns. Because of their large armies, these leaders were able to protect their people and enforce order.

The time of peace and prosperity ushered in a new era of curiosity in the arts, sciences, and navigational techniques called the Renaissance. Led by successful businessmen in Italy and aided by improved navigational techniques, other European merchants searched for new routes to the Far East and China. They were searching for products such as dye, spices, gold, and silk. These changes in trade between Europe and the East led Europeans to explore new sea routes and ultimately make contact with a Western Hemisphere they did not know existed. Europeans, from Spain especially, uncovered large areas of the New World and remained to establish one of the largest colonial empires in history. Spain's success encouraged other European nations to follow suit and set up their own colonial empires.

B. Exploration

1. New Beginnings In Europe

A. Expansion Of Trade

- (1) Crusades
- (2) Renaissance

B. Trade Routes And Technology

- (1) Marco Polo
- (2) Advances In Sailing Technology

2. The Search For New Trade Routes

A. Vikings

Leif Erickson

B. Portuguese

- (1) Bartholomeu Dias
- (2) Amerigo Vespucci
- (3) Vasco Da Gama
- (4) Pedro Cabral

C. Spanish

- (1) Christopher Columbus
- (2) Vasco Nunez De Balboa
- (3) Juan Ponce De Leon
- (4) Hernando Cortes
- (5) Ferdinand Magellan
- (6) Francisco Pizarro
- (7) Hernando De Soto
- (8) Francisco De Coronado

D. French

- (1) Giovanni Da Verrazano
- (2) Jacques Cartier
- (3) Samuel De Champlain
- (4) Robert De La Salle
- (5) Louis Joliet And Jacques Marquette

E. Dutch

Henry Hudson

F. English

- (1) John Cabot
- (2) Francis Drake

Additional Identification

Persons

Muslims
Prince Henry The Navigator
Turks

Places

Cape Of Good Hope

Greenland
Holy Land
Iceland

Terms

Bce
Ce
Circumnavigate
Columbian Exchange
Conquistador
Line Of Demarcation

Chronology

C.30,000 Bce	Asians Migrated To The Western Hemisphere
C. 8000 Bce	End Of Ice Age
C. 600	Mayan Civilization
C. 1000	Leif Ericson And Vikings Reach North America
1095-1291	Crusades
1275	Marco Polo Reaches China
C. 1300-1600	Renaissance
C. 1360	Aztec Civilization
C. 1490	Inca Civilization
1492	Christopher Columbus Discovers America
1494	Line Of Demarcation

Unit II

Colonization and Settlement

Objectives

Upon completion of this unit, the student will be able to:

- 1. Identify the areas in the New World claimed by European nations.**
- 2. Explain the patterns of settlement and growth of the Spanish, French, Dutch, and Swedes.**
- 3. Analyze the role of Christianity in early American settlements.**
- 4. Describe how each of the thirteen English colonies was founded, governed, and developed economically.**
- 5. Describe the social aspect of colonial life with respect to lifestyles, social class, and education.**
- 6. Contrast the religious influences on life in the colonies.**
- 7. Locate on a map the political and geographic divisions of the English colonies.**

Outline

- II. Colonization and Settlement**
 - A. European Settlements in the New World**
 - B. Life in the English Colonies**

A. European Settlements in the New World

The Age of Exploration resulted in the discovery of the Americas in the Western Hemisphere. As a result of explorations by Spanish conquistadors, lands in the southern and southwestern parts of North America and most of Latin America came under control of Spain. Spanish colonies were planted on these vast lands, and all of the riches gleaned from natural resources were sent back to the mother country.

The French, Dutch, and British followed the Spanish example also by exploring and colonizing lands in the New World. Their holdings were not as vast as Spain's, but all of the countries benefited from the huge store of natural resources in the Americas. The British eventually became the largest and the strongest European power in North America. Thirteen English colonies were established in North America between 1607 and 1732 for several reasons:

- some colonists came because they wanted to practice their religion freely;
- some colonists came to be able to make a living;
- some came merely for adventure and “get rich quick schemes.”

No matter what the reason, all of these settlers helped the English colonies to grow both economically and geographically.

As the colonies were developing, England exerted little control over the colonies because of the civil and political unrest going on at the time at home. Thus, the thirteen original colonies were able to develop socially, politically, and economically almost independently of England.

A. European Settlements In The New World

1. Spanish

A. Location

(1) St. Augustine (FL) - 1565

(2) Santa Fe (NM) - 1610

B. Economic And Political Systems

C. Religious And Cultural Influences

D. People - Juan Ponce De Leon

2. French

A. Location

(1) Quebec, Canada - 1608

(2) New Orleans (LA) - 1718

B. Economic And Political Systems

C. Religious And Cultural Influences

D. People

(1) Jacques Cartier

(2) Samuel De Champlain

3. Dutch And Swedes

A. Location

(1) New Netherland (NY) - 1624

(2) New Sweden (DE) - 1638

B. Economic And Political Systems

C. Religious And Cultural Influences

D. People

(1) Peter Minuit

(2) Johan Printz

(3) Peter Stuyvesant

Additional Identifications

Persons

Blessed Kateri Tekakwitha
St. Isaac Jogues And The
North American Martyrs

Places

New Amsterdam (NY)

Terms

Coueurs De Bois
Joint - Stock Company
Log Cabin
Mission
Patron
Presidio
Pueblo

Chronology

1565 St. Augustine - First Permanent Spanish Settlement
1608 Quebec Founded

B. Life in the English Colonies

Many changes took place in England during the 1500s. These changes contributed to the establishment of colonies in the New World. One of these changes occurred in agriculture. English farmers began to use more land to raise sheep rather than crops. Sheep's wool brought great profits, but this turnaround resulted in a food shortage. Another change that took place in the 1500s was in religion. Until 1530, most Englishmen belonged to the Roman Catholic Church. In 1534, King Henry VIII broke away from the Catholic Church and established the Church of England. Many people who did not accept this change were persecuted, and they desired to leave England so that they could practice their faith.

For whatever reason English men and women left England and settled in the New World, they all contributed to the economic, political, and social development of the thirteen original colonies. During the 1600s and the 1700s, the economies and the population of the colonies grew. The society that emerged in the English colonies, however, was less structured than that of England. The colonies not only developed their own way of life; they also organized their own local governments. Direction from the Crown was almost non-existent. Distance from the mother country was another factor contributing to "benign neglect." Decisions and conclusions needed to be reached, and communication from the mother country took months. Colonists could not wait long periods of time for answers, so they relied on their own abilities to govern themselves. Colonial governments based on English law and institutions gave the colonists a taste of self-government. When the British tried to regain control of their colonies, social and political unrest began to develop.

- B. Life in the English Colonies
 - 1. Founding (See chart.)
 - 2. Government
 - a. types of colonies
 - (1) charter
 - (2) proprietary
 - (3) royal
 - b. organization
 - (1) governor
 - (2) legislative body
 - 3. Economy
 - a. mercantilism
 - b. indentured servants
 - c. triangular trade
 - 4. Culture
 - a. daily life
 - b. social classes
 - c. education
 - 5. Religion
 - 6. Slavery
 - a. slave life
 - b. slave codes
 - c. slave resistance

Area	Colony	Date of Charter	Founder/Leader	Reason(s) for Founding	Economic Base
New England	Massachusetts				fishing, logging, ship building, trade
	1. Plymouth	1620	William Bradford	religious freedom	
	2. Massachusetts Bay	1630	John Winthrop	religious freedom	
	New Hampshire	1622	John Mason Ferdinando Gorges	profit from fishing and trade	
	Connecticut	1636	Thomas Hooker	religious freedom; expansion of trade	
	Rhode Island	1636	Roger Williams	religious freedom	
Middle Atlantic	New York	1624	Peter Minuit	expansion of trade	farming, cash crops (Bread Basket Colonies)
	Delaware	1664	Swedish settlers	expansion of trade	
	New Jersey	1682	John Berkeley George Carteret	profit from land sale and trade; religious freedom	
	Pennsylvania	1681	William Penn	religious and political freedom	
Southern	Virginia (Jamestown)	1607	John Smith	expansion of trade	farming of rice, tobacco, and indigo
	Maryland	1632	George Calvert, Lord Baltimore	religious freedom profit from land sale	
	South Carolina	1663	eight proprietors	profit from trade	
	North Carolina	1663	eight proprietors	profit from trade	
	Georgia	1732	James Oglethorpe	refuge for debtors; buffer from Spanish Florida	

Additional Identifications

Persons

Anne Hutchinson
Massasoit
Pocahontas
Sir Walter Raleigh
John Rolfe
Samoset
Squanto

Places

Africa
Philadelphia (PA)
West Indies

Terms

apprentice
backcountry
Catholics
Congregationalists
Episcopalians
export
Fundamental Orders of
 Connecticut
gentry
Great Wagon Road
Holy Experiment
House of Burgesses
import
Lost Colony of Roanoke
Magna Carta
Mason-Dixon Line
middle class
middle passage
pacifist
Pilgrims
plantation
Puritans
Quakers
Representative
 government
Separatists
slave trade
Society of Friends
tidewater
town meeting

Chronology

1619 House of Burgesses established
 First Africans arrive in Virginia
 First women arrive in Virginia
1620 Mayflower Compact
1636 Harvard College founded
1649 Act of Toleration passed in Maryland
1675 Bacon's Rebellion

Unit III

Revolution and the New Nation

Objectives

Upon completion of this unit, the student should be able to:

- 1. Explain the reasons for and the results of the Albany Congress.**
- 2. Analyze the causes, key events, and outcomes of the French and Indian War.**
- 3. Describe and identify British policies after 1763 and the colonists' responses to them.**
- 4. Analyze key events and outcomes of the American Revolution.**
- 5. Identify the accomplishments and weaknesses of the Articles of Confederation.**

Outline

- III. Revolution and the New Nation**
 - A. Road to Revolution**
 - B. The American Revolution**
 - C. Establishing the New Nation**

A. Road to Revolution

Great Britain placed few controls on the American colonies from their inception, largely because it had no effective plan for ruling them. The Navigation Acts of the 1660s made an attempt to tighten control. However, it was not until after the French and Indian War that the Crown and Parliament asserted their sovereignty over the colonies. There were four main reasons for the “benign neglect” of the colonies by Great Britain:

- there was a great political struggle between the King and the Parliament for power;
- problems in Europe took precedence, leaving the colonies to fend for themselves;
- distance was a huge factor -- it took long periods of time to ship supplies, troops and even messages;
- no effective plan had ever been devised by the British government for colonial rule.

By 1763, every English colony in the New World had some form of self-government, consisting of a governor, a council, and an assembly. During the mid-1700s, Great Britain tried to tighten its control over the American colonies to make them more profitable to the Crown. Traditionally, colonists had grown accustomed to controlling their own trade, usually ignoring British trade laws. Between 1689 and 1763, Great Britain and France were engaged in a series of wars both in Europe and in North America. The wars in North America were caused by European political problems; but, more importantly, they fought over land. Many areas were claimed by both Great Britain and France, e.g., Nova Scotia, the Mississippi River Valley, and the Ohio River Valley. The French and Indian War was fought and won by Great Britain with the help of the colonists. However, following the war,

Great Britain again tried to exercise greater control over its colonies in America. This time they met with protest and resistance.

As Parliament passed taxes to raise revenue, the colonists reacted in anger. They formed protest groups, boycotted goods, and attacked the tax collectors, all to no avail. Britain reacted to the colonists' anger by placing new taxes on the colonies.

The colonists were not politically naïve. They fully understood that government revenue came from taxes and that all governments had the right to tax its citizens. Their argument lay in the fact that they were not represented in the Parliament that was levying the taxes. Furthermore, once the tax was passed, the colonial governments had no recourse of appeal. The taxes were passed by Parliament, and the local governments felt as if they were losing control.

The point of no return became the passing of the Intolerable Acts. These acts united the colonists and led to the convening of the First Continental Congress.

A. Road to Revolution

1. Albany Congress - 1754
 - a. reasons for Congress
 - b. Albany Plan of Union

2. French and Indian War
 - a. military and economic alliances between Europeans and Native Americans
 - b. western land claims of Great Britain and France
 - c. key events of the war
 - (1) Fort Necessity - 1754
 - (2) Fort Duquesne - 1755, 1759
 - (3) Battle of Quebec - 1759
 - d. Treaty of Paris - 1763

3. Proclamation of 1763

4. Grenville Acts - 1764 -1765
 - a. British legislation
 - b. colonial response

5. Declaratory Act - 1766

6. Townshend Acts - 1767
 - a. British legislation
 - b. colonial response

7. Boston Massacre - 1770

8. Boston Tea Party - 1773

9. Coercive (Intolerable) Acts - 1774

10. First Continental Congress - 1774

Additional Identifications

Persons

John Adams
Samuel Adams
Crispus Attucks
Edward Braddock
Benjamin Franklin
Thomas Gage
King George III
Patrick Henry
Marquis de Montcalm
William Pitt
Chief Pontiac
Charles Townshend
George Washington
James Wolfe

Places

Fort Pitt (PA)
Plains of Abraham,
Canada

Terms

boycott
Committees of
Correspondence
Daughters and Sons of
Liberty
Parliament
Pontiac's Rebellion
revenue
"taxation without
representation"
writs of assistance

Chronology

1754 Albany Congress
1754-1763 French and Indian War
1754 Capture of Fort Necessity by the French
1755 General Braddock's defeat at Fort Duquesne
1759 Recapture of Fort Duquesne
Battle of Quebec
1763 Pontiac's Rebellion
1764 Currency Act
Sugar Act
1765 Stamp Act
Quartering Act
1770 Boston Massacre
1773 Tea Act
1774 Boston Tea Party
Coercive (Intolerable) Acts
First Continental Congress

B. The American Revolution

During the 1770s, political and economic differences between the American colonists and the British government grew. Nevertheless, many Americans hoped to keep the colonies within the British Empire. However, greater use of military force by Great Britain caused more Americans to think that the colonies should be free from their mother country. As a result, the Second Continental Congress – the acting government of the thirteen colonies – declared the colonies' independence from Great Britain.

The British army was believed to be the strongest army in the world in 1775.

Nevertheless, the smaller American army was able to defeat the British by 1781. This happened for several reasons. First, the British were fighting far from home and on unfamiliar land. Second, the Americans were fighting for a cause – independence – in which they were willing to sacrifice their “lives, their fortunes, and their sacred honor.”

Third, the Americans received help from several European nations. Fourth, the British were at war with other European countries while fighting the Americans.

The American fight for freedom was not an easy one. Often, American soldiers did not have enough food, ammunition, and other supplies to wage war effectively against the British. Often there was not enough money to pay the soldiers, causing morale to be low. The fledgling government did not have the resources to alleviate the suffering of the soldiers, and so the rag-tag army did the best it could with what it had. Nevertheless, despite all odds, the Continental army led by George Washington was able to defeat the British army and win independence from Great Britain.

B. The American Revolution

1. battles at Lexington and Concord - 1775
2. Second Continental Congress - 1775
 - a. Continental Army
 - b. Olive Branch Petition - 1775
 - c. Declaration of Independence - 1776
3. key events of the war
 - a. Battle of Breed's (Bunker) Hill - 1775
 - b. Battle of Dorchester Heights - 1776
 - c. Battle of Trenton - 1776
 - d. Battle of Princeton - 1777
 - e. British occupation of Philadelphia - 1777
 - f. Battle of Saratoga - 1777
 - g. winter at Valley Forge - 1777-1778
 - h. war on the western frontier - 1778 -1779
 - i. war at sea
 - j. British capture of Charleston - 1780
 - k. British surrender at Yorktown - 1781
4. colonial life during the war
 - a. Thomas Paine, *Common Sense* and *The Crisis*
 - b. Patriots versus Loyalists
 - c. Role of slaves in both armies
5. Treaty of Paris - 1783

Additional Identifications

People

Abigail Adams
John Adams
Ethan Allen
Benedict Arnold
John Barry
Chief Joseph Brant
John Burgoyne
George Rogers Clark
Charles, Lord Cornwallis
William Dawes
Horatio Gates
Nathaneal Greene
Nathan Hale
John Hancock
William Howe
John Jay
Thomas Jefferson
John Paul Jones
Tadeusz Kosciuszko
Marquis de Lafayette
Richard Henry Lee
Robert Livingston
Thomas Paine
John Parker
Molly Pitcher
(Mary Ludwig Hayes)
Samuel Prescott
Casimir Pulaski
Paul Revere
Roger Sherman
Baron Friederich von Steuben

Places

Fort Ticonderoga (NY)

Terms

ally
Bonhomme Richard
Hessian
Loyalist
mercenary
militia
minuteman
Patriot
privateer
redcoat
repeal
Serapis
Tory
Whig

Chronology

1775	Battles at Lexington and Concord Second Continental Congress Olive Branch Petition Battle of Breed's Hill
1776	Declaration of Independence Battle of Dorchester Heights Battle of Trenton
1777	Battle of Princeton Battle of Brandywine British occupation of Philadelphia Battle of Germantown Battle of Saratoga
1777-1778	Winter at Valley Forge
1778-1779	War on the western frontier
1780	British capture of Charleston
1781	British surrender at Yorktown
1783	Treaty of Paris

C. Establishing the New Nation

The Second Continental Congress was the governing body of the American colonies during their fight for independence from Great Britain. While at war, representatives from each colony met and continued the semblance of government. Before long, however, it became clear that in order to defeat the British, the Americans would have to set up a form of government that had more power to govern. Thirteen members of the Second Continental Congress, one from each state, began to formulate a new plan of government. The new plan of government was called the Articles of Confederation, and the thirteen colonies joined together as states to form the new nation, the United States of America, on March 1, 1781.

The Articles called for a congress to be elected to serve as the central government of the United States. However, the congress could make no laws without the approval of all thirteen states. The states, proudly independent, were not willing to give up their power to a central government. Thus, the government of the United States under the Articles of Confederation remained weak.

The government under the Articles was designed to be weak. Members of Congress were against a strong central government, such as the one in Great Britain. The American Congress was given very limited power and was always answerable to the states.

There were four major weaknesses in the government under the Articles: first, with no executive such as a king, prime minister or president, even small problems took months to solve since major decisions could not be made without the consent of all the

states; second, Congress could not levy taxes but could only rely on tax money coming voluntarily from each state; third, trade laws rested with the state and each state had the power to control trade within its state; fourth, the states, not Congress, were to enforce the laws. Many of the states tended to carry out only a part of many laws.

Thus, the central government created by the Articles of Confederation was too weak and powerless to handle the problems facing the new nation. Many Americans began to realize that a stronger central government was needed.

C. Establishing the New Nation

1. Articles of Confederation - 1781
 - a. formation
 - b. purpose
 - c. weaknesses
 - d. accomplishments
 - (1) Treaty of Paris
 - (2) Ordinances of 1785 and 1787
2. Annapolis Convention
 - a. purpose
 - b. outcome

Additional Identifications

People

Alexander Hamilton
James Madison

Places

Annapolis, MD
Northwest Territory
Philadelphia, PA

Terms

confederation
Land Ordinance of 1785
Northwest Ordinance
republicanism
Shays's Rebellion

Chronology

1781	Articles of Confederation
1785	Land Ordinance
1787	Land Ordinance

Unit IV

Civics

Objectives

Upon completion of this unit, the student should be able to:

- 1. Contrast the Virginia and New Jersey Plans and describe the resulting compromise.**
- 2. List reasons why the Constitution has been called “a bundle of compromises.”**
- 3. Name the principal leaders of the Constitutional Convention and their contributions.**
- 4. Explain the fundamental principles underlying the framework of the Constitution.**
- 5. Name the three branches of government and describe their functions.**
- 6. Explain the meaning and types of division of powers.**

Outline

- IV. Civics**
 - A. The Constitutional Convention**
 - B. The Constitution**

A. The Constitutional Convention

The Constitution of the United States was written during a meeting in Philadelphia in the summer of 1787. Originally, the meeting was convened to revise the Articles of Confederation in order to give the central government more power. However, when the fifty-five delegates from twelve states met, they realized that revision was impossible. The delegates decided to design a completely new framework of government.

Many of the delegates to the convention held strong views about the kind of government the United States should have. Through a series of compromises, they arrived at a workable document. The Great Compromise settled the differences between the Virginia Plan and the New Jersey Plan. It set up a bicameral legislature, composed of the Senate and the House of Representatives. This compromise satisfied both the large and small states on the issue of representation. Also, the compromise created a government divided into three branches: legislative, executive, and judicial.

The next compromise dealt with the way in which a state's population was determined. This was important for the issues of taxation and representation. Northerners believed that slaves should be counted among the population of a state for tax reasons but not for representation in Congress. Southerners wanted slaves counted for representation but not for taxation. The Three-Fifths Compromise was reached whereby five slaves would be counted as three free persons for both taxation and representation.

Many delegates wanted Congress to have the power to end the slave trade. Delegates from the South who depended heavily on slave labor did not want the government to have that power. A compromise was reached giving Congress the power to end the slave trade – twenty years from the ratification of the Constitution. This was the only power given to the federal government over slavery.

The last compromise was reached over the election of the president. First, the president's term of office was set at four years. Second, it was decided that the president and the vice president would not be elected directly by the people. Instead they would be chosen by electors who would be chosen by state legislatures.

The ratification of the Constitution did not go smoothly. There were two main groups involved in the dispute over ratification. These groups became known as the Federalists who supported the Constitution and the Anti-Federalists who opposed a strong central government. The Federalists were able to overcome the arguments of the Anti-Federalists, and the Constitution became the supreme law of the United States on June 21, 1788.

A. Constitutional Convention

1. May, 1787, Philadelphia, PA
2. presiding officer – George Washington
3. drafting the Constitution
 - a. challenges
 - (1) Virginia Plan versus New Jersey Plan
 - (2) population count
 - (3) slave trade
 - b. compromises
 - (1) the Great Compromise
 - (2) Three-Fifths Compromise
 - (3) continuation of slave trade until 1808
4. approving the Constitution – ratification
 - a. completed September 17, 1787
 - b. approval needed by 9 of 13 states
 - c. Constitutional debate
 - (1) Federalists and Anti-Federalists
 - (2) Bill of Rights - 1791

Additional Identifications

Persons

Alexander Hamilton
John Jay
James Madison
Gouverneur Morris
William Paterson
Edmund Randolph
Roger Sherman

Terms

amendment
compromise
Federalist Papers

Chronology

1787 Constitutional Convention
1788 Constitution adopted
1791 Bill of Rights adopted

B. The Constitution

The Constitution is the fundamental law of the United States and provides for the organization of the national government. The ideas expressed in the Constitution are based on the political philosophies of the Enlightenment as adapted by James Madison. It also draws on ideas from the American Revolution.

The government of the United States is based on constitutional supremacy; i. e., the Constitution is the highest law in the land. Any laws passed by any state must agree with what is written in the Constitution. At the heart of the Constitution lies a number of very important principles upon which the American political system rests:

- Popular Sovereignty- According to the framers, supreme political power rests with the people. Although elected officials make and enforce laws in society, they may act only with the consent of the people. Elected officials are answerable to the people if they fail to carry out the will of the people.
- Limited Government – Since the authority to govern comes from the people, then the government may act only on those powers granted to it by the people. No government in the United States, federal, state or local, has unlimited power.
- Federalism – This is the division of power between the federal government and the state governments. Since the American struggle for independence was one against an all-powerful central government, the framers insisted that no one division of government should be able to hold all of the power.
- Separation of Powers – Once the framers divided the power, they then separated the power among three branches, legislative, executive and judicial. The legislative branch makes the law, the executive branch enforces the law and the judicial branch interprets the law. This separation was to keep any one branch from becoming too powerful.
- Checks and Balances – In framing the duties of each of the branches, the framers made certain that no branch would be totally independent of the other two. They set up a system by which each branch could restrain the power of the other two branches.

There are a number of other principles at work in the Constitution. They include judicial review, supremacy of national law, and supremacy of civilian authority. According to the Constitution, some powers are held by the federal government only, some by the states and people only, and some are shared. The Constitution may be changed by adding formal amendments. It may also be changed informally by court interpretation, acts of Congress and the president, political practices, customs, and traditions.

The Constitution has lasted so long because of its flexibility. It was constructed in a way that permitted it to adapt to change and to solve new problems as they arose. The writers of the Constitution were aware of the forces at home and abroad that threatened the survival of the new country. They also recognized the difficulty of writing a document that would safeguard the freedoms of all citizens. Consequently, a Bill of Rights was added after ratification. The finished document has served as a model for the constitutions of many nations around the world.

B. Constitution

1. A Living Constitution
 - a. Preamble
 - b. Articles I – VII
 - c. Amendments – 27
Bill of Rights

2. basic principles
 - a. popular sovereignty
 - b. limited government
 - c. federalism
 - d. separation of powers
 - e. checks and balances

3. branches of government
 - a. legislative
 - b. executive
 - c. judicial

4. types of powers
 - a. concurrent
 - b. enumerated
 - c. implied
 - d. reserved

5. rights, responsibilities, and duties of citizens
 - a. rights
 - (1) due process
 - (2) equal protection
 - (3) basic freedoms
 - (4) limits on rights
 - (5) voting
 - b. responsibilities and duties
 - (1) render allegiance
 - (2) obey the law
 - (3) vote
 - (4) pay taxes
 - (5) serve on a jury
 - (6) register for military service (males)
 - (7) become well informed

Additional Identifications

Terms

bicameral
Congress
delegated powers
elastic clause
republic

Unit V

The New Republic

Objectives

Upon completion of this unit, the student will be able to:

- 1. Describe the elections and administrations of Presidents George Washington to Andrew Jackson and their domestic policies and foreign affairs.**
- 2. Trace the development of political parties in the United States from the Federalists and Democratic-Republicans to the Whigs and Democrats.**
- 3. List the causes and results of the War of 1812.**
- 4. Analyze the shift from a spirit of nationalism during the Era of Good Feelings to a spirit of sectionalism.**
- 5. State the ways in which democracy was expanded during the administration of Andrew Jackson.**

Outline

- V. The New Republic**
 - A. The Federalist Era**
 - B. Era of Good and Hard Feelings**
 - C. The Age of Jackson**

A. The Federalist Era

Leaders of the United States under the new Constitution had to set up a workable way of running the government. They also faced a number of problems for which they relied on the Constitution for solutions.

George Washington was unanimously elected to be the first president of the United States, and John Adams was elected as vice president. A major task that the president faced was the organization of the executive branch of government. President Washington began the task by forming a group of four close advisors. This informal group later became known as the president's cabinet.

President Washington knew that his actions as chief executive would set precedents to serve as models for future presidents. During his two terms in office, the government undertook several actions that shaped the country's future. The federal court system and the first Bank of the United States were begun to serve the needs of a growing nation.

With the election of John Adams as the second president, a two-party political system began. The Federalists supported John Adams, who received the most number of votes. The Democratic-Republicans supported Thomas Jefferson, who received the second highest number of votes, thus becoming the vice president.

President Adams faced growing problems on the international scene. The French and British were inflicting great damage to American shipping on the high seas. President Adams worked hard to avoid going to war with either nation. He sent a peace envoy to France. Eventually, after a difficult start, peace was negotiated with the French government. Relations with the British government continued to be tense.

When Thomas Jefferson took office in 1801, it marked the beginning of many years of Democratic-Republican control in the United States. The years after Jefferson's inauguration saw the judicial branch grow stronger, the land area of the United States grow larger, and the Federalists grow weaker. He continued many of the Federalists' programs and drastically cut government spending. He also tried desperately to maintain peaceful relations with both Great Britain and France as the shipping incidents continued. The British practice of impressment of American sailors and the French practice of boarding American ships angered most Americans. Because of these foreign actions, American merchants and farmers were hurt economically, and the country's trade suffered. Many Americans called for war.

James Madison entered the White House in 1809 and intended to follow Jefferson's policies of peace and neutrality. Because most Americans felt that the nation's economic troubles were largely due to Britain's blockade of Europe, a powerful group in Congress – the War Hawks – persuaded President Madison to declare war on Great Britain. The United States was not prepared to fight a major power such as Great Britain. The young country did not have the military resources to fight the most powerful army and navy in the world.

Both sides won major victories, but the War of 1812 was largely a military draw. There were, however, some important effects of the war for the Americans. First, the war ended British impressment of American sailors, and the United States was able to trade freely in the world. Second, the war helped Americans to win respect for their country from the Europeans. Finally, the new country began to develop a deep sense of nationalism. Americans had defended their right to build a free and independent country.

A. The Federalist Era (from George Washington to James Monroe)

1. George Washington's Administration (1789-1797)

- a. first election
- b. first cabinet
- c. domestic challenges
 - (1) national debt
 - (2) Whiskey Rebellion - 1794
 - (3) rise of political parties--Federalists and Democratic-Republicans
- d. foreign affairs
 - (1) Proclamation of Neutrality - 1793
 - (2) Jay's Treaty - 1794
 - (3) Pinckney's Treaty - 1795
- e. precedents
- f. Farewell Address - 1796

2. John Adams's Administration (1797-1801)

- a. domestic affairs
 - (1) Alien Act - 1798
 - (2) Sedition Act - 1798
- b. foreign affairs
 - (1) XYZ Affair - 1797
 - (2) impressment

3. Thomas Jefferson's Administration (1801-1809)

- a. domestic affairs
 - (1) "Revolution of 1800"
 - (2) *Marbury v. Madison* - 1803
 - (3) Louisiana Purchase - 1803
 - (4) Lewis and Clark Expedition - 1804-1806
 - (5) Twelfth Amendment - 1804
- b. foreign affairs
 - (1) Barbary pirates
 - (2) impressment
 - (3) Embargo Act - 1807

4. James Madison's Administration (1809-1817)

- a. domestic affairs
 - (1) War Hawks
 - (2) Hartford Convention - 1814
- b. foreign affairs
 - (1) War of 1812
 - (2) Treaty of Ghent - 1814

Additional Identifications

Persons

Napoleon Bonaparte
William Clark
Alexander Hamilton
Francis Scott Key
Henry Knox
Meriwether Lewis
Dolley Madison
John Marshall
Samuel Osgood
Oliver Hazard Perry
Edmund Randolph
Sacajawea
Tecumseh
War Hawks
Anthony Wayne

Places

Barbary Coast (Africa)
Fort McHenry, MD
Ghent, Belgium
Hartford, CT
Louisiana Territory

Terms

Bank of the United States
Battle of Lake Erie
blockade
Chesapeake Affair
frontier
judicial review
neutrality
“Old Ironsides”
political party
secede

Chronology

1789 Election of George Washington
1794 Whiskey Rebellion
Jay’s Treaty
1795 Pinckney’s Treaty
1796 Washington’s Farewell Address
Election of John Adams
1797 XYZ Affair
1798 Alien and Sedition Acts
Naturalization Act
VA and KY Resolutions
1800 Election of Thomas Jefferson
1804 Twelfth Amendment
Lewis and Clark Expedition
1808 Election of James Madison
1814 “The Star-Spangled Banner”
Hartford Convention
Treaty of Ghent
1815 Battle of New Orleans
1817 Rush-Bagot Treaty

B. Era of Good and Hard Feelings

Throughout their short history, Americans had felt pride in their country's accomplishments. But in the years after 1815, this feeling of pride became stronger and more widespread than ever before. A wave of nationalism spread through the country. There were many reasons for this phenomenon. One reason was the outcome of the War of 1812. America was proud of its victories, and the war gave them hope of a brighter and more promising future.

Another cause for the spread of nationalism had to do with the arts, such as painting and literature. Even after gaining their independence from Great Britain, Americans still identified with British culture. Following the War of 1812, American arts began to emerge. American artists were painting the majestic landscapes of this beautiful country. Authors were writing folktales and novels about the country's early beginnings. The creation of the arts that were uniquely American added to the pride Americans felt about their land.

Throughout the early 1800s, a stronger America began to emerge. The work of the leaders helped to make our federal government more powerful and more responsive to the public's needs. Feelings of pride and faith continued to grow as the country developed. Because government leaders won the trust of many Americans during the early 1800s, this period has become known as the "Era of Good Feelings."

During this era, protective tariffs were passed to protect American goods. The second Bank of the United State was reopened to set the value and regulate the supply of America's money. The federal government gained broader powers under the Constitution because of key Supreme Court rulings. The land area of the country expanded as many Americans began to move west. The settlement of the West after 1815 helped to make

America's economy stronger because the West soon became one of the country's most important farming centers.

President James Monroe moved to safeguard the sovereignty of the countries in the Western Hemisphere by issuing the Monroe Doctrine. The Doctrine stated that European countries were no longer welcome to establish colonies in the Western Hemisphere.

After 1815, most Americans felt great pride both in their country and their government, and the government worked to earn the faith and trust of the American people.

By the time of the election of 1824, however, sectionalism began to rear its ugly head. The Era of Good Feelings had ended and was replaced by an era of sectional conflicts. Four candidates, each strong in his own section of the country, competed for the presidency. John Quincy Adams, finally elected by the House of Representatives, served four difficult years. During this time Andrew Jackson's supporters, the Democrats, worked hard to propel Jackson to the presidency in the election of 1828

B. The Era of Good and Hard Feelings

1. demise of Federalist party
2. James Monroe's Administration (1817-1825)
 - a. domestic affairs
 - (1) the Era of Good Feelings
 - (2) Henry Clay's American System
 - b. foreign
 - (1) Tariff of 1816
 - (2) Adams-Onis Treaty - 1819
 - (3) Monroe Doctrine - 1823
3. "Favorite Sons" Election of 1824
 - a. candidates and issues
 - b. decision reached by House of Representatives
 - c. "corrupt bargain"
4. John Quincy Adams's Administration (1825-1829)
 - a. the Era of Hard Feelings (rise of sectionalism)
 - b. Tariff of Abominations - 1828

Additional Identifications

Persons

Henry Clay
William Crawford
Andrew Jackson

Terms

National Republicans

Chronology

1816	Tariff of 1816 Election of James Monroe
1819	Adams-Onis Treaty
1820	Missouri Compromise
1823	Monroe Doctrine
1824	Election of John Quincy Adams ("Favorite Sons" Election)
1828	Tariff of Abominations <i>South Carolina Exposition and Protest</i> Election of Andrew Jackson

C. The Age of Jackson

The years between 1828 and 1840 were so politically dominated by one man that these years have come to be known as “The Age of Jackson”. Andrew Jackson, hero of the battle of New Orleans during the War of 1812, came to national prominence during the bitter election of 1824. Although narrowly defeated by John Quincy Adams, Jackson fought on politically and formed his own party, the Democratic Party, and opposed Adams again in the election of 1828. This election he won by a clear majority, and the American people felt, for the first time, that their vote counted. They had elected a “man of the people.”

Andrew Jackson was the first American from west of the Appalachians to be elected to the presidency. Portraying himself as a frontiersman, he appealed to voters who believed that he was interested in the well-being of the middle and lower classes. In reality, Jackson was a wealthy planter, a slaveholder, and a successful businessman. Yet, he did seem to understand the needs and wants of the common man. For this reason, the important changes Jackson made in the government had the support of the majority of Americans.

President Jackson believed in the full use of his executive powers, and he used them more fully than any other president. Jackson made his views clear concerning the nullification crisis and threatened to settle the controversy with force if necessary. He also challenged Vice President John Calhoun concerning states rights, reiterating that the federal government held the supreme power in the land. Jackson favored limited government when it came to the Bank of the United States and vetoed the bill to renew its charter.

Jackson shared with many Americans the view that the Native Americans were

blocking the settlement of the frontier. He approved of a government plan to remove all Native American groups from lands east of the Mississippi River. All attempts to uphold the rights of Native Americans, even by the Supreme Court, were opposed by President Jackson.

Important changes took place in the American political system during the Age of Jackson. Some changes took place before Jackson took office; others came during his two terms in office. However, one of the most important changes of the era was that a greater number of people felt that they were able to take part in the political process because of the expansion of suffrage.

C. The Age of Jackson

1. Election of 1828

- a. extension of voting rights
- b. first president from the West

2. Andrew Jackson's Administration (1829-1837)

- a. Jacksonian democracy
- b. spoils system
- c. Nullification Crisis
 - (1) Webster-Hayne Debate - 1830
 - (2) Tariff of 1832
 - (3) Force Bill - 1833
- d. Second Bank of the United States
- e. Indian Removal Act - 1830
- f. rise of the Whig party
- g. Specie Circular - 1836

3. Administration of Martin Van Buren (1837-1841)

- a. Panic of 1837
- b. "Trail of Tears" - 1838

4. Election of 1840

- a. rise of Whig party
- b. candidates
 - (1) Martin Van Buren (D)
 - (2) William Henry Harrison ("Tippecanoe") (W)
- c. election of William Henry Harrison
- d. succession of Vice President John Tyler

Additional Identifications

Persons

Nicholas Biddle
John C. Calhoun
Cherokee
Henry Clay
William Henry Harrison
Robert Hayne
John Ross
John Tyler
Daniel Webster

Terms

caucus
depression
Indian Territory
“kitchen cabinet”
land speculation
nominating convention
“pet banks”
secession
specie
states’ rights
suffrage
“Tippecanoe and Tyler
too”

Chronology

1830 Indian Removal Act
Webster-Hayne Debate
1832 Nullification Act
Nullification Crisis
1833 Force Bill
1836 Election of Martin Van Buren
1837 Panic (depression)
1840 Election of William Henry Harrison
1841 Succession of John Tyler

Unit VI

Expansion and Reform

Objectives

Upon completion of this unit, the student will be able to:

- 1. Identify changes that occurred as a result of the Industrial Revolution.**
- 2. Explain how advances in transportation boosted the economy in the United States.**
- 3. Identify the problems that the social reformers were hoping to overcome.**
- 4. Profile the unique subject matter that American artists, writers, and poets used in the mid-1800s.**
- 5. Summarize why Americans believed that it was their Manifest Destiny to expand to the Pacific Ocean and describe how this was accomplished.**
- 6. Explain how the mountain men, missionaries, forty-niners, and Mormons helped to open the West.**

Outline

- VI. Expansion and Reform**
 - A. Early Industrialization**
 - B. Manifest Destiny**
 - C. Age of Reform and American Culture**

A. Early Industrialization

At the beginning of the 1800s, the United States was largely an agricultural nation. In the years after the American Revolution, the United States imported most of its manufactured goods from Europe. Although some manufacturing was done at home or in small shops, the major occupation of the American people was farming. With the coming of the Industrial Revolution, which started in Great Britain in the 1700s, American industry moved from a system of home manufacturing to factories.

Industry in the United States had its beginning in textiles. Knowledge of textile machinery came from Great Britain, where it had been carefully guarded and kept from reaching the United States. In 1789, Samuel Slater smuggled the plans out of Great Britain and brought them to America. He built his first textile mill in Pawtucket, Rhode Island. From that time on, the country began to move steadily away from the system of home manufacturing as more and more work was done in the new textile mills.

Inventions also helped the growth of industry. As faster and better ways to produce goods were needed, more inventions were patented. New machines were built to aid the farming industry, the iron industry, transportation, and communications.

The rise of manufacturing and greater agricultural production added to the need for a better system of transportation. Goods and crops needed to get to market in the shortest time possible. During this time, roads were built, canals were dug, and steam power was adapted to use on a boat and a locomotive engine. Plans were begun to lay rail to connect the port cities to disperse goods.

The rise of industry led to the growth of cities. Towns were built near factories because people had to live close to their work. The cities and towns were populated by people leaving their farms to seek employment in the factories and also by the rapidly increasing immigrant population. All of these changes that took place in industry, transportation, and population altered American economic and social life.

A. Early Industrialization

1. Industrial Revolution
 - a. textile industry
 - (1) Samuel Slater and Moses Brown
 - (2) Francis Cabot Lowell
 - b. interchangeable parts
 - c. factory hazards
 - d. trade unions
 - e. urban growth
 - (1) attractions
 - (2) hazards
2. expansion of agriculture
 - a. South
cotton
 - b. West
 - (1) cotton
 - (2) corn
 - (3) wheat
3. advances in transportation
 - a. roads and turnpikes
 - b. steamboats
 - c. canals
 - d. railroads
4. advances in communication
telegraph
5. immigration
 - a. causes
 - (1) famine in Ireland
 - (2) political unrest in Germany
 - (3) recruitment of Chinese
 - b. reaction of nativists

Additional Identifications

Persons

Richard Arkwright
DeWitt Clinton
John Fitch
Robert Fulton
Samuel Morse
James Watt
Eli Whitney

Places

Albany, NY
Buffalo, NY
Erie Canal
Hudson River
Lake Erie
Lowell, MA
New York, NY

Terms

American Party
American System
Boston Associates
Clermont
Conestoga wagon
corduroy roads
cotton gin
factory system
immigrant
Know-Nothing Party
Lancaster Turnpike
Lowell girls
nativist
patent
sewing machine
spinning jenny
steam engine
strike
water frame

Chronology

1790 first water-powered spinning mill
1790s Lancaster Turnpike
1793 cotton gin
1806 National Road
1807 *Clermont*
1814 Lowell's mill
1821 Boston Associates
1825 Erie Canal

B. Manifest Destiny

During the mid-1800s, the United States expanded greatly, until it occupied all of the land mass between the Atlantic Ocean west to the Pacific Ocean and from Canada south to Mexico. By 1853, the continental United States had been established, and the nation was well on its way to the fulfillment of the popular notion of “Manifest Destiny.” This term was first used in 1845 in an article in the *Democratic Review of New York*, written by John I. O’Sullivan. It reflected the belief of the expansionists that the United States should stretch across the continent from ocean to ocean. A number of factors came into play that fueled this desire:

- Agrarian Motives – During the 1800s there had been a phenomenal surge of population across the fertile lands east of the Plains. Americans there demanded the annexation of such borderlands as Texas, California, and Oregon to open up more land to farmers and cotton planters.
- Political Motives – Americans living out in the borderlands wished to claim the American flag as their own. Folks back home were urged to work toward that aim. Also, the ongoing battle between slave and free states fueled the argument that unless Texas was admitted as a slave state, the slave states would be outnumbered.
- Commercial Motives – Cotton growers favored expansion because the spread of the cotton culture to the Southwest would benefit business. The Pacific Coast was considered to be a good base for the expansion of trade into the Asian market.
- International Motives – Expansionists feared that European nations would carve out domains on the Pacific coast and Latin America. They found this to be a threat to the existence of democracy in the Western Hemisphere, especially to the American democratic mission.
- Expansionist Motives – These lands were contiguous to the existing borders of the United States and were mostly populated by United States citizens. Also, they felt these lands were well within its natural boundaries.

B. Manifest Destiny

1. Oregon Country
 - a. competing claims
 - b. mountain men
 - c. missionaries
 - d. Oregon Trail
 - e. boundary compromise - 1846

2. Texas
 - a. Mexican land grants to Americans
 - b. settlers' conflicts with Mexico
 - c. independence of Texas from Mexico
Battle of the Alamo
 - d. Lone Star Republic
 - e. annexation to United States - 1845

3. New Mexico Territory
Santa Fe Trail

4. California
 - a. missions
 - b. Bear Flag Republic
 - c. Gold Rush
 - d. statehood - 1850

5. Utah
Mormons

6. War with Mexico
 - a. causes
 - (1) annexation of Texas
 - (2) boundary dispute
 - b. Treaty of Guadalupe Hidalgo -1848

7. Gadsden Purchase - 1853

8. population diversity of the West

Additional Identifications

Persons

Stephen Austin
William Becknell
Jim Bowie
Davy Crockett
Sam Houston
Mormons
James K. Polk
Antonio Lopez de
Santa Anna
Winfield Scott
Father Junipero Serra
Joseph Smith
Zachary Taylor
Tejanos
William B. Travis
Marcus and Narcissa
Whitman
Brigham Young

Places

The Alamo
(San Antonio, TX)
California
Great Salt Lake
Independence, MO
Mexico
New Mexico Territory
Nueces River
Oregon Country
Oregon Trail
Republic of Texas
Rio Grande
Salt Lake City, UT
Santa Fe Trail
Sutter's Mill
(near Sacramento,
CA)

Terms

annex
cede
Church of Jesus Christ
of the Latter Day Saints
forty-niner
land grant
Mexican Cession
missionary
vigilante
wagon train

Chronology

1821 Mexican independence from Spain
1833 rise of Mexican dictator, President Santa Anna
1836 Battle of the Alamo
Republic of Texas
1844 Election of James K. Polk
1845 Annexation of Texas to the United States
1846 War with Mexico
Bear Flag Republic
Oregon boundary compromise
1848 Treaty of Guadalupe Hidalgo
discovery of gold in California
1850 California statehood
1853 Gadsden Purchase

C. Age of Reform and American Culture

As the 1800s progressed, growing feelings of equality and a desire for progress made Americans want reform and a perfect life in the United States. As a result, a move toward reform began and lasted throughout the rest of the century. Reform became obvious in all areas of American society.

One of the first areas of reform began in religion. In the 1700s, some churches had taught that only the elect were chosen by God to be saved and to go to heaven. As the country moved toward democracy, many churches began to teach that people could be saved if they improved themselves and the world around them.

A new philosophy, transcendentalism, emerged, developed largely by Ralph Waldo Emerson. Emerson believed that people could go beyond their limitations and perfect themselves and society. To achieve this perfection, some people set up new communities called utopias. These ideal communities set up guidelines of how people should live together, sharing work, property, and wealth.

The struggle against slavery drew the attention of many reformers. Slavery had become deeply rooted in American life, especially in the South. Slowly, the abolitionist movement grew throughout the 1800s. Although the abolitionists spoke out about the evils of slavery, they were not able to agree on how it was to be ended. In time, an increasing number of people came to agree with the abolitionists' views.

Reforms also took place in the area of women's rights. Traditionally, women had few legal or political rights in American society, and few educational or professional opportunities were open to them. In the 1840s, people started to work to improve the

position of women. Prominent abolitionist women began to speak out about the rights of women. At first, gains in women's rights were few, but reformers did draw attention to the plight of women and laid the groundwork for future reform.

Education was also a target for reform. In the middle 1800s, people realized that citizens in a democracy needed to be educated. The idea of public schools supported by local tax money began to gain support. By 1860, the idea of free public schools was widely accepted in the North, while in the South education remained exclusively for the rich in the form of private tutoring.

The 1830s and 1840s saw more attention drawn to people with disabilities. Schools were founded for the hearing impaired, the visually impaired, and people with other impairments. The mentally ill were treated as criminals, locked up in institutions of horrible conditions. People like Dorothea Dix helped establish hospitals with treatment for the mentally ill. The needs of prisoners were also addressed.

Temperance societies believed that alcohol was the root of all crime and they worked to have prohibition laws passed. Literature also flourished during this era as novelists and poets set a democratic standard that served to inspire later writers.

The social and cultural forces during this age helped strengthen the bonds of national unity. Improving the lifestyle of all Americans became the focus of these movements. Results did not come quickly; however, the fruits of the reformers' labors would resound throughout the nineteenth and twentieth centuries.

- C. Age of Reform and American Culture
 - 1. religious influence
 - 2. hospital and prison reform
 - 3. temperance
 - 4. education
 - a. public schools
 - b. special needs schools
 - 5. abolitionist movement
 - a. Quakers
 - b. American Colonization Society
 - c. *The Liberator*
 - d. underground railroad
 - 6. women's movement
 - 7. culture
 - a. art
 - b. literature

Additional Identification

Persons

Susan B. Anthony
John James Audubon
Elizabeth Blackwell
George Caleb Bingham
George Catlin
Thomas Cole
James Fenimore
Cooper
Emily Dickinson
Dorothea Dix
Frederick Douglass
Asher B. Durand
Ralph Waldo Emerson
Margaret Fuller
Thomas Gallaudet
William Lloyd Garrison
Sarah and Angelina
Grimke
Nathaniel Hawthorne
Samuel Gridley Howe
Washington Irving
Henry Wadsworth
Longfellow
Mary Lyon
Horace Mann
Herman Melville
Lucretia Mott
Edgar Allan Poe
Elizabeth Cady Stanton
Henry David Thoreau
Sojourner Truth
Harriet Tubman
Walt Whitman
John Greenleaf Whittier
Emma Willard

Places

Liberia (Africa)
Seneca Falls, NY

Terms

abolition
American Colonization
Society
Braille
civil disobedience
Declaration of
Sentiments and
Resolutions
The Liberator
New England Anti-
Slavery
Society
normal school
revival
Second Great
Awakening
Seneca Falls
Convention
transcendentalist
woman suffrage

Chronology

1848 Seneca Falls Convention

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