

# THE STORY OF LIBERTY

AMERICA'S HERITAGE THROUGH THE CIVIL WAR

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BY JOHN DE GREE

TEACHER'S EDITION

**PART 2**

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*by Michael Allen, Ph.D., University of Washington, Tacoma*

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## **ERA OF THE FOUNDING FATHERS, 1787-1825**

# TEACHER NOTES

### **Academics**

This unit focuses on the time period in American history that saw the last of the American Founding Fathers serve as president. Interesting to note is the Founding Fathers' desire and effort to keep the powers of the federal government limited. The founders' fear of tyranny and apprehension of a strong state was clearly prominent in their decision-making.

### **Open-Ended Essay Question**

For the open-ended question, students get to learn and evaluate the challenges to the young United States of America. New countries face similar challenges. Neighboring countries do not want to extend them respect, but seek to gain advantage over the new country. New countries do not have any traditions established. Arguments among the country's founders can cause problems. It is interesting to learn how students evaluate historical evidence in choosing their top three challenges.

### **Primary Source Documents**

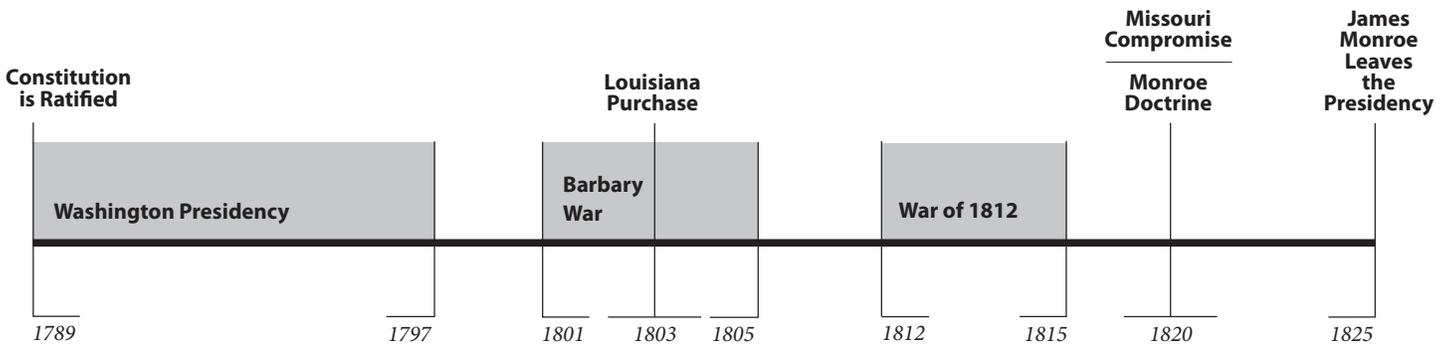
1. The Monroe Doctrine

*<https://www.ourdocuments.gov/doc.php?flash=false&doc=23&page=transcript>*

2. The Star-Spangled Banner

*<https://digitalhistory.hsp.org/pafirm/doc/star-spangled-banner-1814-copy-c-1840>*

# NORTH AMERICA, 1783



# RATIFICATION OF THE CONSTITUTION



*The Signing of the Constitution*



*James Madison*

## **G**RAMMAR WHAT YOU NEED TO KNOW

- 1. Federalists:** The Federalists wanted a strong, federal government and favored the Constitution. John Jay, Alexander Hamilton, and James Madison were Federalists.
- 2. Anti-Federalists:** The Anti-Federalists were against the Constitution and wanted a weaker federal government and stronger state governments. Patrick Henry, Thomas Jefferson, Sam Adams, and James Monroe were Anti-Federalists.
- 3. Bill of Rights:** The Bill of Rights is a list of 10 individual and states' rights the federal government can never infringe upon. They are the first ten amendments to the Constitution.
- 4. *The Federalist Papers:*** John Jay, Alexander Hamilton, and James Madison wrote a series of essays to persuade Americans to adopt the Constitution.
- 5. Faction:** A faction is a group of people united by a single cause and they try to influence the government to agree with their cause. A faction is an interest group.
- 6. Despotism:** Despotism is another way of saying tyranny. Despotism is when the government totally controls its citizens and there is no freedom.
- 7. Term limits:** A term limit is a limit of how many times a politician can be elected to one office. The President has a term limit of two terms.
- 8. Father of the Constitution:** James Madison is the principal author of the Constitution.

**1. According to the Articles of Confederation,**

- a. The ratification of the Constitution went against the law.
- b. 9 out of 13 states had to approve the Constitution so it would be ratified.
- c. The states could legally never ratify the Constitution.
- d. A President could only serve two terms.

Answer: **a**

Which sentence(s) best supports your answer?

**In this light, the whole ratification process of the Constitution was illegal under the Articles of Confederation.**

---

**2. According to the authors of *The Federalist Papers*,**

- a. The Articles of Confederation lacked a weak President.
- b. The Articles of Confederation lacked a strong President.
- c. The Articles of Confederation lacked a President.
- d. The Articles of Confederation lacked a war.

Answer: **c**

Which sentence(s) best supports your answer?

**America needed a strong, central government with a president to handle emergencies, such as wars.**

---

**3. According to the authors of *The Federalist Papers*,**

- a. The states would become unimportant.
- b. The states would relinquish most power to the federal government.
- c. The states would encourage military service.
- d. Americans' religious nature would ensure no tyrant could ever take over.

Answer: **d**

Which sentence(s) best supports your answer?

**Americans would remain religious, and this added security would be another safeguard against despotism.**

---

**4. According to the Anti-Federalists, in the new Constitution,**

- a. the President shouldn't have any term limits.
- b. the Judiciary Branch wasn't strong enough.
- c. The states' role was unfortunately diminished.
- d. The central government wasn't strong enough.

Answer: c

Which sentence(s) best supports your answer?

**The Constitution created a central government that was so strong it would take away individual Americans' and states' rights.**

---

**5. According to the lesson, you can infer the author thinks**

- a. the Constitution created a federal government that is too strong.
- b. the Constitution created a federal government that is too weak.
- c. the arguments between the Federalists and Anti-Federalists continue.
- d. the Anti-Federalist had more Founding Fathers than the Federalists.

Answer: c

Which sentence(s) best supports your answer?

**One important question the Federalists and the Anti-Federalists give us today is this: How strong or weak should the federal government be in relation to the states and individuals?**

---

**R** HETORIC  
SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. How did the education of the Founding Fathers influence the creation of the Constitution?**

**This can be answered in a variety of ways. One possible way is to note that the Founding Fathers studied previous bills of rights, before James Madison wrote the American Bill of Rights. Bills of rights they studied were the Magna Carta and the English Bill of Rights, and the various bills of rights from the states.**

---

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**2. What argument of the Anti-Federalists do you find as most persuasive? Why?**

Answer:

Each student may have a different answer for this. Each needs to point out one argument of the Anti-Federalists, and explain it. My hope is to have the students think about these arguments and be able to write them in their own words.

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**3. Did the Anti-Federalists completely fail in their debate with the Federalists over the ratification of the Constitution?**

Answer:

The Federalists won the debate over whether Americans should adopt the Constitution, however, many arguments of the Anti-Federalists succeeded in influencing how the American government operates. The Anti-Federalists wanted a Bill of Rights in the Constitution, and the Founders added this. The Anti-Federalists argued that the President should be limited to two terms, and with the 22nd Amendment, the U.S. President is now limited to two terms. Through today, the main argument of the Federalists and the Anti-Federalists over the size of government is still prominent.

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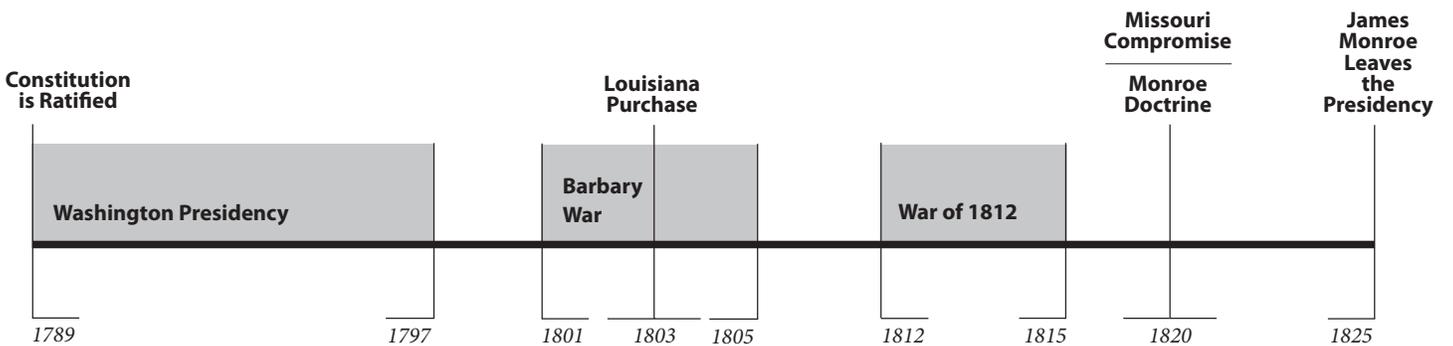
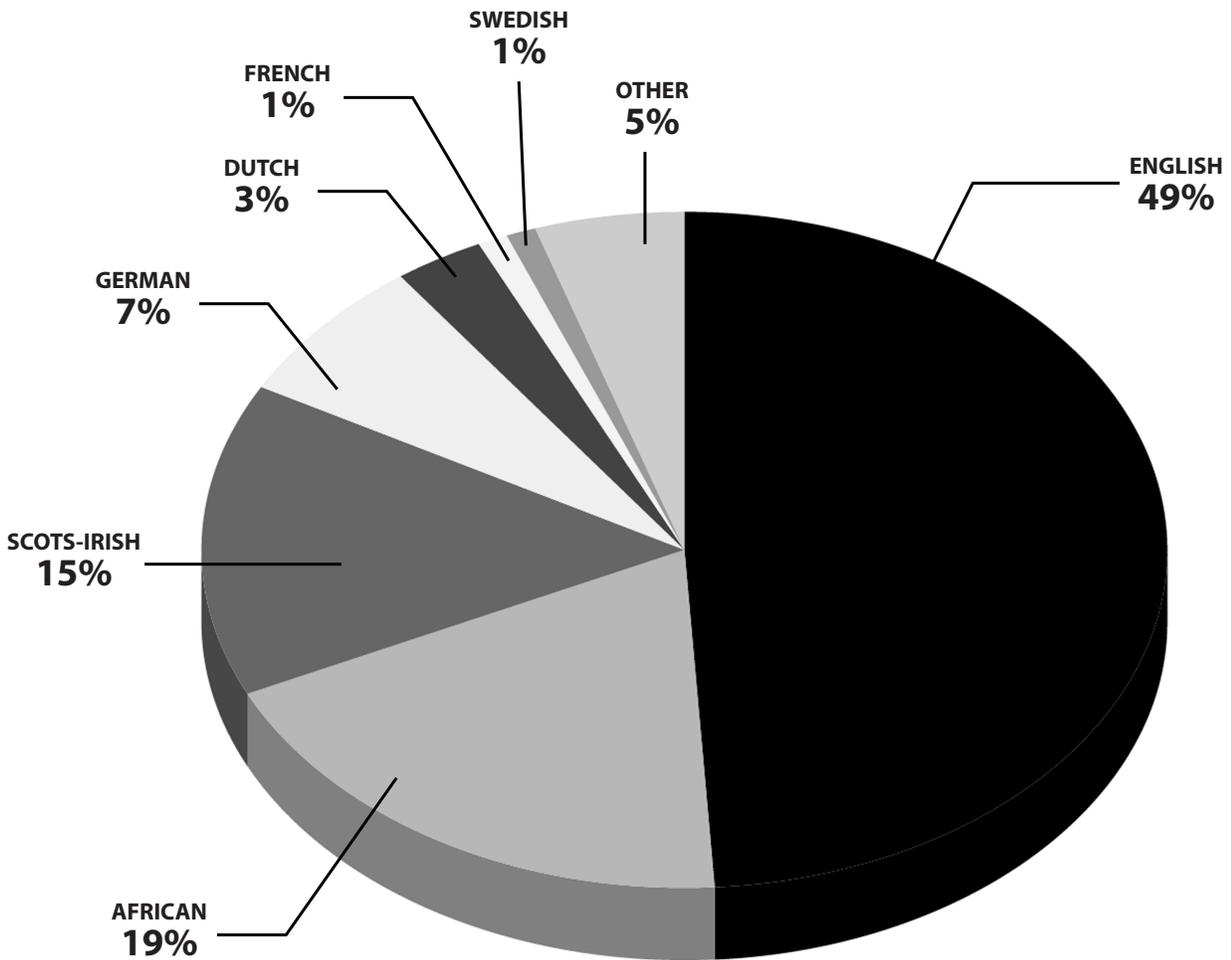
# NORTH AMERICA, 1783



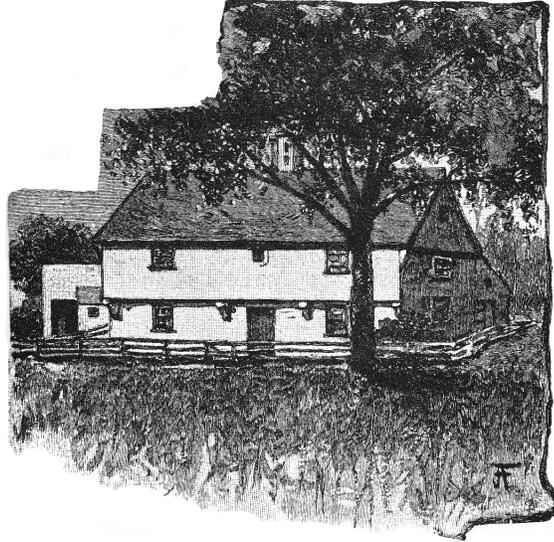
Answer these questions and test your map knowledge.

1. In 1789, which country controlled the most land in North America? Spain
2. In 1789, which countries bordered the U.S.A? Spain and Great Britain
3. Which Asian country controlled part of North America in 1789? Russia
4. Which country bordered the north of the U.S.A? Great Britain
5. Which country bordered the east and south of the U.S.A? Spain

# THE AMERICAN PEOPLE, 1800



## THE AMERICAN PEOPLE

*Frontiersman**Farmhouse*

## GRAMMAR

WHAT YOU NEED TO KNOW

- 1. 1790 population:** 4,000,000
- 2. 1890 population:** 70,000,000
- 3. Conestoga Wagon:** Many Americans moved west in a Conestoga Wagon.
- 4. Slave Population:** In the early 1800s, 1/7 of Americans were slaves.
- 5. Republican Party:** This party wanted a limited, federal government and was led by Thomas Jefferson, James Monroe, and James Madison.
- 6. Federalist Party:** This party wanted a strong, federal government and was led by Alexander Hamilton, John Adams, and John Marshall.
- 7. Sailboat:** Travel by sailboat was the fastest means of travel in the early 1800s.

**1. Based on the lesson, what is one reason Americans did not have an extensive police force in the early 1800s?**

- a. Most Americans were Buddhists who believed in the same ideas of morality.
- b. Most Americans were Jews who believed in the same ideas of morality.
- c. Most Americans were atheists who had different ideas of morality.
- d. Most Americans were of the same religion and had very similar ideas of morality.

Answer: **d**

Which sentence(s) best supports this answer:

**This common knowledge of the Bible and similar understanding of morality helped Americans form communities and laws.**

---

**2. Based on the lesson, you can infer that in the early 1800s most Americans**

- a. received a paycheck.
- b. worked for someone else.
- c. had business skills.
- d. couldn't read that well.

Answer: **c**

Which sentence(s) best supports this answer:

**This meant that each family owned its own business and carried all the responsibility for making enough money to eat, have clothes, have a home, and take care of family.**

---

**3. In the early 1800s, if an American needed to travel west, most likely, how would he travel?**

- a. by boat
- b. by sailboat
- c. by wagon
- d. by train

Answer: **c**

Which sentence(s) best supports this answer:

**People moved west by the Conestoga Wagon, a vehicle that could hold up to 6 tons (12,000 pounds) and weighed up to 1,800 pounds.**

---

*Answer the following with a short essay (3-5 sentences):*

**1. In the early 1800s, how much was the federal government involved in the lives of Americans?**

In the early 1800s, the federal government was not involved in the lives of Americans. There were no public schools, so if a family wanted its children to be educated by a professional, it had to hire a teacher alone, or with other families. Each family and community was responsible for everything, including health care, assistance for the needy, and there wasn't a large police force anywhere.

---

**2. Based on the lesson, how would you describe most Americans, in terms of religion?**

Americans were very religious people, when compared to today, or when compared with people in Europe. Most American families taught their children to read so they would be able to read the Bible. America's first universities, including Harvard, William and Mary, and Yale, were founded to teach ministers. Most Americans were Protestant Christians. And, the federal government was not allowed to dictate citizens' religion, but a state government was not barred from placing restrictions on religious practice.

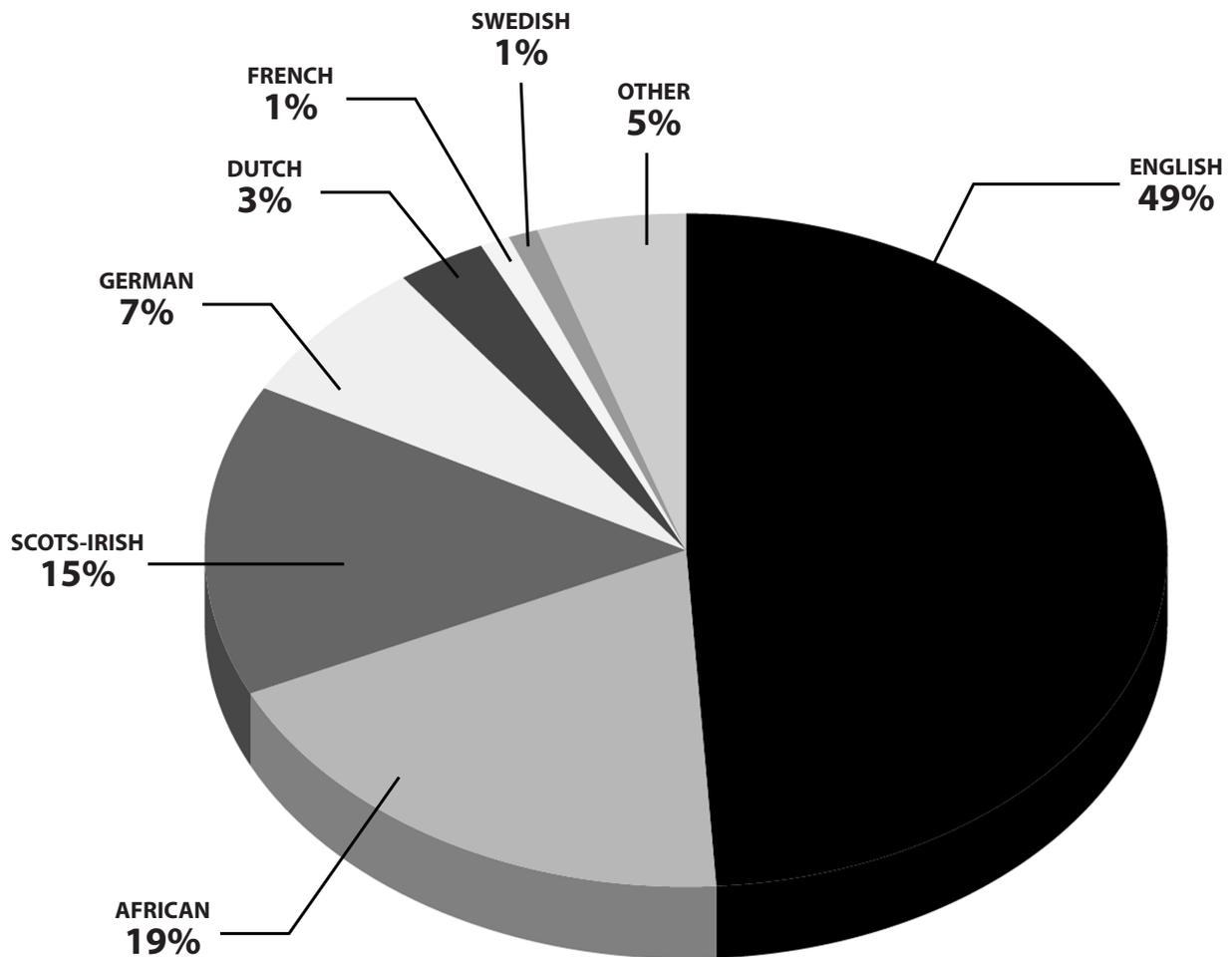
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**3. Was slavery common and widespread in America in the early 1800s?**

Slavery existed primarily in the southern states, and it wasn't common. 1/7 of all Americans were slaves, and in many states, slavery was outlawed.

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# THE AMERICAN PEOPLE, 1800

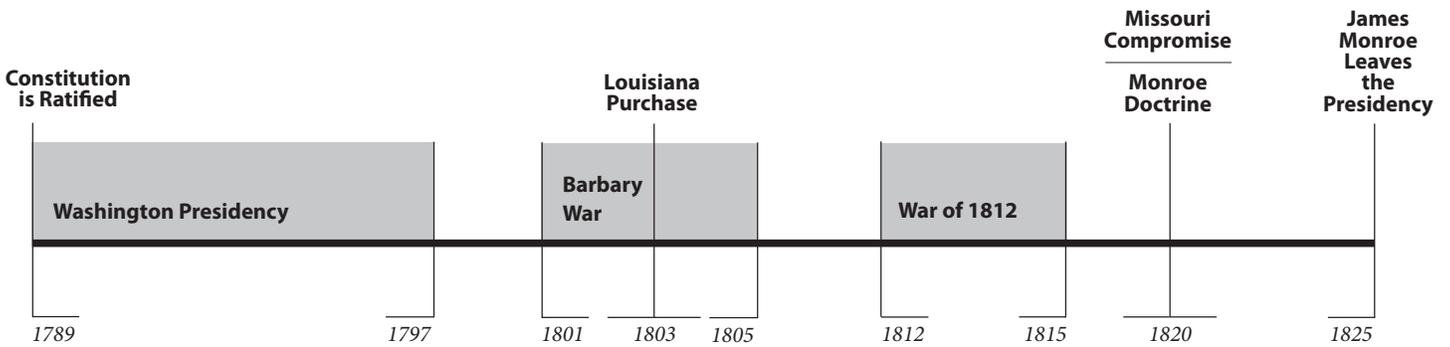


*Answer these questions and test your knowledge.*

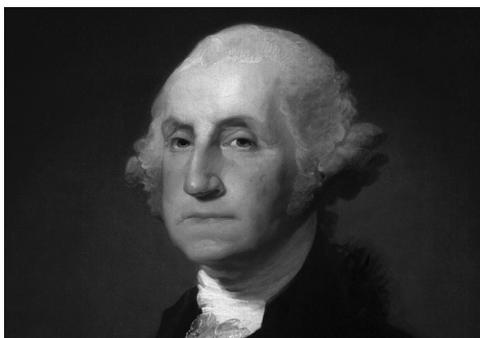
1. What percentage of the American people in 1800 were English? 49%
- What percentage of the American people in 1800 were African? 19%
3. What percentage of the American people in 1800 were French? 1%
4. What percentage of the American people in 1800 were Scots-Irish? 15%
5. What percentage of the American people in 1800 were Dutch? 3%

## NOTES

# THE UNITED STATES OF AMERICA, 1790



## FATHER OF THE COUNTRY

*George Washington***G**RAMMAR  
WHAT YOU NEED TO KNOW

- 1. Washington Presidency:** 1789-1787.
- 2. Cabinet:** The Cabinet is a group of advisors to the President. Washington started this tradition.
- 3. Alexander Hamilton:** Hamilton was the first Secretary of the Treasury and promoted a strong, federal government.
- 4. Thomas Jefferson:** Jefferson was the first Secretary of State and wanted strong state governments.
- 5. Whiskey Rebellion:** In the Whiskey Rebellion, Pennsylvania farmers revolted against a federal tax and Washington suppressed the rebellion with 13,000 soldiers.
- 6. French Revolution:** In 1789, the French removed the French King, beheaded him, and embarked on a bloody and radical revolution that ended with the Napoleonic Wars.
- 7. Washington's Farewell Address:** Washington warned against political parties and against fighting in foreign wars before the American military is ready.
- 8. Republicans:** Republicans tended to be farmers, wanted a weaker navy and army, and tended to be pro-slavery.
- 9. Federalists:** Federalists wanted a stronger, central government, tended to be anti-slavery, and were mainly merchants and bankers.
- 10. Debt:** Debt is the amount of money government or people owe.

**1. According to the lesson, what can you infer was the main reason the American Revolution didn't follow the bloody pattern of typical revolutions?**

- a. The British behaved themselves.
- b. Thomas Jefferson
- c. The Americans behaved themselves.
- d. George Washington

Answer: **d**

Which sentence(s) best supports this answer?

**Yet, the American Revolution shattered this pattern, in large part because of the character of George Washington.**

---

**2. Based on the lesson, the author thinks political parties**

- a. are terrible.
- b. are wonderful.
- c. are not natural.
- d. are ordinary.

Answer: **d**

Which sentence(s) best supports this answer?

**Though Washington disliked political parties and tried to dissuade others from beginning or joining them, they naturally formed during his two terms.**

---

**3. If you were an American in 1792 and wanted the U.S. government to assume all state debt from the war, you would most likely be a**

- a. Farmer
- b. Merchant
- c. Southerner
- d. Slave owner

Answer: **b**

Where did you find your answer?

**See the list of the two political parties.**

---

**4. Based on the lesson, you can infer the banking policies of Alexander Hamilton were**

- a. a main reason for the success of the young United States of America.
- b. a main reason for the failure of the young United States of America.
- c. confusing.
- d. loved by Thomas Jefferson and the Republicans.

Answer: a

Which sentence(s) best supports this answer:

Hamilton proposed policies that Washington promoted, and these became the economic policies of the young United States of America. As a result, America quickly became a respected country in the world and Americans benefitted greatly.

**5. Based on Washington’s Farewell Address, Washington**

- a. wanted America to never get in a war.
- b. wanted America to immediately get involved in a war, if it was just.
- c. wanted America to get strong before it engaged another country in war.
- d. wanted America to stay in isolation from the world’s problems.

Answer: c

Which sentence(s) best supports this answer?

“Twenty years peace with such an increase of population and resources as we have a right to expect; added to our remote situation from the jarring powers, will in all probability enable us in a just cause to bid defiance to any power on earth.”

**R**HETORIC  
SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. Why did Washington choose men who might have been smarter than he was to be in his Cabinet?**

Answer:

Washington wanted the best men to be his advisors in his Cabinet, and he didn’t care if someone was smarter than he was. In fact, he wanted men smarter than he was, so he would have the best able men. His main concern seems to have been to choose people that were the best for the country.

**2. How did selling bonds to Americans encourage the wealthy to care about the success of the United States of America?**

Answer:

When a person buys a bond, they are promised the money back, plus interest or plus a certain amount of money, after a time period. When wealthy Americans bought bonds, they knew they would get their money back and a profit only if the United States of America was successful. If the U.S.A. failed, then it wouldn't be able to pay back its bondholders.

---

**3. Did George Washington warn Americans against all war in his Farewell Address?**

Answer:

No, and Yes. In the Farewell Address, Washington warned Americans not to engage in war until they were ready. Washington predicted that it would take 20 years before our population and industry would increase so much that we would be able to fight any country, if needed. Amazingly, it appears that he was correct. In 1812, the U.S.A. fought Great Britain, and as a result of this war, Great Britain finally agreed to follow the 1783 peace treaty with the Americans, and, Great Britain never again questioned the legitimacy of the U.S.A. (More on this the War of 1812, nicknamed the Second American Revolution, in a later chapter!)

---

Practice drawing and labeling the map, until you can do so by memory.

**THE UNITED STATES OF AMERICA, 1790**



Answer these questions and test your map knowledge.

1. In 1790, which country controlled Louisiana? Spain
2. In 1790, which country controlled Florida? Spain
3. In 1790, which country controlled the Northwest Territory? U.S.A.
4. According to the map, which state appears the largest in terms of land area? Virginia
5. Which two states border Washington, D.C? Virginia and Maryland

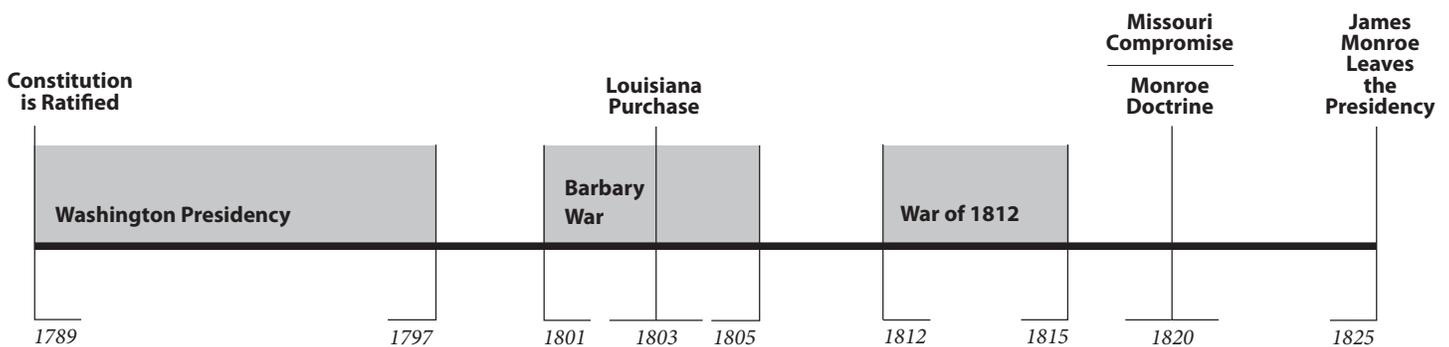
# XYZ AFFAIR

*During John Adams' Presidency,  
France seized American ships carrying goods to British ports.  
Napoleon Bonaparte of France wanted to take over Great Britain.*

*To avert war, Adams sent a peace commission to Paris.*

*French foreign minister Talleyrand demanded the Americans  
pay his three French agents \$250,000 and promise to loan France  
\$12 million just to talk to the French. Americans learned of this  
and called the French agents "X, Y, and Z."*

*Americans were outraged at this bribe request and  
responded with the sentiment, "Millions for defense,  
not one cent for tribute."*



# PRESIDENCY OF JOHN ADAMS, 1797-1801



*John Adams*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. Quasi War:** Great Britain and France waged naval war against the USA and the USA didn't respond. Quasi means "apparently but not really."
- 2. Alien and Sedition Acts:** The Alien and Sedition Acts were a number of laws that limited the free speech of journalists and all Americans and made it harder to immigrate to the USA.
- 3. Election of 1800:** Republican Thomas Jefferson beat Federalist John Adams, and it was the first time that presidential power changed political parties peacefully in the world in over 1700 years.
- 4. John Adams' Presidency:** John Adams was President from 1797-1801.

**1. According to the lesson, who or what was most responsible for the peaceful passage of power in 1797?**

- a. John Adams
- b. Thomas Jefferson
- c. George Washington
- d. Patrick Henry

Answer: **c**

Which sentence(s) best supports this answer?

**Because of George Washington, the change of power from Washington to Adams was peaceful, and America accomplished what had not happened in the world since the Roman Republic: a people elected a leader, and the one in power stepped down.**

---

**2. Based on the lesson, you can infer that America did not start a war against France and Britain because**

- a. Americans did not like violence.
- b. Americans did not want to get involved in a foreign war.
- c. Americans were afraid of Indians.
- d. America would have probably lost the war.

Answer: **d**

Which sentence(s) best supports this answer?

**American ships were attacked by the French and the British, and because America was a young country, it had a rather weak army and navy, so it did not defend itself.**

---

**3. Based on your knowledge of the Constitution gained in an earlier chapter, which amendment did the Alien and Sedition Acts go against?**

- a. First Amendment
- b. Second Amendment
- c. Third Amendment
- d. Fourth Amendment

Answer: **a**

Which sentence(s) best supports your answer?

**Judges could imprison those who spoke or wrote against the government.**

---

**4. Based on the lesson, which exchange of power was more important?**

- a. From Washington’s Presidency to Adams’
- b. From Adams’ Presidency to Jefferson’s

Answer: **b**

Which sentence(s) best supports your answer?

**Many historians consider the election of 1800 to be the most important election in the history of the world.**

---

---

**5. Place the events in chronological order:**

- a. Quasi War
- b. Washington chosen President
- c. Jefferson chosen President
- d. Adams chosen President

Answer: **b., d., a., c.**

**R** H E T O R I C  
SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. What made the exchanges of power in 1797 and 1801 unique?**

Answer:

**In 1797 and 1801, power exchanged hands in the office of the Presidency, and it did so peacefully. In 1797, power changed from Washington to Adams. This was the first time in over 1500 years that power peacefully changed in a republic. The election of 1800, and the exchange of power in 1801, was even more momentous. In this election and exchange of power, the Republicans took power away from the Federalists. In the world, what was normal during an exchange of power was that both sides fought each other. But in the U.S., power exchanged hands without war.**

---

**2. Was John Adams a weak President, because of his unwillingness to engage America in war against the French and British?**

Answer:

A student could answer yes, but it appears that the evidence is on the side of a no answer. When President Washington left office, he warned Americans not to get involved in a war until the country was stronger. Washington predicted that in 20 years, the U.S.A. could handle a major power. Adams was following the advice of Washington, the Father of the Country, in staying out of war with France or Britain.

---

**3. How were the Alien and Sedition Acts a violation of the First Amendment?**

Answer:

One of the items in the Alien and Sedition Acts was that a judge could imprison anyone who wrote or said something against the government. This goes directly against the First Amendment, which guarantees freedom of speech and freedom of the press.

---

---

## **XYZ AFFAIR**

***During John Adams' Presidency,  
France seized American ships carrying goods to British ports.  
Napoleon Bonaparte of France wanted to take over Great Britain.***

***To avert war, Adams sent a peace commission to Paris.***

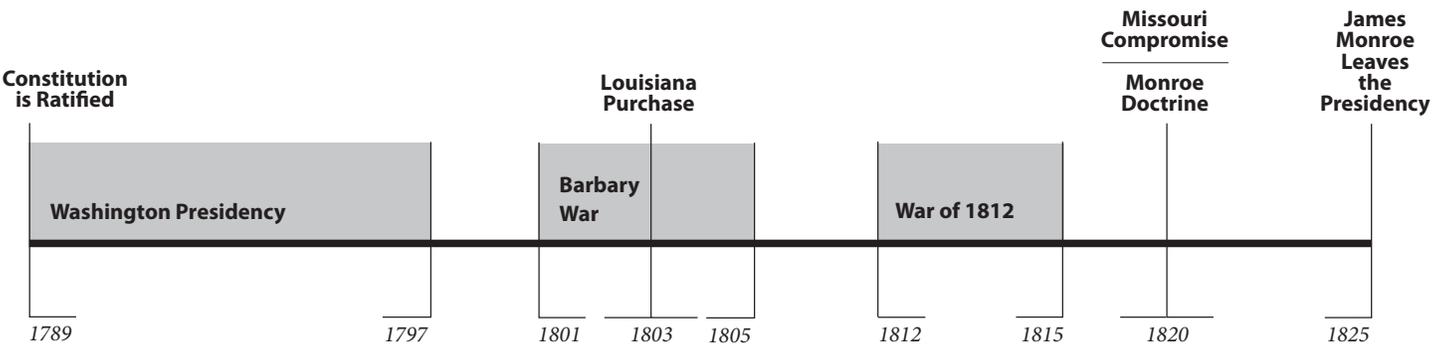
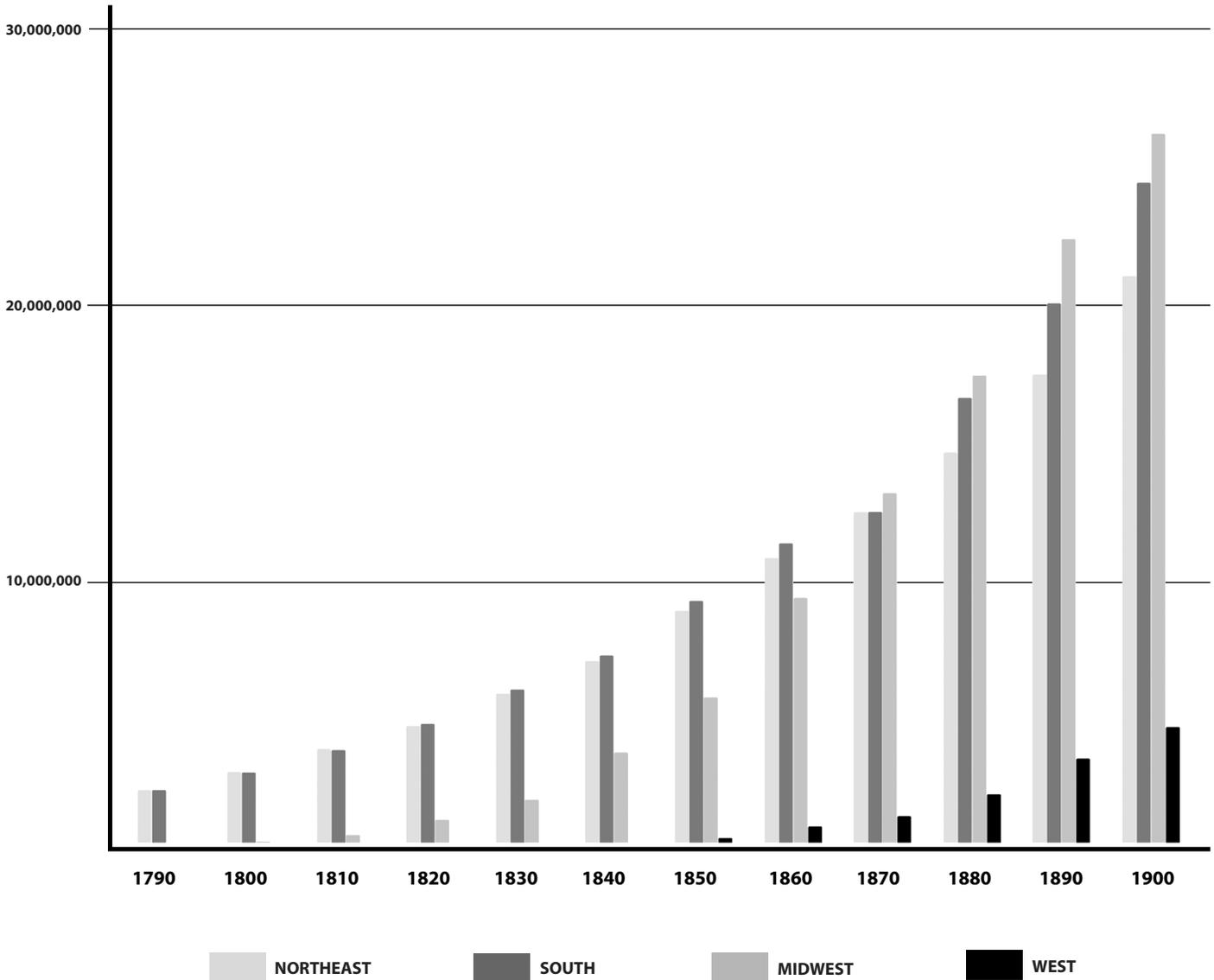
***French foreign minister Talleyrand demanded the Americans  
pay his three French agents \$250,000 and promise to loan France  
\$12 million just to talk to the French. Americans learned of this  
and called the French agents "X, Y, and Z."***

***Americans were outraged at this bribe request and  
responded with the sentiment, "Millions for defense,  
not one cent for tribute."***

*Answer these questions and test your knowledge.*

- 1. Who wanted to take over Great Britain?** France's Napoleon Bonaparte
- 2. To which country did Adams send a peace commission?** France
- 3. Who was France's foreign minister at the time?** Talleyrand
- 4. What did Talleyrand demand in order for the Americans to speak with the French?**  
\$250,000 and a \$12 million loan
- 5. What was the American sentiment towards Talleyrand's demand?** "Millions for defense, not one cent for tribute."

# U.S. POPULATION BY REGION, 1790 - 1900



# THE SUPREME COURT, JUDICIAL REVIEW, AND CAPITALISM



*Supreme Court*

## **G**RAMMAR WHAT YOU NEED TO KNOW

- 1. Judicial Review:** This is the power the Supreme Court has to interpret a law and decide if it is constitutional or unconstitutional. Judicial review is not found in the Constitution.
- 2. Marbury v. Madison, 1803:** In this Supreme Court decision, the Supreme Court gave itself the power of judicial review.
- 3. Dartmouth College v. Woodward, 1819:** This Supreme Court decision established that a contract cannot be voided, and it helped establish capitalism, free enterprise, and open markets in America.
- 4. Capitalism:** Capitalism is a set of principles and behavior of people based on the principles of individual and property rights.
- 5. Free Market:** The free market is a place where individuals can buy and sell items or services, as each person thinks is best. It is an economy where each person chooses what to do with his money, time, and talent.
- 6. Intentions of the Founding Fathers regarding economy:** The Founding Fathers wanted to create a society where individuals could pursue their interests and passions, and where a strong government, like a King, could not dictate to others.
- 7. Slavery and the Free Market:** Slavery is an institution that goes directly against the free market, because slaves have no freedom what to do with their time and talent, and any money.

### 1. Based on the lesson, you can infer that capitalism in America was

- a. better for the average man than the economic system in Great Britain.
- b. worse for the average man than the economic system in Great Britain.
- c. fair for the slaves.
- d. had nothing to do with slavery.

Answer: **a**

Which sentence(s) best supports this answer?

A man worked not to enrich the ruler, but to benefit himself and his family, and in turn his community.

---

### 2. Based on the lesson, you can infer that Chief Justice Marshall

- a. thought the Supreme Court should not get involved in important decisions.
- b. thought the Supreme Court should always favor the decisions of Jefferson.
- c. thought the Supreme Court should only follow what was written in the Constitution.
- d. thought the Supreme Court needed to be more powerful than what was written in the Constitution.

Answer: **d**

Which sentence(s) best supports this answer?

Chief Justice John Marshall wrote the decision that gave the Supreme Court its greatest power, Judicial Review.

---

### 3. Based on the lesson, you can infer Americans' knowledge of the Bible

- a. created a demented society.
- b. created a Biblical society.
- c. created a civil society without need of a large government.
- d. created a civil society with need of a large government.

Answer: **c**

Which sentence(s) best supports this answer?

Society functioned without an extensive police force or written laws, because most people shared the understanding of what was the correct thing to do, and there was no need for many law officers.

---

**4. Based on the lesson, you can infer that in the early 1800s, children above the age of five or so**

- a. were able to play all day.
- b. were not allowed to venture out of the sight of their mothers.
- c. had to be industrious.
- d. were lazy.

Answer: c

Which sentence(s) best supports this answer?

**More children meant more laborers for the farm, since at a very young age, by five or so, children were put to work to help out with the family business.**

---

**5. Based on the lesson, if you were a schoolchild in the early 1800s, you might**

- a. go to a medical school.
- b. go to a farm to school.
- c. live with your instructor.
- d. not ever learn how to read and write.

Answer: c

Which sentence(s) best supports this answer?

**During the winter months, when it was impossible to work on the farm, private teachers lived with the family of one of the schoolchildren.**

---

**R** H E T O R I C  
SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. Based on the lesson, why did America become such a rich nation in the 1800s?**

Answer:

**In the 1800s, America's government was small and limited, and this meant that individuals had maximum freedom to pursue their interests and to reap the rewards of their hard work. Each American had the right to own private property. This freedom from governmental control existed nowhere else in the world. Immigrants fled to America for this freedom. Americans worked hard, prospered, and taught their young the virtues of hard work, perseverance, and honesty.**

---

**2. In a capitalist society, does the government choose who the “winners” will be?**

Answer:

Ideally, in a capitalist society, the government acts as a referee, ensuring that all individuals and companies play fair. The government does not choose the winners, but lets the free market decide. In a capitalist society, individuals are allowed and even encouraged to start their own businesses, follow their dreams, and either succeed or fail. The government does not decide who is rewarded.

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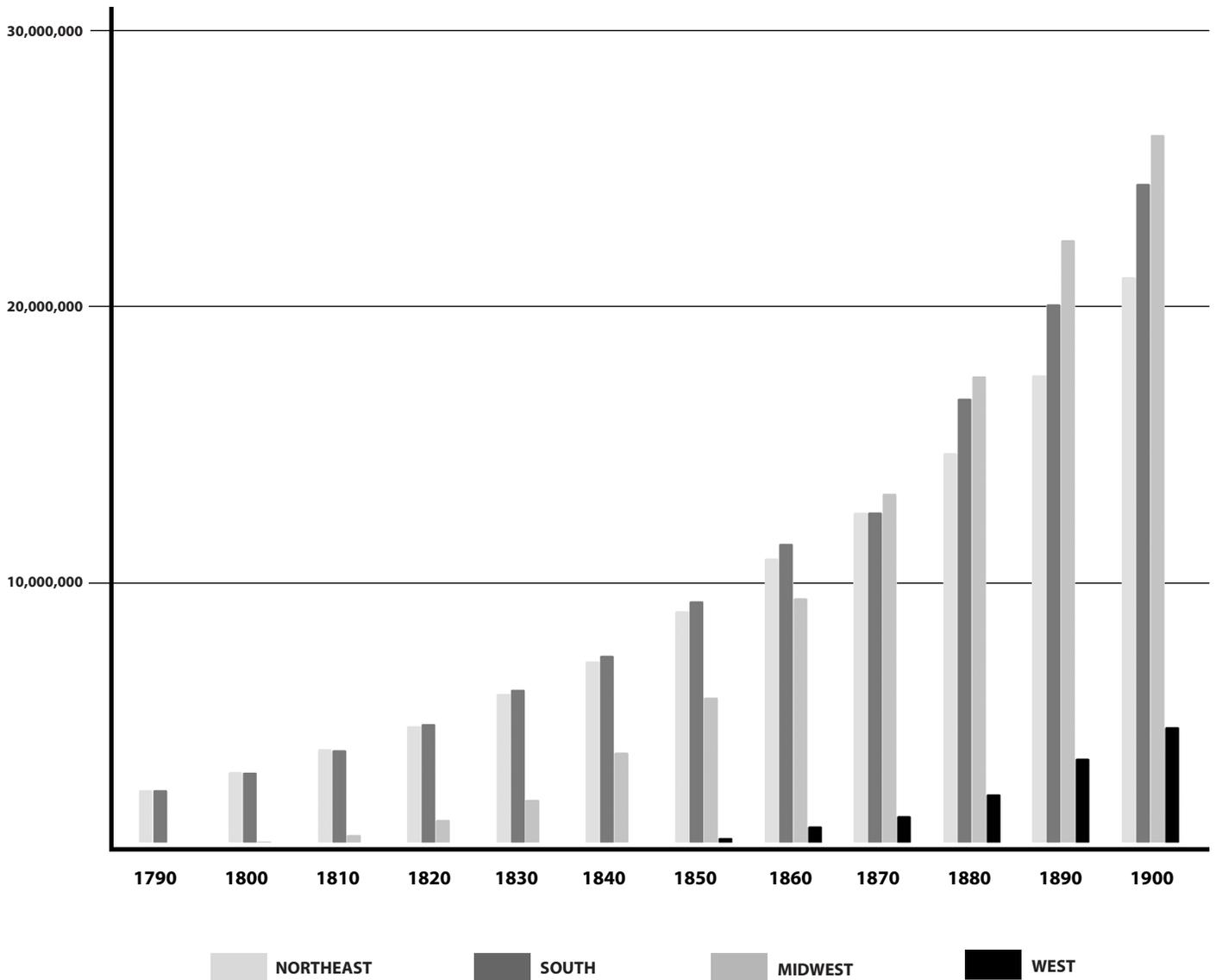
**3. Why is it important that the Supreme Court, in a series of cases, protected the inviolability of a contract?**

Answer:

In a free, capitalistic society, people make decisions based on available evidence and on the assumption that the rules are not going to change. When a government allows a contract to be broken, or violated, it allows the rules to change. People with money who want to invest will not place their money in businesses where the country changes the rules. Investors want to know that the contract they make with someone will be honored, and that the government will enforce the contract.

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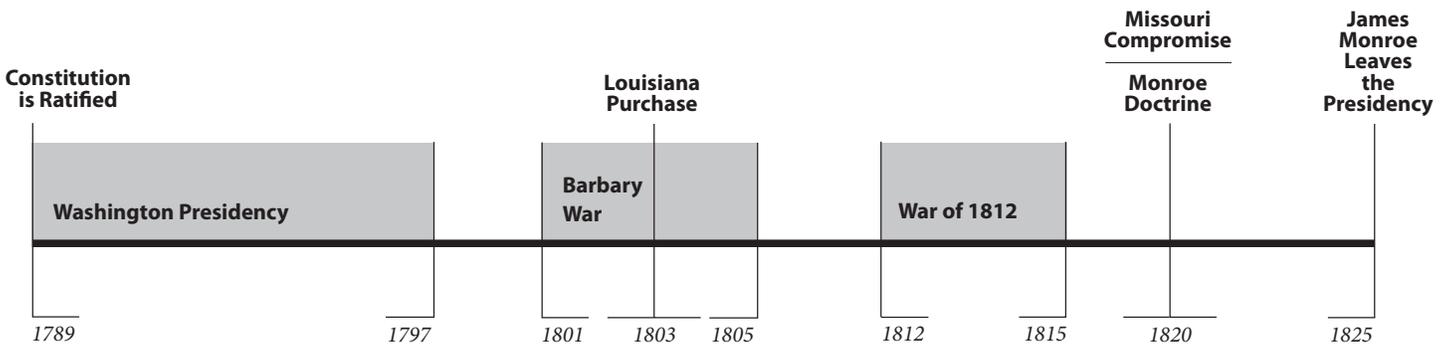
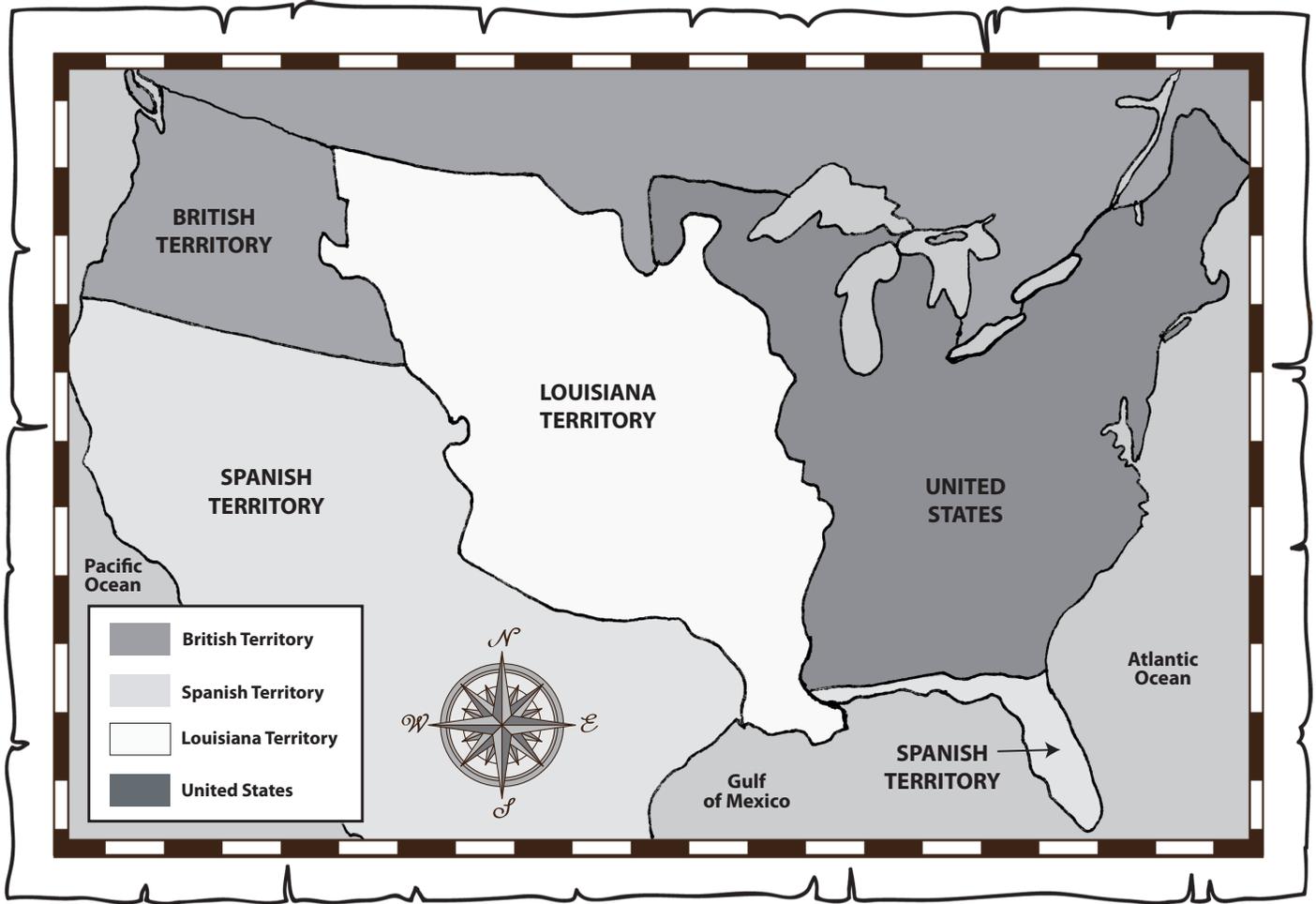
# U.S. POPULATION BY REGION, 1790 - 1900



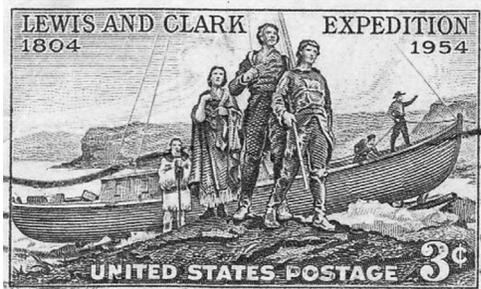
Answer these questions and test your knowledge.

1. In 1790, which two regions had the most people? Northeast and South
2. In 1900, which two regions had the most people? South and Midwest
3. From 1810 to 1860, which region grew the most? Midwest
4. In 1860, which region had the least amount of people? West
5. When did the Midwest surpass the Northeast and South in population? 1870

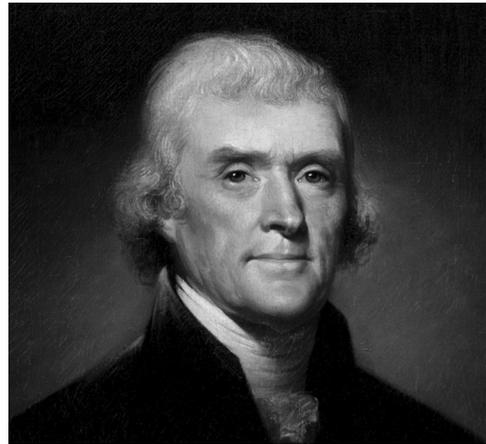
# LOUISIANA PURCHASE, 1803



# PRESIDENCY OF THOMAS JEFFERSON (1801-1809)



*Lewis and Clark Expedition*



*Thomas Jefferson*

## **G**RAMMAR WHAT YOU NEED TO KNOW

- 1. Shaking hands:** Instead of bowing to others, as was the custom, Thomas Jefferson shook hands, to show that he was equal with others.
- 2. The Great Migration:** The Great Migration was a mass movement of people to the west of the United States of America throughout the 1800s. The pace of migration sped up with Thomas Jefferson.
- 3. Louisiana Purchase:** Thomas Jefferson purchased Louisiana from the French leader Napoleon, and it doubled the size of the U.S.A., in 1803.
- 4. Lewis and Clark Expedition:** Jefferson commissioned Merriweather Lewis and William Clark to take military volunteers on an expedition through Louisiana to map new land, befriend Indian tribes and announce the arrival of the U.S.A., explore trade possibilities, and find and log new animal and plant species. The expedition lasted from 1804 to 1806.
- 5. Sacagawea:** Sacagawea was the only female on the Lewis and Clark Expedition. She helped as a guide and was a sign to Indians that this was not a military expedition.
- 6. Barbary War:** From 1801 to 1805, Jefferson led the U.S.A. in a war against the Barbary Pirates, attacking first and claiming victory against the Muslim pirates from Northern Africa.
- 7. Embargo Act of 1807:** This act forbade Americans to trade with Great Britain or France and it greatly hurt American businesses.

**1. Based on the lesson, you can infer the Barbary Pirates of the 1700s believed**

- a. their Muslim religion did not allow them to have slaves.
- b. their religion justified their taking of slaves.
- c. Americans had many Muslim sailors.
- d. the American military was mighty.

Answer: **b**

Which sentence(s) best supports this answer?

**The Muslim countries believed the religion of Islam gave them the right to enslave non-Muslims.**

---

**2. Based on the lesson, you can infer**

- a. Jefferson believed America had to be attacked in order to start a war.
- b. Jefferson thought it could be just (good) to attack another country first.
- c. Jefferson was against war no matter the situation.
- d. Jefferson loved the military.

Answer: **b**

Which sentence(s) best supports your answer?

**Under President Jefferson, the United States of America started and won a war against countries in northern Africa on the Barbary Coast.**

---

**3. Based on the lesson, you can infer**

- a. The Lewis and Clark Expedition was a failure.
- b. It's expensive to try to conquer the world.
- c. Americans were greedy to buy all of Louisiana.
- d. Many Americans died moving west.

Answer: **b**

Which sentence(s) best supports this answer?

**Napoleon Bonaparte wanted to conquer Europe, and then perhaps the world, and he needed money.**

---

#### 4. Based on the lesson, you can infer that Jefferson

- a. was not a man to punish his political enemies.
- b. was a horrible President.
- c. loved to buy land.
- d. wanted to take away land from Indians.

Answer: a

Which sentence(s) best supports the answer?

Jefferson united the country, forgave his political opponents, and governed as an average citizen.

---

#### 5. Which of the following did not entice immigrants to come to America in the 1800s?

- a. inexpensive land
- b. liberty
- c. free health care
- d. free markets

Answer: c

Which sentence(s) best supports your answer?

The lure of cheap or free land, political liberties, and free markets in America enticed people from around the world to first move to America, and then migrate west across the Appalachian Mountains.

---

## **R** H E T O R I C SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

### **1. Compare and contrast how Jefferson dealt with the Barbary Pirates and with Great Britain and France.**

Answer:

Jefferson believed we could not fight against Great Britain or France, and he allowed the U.S. military to shrink. Jefferson's handling of the Barbary Pirates contrasts greatly with how he treated Great Britain and France. Thomas Jefferson went to war against the Barbary Pirates, leading America in military action from 1801 to 1805. America declared war, even though there had not been a clear attack by the Barbary Pirates. Jefferson led the U.S.A. to a decisive victory. However, regarding Great Britain and France, Jefferson never challenged these two nations, even though they attacked America on the sea, and even though Great Britain impressed American sailors.

---

## **2. How did the Lewis and Clark Expedition open up the west for American immigration?**

Answer:

Lewis and Clark explored the Louisiana Territory, made maps, and sent samples of new plant and animal life back to Thomas Jefferson. Their discoveries and reports allowed Americans to travel west and realize the incredible amount of farmland available. The U.S. government sold this land for very low prices, and, at times, even gave away this land.

---

## **3. What were three things Jefferson did to strengthen America?**

Answer:

(There are many possible answers. Here are three.)

First, after Jefferson was elected, he decided not to continue to support the Alien and Sedition Acts. The Alien and Sedition Acts gave judges the power to imprison those who spoke or wrote against the President. The Alien and Sedition Acts expired. This allowed Americans to be able to speak and write freely.

Secondly, Jefferson tried to live the ideal in the Declaration of Independence, “all men are created equal.” Jefferson shook hands with others, instead of bowing. The act of shaking hands symbolized equality.

Thirdly, Jefferson purchased the Louisiana Territory. Louisiana doubled the size of the U.S.A.

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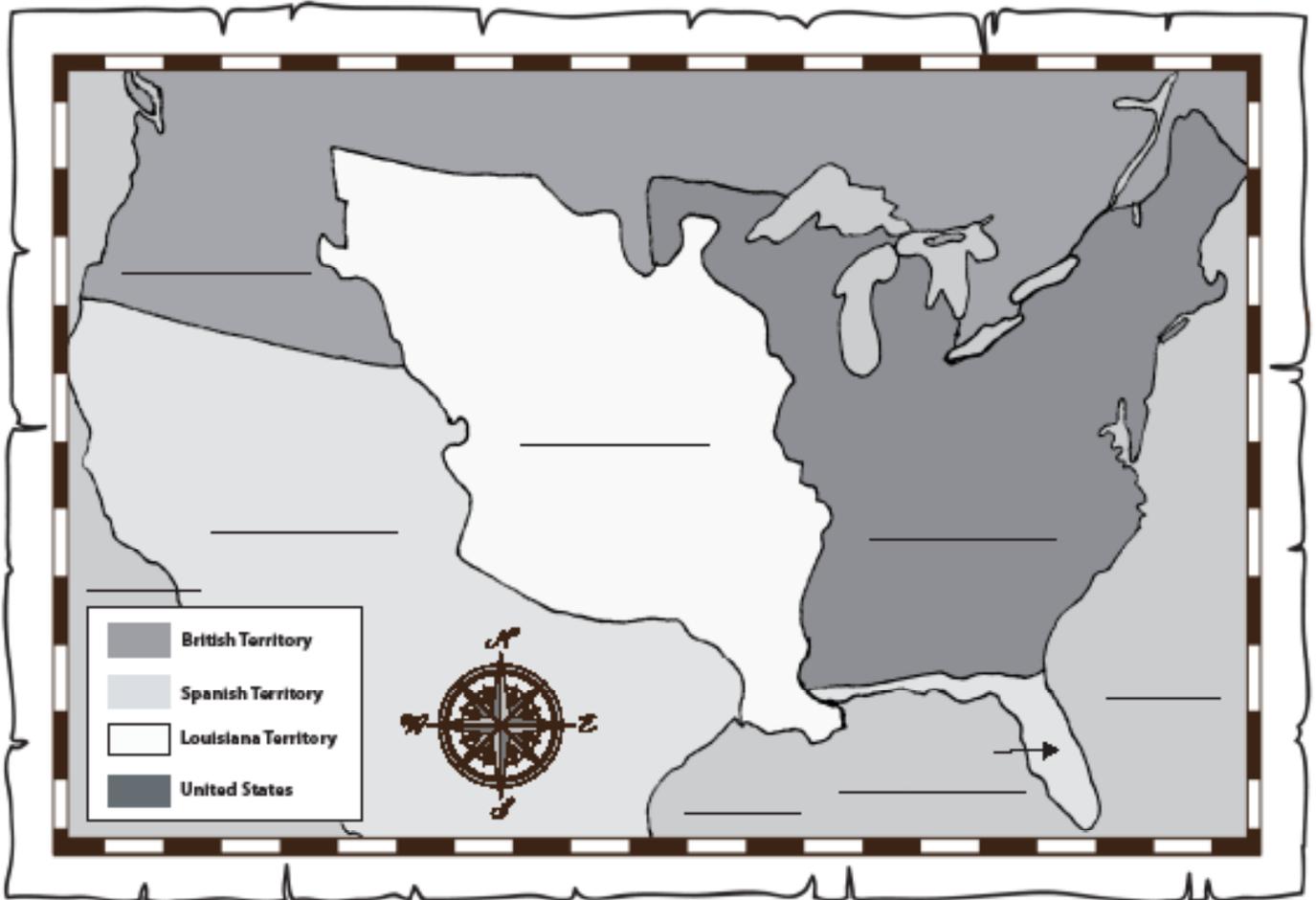
# MAP WORK

TEST YOUR KNOWLEDGE

---

Practice drawing and labeling the map, until you can do so by memory.

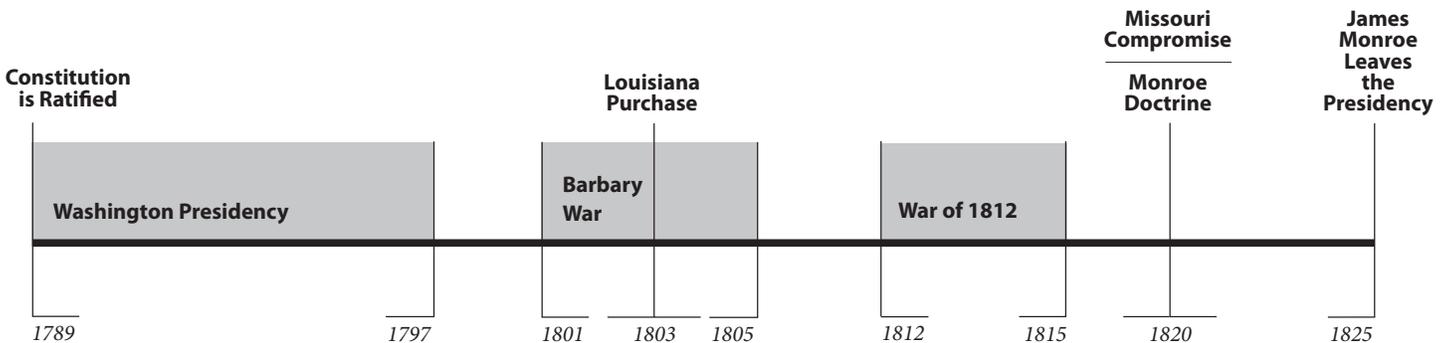
## LOUISIANA PURCHASE, 1803



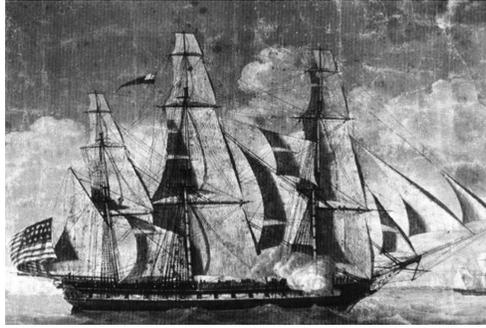
Answer these questions and test your map knowledge.

1. Approximately how much did the Louisiana Purchase expand the U.S.A? It doubled it
2. Which country controlled the Southwest in 1803? Spain
3. Which country controlled the Northwest in 1803? Great Britain
4. After 1803, which country controlled most of what became the U.S.A? The U.S.A.
5. Who controlled Florida in 1803? Spain

# WAR OF 1812



# PRESIDENCY OF JAMES MADISON (1809-1817)



*The War of 1812*



*James Madison*

## **G**RAMMAR WHAT YOU NEED TO KNOW

- 1. Non-intercourse Act (1809):** The Non-intercourse Act made it legal to trade with everyone except France and Great Britain. Under Jefferson, it had been illegal for Americans to trade with other countries.
- 2. Macon's Bill (1810):** Macon's Bill reduced trade restrictions against Americans.
- 3. Second Barbary War (1815-1816):** In the Second Barbary War, America fought and won against the Barbary Pirates.
- 4. The War of 1812:** The War of 1812 was a war against Great Britain that America won. It is nicknamed "The Second American Revolution" because if Great Britain would have won, the U.S.A. could have become a colony of Great Britain again.
- 5. The Battle of New Orleans (1815):** The Battle of New Orleans was America's greatest victory in the War of 1812.
- 6. General Andrew Jackson:** Jackson led the Americans against the British at the Battle of New Orleans. Americans nicknamed Jackson the "Hero of New Orleans."
- 7. Commodore Perry:** In the War of 1812, Commodore Perry defeated the British at the Battle of Lake Erie.
- 8. The Star-Spangled Banner:** Francis Scott Key wrote this poem that became the lyrics to our

### 1. What can be said of the Battle of New Orleans?

- a. The British beat the Americans.
- b. It was unclear who won the battle.
- c. It was clear who won the battle.
- d. It lasted more than two months.

Answer: **c**

Which sentence(s) best supports your answer?

**The Americans killed over 2,000 British soldiers and lost only 21 men.**

---

### 2. Based on this lesson, you can infer the author thinks

- a. trade restrictions strengthened America in the 1800s.
- b. trade restrictions were harmful to America in the 1800s.
- c. trade restrictions had no effect on America in the 1800s.
- d. trade restrictions were the only reason America grew stronger in the 1800s.

Answer: **b**

Which sentence(s) best supports your answer?

**This also completely failed, and Congress replaced it with Macon's Bill (1810) which reduced trade restrictions on Americans. For most of the 1800s, this was the U.S. policy. It resulted in a growing American economy.**

---

### 3. Based on the lesson, you can infer that America's military actions under Madison

- a. weakened America.
- b. had no effect on America.
- c. were seen as imperialistic.
- d. greatly strengthened America's position in the world.

Answer: **d**

Which sentence(s) best supports your answer?

**After Madison, the United States of America was never again considered one of the weaker powers of the world, and it was able to expand.**

---

**4. Based on the lesson, you can infer the Americans**

- a. wanted to conquer Mexico.
- b. wanted to conquer France.
- c. wanted to conquer Great Britain.
- d. wanted to conquer Canada.

Answer: **d**

Which sentence(s) best supports your answer?

**On land, the British succeeded in repelling the America invasion of Canada three times and successfully attacked and burned Washington, D.C.**

---



*The Star-Spangled Banner*

**5. Which word would best describe the American victory over Great Britain in the War of 1812?**

- a. standstill
- b. landslide
- c. pivotal
- d. close

Answer: **b**

Which sentence(s) best supports this answer?

**The Americans killed over 2,000 British soldiers and lost only 21 men.**

---

# **R**HETORIC

SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. To answer this question, you will need to refer to chapters 36 and 37. How did the United States policy of dealing with people who attack and enslave Americans change from the beginning of the country through the Presidency of James Madison?**

Answer:

**At the beginning of the United States of America, Barbary Pirates attacked Americans at sea and enslaved Americans. America did not have a strong navy and couldn't defend itself. From 1786, America began paying approximately \$1,000,000 per year to the Pirates so they would not attack Americans. However, the Pirates kept Americans as slaves. Under Jefferson and Madison, the U.S.A. made war against the Barbary Pirates and won. From that time on, the American policy towards pirates has almost always been to use military force and not negotiate or pay tribute.**

---

**2. How did Madison's policies and Congress' laws change Jefferson's trade policy? What effect did this have on the American economy?**

Answer:

Jefferson enforced a trade embargo against Great Britain and France and strongly restricted Americans' rights to trade through the Embargo Act of 1807. Under Madison, Macon's Bill (1810) reduced trade restrictions. This trade policy where Americans could trade more freely with other countries helped the economy of 1800s America.

---

---

**3. Did the United States of America benefit from the War of 1812?**

Answer:

If the student answers no, he will have to explain that the reason for the war ended before the end of the War of 1812. Great Britain had been attacking Americans at sea and impressing sailors, in part because it had been in war against Napoleon's France. The student could argue that the war did not end this British practice. If the student answers yes, he should explain that after the war, Great Britain never threatened America again. Secondly, the British finally withdrew soldiers from their forts in the American west. Thirdly, the Americans roundly defeated the Indians east of the Mississippi.

---

---

Practice drawing and labeling the map, until you can do so by memory.

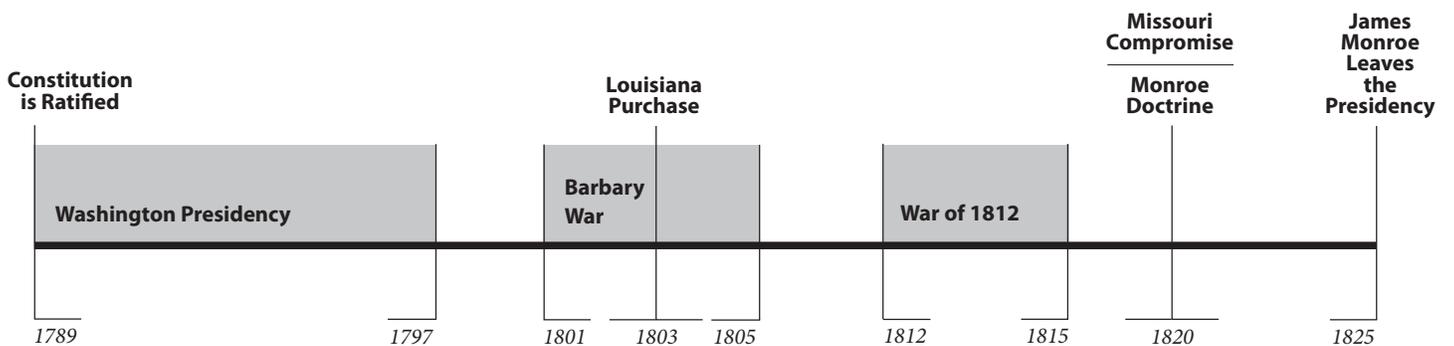
## WAR OF 1812



Answer these questions and test your knowledge.

1. In which state was the Star-Spangled Banner written? Maryland
2. Which was the last battle of the War of 1812? The Battle of New Orleans
3. During the War of 1812, who controlled Florida? Spain
4. In the War of 1812, who was President? James Madison
5. Which body of water is south of New Orleans? Gulf of Mexico

# THE MONROE DOCTRINE, 1820



# THE ERA OF GOOD FEELINGS



*James Monroe*

## **G**RAMMAR WHAT YOU NEED TO KNOW

- 1. Laissez-faire:** Laissez-faire is a French phrase which means a policy of hands off, limited government and minimal taxes. It was the economic policy of the United States government in the 1800s and it brought great economic growth.
- 2. James Monroe:** Monroe was the last Founding Father as President and a traditionalist. He was the last President to wear his hair in a ponytail. He followed a policy of limited government.
- 3. Strict constructionist:** A strict constructionist is a person who thinks the government only has power to do what is explicitly written in the Constitution. Monroe was a strict constructionist.
- 4. The Monroe Doctrine:** In 1820, James Monroe issued a policy that forbade European countries the right to meddle in the affairs of Northern or Southern America.
- 5. Adams-Onis Treaty:** In 1819, the U.S. bought Florida from Spain for \$5 million.

### 1. Based on the lesson, you can infer that in the 1800s

- a. Americans were some of the poorest people in the world.
- b. Americans made state of the art tools.
- c. Americans had a problem with obesity.
- d. American students never complained.

Answer: **b**

Which sentence(s) best supports this answer?

This hands-off policy, also known as laissez-faire, allowed Americans to create and manufacture some of the world's best instruments, tools, and goods.

---

### 2. Based on the lesson, the American Founding Fathers

- a. succeeded in most things but failed in one main thing.
- b. succeeded in all things.
- c. failed in all things.
- d. failed in most things but succeeded in one thing.

Answer: **a**

Which sentence(s) best supports this answer?

The young country had just defeated the greatest naval and military power in the world for the second time in 35 years. Americans had destroyed the Indian threat throughout the country up to the Mississippi River....During the twenty years following the War of 1812, however, American leaders failed to resolve the greatest problem of their time: the existence and spread of slavery.

---

### 3. Based on the lesson, you can infer that in the early 1800s, Americans believed that a man having a ponytail was

- a. liberal
- b. feminine
- c. respectful of tradition
- d. a radical

Answer: **c**

Which sentence(s) best supports your answer?

He dressed traditionally and was the last president to wear his hair in a ponytail.

---

#### 4. Based on the lesson, the Monroe Doctrine

- a. kicked the French out of South America.
- b. kicked the Spanish out of South of America.
- c. brought the United States and Great Britain closer.
- d. brought the United States and Great Britain further from each other.

Answer: c

Which sentence(s) best supports this answer?

**Great Britain secretly assured America it would use its navy to defend the Americas.**

---

#### 5. President Monroe was

- a. against using tax money for uses not specified in the Constitution.
- b. for using tax money for uses not specified in the Constitution.
- c. against using his money for uses not specified in the Constitution.
- d. for using his money as specified in the Constitution.

Answer: a

Which sentence best supports this answer?

**Monroe acclaimed, “It is with deep regret, approving as I do the policy, that I am compelled to object to its passage and to return the bill to the House of Representatives, in which it originated, under a conviction that Congress does not possess the power under the Constitution to pass such a law.”**

---

## **R**HETORIC SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. In chapter 41, you will find the answer to this question. It deals with the Missouri Compromise, which occurred during the Presidency of James Monroe. What were three main points of the Missouri Compromise?**

Answer:

**Missouri entered as a slave state. 2. Maine entered as a free state. 3. Throughout the rest of the Louisiana Territory, there would be no slavery north of the parallel 36°30', except within Missouri.**

---

**2. Based on the lesson, what was one of the main reasons America experienced rapid economic growth in the 1800s?**

Answer:

The American government followed a policy of laissez-faire in the economy. This meant that the government allowed Americans freedom in their lives. With this freedom, Americans were encouraged to invent, to improve their lives, to make their families' lives better, and these efforts improved the economy of the entire country.

---

**3. President Monroe vetoed a bill that would have funded improvement of the Cumberland Road, even though he thought it was a good idea. Why did he reject the bill, and what does his rejection of the bill tell you about his character?**

Answer:

President Monroe rejected the bill because he saw that the Constitution does not give Congress the power to improve roads that have nothing to do with national defense. Monroe supported the bill, but could not sign it because he did not want to go against the Constitution. This action proves that Monroe was a man of character, who does what he believes is right, even when it goes against his personal preferences.

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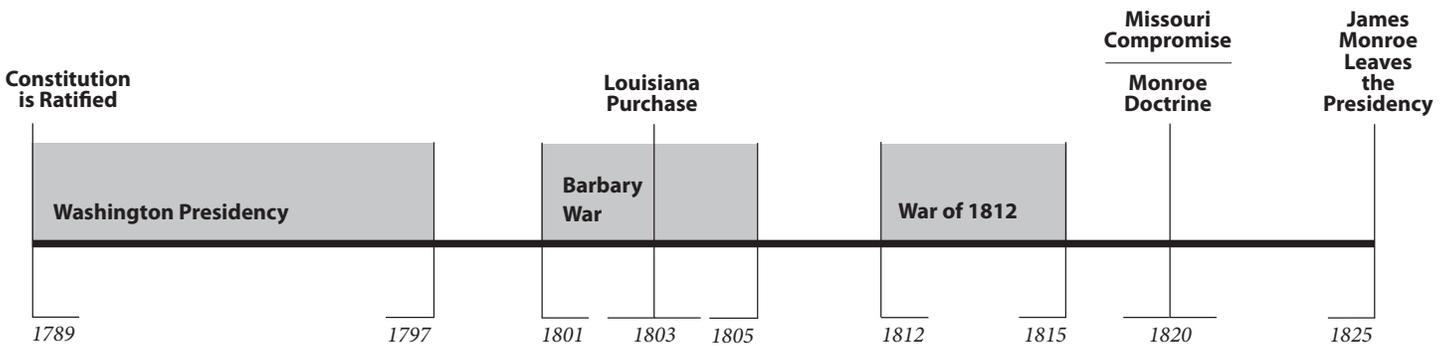
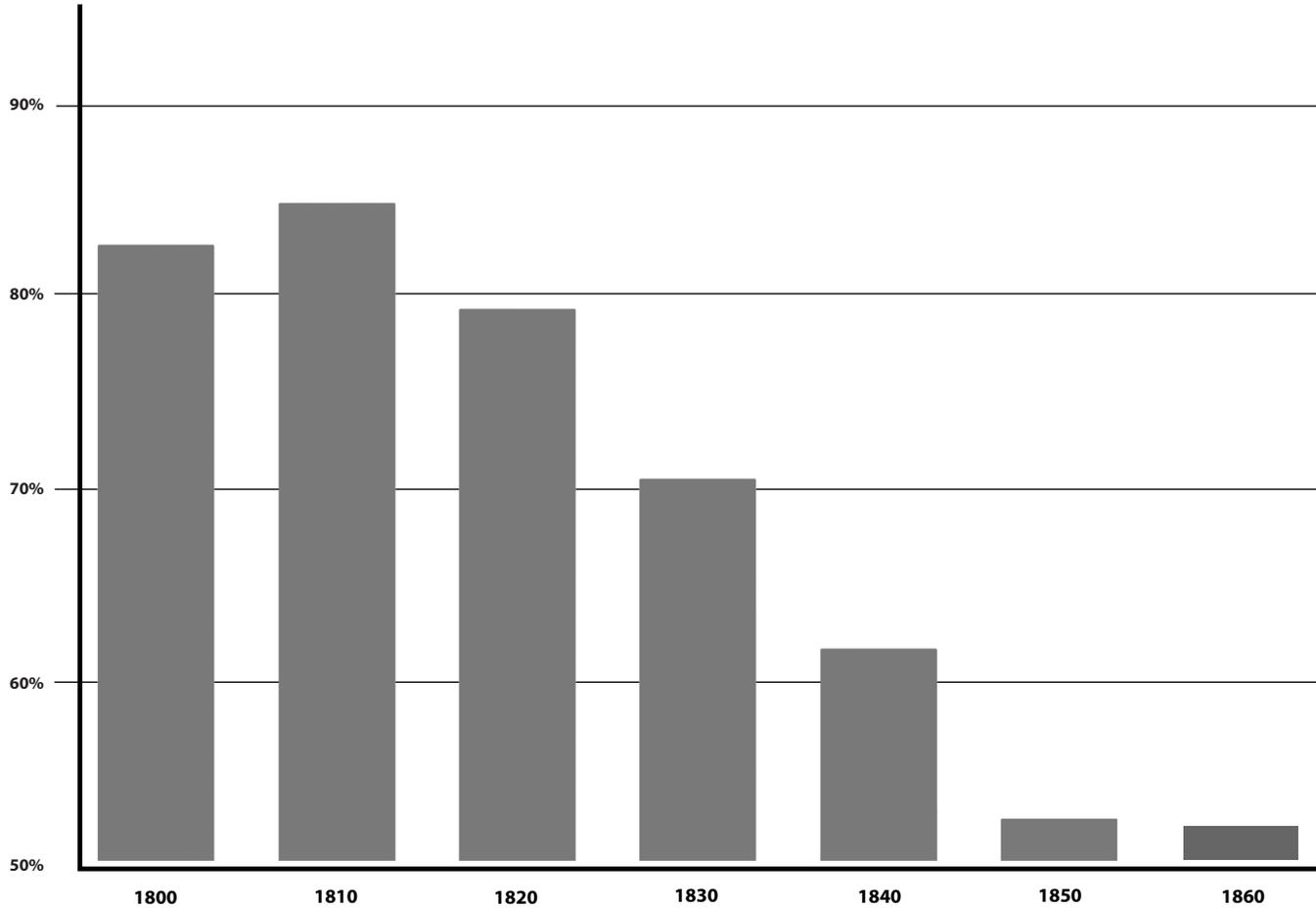
# THE MONROE DOCTRINE, 1820



*Answer these questions and test your knowledge.*

1. What is "Uncle Sam" pointing to? "Monroe Doctrine"
2. Why is the Monroe Doctrine written as a line? It means other powers cannot cross it.
3. Who is opposite of Uncle Sam? Two Europeans
4. Which of the three figures appears in charge? Uncle Sam
5. Which of the three looks most militaristic? The European with the helmet

# AMERICAN LABOR FORCE IN AGRICULTURE, 1800 - 1860



# AMERICAN SPIRIT AND INDUSTRY IN THE FREE NORTH



*Cotton Gin*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. Industrialists:** Industrialists were men, like Andrew Carnegie, J.P. Morgan, John D. Rockefeller, and Levi Strauss, who worked hard and took risks to become successful businessmen.
- 2. John Deere:** John Deere developed some of the world's finest farm products.
- 3. Cyrus McCormick:** Cyrus McCormick invented the McCormick mechanical reaper, which made it easier to cut grain crops.
- 3. Eli Whitney:** Eli Whitney invented the Cotton Gin, which made it easier to harvest cotton.
- 4. Samuel F. B. Morse:** Samuel F.B. Morse invented the wire telegraph, which made communication over long distances easier and faster.
- 5. Erie Canal:** The Erie Canal was an artificial river that connected the Great Lakes to the Hudson River and New York City.
- 6. Cornelius Vanderbilt:** Cornelius Vanderbilt used steam technology and business intelligence to cut travel time and travel cost on land and sea.

### 1. Based on the lesson, you can infer that in the 1800s America

- a. was a land of great opportunity for all.
- b. was a land of no opportunity for all.
- c. was a land of great opportunity for all in the north.
- d. was a land of great opportunity for all in the south.

Answer: c

Which sentence(s) best supports this answer?

**The economic system the Founding Fathers created allowed individuals from all economic levels to aspire to and achieve incredible success. Slavery is the exception to this. Because of slavery, most technological advancements did not originate from the slave culture in the South.**

---

### 2. What was not one reason Americans experienced rapid economic gain and material advancement in the 1800s?

- a. abundant land
- b. scarce labor
- c. active government
- d. limited government

Answer: c

Which sentence(s) best supports this answer?

**Because of the abundant land, scarce labor, and limited government, Americans were always thinking of better ways to work in agriculture.**

---

### 3. If you wanted someone to explain how best to build a small factory that runs on water power, which of the following would be most qualified?

- a. Charles Lane
- b. Samuel Slater
- c. Samuel F.B. Morse
- d. James Oliver

Answer: b

Which sentence(s) best supports this answer?

**Samuel Slater built the first textile mill in the U.S.A.**

---

**4. If you wanted to hire someone to invent machinery or farm products, where would you have the best chance of finding the most qualified person?**

- a. North
- b. South
- c. East
- d. West

Answer: **a**

Which sentence(s) best supports this answer?

**Inventors created new products which improved the lives of all humans, and businessmen created systems that brought these products to average people, but the great majority of inventors in America were from the North.**

---

**5. If you wanted to build a dormitory for laborers, who would most likely be the best person to advise you?**

- a. Samuel F.B. Morse
- b. Gail Borden
- c. Eli Whitney
- d. Francis Cabot Lowell

Answer: **d**

Which sentence(s) best supports this answer?

**Francis Cabot Lowell established textile production factories with living arrangements for workers.**

---

# RHETORIC

## SHORT ANSWER QUESTIONS

---

Answer the following with a short essay (3-5 sentences):

**1. Based on your knowledge of geography and this lesson, why did New York City become the business capital of the country?**

Answer:

New York City is located on the East Coast, with a harbor positioned on the Atlantic Ocean. The Hudson River empties into New York City, and runs from the North into the South. The Erie Canal connects the Hudson River with the Great Lakes. New York City has shipping access with the interior of the United States of America because of the Hudson River and the Erie Canal, and it is connected to the rest of the world because of the Atlantic Ocean. Once the Erie Canal was built, New York City became the most important business city in America.

---

**2. Why did most of America's inventions occur in the North in the 1800s?**

Answer:

In the North, there was freedom and a limited government. Individuals were free to work and reap the rewards from their work. Because of this freedom, individuals were continually striving to find the best way to do things. Many Northerners invented better farm instruments, a sewing machine, and other household aids. These inventors from the North owned their inventions, and many were able to become wealthy because of what they had invented. In the South, many were slaves. Slaves did not own what they created. The owners of slaves were busy working to keep their slaves. Those in the South who did not own slaves had to pay to keep slaves from running away, and Southern whites had to "volunteer" as slave catchers. Because there was much less freedom in the south, Southerners did not invent or create as Northerners did.

---

**3. From the inventions that are listed in this chapter, which one do you think was most beneficial to man?**

Answer:

Answers will vary.

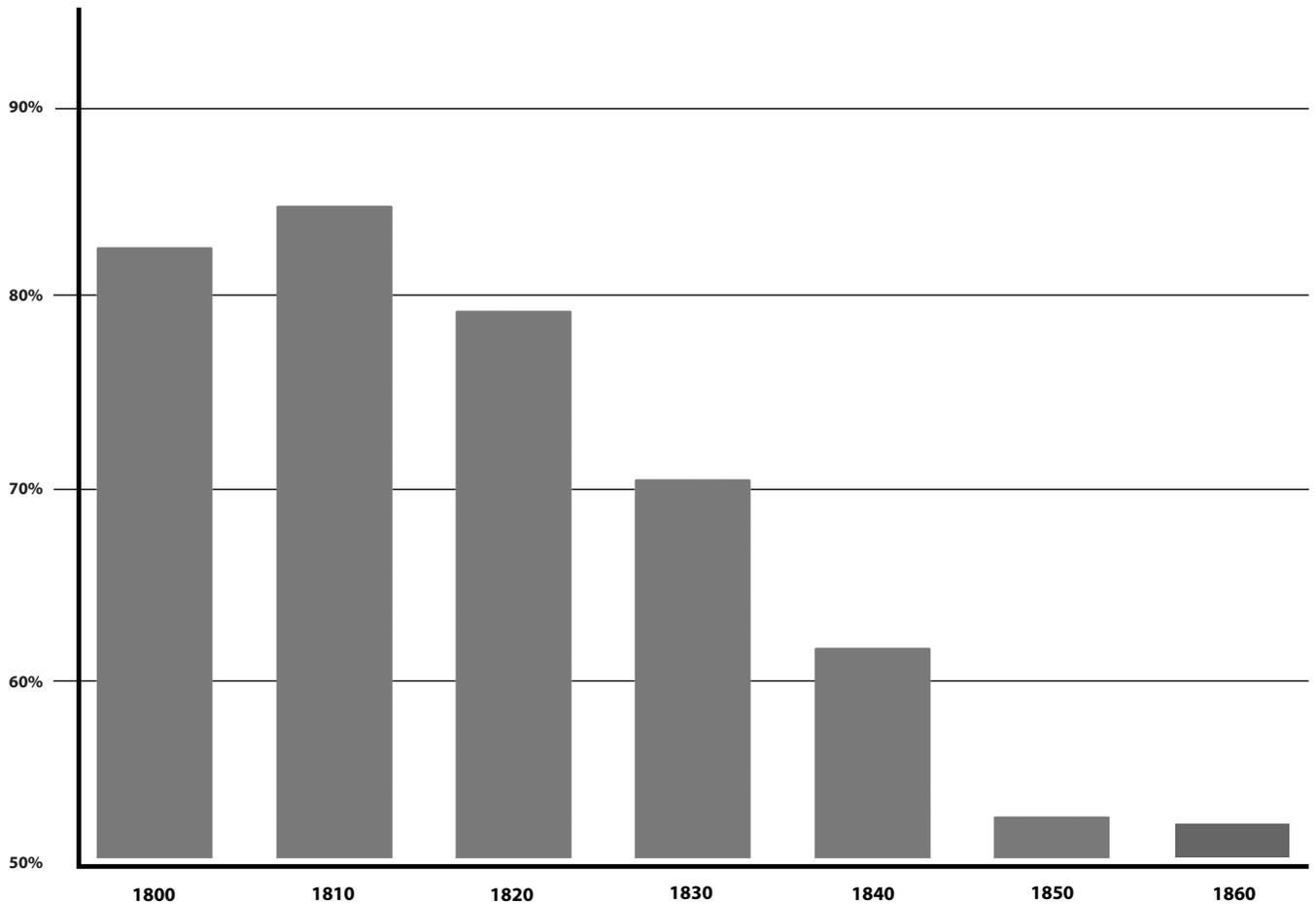
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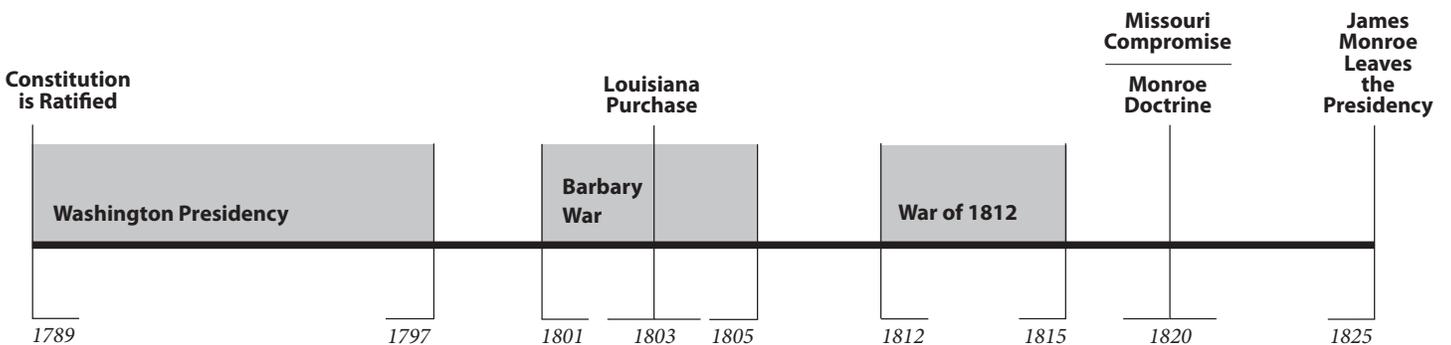
# AMERICAN LABOR FORCE IN AGRICULTURE, 1800 - 1860



*Answer these questions and test your knowledge.*

1. From 1800 to 1860, which year saw the greatest number of agricultural laborers? 1810
2. From 1800 to 1860, did the number of agricultural workers decrease or increase? Decrease
3. What was the first year the number of agricultural workers dropped below 60%? 1850
4. From 1800 to 1860, which year had the lowest number of agricultural workers? 1860
5. Does this chart explain at least one reason for the decrease in agricultural workers? No

# RAILROAD TRACKS, 1860



# RAILROADS, THE POST OFFICE, AND THE POLITICIZATION OF NEWS



*Steam Engine Train*

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

- 1. Franking:** Franking means the free postal privileges that American politicians enjoy.
- 2. Incumbent:** An incumbent is an elected official. The word incumbent is often used when explaining that an official is running for office.
- 3. Postmaster:** The Postmaster is the Head of the Post Office.
- 4. Baltimore to Ohio Line:** In 1828, the Baltimore to Ohio railroad line was the first commercially successful railroad line in the country.
- 5. Transportation Revolution:** In the 1800s, Americans revolutionized travel by steam technology and by business intelligence.
- 6. 1840 American Industry:** By 1840, America led the world in ship building, iron manufacturing, publishing, and textile manufacturing.
- 7. The Pony Express:** Between 1860 and 1861, Americans sent mail on the Pony Express, a system in which horse riders carried mail across much of the West.

**1. What ended “The Canal Era?”**

- a. government
- b. steam-powered railroad
- c. automobile
- d. airplane

Answer: **b**

Which sentence(s) best supports this answer?

**The Canal Era ended as the steam-powered railroad, an English invention, became the fastest means of travel on land, and completely changed transportation.**

---

**2. In the United States of America, did the government or private companies do more to establish time zones and build railroad lines?**

- a. government
- b. private companies

Answer: **b**

Which sentence(s) best supports this answer?

**The American Railway Association created four time zones in America in 1883 to standardize train arrivals and departures.**

---

**3. Based on the lesson, which country was most likely the leader in industrial production before 1840?**

- a. U.S.A.
- b. France
- c. Russia
- d. Great Britain

Answer: **d**

Which sentence(s) best supports this answer?

**By 1840, the U.S.A. equaled or surpassed Great Britain in ship building, iron manufacturing, publishing, and textile manufacturing.**

---

**4. Based on the lesson, how could one describe the original reason for the franking privilege?**

- a. dishonorable
- b. corrupt
- c. reasonable
- d. hilarious

Answer: c

Which sentence(s) best supports this answer?

**The original idea was to allow for an inexpensive way to get news out.**

---

**5. Based on the lesson, in the 1870s, what was the fastest means of communication from New York to California?**

- a. wire telegraph
- b. railroad
- c. Pony Express
- d. airplane

Answer: a

Which sentence(s) best supports this answer?

**The railroad and telegraph took away the need for the Pony Express.**

---

## **R**HETORIC SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. In the early 1800s, who was most responsible for the “Transportation Revolution” in America, government or private industry?**

Answer:

**In the early 1800s, private industry was most responsible for the “Transportation Revolution” in America. In chapter 39, it is noted that Robert Fulton created the first commercially successful steamboat on the Hudson River. Cornelius Vanderbilt used steam technology and business intelligence to cut travel time and travel cost from New York to California. The American Railway Association, a private group, established the four time zones in America in 1883.**

---

**2. Explain one unintended consequence of the Founders establishing the franking privilege.**

Answer:

In order to help Americans learn about political news during the American Revolution, politicians had “franking privileges,” which allowed them to send mail for free to constituents. Over time, politicians used free postage to send political news that was supportive of their reelection.

---

**3. Why did Americans tend to read more newspapers than books, when compared to Europeans, in the 1800s?**

Answer:

American politicians enjoyed franking privileges. This allowed them to send political news for free to their constituents. Newspapers were created only to support politicians. Newspapers sent to Americans grew from 2 million in 1800 to 140 million in 1840. Because of the virtually free nature of newspapers and the political incentive to create political news, Americans had easy access to current events.

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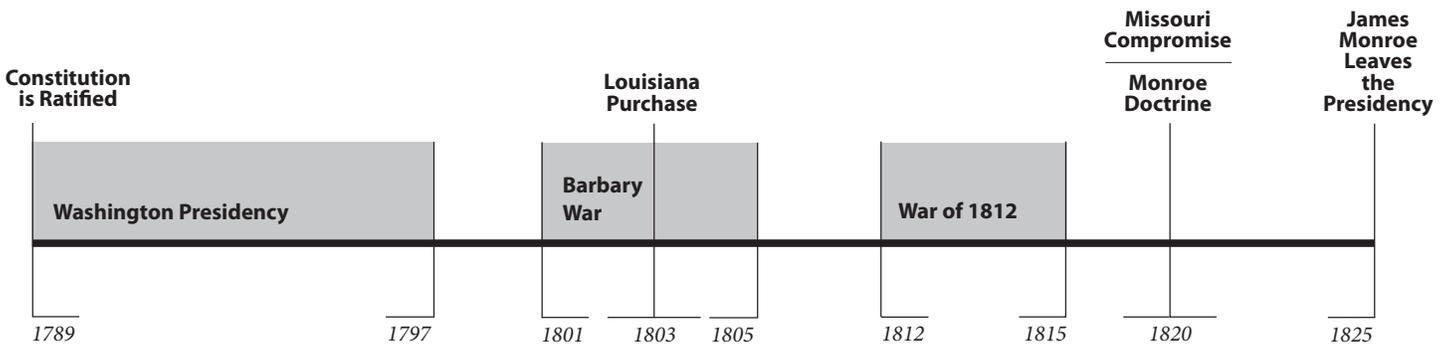
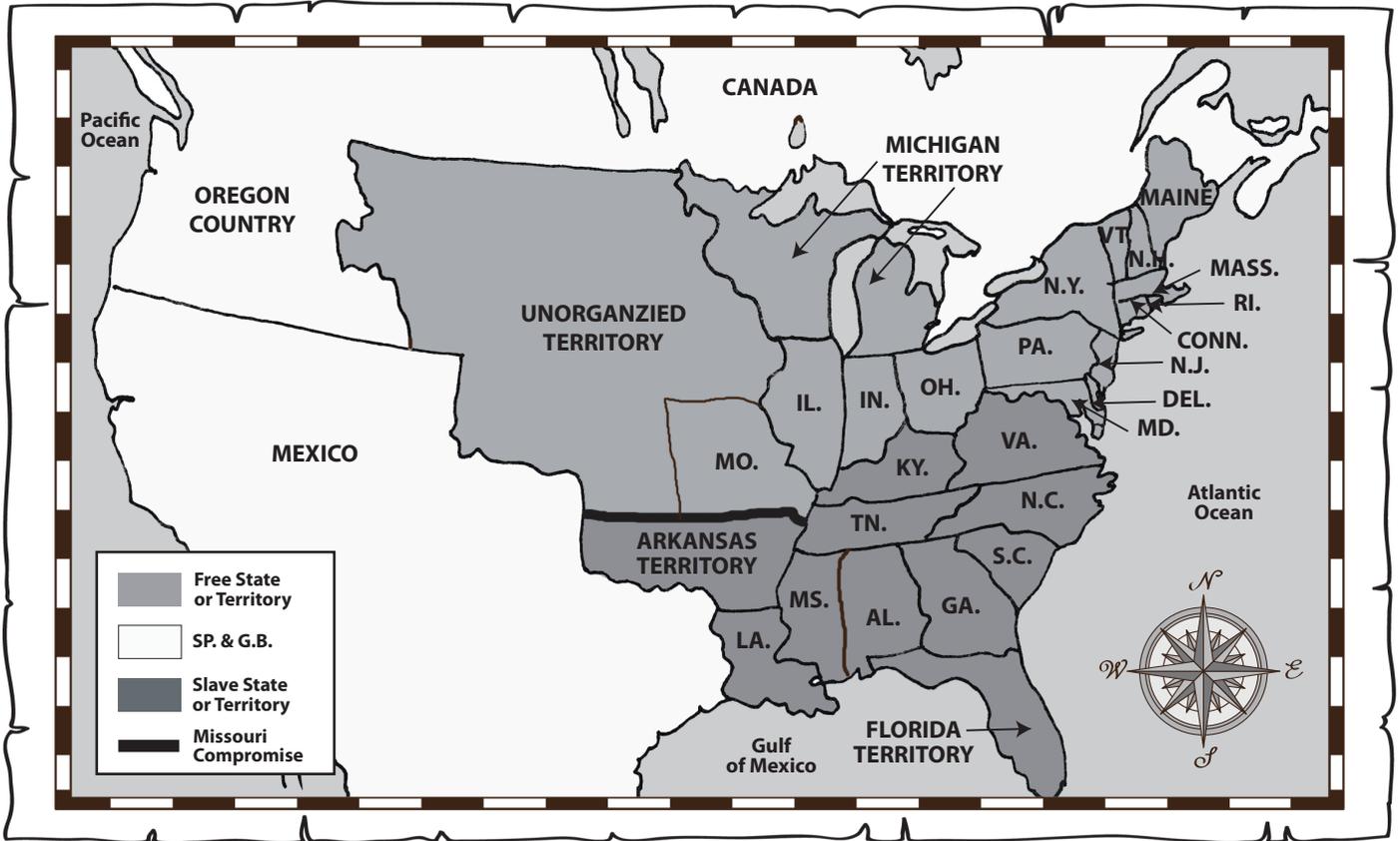
# RAILROAD TRACKS, 1860



Answer these questions and test your map knowledge.

1. Which part of the country had more railroad tracks, the East or West? East
2. Which part of the country had more railroad tracks, the North or the South? North
3. Which part of the country most likely had more manufacturing, North or South? North
4. Which part of the country most likely had a weaker transportation system, North or South?  
South
5. In 1860, were there any tracks west of Kansas City or Houston? No

# MISSOURI COMPROMISE



# THE MISSOURI COMPROMISE

## **G**RAMMAR WHAT YOU NEED TO KNOW

---

### **1. The Missouri Compromise:**

- a. Missouri entered as a slave state.
- b. Maine entered as a free state.
- c. Throughout the rest of the Louisiana Territory, there would be no slavery north of the parallel  $36^{\circ}30'$ , except within Missouri.

- 2. Fire bell in the night:** This is a story where it is said Jefferson woke up and heard a fire bell in the night. It meant that Jefferson saw the slavery dilemma as if it were a fire, threatening to destroy everything.

### 1. Based on the lesson, you can infer that the original Americans

- a. treated the new Americans with condescension.
- b. treated the new Americans with exceptionalism.
- c. treated the new Americans very unfairly.
- d. treated the new Americans fairly.

Answer: **d**

Which sentence(s) best supports the answer?

**The new states were not treated as colonies, and the “new” Americans had the same rights as the “original” Americans.**

---

---

### 2. Based on the lesson, you can infer that the American Founding Fathers

- a. solved every issue of the new republic.
- b. didn’t solve many issues of the new republic.
- c. didn’t solve at least one problem of the young republic.
- d. especially solved the main problem of the young republic.

Answer: **c**

Which sentence(s) best supports the answer?

**Americans understood this moral inconsistency, but it appears that America’s leaders hoped the problem would somehow go away on its own.**

---

---

### 3. Based on the lesson, you can infer the Louisiana Territory

- a. caused serious problems for America.
- b. resolved the issue of slavery for America.
- c. enabled the North and South to fight each other.
- d. enabled the North and South to resolve all of their problems.

Answer: **a**

Which sentence(s) best supports the answer?

**How would new states from areas in the Louisiana Territory be added? Would they be free or slave?**

---

**There was no easy answer.**

---

---

**4. Based on the map of the Missouri Compromise, most of the Louisiana Territory would be**

- a. free
- b. slave
- c. free or slave
- d. free and slave

Answer: a

**5. Based on the lesson, in 1819, most Americans**

- a. were in favor of slavery.
- b. were against slavery.
- c. were divided about slavery.
- d. owned slaves.

Answer: b

Which sentence(s) best supports the answer?

In 1819, the United States had 11 free states and 11 slave states. The North controlled the House of Representatives because more people lived in the North.

---

**R** HETORIC  
SHORT ANSWER QUESTIONS

---

*Answer the following with a short essay (3-5 sentences):*

**1. How do the rights of the new states added to the United States of America, from 1789-1821, show American Exceptionalism?**

Answer:

Before the United States of America, countries established colonies by treating colonists as second-class citizens. Colonists did not enjoy equal rights with citizens in the home country. Typically, colonies existed to serve the home country. However, in the U.S.A., all new states and new citizens had the exact same rights as the states and citizens from the first 13 states. America was the first country to expand by treating all new citizens with the same equality as the original citizens. This is an example of American Exceptionalism, because in America, its treatment of expansion and new states was exceptional.

---

**2. By the early 1800s, explain how America was a story of two separate countries.**

Answer:

By the early 1800s, Northerners detested and outlawed slavery and Southerners believed in and enforced slavery. This stance affected every aspect of life in both cultures. The Northern culture favored industry, self-government, limited government, and individualism. Southern culture required a larger government to enforce slavery, strict laws controlling over 3 million humans, and strict laws controlling how free people interacted with the slaves.

---

**3. What does the “fire bell in the night” story teach us?**

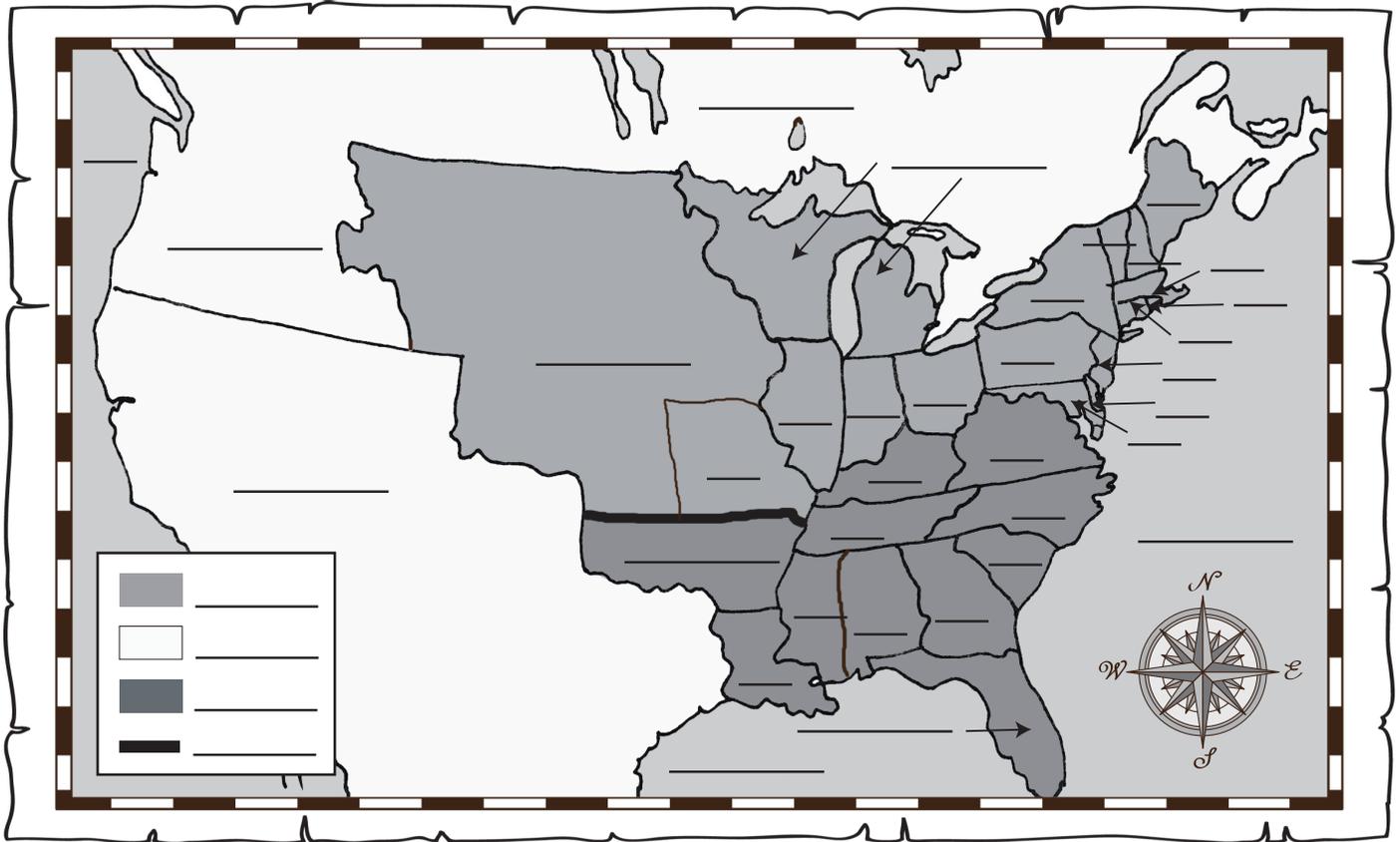
Answer:

There is a story that Thomas Jefferson had a nightmare about the problem of Missouri entering the country as a slave state or a free state. Jefferson envisioned that the issue of slavery would one day lead to war with devastating consequences. The “fire bell in the night” story teaches us that early on in the Republic, the American Founding Fathers knew slavery was a problem, but they did not know how to resolve it, or they knew how but failed to resolve the issue.

---

Practice drawing and labeling the map, until you can do so by memory.

## MISSOURI COMPROMISE



Answer these questions and test your map knowledge.

1. In the Missouri Compromise, would the area above the Missouri Compromise line be free or slave? Free

Free

2. Did the Missouri Compromise have anything to do with the land Mexico controlled? No

3. In the Missouri Compromise, was Maine admitted as a slave or as a free state? Free

4. In the Missouri Compromise, was Missouri admitted as a slave or as a free state? Slave

5. What does the Missouri Compromise line on the map signify? Above the line was free. Below the line was slave.

### LOGIC

## TOOLS OF THE HISTORIAN

### COUNTERARGUMENT

In history many historians have different judgments based on the same evidence. For example, some historians view Thomas Jefferson as a hero, but there are some who think he was self-centered. These are two very different judgments on our third president. Another name for this may be perspective.

A **PERSPECTIVE** is a particular way of looking at an historical event.

When you defend your thesis statement, you should include at least one counterargument. A counterargument is an argument in which the writer presents an idea that goes against his own thesis statement. Then, in that paragraph, the writer shows how this idea is wrong.

For example, if the thesis statement to an essay was the following, “Thomas Jefferson was greatly responsible for the founding of the U.S.A.,” the counterargument could look like this:

Some historians say that Thomas Jefferson was not greatly responsible for the founding of the United States. They argue this because Jefferson did not even fight in the American Revolution. These historians couldn’t be more wrong. Even though Jefferson didn’t raise a rifle in the war, his pen was mightier than the sword. In writing the Declaration of Independence, he let Great Britain know the reasons why Americans were fighting. Jefferson also inspired Americans to fight for high ideals. “All men are created equal” are words Americans thought of when they went into battle. “Life, liberty, and the pursuit of happiness” are words Jefferson used to make known that Americans believed each man to be entitled to rights never before granted to all people. Partly because of Jefferson’s words, Americans fought bravely for many years to beat the British. Jefferson played a significant role in the American Revolution and was greatly responsible for the founding of the United States.

Notice that the beginning of this paragraph begins with the words “Some historians say.” This is because you are presenting an idea that is opposite of yours. In your paragraph, be clear that you think these people are wrong.

## REVISING

After writing the rough draft, it is necessary to revise. Revising involves four steps. Take your essay and perform these four tasks with a red pen in hand.

### STEP I • DELETION

Delete: the end, every, just, nice, great, bad, got, everything, getting,  
dead words: so, well, a lot, lots, get, good, some, yours, you, your, very

### STEP II • ADDITION

- A. Add words, facts, or better descriptions. Imagine you are writing for an adult who does not know the subject well. Explain every point precisely.
- B. Use transitions whenever helpful.

**To add ideas**

further, furthermore, moreover, in addition

**To show results**

therefore, consequently, as a result

**To indicate order**

first, second, in addition to

**To summarize**

to sum up, to summarize, in short

**To compare**

similarly, likewise, by comparison

**Conclusion**

in conclusion, to conclude, finally

### STEP III • SUBSTITUTION

Substitute repetitive or weak words.

- A. Underline the first word in each sentence. If the words are the same, change some of the words.
- B. Read your thesis, topic sentences, closers, and conclusion; change words as needed. Is your word choice powerful and effective? Will your essay convince the reader?

### STEP IV • REARRANGEMENT

Write sentences that have a variety of beginnings.

**Adjective beginnings**

Well-equipped, dedicated Union soldiers  
won the American Civil War.

**“ing” words**

Riding horses was common among  
most 1800s Americans.

**Prepositional phrases**

Over the vast Pacific Ocean,  
Columbus sailed.

**Dependent clause**

Because of Lincoln, the North  
did not give up the war effort.

**“ly” words**

Bravely, Washington led the  
Continental Army to victory.

**Adverbs**

Slowly, but surely, Grant moved  
the Union Army

## TYPING GUIDELINES

1. All final research papers must be typed. The Works Cited page must also be typed.
2. The font must be a standard typeface and style. Courier, Helvetica, and Times New Roman are good choices. Do not use italics, handwriting, or anything else decorative. (except italics for book titles or names of ships)
3. The size of the letters must be 12 points.
4. All margins must be one inch from the top, bottom, and each side.
5. All sentences will be double-spaced.
6. Pages will be numbered in the lower right-hand side of the page. Do not number your Cover page. The Works Cited page is numbered but does not count as a text page.

## THE COVER PAGE

The Cover page needs to have the title of your research paper centered. It can be at the top, the middle, or the bottom of the page. You need to make an illustration by drawing in pencil, coloring in colored pencils, or using any other teacher-approved medium.

In the bottom right-hand corner, write or type your name, date, and period of your history teacher.

# RHETORIC

## THE U.S. AS A YOUNG NATION

### CHALLENGES

#### Introduction

From 1789 to 1825, Americans faced many challenges to their new country. There were threats from abroad, vast areas of unknown land, friendly and hostile neighbors, new industries to learn, and a new government to run.

#### Question

Based on the evidence, what were the three greatest challenges to the young nation? Below is a list of terms and people with which you may work. You do not have to include all in your essay.

**Indians**

**Washington**

**Alien and Sedition Act**

**moving west**

**Louisiana**

**Spain**

**Jefferson**

**Hamilton**

**Monroe**

**Madison**

**War of 1812**

**Whiskey Rebellion**

**Shay's Rebellion**

## RESEARCH ACTIVITIES

### A. TAKING NOTES

Follow the structure below to write notes. Use a variety of sources.

#### Louisiana

What?

Who?

When?

Where?

Why?

Any other information?

How much of a challenge did this present to the young republic?

Source and page(s):

## B. RATING THE CONTRIBUTIONS

On the chart below write the challenge on the left, describe the challenge in the middle, and rate the challenge on the far right. A rating of 1 would be the toughest challenge and 10 the easiest.

<b>CHALLENGE</b>	<b>BRIEF DESCRIPTION</b>	<b>RATING</b>
1. <u>Indians</u>	1. <u>Some fought settlers</u>	_____
2. <u>Great Britain</u>	2. <u>It did not respect the new U.S.A.</u>	_____
3. _____	3. _____	_____
4. _____	4. _____	_____
5. _____	5. _____	_____
6. _____	6. _____	_____
7. _____	7. _____	_____
8. _____	8. _____	_____
9. _____	9. _____	_____
10. _____	10. _____	_____
11. _____	11. _____	_____
12. _____	12. _____	_____
13. _____	13. _____	_____
14. _____	14. _____	_____
15. _____	15. _____	_____

## C. DISCUSSION

When you share ideas with others, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. Likewise, if you are alone in a classroom or if you are learning with your teacher, it is important that you prepare all sides of an argument. Try to learn all sides of an argument and be prepared to defend all sides.

If you are in a classroom, each student should interview at least three classmates who do not sit next to one another. If you are in a classroom with one student, then the student needs to be able to argue both or many sides to one question. The answers to the following questions must be written down on a piece of paper.

### 1. BASED ON THE EVIDENCE, WHAT WERE THE THREE GREATEST CHALLENGES TO THE YOUNG NATION?

#### 2. WHY DO YOU THINK THIS?/ WHAT IS YOUR EVIDENCE?

Student 1: \_\_\_\_\_

\_\_\_\_\_

Student 2: \_\_\_\_\_

\_\_\_\_\_

Student 3: \_\_\_\_\_

\_\_\_\_\_

## REFLECTION

After you have written down all your classmates' responses, think about them and ask yourself the following questions. Write down your answers under your classmates' responses.

### 1. WHAT DO I THINK OF THESE CLASSMATES' ANSWERS? \_\_\_\_\_

\_\_\_\_\_

### 2. WHICH ARE THE THREE BEST ANSWERS? \_\_\_\_\_

\_\_\_\_\_

### 3. HAVE I CHANGED THE WAY I THINK? HOW? \_\_\_\_\_

\_\_\_\_\_

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out he is actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.

## UNIT VI TEST

### 1. Which group was against ratification of the Constitution?

- a. Federalists
- b. anti-Federalists
- c. Federalist Papers
- d. The Democrats

### 2. What is another name for tyranny?

- a. Federalism
- b. Republicans
- c. Democrats
- d. Despotism

### 3. What is a list of 10 individual and states' rights found in the Constitution?

- a. The Bill of Rights
- b. The Federalist Papers
- c. faction
- d. Faction

### 4. Who is called the Father of the Constitution?

- a. George Washington
- b. John Adams
- c. James Madison
- d. Benjamin Franklin

### 5. According to the authors of *The Federalist Papers*,

- a. The Articles of Confederation lacked a weak President.
- b. The Articles of Confederation lacked a strong President.
- c. The Articles of Confederation lacked a President.
- d. The Articles of Confederation lacked a war.

### 6. According to the authors of *The Federalist Papers*,

- a. The states would become unimportant.
- b. The states would relinquish most power to the federal government.
- c. The states would encourage military service.
- d. Americans' religious nature would ensure no tyrant could ever take over.

### 7. In the early 1800s, about how many people in America were slaves?

- a. 1/3
- b. 1/10
- c. 1/2
- d. 1/7

### 8. In the early 1800s, which was the fastest means of travel in the U.S.A?

- a. horse
- b. sailboat
- c. train
- d. car

### 9. Who is considered Father of the Country?

- a. George Washington
- b. Thomas Jefferson
- c. James Madison
- d. Alexander Hamilton

**10. What did Washington establish?**

- a. Whiskey Rebellion
- b. Cabinet
- c. French Revolution
- d. Constitution

**11. Which party tended to have members who were farmers and wanted a weak central government?**

- a. Federalists
- b. Democrats
- c. Whigs
- d. Republicans

**12. Which President supported the Alien and Sedition Acts?**

- a. James Madison
- b. John Adams
- c. George Washington
- d. Thomas Jefferson

**13. Which two countries waged a naval war against the U.S.A. in the early 1800s?**

- a. Spain and France
- b. France and Great Britain
- c. Great Britain and Spain
- d. Spain and Holland

**14. What is the power the Supreme Court has to interpret a law and decide if it is Constitutional or not?**

- a. Judicial Review
- b. Capitalism
- c. Free Market
- d. Doctrine

**15. Which of the following goes against the free market and capitalism?**

- a. low taxes
- b. no king
- c. slavery
- d. no regulation

**16. Which President was responsible for the Louisiana Purchase?**

- a. George Washington
- b. James Madison
- c. Thomas Jefferson
- d. James Monroe

**17. What war did the U.S.A. win against pirates?**

- a. War of 1812
- b. Barbary War
- c. Quasi War
- d. Mexican-American War

**18. In which battle did Andrew Jackson win a decisive victory?**

- a. War of 1812
- b. Battle of New Orleans
- c. Second Barbary War
- d. Battle of Lake Erie

**19. Who wrote the Star-Spangled Banner?**

- a. Francis Scott Key
- b. Thomas Jefferson
- c. Dinesh Souza
- d. Diana Ross

**20. Who defeated the British at the Battle of Lake Erie?**

- a. Andrew Jackson
- b. George Washington
- c. Commodore Perry
- d. George Macon

**21. What is a person who thinks the government only has power to do what is explicitly written in the Constitution?**

- a. Federalist
- b. Laissez Faire
- c. Democrat
- d. Strict Constructionist

**22. What means a policy of hands off, limited government and minimal taxes?**

- a. Federalist
- b. Laissez Faire
- c. Democrat
- d. Strict Constructionist

**23. Who invented the mechanical reaper, making it easier to cut grain crops**

- a. John Deere
- b. Cyrus McCormick
- c. Samuel F.B. Morse
- d. Eli Whitney

**24. Who invented the wire telegraph?**

- a. John Deere
- b. Cyrus McCormick
- c. Samuel F.B. Morse
- d. Eli Whitney

**25. In 1840, which country led the world in ship building, iron manufacturing, publishing, and textile manufacturing?**

- a. Great Britain
- b. France
- c. Russia
- d. United States of America

## Answers to the Test:

1. b.
2. d.
3. a.
4. c.
5. c.
6. d.
7. d.
8. b.
9. a.
10. b.
11. d.
12. b.
13. b.
14. a.
15. c.
16. c.
17. b.
18. b.
19. a.
20. c.
21. d.
22. b.
23. b.
24. c.
25. d.

## NOTES